



**"The City: Chicago and Beyond"
CASE Conference 2007
February 23, 8am - 2pm
Chicago History Museum
Sponsored by: CASE Conference
Steering Committee**



<http://www.casechicago.org/>

This year's CASE conference will explore the complex role of the city in American culture, with a special emphasis on the history, literature and arts from and about Chicago. We will provide each other with practical ways of integrating the city - both its representations and reality - into the American Studies classroom. We will also discover creative ways to bring the classroom into the city.

Conference Schedule

**Crown Room/ Registration &
Continental Breakfast** 8:00 am

**Auditorium/ Welcome from CASE
steering committee** 8:45 am

Auditorium/ Keynote Address:

**The Plan of Chicago: Daniel Carl Smith, Professor of English and
Burnham and the Remaking of the American City American Studies at Northwestern University**

Carl Smith (Ph.D. American Studies, Yale University), teaches American literature and cultural history at Northwestern University. He is the author of Chicago and the American Literary Imagination, 1880-1920 (1984) and of Urban Disorder and the Shape of Belief: The Great Chicago Fire, the Haymarket Bomb, and the Model Town of Pullman (1994), which won the Urban History Association's prize for Best Book in North American Urban History and the Society of Midland Authors' first prize for non-fiction. He is also the curator of the online Chicago History Museum exhibitions, The Great Chicago Fire and the Web of Memory (1995) and The Dramas of Haymarket (2000), which have received several awards. A recipient of a WCAS Outstanding Teaching Award, Smith was named Charles Deering McCormick Professor of Teaching Excellence in 1994.

Session I

10:10 am - 11:00 am

**Distance Learning Center (1st
Floor)/Keynote Breakout**

**Carl Smith, Professor of English and
American Studies at Northwestern University**

See biography above

**Trustees Conference Room (3rd
Floor)/Learning Strategies for the
Lower Level American Studies
Student**

**Ann Goethals and Pankaj Sharma, Niles
North High Schools, Spiro Bolos and John
O'Conner, New Trier High School**

This discussion will focus on keeping our "basic" level curriculum consistent with higher ability groupings. While we may not ask our students to tackle Beloved or Huck Finn, for example, we do have them read Lincoln's Second Inaugural and W.E.B. Dubois. This will be a conversation

about how to incorporate different media, pacing methods and reading strategies to help both cover higher level content and increase student skills in reading thinking and writing.

Researchers Gallery (3rd Floor)/Social Dances of the 1920s **Ariel Hurwitz-Greene, Niles North High School**

Go back in time and listen to the music and learn about the popular social dances of the 1920s. We will discuss what inspired these radically new dances and how they shaped the larger American culture, and why social dances are so important to American Culture and urban culture in particular. You will not only learn about dance and its impact, you will also experience it as you learn the ever popular Charleston.

Society Conference Room (1st Floor)/ Great Chicago Stories: Chicago History Online **Heidi Moisan and Barb Turk, Chicago History Museum**

This presentation will introduce teachers to the CHM's new online resource: Great Chicago Stories. Teachers can enrich their curriculum with this suite of historical fiction narratives and supporting classroom resources. Area educators selected story topics and wrote and tested unit plans. In addition, the project features an interactive history map. Students can also listen to audio excerpts from each story and investigate historical evidence using question prompts and zooming tools. Session participants will explore one sample narrative in-depth, and receive a norientation to the website and the interactive history map.

Break-Snacks **11:00 am - 11:20 am**

Society Conference Room (1st Floor)/Enjoy snacks and explore the Chicago History Museum

Session II **11:25 am - 12:15 pm**

Distance Learning Center (1st Floor)/ Urban Race Relations: Forty Million Dollar Slaves and other ways to approach the issue of race in our classrooms **Stacey Gibson, Niles North High School, and Todd Maxman, New Trier High School**

Be it the stark reality of Hurricane Katrina or the construction of films like Crash, race is constantly "examined" and "presented" most often through the lens of those with the most privilege. In the past "safe" examinations of racism focused on those who were victimized being told what they should/must do and how they should/must behave to be "successful, acceptable" members of society. This sort of instructional approach to race discourse minimizes, distorts, or completely erases the impact institutionalized racism has on those who benefit from it. In recent years, the developing dialogue around this topic includes a pertinent analysis of how racism debilitates those who perpetuate and/or benefit from institutionalized racism. This shift in discourse elicits an array of responses. Students and teachers alike are not immune to this shift. Many crave authentic, holistic conversations about race but are programmed to 'discuss' a narrow segment of the topic.

