



Call for Proposals

Since its first institute in 1990, the California History-Social Science Project (CHSSP) has been dedicated to improving student learning and literacy through teacher professional learning, curriculum development, and educational research. To mark our 25th anniversary, we are bringing together leaders in the field of history education to explore both the current state and the future of the field at a special statewide conference entitled, *Teaching the Past for Tomorrow: A Conference on the Future of History Education*, scheduled for November 6-7, 2015 at the University of California, Los Angeles.

We invite conference proposals from classroom teachers, educational leaders, university faculty, governmental institutions, representatives from museums, non-profit, and / or philanthropic organizations, and the history education industry.

The CHSSP would like to thank HISTORY, the California Department of Education, and the UC Davis Institute of Social Sciences for their support of the *Teaching the Past for Tomorrow* Conference.

How to Submit your Proposal:

Only electronic submissions will be accepted. To apply, visit our online application page:

<http://chssp.ucdavis.edu/conference/proposalsubmission>.

At this page, you'll be asked to provide the following:

- Session organizer name, affiliation, short bio, contact information
- Additional session panelists (name, affiliation, short bio, and contact information)
- Session title
- Session abstract (up to 250 words): clearly state what you plan to do and how participants will engage with the topic
- Any audio-visual or other needs

PROPOSAL SUBMISSION DEADLINE: APRIL 8, 2015.

Questions:

The California History-Social Science Project

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Featured Presenters:

Alan Taylor, Professor and Thomas Jefferson Foundation Chair, Department of History, University of Virginia. Winner of the Pulitzer Prize in American History, 1996 & 2014.

Teofilo Ruiz, Distinguished Professor of History & Peter H. Reill Term Chair in European History, UCLA. Winner of the National Humanities Medal, 2012

Mary Schleppegrell, Professor and Chair, School of Education, University of Michigan. Co-Author: *Reading in Secondary Content Areas: A Language-Based Pedagogy*

Topics: We are open to a variety of proposals, but are particularly interested in sessions that can address one or more of the following topics. *Please note – this list and related questions are provided as options for your consideration. We will consider proposals not directly related as well, as long as they include a focus on the teaching of history-social science:*

History and the Common Core: With the adoption of the Common Core State Standards and its emphasis on shared responsibility for student literacy development, how can history teachers support the development of student reading, writing, speaking, and listening while also attending to historical content? How can history teachers work with their colleagues in other departments or grade levels to support student learning? What tools can teachers employ to access and identify grade-level appropriate primary and secondary sources? What are the dangers of editing and excerpting? How can teachers ensure the quality and credibility of sources available for their students?

Student Engagement: What does student engagement in history look like? How is it measured? What impact does it have upon student learning? What can be done to improve student engagement in history? What is the role of inquiry and / or issues of social justice?

English Learners: In 2012, California adopted new English Language Development Standards. These standards emphasize the importance of learning content while students learn English. How can history teachers address the needs of English learners in diverse classrooms? What challenges are presented by historical text and what strategies can history teachers employ to both teach content and improve English language proficiency?

Politics and History: Despite the popularity of history in public discourse, decisions about what to teach, how to teach it, and funding for the discipline could not be more contentious and, at times, controversial. Proposals on this topic could include discussions on state and federal policy decisions,

official documents, such as Standards and Frameworks, funding for training and resource development, and standardized assessments of student learning in history in school accountability calculations.

Assessment: How do we assess student learning in history? How can we use assessment data to inform day to day classroom instruction (formative) or better understand student mastery of a given topic or skill (summative)? What is the role, if any, of standardized statewide assessments in history?

History in Elementary School: Given the marginalization of history-social science in elementary classrooms over the last decade and the continued emphasis on foundational literacy and mathematical skills, what is or should be the role of history in the elementary classroom, especially given the adoption of the Common Core? What has been the impact of the marginalization on student learning?

Public and Private History: What is or should be the relationship between classroom history and history in the public sphere? How can we leverage the significant resources available to both private and public organizations to support student learning and engagement?

Preparing & Supporting History Teachers: How do we prepare new teachers to teach history? How do we support experienced teachers? What is or should be the relationship between schools of education and academic departments at the university level? What resources are or should be allocated to support professional growth? What defines quality instruction and what supports need to be in place to achieve that level?