

WELCOME

TO THE



DUPAGE COUNTY

SOCIAL STUDIES

CONFERENCE

FEBRUARY 28TH, 2025

METEA VALLEY HIGH SCHOOL

# 2025 DUPAGE COUNTY SOCIAL STUDIES CONFERENCE

We sincerely hope you enjoy the conference sessions. The conference has been organized to promote Social Studies in DuPage County and surrounding areas by providing presentations during the annual DuPage County Institute and opportunities for teachers to meet and share ideas for their classrooms. We hope today's presentations will broaden your knowledge as teachers while advancing the profession and the subject area.

Please remember to fill out the check-in/check out form and the evaluation form before you leave today in order to receive professional development credit and help us plan for future conferences.

[\*Committee Members, Thank you, and Website link\*](#)

[\*Conference Presentation 1 page Listing\*](#)

[\*Session 1 Presentation Descriptions\*](#)

[\*Session 2 Presentation Descriptions\*](#)

[\*Session 3 Presentation Descriptions\*](#)

[\*Lunch and Learns Descriptions\*](#)

[\*Session 4 Presentation Descriptions\*](#)

[\*Speaker Biographies\*](#)

[\*2025 Exhibiting Vendors and Not-for-Profits\*](#)

[\*Map of Metea Valley High School\*](#)

# **THANK YOU**

- To Amber Quirk, Regional Superintendent of DuPage County Schools and her staff for their support.
- To the following group of people who have proven their interest and dedication in promoting Social Studies through the planning and organization of this conference

<b>C. David Ashton</b>	Naperville Central
<b>Joanna Berg</b>	Naperville North
<b>Kristin Brandt</b>	Glenbard West
<b>Kevin Coon</b>	Glenbard North
<b>Adam Dyche</b>	Waubonsie Valley
<b>Jason Jaffe</b>	Glenbard East
<b>Steve Linhardt</b>	Wheaton Warrenville South
<b>Tom McManamen</b>	Neuqua Valley
<b>Don Pankuch</b>	Metea Valley
<b>Ruben Rodriguez</b>	Glenbard South
<b>Mike Roethler</b>	Downers Grove North
<b>Wayne Ha</b>	West Aurora
<b>Lisa Willuweit</b>	West Chicago
<b>Brian Zeglin</b>	Wheaton North

- To our speakers for sharing their time and talents with us. We are sincerely grateful that they are willing to be part of our conference. It is because of them that we have such an excellent program to offer.
- To Metea Valley who has graciously offered its facilities for our program.
- The Hyatt Place in Warrenville for helping with overnight accommodations.
- And to all our sponsors, supporters, and donors to the DCSSC.

**Visit our website for speaker handouts, links to  
resources, and information about  
next year's conference!**

**[www.dupagecountysocialstudies.org](http://www.dupagecountysocialstudies.org)**

**Follow us on Instagram at @DCSSConference**

## 2025 DuPage County Social Studies Conference

### SESSION I: 8:00-8:55

---

A. Dr. William Barnett	Native American Activism in the Late 20th and Early 21st Centuries
B. Dr. Laura Brueck	Race and Caste: a Translational History of the 20th Century
C. Dr. Michael Manderino	Disciplinary Literacy in Social Studies Education
D. Dr. Michael Maniacci	Coping with Fear and Anxiety
E. Dr. Ganae McAlpin-Toney	Teaching African and African American History through a Lens of Joy, Part Two
F. Mr. Shawn McCusker	Expressing Student Learning Through Digital Storytelling
G. Dr. Jennifer McNabb	Priest Holes and Clandestine Chapels: Catholics in Early Modern England
H. Judge Robert Anderson & Mr. Tom Murray	Not All Roads Lead to Appeal: Myths, Logistics and Case Insights
I. Dr. RJ Rowley	Sacred Spaces in Israel and Palestine
J. Dr. Charles Wheelan	The U.S. National Debt: The Fiscal Equivalent of Climate Change

