



CASE 2011 CONFERENCE

WHAT DOES IT MEAN TO BE AN AMERICAN?

FRIDAY, FEBRUARY 18, 2011

Sponsored by CASE and the Chicago History Museum

This year's steering committee is the American Studies team from Deerfield High School

8:00-8:45 REGISTRATION AND LIGHT BREAKFAST, *provided by the North & Clark Café*

8:45-9:00 INTRODUCTORY REMARKS – RUBLOFF AUDITORIUM

9:00-9:50 KEYNOTE– RUBLOFF AUDITORIUM

Kevin Coval is author of the forthcoming, *L-vis Lives!* (Haymarket Books, Fall 2011), *Everyday People and Slingshots* (A Hip-Hop Poetica), named a Book of the Year finalist by the American Library Association. Coval has been called “the voice of the new Chicago” by Rick Kogan of *The Chicago Tribune* and is one of the most widely read poets in the country. He has performed in seven countries on four continents, toured the country, appeared on four seasons of HBO’s *Def Poetry Jam*, and is Co-Founder of *Louder Than a Bomb: The Chicago Youth Poetry Festival*, the largest youth poetry festival in the world, which is the subject of the award-winning documentary by the same name. Coval is the Artistic Director of *Young Chicago Authors* and teaches at *The School of the Art Institute* in Chicago.

10:00-10:50 BREAKOUT SESSION I

MANDEL ROOM (3 RD FLOOR)	<p>Writing Out Loud: Joining the American Conversation Through Blogs ★ <i>John O'Connor and Spiro Bolos, New Trier High School</i></p> <p>In this session, the presenters will discuss their use of a blog as a key text within an American Studies curriculum. The class blog and the individual blogs that are linked to it invite students to join on-going national conversations with classmates and citizens throughout the U.S. and the world. Blogs offer a unique opportunity to practice critical thinking and to address a huge variety of different audiences. In addition to helping students write well, blogs can serve as an important entry point to the conversations that are most essential for all students to fully participate as democratic citizens.</p>
GUILD ROOM (1 ST FLOOR)	<p>What Does It Mean to Be <i>Native American</i>?—An Historiographical Approach to Learning ★ <i>Aileen Heidkamp and Peter Tragos, New Trier High School</i></p> <p>This session will offer an overview of one approach to teaching and learning about the Native American experience. Presenters will provide a theoretical overview of their approach to American Studies in general, and will focus on a Native American study to exemplify their framework. Presenters will explain how they use N. Scott Momaday’s <i>The Way to Rainy Mountain</i>; the film <i>Smoke Signals</i>, directed by Chris Eyre with screenplay by Sherman Alexie; and the historical events at Wounded Knee in 1890 and 1973 as keys for thinking about how the past informs the present.</p>
FACING FREEDOM GALLERY	<p>What Does Freedom Mean? To Whom Should It Be Extended?—Facing Freedom Exhibition Activity ★ <i>Heidi Moisan and Yasmin Dalal, Chicago History Museum</i></p> <p><i>Facing Freedom</i>, the Chicago History Museum’s newest exhibition, explores these questions and more by highlighting eight moments in our nation’s history when Americans have struggled over the meaning of freedom.</p>
CHICAGO ROOM SOUTH (2 ND FLOOR)	<p>Keynote Breakout: Using Hip-Hop Poetry to Help Students Explore and Express their Identity ★ <i>Kevin Coval will offer an extension of his keynote</i></p> <p>Using a variety of poems as examples, Kevin will lead a series of writing exercises to demonstrate some of the work he’s done with students. The discussion will also focus on how to use and expand on these ideas in the classroom.</p>

10:55-11:10 COFFEE BREAK—CHICAGO ROOM
Enjoy a coffee break, explore the Museum, catch up with colleagues

