Teaching for Engagement in the Hudson Valley
The Next 100 Years Depend on It
July 28-30, 2015

Workshops

**Advocating for Social Change through Civic Literacy Projects.** How can youth meaningfully address genuine civic problems such as those related to racial discrimination, environmental damage, and community health in school and in out-of-school programs? This workshop will support educators to construct opportunities for youth to (1) name, (2) study, and (3) act on social problems while developing essential literacy skills. Analyze and learn from multiple examples at the upper-elementary, middle, and high school level. Sample teaching materials will be shared. **Shira Eve Epstein** is a former NYC middle school teacher and now a professor at City College (CUNY), Dept. of Secondary Education. Her book, *Teaching civic literacy projects: Student engagement with social problems* (Teachers College Press, 2014), is in the bookstore.

**Building Writing Stamina through Discussion and Exploratory Writing.** When students have opportunities to construct collective knowledge and engage in low-stakes writing, they approach more formal writing assignments with growing confidence and competency. Using local, primary source documents, this experiential workshop will invite participants to use visual thinking strategies and exploratory writing to create a foundation for academic writing. We will examine student work to look for how these strategies build confidence, strengthen academic voice and increase student engagement through meaningful dialogue about the community they call home. **Christine McCartney**, English Language Arts, Newburgh Free Academy, and **Hudson Valley Writing Project**.

**By Rail & By Water: Bakken Crude, Canadian Tar Sands, & Grassroots Protest in the Valley.** The wholesale fracking of Bakken crude oil in North Dakota and tar sands (AKA heavy crude) in Canada created a tremendous demand for large-scale transportation almost overnight. Much of this crude is shipped within yards of homes, schools, and businesses—right through the heart of our communities. After several horrific explosions and accidents in the U.S. and Canada, one thing became very clear: no community was prepared for or protected from the dangers posed by shipping massive amounts of these new types of crude oils. When Hudson Valley residents learned that efforts to reduce risks associated with transporting dangerous materials had been effectively ignored, they acted. Learn the story behind the headlines and discover how to inspire the “Lorax” in the next generation of activists. **Althea Mullarkey**, policy and special projects associate, and **Audrey Friedrichsen**, land use & environmental advocate, **Scenic Hudson**.
**Case Studies in Citizen Science.** Carpool to [Vanderbilt Mansion NHS](https://www.nps.gov/varm/index.htm) to learn about citizen science as you engage in hands-on activities with projects involving eels and dragonflies. Be prepared to walk up to a mile, including slopes comparable to steep stairs. Please wear sturdy shoes or boots you can wear in the water and high socks or long pants. [Chris Bowser](https://www.nysunr.gov), educator with the [Hudson River Estuary Program](https://www.hudsonriverestuary.org), [Hudson River National Estuarine Research Reserve](https://nur.gov/Research/Estuarine-Reserves/River/), [NYS Water Resource Institute](https://www.cornell.edu/wri) at Cornell University and Susanne Norris, environmental education and natural resource specialist at the [Roosevelt-Vanderbilt National Historic Sites](https://www.nps.gov/varm/index.htm). (Limit: 15. Advance sign up required.)

**Community Engagement: Partnership and Participation.** How do historical organizations engage with their communities? Are their engagement initiatives sustainable? How might local organizations maximize community participation with only limited resources? How can community members, teachers, or independent historians get involved? Join [Paul and Mary Liz Stewart](https://www.undergroundrailroadhistoryproject.org/), founders, [Underground Railroad History Project of the Capital Region](https://www.undergroundrailroadhistoryproject.org/), Albany, for a conversation about the ways in which they make it work in their community and how lessons learned there might work elsewhere.

