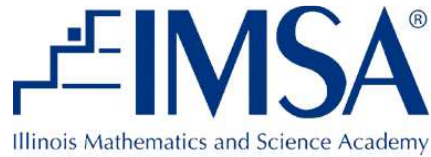


**Professional Learning Day at IMSA: ENCOUNTERS IN HISTORY: Live It With Us**  
**February 27, 2015**

Time	Sess	Event		
7:30-8:15 AM		Welcome, Registration, Coffee and Overview - Academic Pit		
8:25-9:25 AM	A	<b>Lee Eysturlid</b> <i>Interpreting COLD WAR Origins</i> A-113	<b>Claiborne Skinner</b> <i>Encountering Ourselves: American Indians</i> A-117	<b>George Haldaman</b> <i>Indian Ocean Trade Basin</i> A-110
9:25-9:35 AM		Break – Move between sessions		
9:35-10:35 AM	B	<b>Diane Haleas Hines</b> <i>Russian Political History</i> A-114	<b>Kitty Lam</b> <i>Exploring Intercultural Contact</i> A-115	<b>Rachel Sykora</b> <i>Modern Germany</i> A-112
10:45-11:30 AM		Keynote Address – Robert D. Johnston Pearson Lecture Hall		
11:30-12:30		Lunch - Academic Pit		
12:30-1:30 PM	C	<b>Steven Buenning</b> <i>Indian Independence</i> A-113	<b>George Haldaman</b> <i>DBQ Writing</i> A-110	<b>Rob Kiely</b> <i>Dining at the Warlord's Banquet*</i> Pearson <b>*2-Hour Session</b>
1:30-1:45 PM		Break – Move between sessions		
1:45-2:45 PM	D	<b>Eric Smith</b> <i>Encounters in the Chesapeake</i> A-114	<b>Howard Romanek</b> <i>Columbian Exposition of 1893</i> A-117	<i>Dining at the Warlord's Banquet Cont'd</i>
		Evaluations CPDUs and Flash Drives		



**A.M. 1 Hour Sessions**  
**Sessions A1-3 8:25 to 9:25**

SESSION NUMBER	SESSION DESCRIPTION	ROOM
A-1	<p><b>Interpreting COLD WAR Origins: Past, Present, Future</b>  <i>History, Grade Levels, Any</i>  <b>Lee W. Eysturid</b>, History Faculty</p> <p>This session will enable attendees to teach the origins of the Cold War for the United States (and world) along with the evolution of American opinion on the topic. This fragmentation of historical opinion (left, right, center) will help attendees see the many possibilities of the topic. Teachers will leave ready to teach the topic.</p>	A-113
A-2	<p><b>Encountering Ourselves: American Indians and the Age of Revolution</b>  <i>History, Grade Levels, 11-12</i>  <b>Claiborne Skinner</b>, History Faculty</p> <p>This session will explore how Europeans who encountered the indigenous peoples of North America came to see them as a window into their own past. This provided philosophers and political theorists with a means by which to critique Baroque civilization. The result was Locke's "Natural Law," and Rousseau's Noble Savage." The notion that the world had moved away from freedom and liberty by becoming civilized became a potent argument for both the American and French Revolutions.</p>	A-117
A-3	<p><b>Indian Ocean Trade Basin: Global Trading and the Consequences of those Encounters</b>  <i>History, Grade Levels, Any</i>  <b>George Haldaman</b></p> <p>Using an interactive website at <a href="http://indianoceanhistory.org">indianoceanhistory.org</a>, we will examine how history can be more hands on for a time period and region students know very little about. This lesson can be used to explore and compare different time periods in history and are great for comparison and contrast as well as the continuity and change over time essays. The workshop will explore how global economies were developed and the consequences of those encounters.</p>	A-110

**A.M. 1 Hour Sessions**  
**Sessions B1-3 9:35 to 10:35**

SESSION NUMBER	SESSION DESCRIPTION	ROOM
B-1	<p><b>Teaching Russian Political History: From Czars to General Secretaries to Oligarchs</b>  <i>History, Grade Levels, 9-10</i>  <b>Diane Haleas Hines</b></p> <p>Participants in this session will be offered ways to teach Russian history that makes connections between historical experience and political culture (values, attitudes, beliefs, and expectations that citizens hold about their political system). This political culture has directly impacted current politics in Russia since the collapse of the Soviet Union and helps to explain current developments in Russian politics, both domestic and international. The session will incorporate background information as well as lesson activities for the classroom.</p>	A-114

**B-2**                      **Much Ado about Trousers: Exploring Intercultural Contact through Artifacts**                      **A-115**  
*History, Grade Levels, Any*  
**Kitty Lam**, History Faculty  
 Material objects are fascinating sources for investigating intercultural contact in the ancient world. This session demonstrates how to use a pair of ornamental trousers excavated from Xinjiang, China to generate student discussion on the nature of cross-cultural contact in the ancient Silk Road era.

