



**The Individual in the Community
Case Conference 2014
Chicago History Museum
February 14, 2014
8:00 AM- 2:30 PM**

American literature, history, and art have been shaped by individuals and groups who have sought to better the country, or one aspect of the country- from Dorothea Dix, to Henry David Thoreau, to Cesar Chavez. Sometimes these efforts met with great success and fundamentally altered the course of our history, while others failed, but served as an exemplar for future movements. Regardless, individuals help to define and shape our communities. As we move into the 21st century, Americans are increasingly organizing and communicating through an ever-expanding number of avenues; as technology makes it easier for individuals to “spread the word,” the speed and types of change have also multiplied. This year’s CASE conference will consider this changing role of the individual and the evolving relationship between the individual and the community.

Conference Schedule

Registration & Continental Breakfast (Chicago Room South) <i>(Coat check and \$9 Parking Validation available for lot north of museum)</i>	8:00 am
Welcome from conference organizers (Chicago Room South)	8:45 am
Keynote Address from Mr. David Orr (Chicago Room South)	

Session I 10:10-11:00

The Reader, the Text, and the Mandala: Helping Students Find their Voice through Reading and Art (Mandel Room)

Love art, drawing, or coloring? See how the mandala can unlock powerful insight and help students find their “voice.” Synthesis is one of the highest levels of thinking, according to Bloom’s taxonomy. Through this process, you will see how coloring a mandala can open your mind and help find your voice. No drawing talent necessary.

Presented by Steve Wiersum from Glenbard West High School

Civil Disobedience (Chicago Room South)

Addressing the theme of the individual in the society, this session will showcase a project where students explore the nature and impact of acts of civil disobedience over time. In studying people ranging from Nelson Mandela to Bradley Manning (of the wikileaks scandal), students learn what defines a true act of civil disobedience.

Presented by Dana DesJardins from Niles West High School

Taking American Studies into the 21st Century: Transforming the American Experience in a 1:1 iPad Classroom (Guild Room)

Discover ways to transform your teaching and increase student engagement using iPads (or other tablet devices and smart phones). Participants will be exposed to various teaching strategies, free apps, and learning platforms that develop your students’ 21st century skills and transform your classroom. Bring your iPad or smart phone to experiment with these teaching strategies.

Presented by Frank Mirandola and Jason Block from Prospect High School

Tales from the Front: Panel Discussion and Lesson Share (Crown Room)

Have you received requests for letters of recommendation from Studies students and thought “Why don’t I feel like I know this student quite as well as my students of smaller classes?” Let’s discuss ways to bring out the individual student within our classroom community, especially since our American

Studies classrooms can be larger 'communities' of 40-50 students. We will discuss basic strategies along with specific lessons from teachers who plan to attend this session. If you feel comfortable sharing and discussing a lesson in an informal, moderated session please email a one paragraph description of the lesson and any necessary documents/class handouts to Katy Newcomb (knewcomb@lths.net: use the subject line "CASE lesson"). These lessons will be compiled into a packet for discussion and distribution at the session. If you want to bring in a lesson, but do not email it ahead of time, please feel free to bring in 20 copies of the lesson to discuss the day of the conference.

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

Visit the CHM Museum store today, February 14th and receive 10% off your purchase when you show your CASE program.

Session II**11:25-12:15**Facing Freedom (Guild Room)

Participants will experience the Facing Freedom workshop designed for middle and high school students. This program engages participants in critical thinking about freedom and issues of social justice in American history.

Presented by Heidi Moisan and Megan Clark from the Chicago History Museum

Transcendentalism: Building Personal Dialogue & Combatting the Absence of Conscience (Crown Room)

Two teams from Deerfield High school will present an overview of their units on Transcendentalism and antebellum American identity. Ken and Neil will have participants actually engage in a series of short writing activities. These feature a close look at "Self-Reliance" and *Walden* excerpts, an analysis of ideas, personal connection, and reflection on *Into the Wild*, all of which work together to form the "essay" that concludes the unit. Niki and Christine will share how they emphasize Thoreau's anti-slavery writing as context for and contrast to Melville's novella *Benito Cereno*.

Presented by Neil Rigler, Ken Kramer, Niki Antonakos, and Christine Saxman from Deerfield High School

"This Chicago Life": Radio broadcasts of student-created short stories discussing race and class (Mandel Room)

We will share a research project in which we asked students to answer the question, "How does race and class affect an individual's experience within a Chicago institution?" We will share how we taught students to demonstrate their answer by creating short stories and ultimately radio broadcasts.

Presented by Ariell Bachman and Alex Klein from New Trier High School

Session III**12:20- 1:10**Facing Freedom (Guild Room)

Participants will experience the Facing Freedom workshop designed for middle and high school students. This program engages participants in critical thinking about freedom and issues of social justice in American history.

Presented by Heidi Moisan and Megan Clark from the Chicago History Museum

A Community Learning: Exploring Individuality and Conformity in American Culture (Mandel Room)

The purpose of our presentation is to offer audiences a demonstration of an instructional unit whose focus is the exploration of controversies related to the nexus of individualism, conformity, and community in both historical and contemporary contexts. This unit is part of an eleventh-grade an integrated program including American Literature & Composition and United States History courses situated in a three-year core curriculum that emphasizes the development of moral, cultural, and intellectual traditions in the United States—and how those developments are both cultivated and problematized. As a matter of design, this unit purposefully integrates content, skills, and interdisciplinarity to provide students with a maximally coherent framework for learning. Broadly speaking, one of the explicit purposes of the core curriculum in

which this unit appears is the development of students' understandings of community, the individual's relationship to it, and the controversies that emerge from their interplay.

Presented by Kim Miklusak, Kevin Poduska, Alexa Rodheim, Joyce Kim and Rita Sayre from Elk Grove High School

Class and Community: Interrogating "Individualisms" and the "American" self as the Sources of Alienation in U.S. Cultural History (Chicago Room South)

In his famous and often-invoked 1630 sermon "A Model of Christian Charity," delivered aboard the Arbella, John Winthrop asserts that God has decreed that there must be classes, some rich and some poor. Yet he qualifies this assertion by elaborating that people's positions in this class society owe nothing to their own efforts or abilities but is simply a result of God's providence. What is striking about Winthrop's statement is its stark rejection of the idea of meritocracy which would become a central concept in justifying class divisions and economic inequality in U.S. society and culture (even as the dominant culture has historically denied the importance, at times even the existence, of class in America). For Winthrop, the denial of meritocracy was his way of trying to affirm people's obligations to and mutual dependence on one another.

Presented by Tim Libretti from Northeastern Illinois University

Creating a Culture of Research and Writing in Social Studies Classrooms (Crown Room)

The connected classroom changes the economy of information in a social studies classroom. The teacher is no longer the sole provider of historical content and the textbook is no longer the best learning resource for historical fact. This session will focus on how create an environment for historical research and foster the skills for writing that become essential when a class begins to focus on evaluating and distilling meaning from a wide variety of sources.

Presented by Shawn McCusker from Fremd High School

Lunch, Raffle, and Closing Remarks 1:15-2:15

Visit the CHM Museum store today, February 14th and receive 10% off your purchase when you show your CASE program. Don't forget to complete and turn in your CASE Conference 2014 Evaluation!

CASE 2014 Organizing Committee: Lyons Township High School American Studies Team
Virginia Condon, Ben Lafontaine, Katy Newcomb, Jessica Roessler, and Jennifer Setzke