Trustees Conference Room (3rd Floor)/Chicago Architecture: An Urban Landscape **Jeff Anderson, Marg Duer, Linda Janus and Kevin Palmer, teachers, William Fremd High School**

This presentation walks the audience through a complete unit on Chicago architecture - through such highlights as the Great Chicago Fire, the beginning of the skyscraper, the post-WWII explosion of "Modern Architecture," and the development of the contemporary skyscrapers. It includes first-hand advice on how to initiate and conduct a fieldtrip to the Loop.

Society Conference Room (1st Floor)/ Border-Crossing in Chicago: Challenges and Approaches to Growing Democratic Relationships Across Neighborhoods

Shanti Elliot, teacher, Francis Parker School, and Avi Lessing, Oak Park River Forest High School

Democratic education initiatives seek to create contexts for students to engage in meaningful dialogue and relationship across neighborhood, class, race, and ethnic boundaries. Whether these relationships stem from cross-school curricular partnerships, service-learning projects, extracurricular activities, or religious or community youth group partnerships, the aim of relationship-building projects is to build capacities for dialogue, curiosity, empathy, and complex thinking in our young people. While the possibilities of such initiatives are rich, they also carry powerful challenges in terms of promoting understanding and respect, which teachers engaging in this work usually are not trained to deal with. ♦ This workshop will delve into some of these challenges, and introduce methods for cultivating affirming and vibrant democratic cross-neighborhood relationships.

Gallery/ Discover Chicago: Crossroads of America Exhibit

Yasmin Dalal, Chicago History Museum

Participants will receive a facilitated introduction to the new permanent Chicago history exhibition: Chicago: Crossroads of America. With Education staff member Yasmin Dalal, teachers will explore the exhibition through the lens of Urban Studies themes, including Exchange/Economics, Innovation, Culture, Community, and Disorder. Participants will learn simple ways to analyze artifacts, visit the history a la carte gallery activity station Front Step (where students explore life in Chicago through improvisational skits), and discuss field trip and classroom applications.

Session III

12:20 pm - 1:10 pm

Distance Learning Center (1st Floor)/Chicago for Educators: Chicago in Your Classroom

Anita North Hamill, teacher, Oak Park River Forest High School

This presentation will ... Challenge you to bring Chicago into your classroom throughout the year ... Heighten your awareness of local history possibilities and how to use them ... Inspire you to include Chicago activities throughout the school year ... Create a new repertoire of urban possibilities for your students and your out-of-town visitors and family ... Add new ideas and resources for teaching ... Give you more than 25 successful and adaptable lesson plan handouts ... Open your eyes to the possibilities of teaching about Chicago in your classroom.

Trustee's Conference Room (3rd Floor)/To Inspire and Instruct: The Art Collection of the Chicago Public Schools

Robert Eskridge, Executive Director, Museum Education, The Art Institute of Chicago

The Chicago Public Schools (CPS) owns the largest public school art collection in the nation,

with over 1000 paintings and sculptures, acquired primarily during the first half of the 20th century, during the Progressive Era and The Great Depression, when the majority of the CPS schools were being built. Many of the art works were commissioned to be integral to the architecture of the schools; their content intended to enhance the particular curriculum of each school. The presentation will describe the formation of this remarkable collection and Chicago: The City in Art, a multi-year teacher program conducted by the Art Institute with CPS grade and high schools, which culminated in an exhibition of highlights from the collection at the Art Institute of Chicago in 2002.

Society Conference Room (1st Floor)/ Native Son and Chicago's Color Line

**Niki Antonakas and Dan Cohen, teachers,
Deerfield High School**

Richard Wright's novel asks: Whose responsibility is the existence and the perpetuation of the color line? To this question, we also add: What could/can be done to diminish the color line and its effects? This presentation will simulate a lesson on the Black Belt in the 1930s, layering in pieces of the novel with documents and photographs documenting discrimination in housing and jobs. It will also provide both a broad overview of our unit on Reconstruction/Civil Rights and Native Son and some specific approaches we take to teaching the city's - and America's - history.

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**Lunch, Raffle, & Closing
Remarks**

1:15 pm - 2:15 pm

CASE Steering Committee members: Bernie Heidkamp, Steve Hilsabeck, Katy Newcomb, Joe Greene, and Deb Schmalholz.