**B-3**                      **Modern Germany: Social Responsibility & Environmental Sustainability**                      **A-112**  
*History, Grade Levels, 9-12*  
**Rachel Sykora**, History Staff, Plainfield North High School  
 This session will present the political, social, and economic philosophies that have allowed modern Germany to emerge as a global leader in environmental sustainability. This subject raises numerous ethical questions with real-world applications that are of high interest to students in history, global studies, and human geography classrooms. Topics of discussion include the Deutsche Bank model of corporate responsibility, “green growth” economic initiatives, and the Carbon Disclosure Project (CDP). Participants will leave with practical classroom activities utilizing thought-based inquiry, primary source documents, and case study examples that help inspire classroom conversations beyond the traditional context of the Holocaust and World Wars.

**P.M. 1 Hour Sessions**  
**Sessions C1-2 12:30 to 1:30**

SESSION NUMBER	SESSION DESCRIPTION	ROOM
<b>C-1</b>	<b>Indian Independence and the Question of Partition</b> <i>History, Grade Levels, Any</i> <b>Steven Buenning</b> Students explore a variety of primary sources as they learn about one of the most volatile events of the twentieth century, through a prize-winning teaching unit developed by the Choices Program at Brown University. Students acquire knowledge and skills while engaging in a role-play involving four policy options.	<b>A-113</b>
<b>C-2</b>	<b>DBQ Writing in Your World History Curriculum</b> <i>History, Grade Levels, Any</i> <b>George Haldaman</b> , History Faculty This session will present the historical pedagogy behind DBQ's and explain its importance to common core. Then we will examine examples of DBQ's and places for educators to find them. Finally, we delve into the writing process on constructing the DBQ essay.	<b>A-110</b>

**P.M. 1 Hour Sessions**  
**Sessions D1-2 1:45 to 2:45**

SESSION NUMBER	SESSION DESCRIPTION	ROOM
<b>D-1</b>	<b>Encounters in the Chesapeake: Bacon’s Rebellion, Virginian Taxation, and the Making of an American Political Tradition.</b> <i>History, Grade Levels, 11-12</i> <b>Eric Smith</b> , History Faculty This session will look at the difference between the tax regimes created in Massachusetts by the Puritans and that created by settlers in Virginia. This session will not only explain one aspect of Bacon's Rebellion but also the development of two different American traditions of tax policy.	<b>A-114</b>

**D-2**                      **Encountering the Past and the Future; the Columbian Exposition of 1893**                      **A-117**

*History, Grade Levels, Any*

**Howard Romanek**

There are times in a nation's history when many people believed that they were witnessing an uncertain future which appears to have followed the passing of an age. This was the America of 1893. After "visiting" one of the most famous fairs in world history, the question must be asked if this is also the America of 2015. Join us as we explore this idea.

**P.M. 2 Hour Session**

**Sessions E1 12:30 to 2:45**

<b>SESSION NUMBER</b>	<b>SESSION DESCRIPTION</b>	<b>ROOM</b>
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<b>E-1</b>	<b>Dining at the Warlord's Banquet: Science and Warfare in Modern History</b>	<b>Pearson</b>
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*Science/History, Grade Levels, 7-12*

**Rob Kiely, History Faculty**

This session will address the intricate connections between scientific discovery and military establishments in the 19th and 20th centuries. We will certainly examine the complex ways in which scientific change has revolutionized modern warfare, particularly with respect to varied technologies: weapons, materials, communications, and remote-sensing. However, we will also explore the experience of warfare as a driver of scientific discovery, particularly with respect to medical applications. Finally, we will consider how military priorities and financial support have affected the culture of scientific research, from the 19th century to the Manhattan Project and the Cold War.