**Feminism, Suffrage, and the Hudson River Valley.** Get an overview of the suffrage movement in NYS and especially events in the Hudson Valley—from a mid-winter march to Albany to a graveyard meeting outside Vassar College—we’ll use suffrage to analyze a division that continues to plague feminism: the struggle between “sameness” feminists who frame demands for equal rights around women’s similarity to men and “difference” feminists who demand that differences be acknowledged and celebrated. Participants will receive a set of primary sources highlighting these arguments and then debate the effectiveness of different rhetorical strategies. We’ll end by discussing what we can learn about the Hudson Valley by thinking about suffrage and inversely, what we can learn about suffrage by taking into account the rhythms and textures of this region. Most appropriate for MS and HS, but all are welcome. [Lauren Santangelo](https://www.nyu.edu/), Bernard & Irene Schwartz Postdoctoral Fellow at the New School/New-York Historical Society.

**Finding Eleanor in the Presidential Museum.** [Jeff Urbin](https://www.fdrr.com/), education specialist, [Franklin D. Roosevelt Presidential Library and Museum](https://www.fdrr.com/), will give participants an overview of collections and exhibits pertaining to Eleanor Roosevelt. You will then be free to explore the museum on your own. This session may be of special interest to those who plan to attend JoAnne Myers’s workshop, *What Would Eleanor Do? Lessons from Eleanor Roosevelt.*

**Investigating Climate Change in the Hudson Valley.** How can we make climate change more relevant to our students’ local community? Explore curriculum to take students from global climate science down to local issues. Learn how to use Scenic Hudson’s [Sea Level Rise Mapper](https://www.scenic-hudson.org/ClimateChange/SeaLevelRiseMapper) in your classroom to investigate the impacts of sea level rise on Hudson River communities and ways for students to apply that information in meaningful ways. Best for MS/HS. [Kate Brill](https://www.scenic-hudson.org/), education outreach coordinator, Scenic Hudson.
**Legacy of the New Deal.** The late historian Arthur Schlesinger, Jr., once observed, "The world we live in today is Roosevelt's world." This is due in no small part to the raft of programs and legislation FDR was able to push through in the wake of the Great Depression. Join Jeff Urbin, education specialist, Franklin D. Roosevelt Presidential Library & Museum, to learn more about how the New Deal shapes contemporary life. This double session includes time in the museum.

**National Parks and the Next Generation.** 2016 marks 100 years of America’s Best Idea, the National Park Service (NPS). Much more than a celebration, this Centennial is an opportunity to set the stage for the next 100 years of protecting and sharing the nation’s most treasured places and stories. With its centennial, the NPS is inviting a new generation to discover the special places that belong to us all. Learn about the unprecedented public awareness campaign called Find Your Park, the President’s Every Kid in a Park initiative to encourage every fourth grader in the country to visit a national park, and other programs that connect teachers and students to public spaces and their community. Beth Sciumeca, centennial coordinator, and Cris Constantine, education coordinator, Northeast Region, National Park Service.

**Our Grandparents' Civil Rights Era: Bringing history to life with personal narrative.** “1955? I bet my great-great-grandmother was alive then! Maybe she knew Rosa Parks.” That response from a 7-year-old led teacher Willow McCormick to launch a letter-writing project between her students and their grandparents regarding daily life during the civil rights movement. These letters from around the US led students to a deeper understanding of and more personal connection to the movement and its legacy. Participants will get tools and techniques for soliciting primary source accounts of historical moments, moving beyond textbook summaries to explore the perspectives and experiences of ordinary people who witnessed history first hand. We will brainstorm, research, and write narratives about historically significant moments of our time and leave ready to implement this model. This workshop is appropriate for K-12. Willow teaches grade 2 in West Linn, OR, and is an Oregon Writing Project Fellow. Read her article.

**Teaching Thinking.** Delve further into ideas from Philip Yenawine’s keynote. Being able to think independently, creatively, and collectively, i.e., problem-solving together, is a requirement for social and environmental engagement. Practice ways to initiate authentic inquiry related to your students’ communities. Encourage their desire to know more, find facts, draw conclusions, and report back. Teachers can easily learn to use these techniques at many grade levels. Philip is co-founder of Visual Thinking Strategies. His latest book is Visual Thinking Strategies: Using Art to Deepen Learning across School Disciplines.