11:15-12:05

BREAKOUT SESSION II

MANDEL ROOM (3 RD FLOOR)	<p>Creating and Sustaining Integrated Curriculum: Panel and Discussion</p> <ul style="list-style-type: none"> ★ <i>Helen Crowley, Brian Forrester and Hilary Quagliana, Deerfield High School</i> ★ <i>Tim Phillips and Dale Dasonville, Hersey High School</i> <p>Various interdisciplinary teams will present their Western and Non-Western History/Literature curricular models and lead discussion. American Studies nuts-and-bolts will also be addressed.</p>
GUILD ROOM (1 ST FLOOR)	<p>Becoming American: An Immigrant Nation's Journey—Individual Rights, National Identity and the Quest for Freedom</p> <ul style="list-style-type: none"> ★ <i>Darryl Einhorn, Proviso Mathematics and Science Academy</i> <p>This session will simulate a classroom experience, with participants interacting with a variety of written and visual resources as they think critically about the conflict between the foundational ideals of “being American” and the contemporary realities of “becoming American.” Founding documents and current immigration stories will be featured as well as key questions, such as What is the role of language in defining and accessing the “American dream”? How do individual rights, assimilation, freedom and equality fit together within the “American dream”?</p>
FACING FREEDOM GALLERY	<p>What Does Freedom Mean? To Whom Should It Be Extended?—Facing Freedom Exhibition Activity</p> <ul style="list-style-type: none"> ★ <i>Heidi Moisan and Yasmin Dalal, Chicago History Museum</i> <p><i>Facing Freedom</i>, the Chicago History Museum's newest exhibition, explores these questions and more by highlighting eight moments in our nation's history when Americans have struggled over the meaning of freedom.</p>
RUBLOFF AUDITORIUM	<p>Engage! Picturing America Through Civic Engagement</p> <ul style="list-style-type: none"> ★ <i>Sarah Alvarez, Art Institute of Chicago and Mary Davis Fournier, American Library Association</i> <p><i>Engage!</i> is a program developed by the American Library Association targeting teens through dynamic discussions that utilize the visual arts as springboard to civic engagement. The program, piloted in summer of 2010 with youth librarians from the Chicago Public Libraries, builds on the NEH Picturing America art initiative through the development of supplemental teaching resources that help librarians and teachers explore each work of art and spark conversations about civic participation as a right and responsibility of Americans. This session will introduce the collection of artwork and accompanying resources.</p>

12:15-1:05 BREAKOUT SESSION III

MANDEL ROOM (3 RD FLOOR)	<p>Student Research Projects: Museum Kiosks and National CORE Standards</p> <ul style="list-style-type: none"> ★ <i>Maggie Freda and Steven Wiersum, Glenbard West High School</i> <p>Turn your classroom into a museum. We will demonstrate how students become experts through research, turning their deep knowledge and understanding into museum-type kiosks. We will provide you with direction sheets, photo samples, and rubrics that will empower your students to share their own museum displays. We will also demonstrate how this project covers many of the National Core Standards for English.</p>
GUILD ROOM (1 ST FLOOR)	<p>Becoming a Critic of Culture: The Multimedia DBQ</p> <ul style="list-style-type: none"> ★ <i>Steve Schwartz and Bernie Heidkamp, Oak Park River Forest High School</i> <p>This workshop offers an alternative approach to the dreaded research paper, which students often first encounter in their American History or English courses. We will introduce you to the multimedia DBQ project where students have so much fun directing the entire research process themselves that they do not realize they are doing all the work. The final products explore the impact of a specific genre of American popular music on a social movement in U.S. History synthesizing a variety of audio, video, and textual sources.</p>
FACING FREEDOM GALLERY	<p>What Does Freedom Mean? To Whom Should It Be Extended?—Facing Freedom Exhibition Activity</p> <ul style="list-style-type: none"> ★ <i>Heidi Moisan and Yasmin Dalal, Chicago History Museum</i> <p><i>Facing Freedom</i>, the Chicago History Museum's newest exhibition, explores these questions and more by highlighting eight moments in our nation's history when Americans have struggled over the meaning of freedom.</p>
RUBLOFF AUDITORIUM	<p>TV Tokenism: The Portrayal of Minorities in Network Dramas</p> <ul style="list-style-type: none"> ★ <i>John O'Connor and Spiro Bolos, New Trier High School</i> <p>How has the representation of minorities in popular entertainment changed over the course of the 20th century? To what degree does the tokenism in entertainment mirror that of American society?</p>

1:10

LUNCH, CPDUS, SURVEYS & CLOSING REMARKS—CHICAGO ROOM
Catering by Blue Plate Chicago will include vegetarian fare among a variety of options.