**Thinking Behind Tech: Engagement & Empowerment through Media Literacy & Production.** Participants will learn multidisciplinary approaches to engaging and empowering students and blending media literacy and production with the social justice framework described in Open Minds to Equality. Mary Ellen Iatropoulos, education director, Spark Media Project (formerly Children’s Media) will use case studies from her own teaching experience to demonstrate how these approaches can engage diverse learners. The session concludes with a hands-on media literacy/production activity in which participants experience the process.

**THV 101.** What is Teaching the Hudson Valley anyway? Learn more about our field experience grants, free resources, and past and future programs. And, let us know what else we can do to support your work. Discuss possible new projects with THVIPs Ashley Hopkins-Benton, NYS Museum, and Ginny McCurdy, Newburgh Free Academy, and THV coordinator Debi Duke.
**Understanding the Commons.** “The commons” refers to an asset available to anyone as long as there is enough left for others. Some commons are bestowed by nature; others are the result of a collaborative human project. Through a series of reflections and activities, this workshop will introduce participants to the concepts of the commons, their current value and importance, and the need to protect them for our future. Together the group will establish a list of responsibilities, behaviors, and actions that will help us care for, renew, and rebuild our collaborative commons. We will also examine ways to weave the commons into your curriculum. **Dorna Schroeter**, director, [Center for Environmental Education](#), Putnam-Northern Westchester BOCES.

**What do students really want to know about climate change?** We know the science and the signs of climate change. We have the lessons to teach it, but climate change transcends science class. How do we engage all students, not just the science-oriented kids? No matter what you teach, join **Susan Hereth**, education director, [Hudson Valley Seed](#), and adjunct professor of [geography](#), SUNY New Paltz for a facilitated discussion. Share ideas, methods, lessons, and tools to help students engage with and change the world. How do we answer when students ask: Have we passed the point of no return? How long will it take to un-do what has been done? How do we undo it? Are there proven successes? What have been the actual changes/outcomes? What is the climate change for dummies version? And, how can I make a difference?

**What Would Eleanor Do? Lessons from Eleanor Roosevelt:** Eleanor Roosevelt was a social reformer, making connections and fostering social change as First Lady of New York, the U.S., and the World. This workshop will draw on ER's life experiences, her home at Val-kill, and archival resources that will aid teachers to help students think critically and write and act as citizens of their world. Tour of Val-Kill included. **JoAnne Myers**, professor of political science and women’s studies, Marist College. JoAnne is also vice president, Hudson Valley LGBTQ Community Center, board member emeritus, Eleanor Roosevelt Center at Val-Kill, and member, Ulster County Human Rights Commission. (Limit: 20. Advance sign up required.)

**Wild Treasures: Sustainability, Naturally:** learn about this full-year sustainability education curriculum for grades 5-8 in this follow up to [Jimmy Karlan](#)’s keynote. It is an example of a plot-based science curriculum that connects science learning with civic responsibility. Students try to solve a variety of engaging problems, introducing them to big ideas about sustainability. The unit ends with a class transforming the way something in their school or community operates. This workshop will emphasize the first phase of Wild Treasures when students are introduced to 5 big ideas about sustainability through engaging cooperative-based problems. Jimmy is director, Science Teacher Certification, Core Faculty, Masters & Doctoral Programs, Dept., of Environmental Studies, Antioch New England, and senior project manager, [Wild Treasures: Sustainability, Naturally](#).

**Writing to Learn: The Case of Writing in Art Class.** Participants will write to deepen their understanding of a hands-on project. We will also examine students' writing about art and discuss how process writing can allow writers in any class to think, talk, and write as they make, build, and evaluate ideas and objects. **Debby Brooks**, ceramics and sculpture, Poughkeepsie HS. She previously taught ES and MS and is involved with the [Hudson Valley Writing Project](#).