---

### SESSION 2: 9:10-10:05

---

A. Dr. Lee L. Brice	Roman Emperors who Matter for World History from 27 BCE-565 CE
B. Dr. Joel Breakstone	Reading Like a Historian with Visuals
C. Ms. Mary Ellen Daneels	Engaging Student Voice for Inquiry
D. Mr. Ryan Dengel & Mr. John White	Serving 27 Years for a Crime He Did Not Commit: Conversation with an Innocence Project Exoneree
E. Dr. Richard Farkas	Revisiting the Russia-Ukraine War and its impact on Russian Politics, People & Economics
F. Dr. Shawn Healy	The Post-Election Federal Policy Landscape
G. Ms. Esther Hurh	Case Study of AAPI Advocacy and Solidarity: Japanese American Redress Movement & Beyond
H. Mr. Shawn McCusker	AI in the Classroom: A Great Tool and a Great Challenge
I. Dr. RJ Rowley	Using Film to Teach Geographic Principles

---

### SESSION 3: 10:20-11:15

---

A. Mrs. Laura Brandt	Mastering the EBQ and AAQ in AP Psychology
B. Dr. Joel Breakstone	Civic Online Reasoning in the History Classroom
C. Dr. Lee Brice	War, Society and the State: a Revolution in Military Affairs 1560-1660
D. Mr. Ryan Dengel (moderator)	Panel Interview: Central Tenets for Islam, Sikhism, Latter Day Saints and Orthodox Judaism
E. Mr. Adam Dyché & Mr. Jason Jaffe	Resumes & Interviews: Tips for Pre-Service & Early Career Teachers
F. Dr. David Faris	The Future of NATO and Ukraine
G. Dr. Shawn Healy	Illinois Policy Primer: Pritzker and the Democratic Trifecta
H. Mr. Shawn McCusker	Project Based Learning for the Social Studies Classroom
I. Ms. Rose Miron	Teaching Place-Based Native American History
J. Ms. Jessica Waszak	We Were There Too: Women in Vietnam

---

### SESSION 4: 12:05-1:00

---

A. Dr. David Faris	The Long Struggle for Peace in Israel and Palestine
B. Dr. Richard Farkas	2024: The Global Year of Elections
C. Dr. Andrea Field	Expansion or Conquest?: Using Perspective to Grapple with the History of the U.S. West
D. Ms. Stephanie Geeve	Them Drive: The Power of Student-Led Learning
E. Mr. Ralph Matire	Economic Impact of Systemic Inequality
F. Dr. Kate Masur	We Ask Only for Even Handed Justice: Fighting the Black Laws in Antebellum Illinois
G. Dr. Febe Pamonag	Samurai in History and Popular Culture
H. Ms. Jennifer Trannon & Dr. Ellie Reitz	Engaging Middle School Students in Civic Discourse
I. IPSD AP Psych Teachers	AP Psych Roundtable: EBQ and AAQ Share-Out

SESSION I: 8:00–8:55	
1A. Dr. William Barnett	Native American Activism in the Late Twentieth and Early Twenty-First Centuries
1B. Dr. Laura Brueck	Race and Caste: a Translational History of the 20th Century
1C. Dr. Michael Manderino	Disciplinary Literacy in Social Studies Education
1D. Dr. Michael Maniacci	Coping with Fear and Anxiety
1E. Dr. Ganae McAlpin-Toney	Teaching African and African American History Through a Lens of Joy, Part Two
1F. Mr. Shawn McCusker	Expressing Student Learning Through Digital Storytelling
1G. Dr. Jennifer McNabb	Priest Holes and Clandestine Chapels: Catholics in Early Modern England
1H. Judge Robert Anderson and Mr. Tom Murray	Not All Roads Lead to Appeal: Myths, Logistics and Case Insights
1I Dr. RJ Rowley	Sacred Spaces in Israel and Palestine
1J. Dr. Charles Wheelan	The U.S. National Debt: The Fiscal Equivalent of Climate Change

1A. Dr. William Barnett

**Native American Activism in the Late Twentieth and Early Twenty-First Centuries**

This session will explore the historical analysis of the American Indian Movement (AIM) protests in the late 1960s and 1970 which also had connections to the recent Standing Rock Reservation protests against the Dakota Access oil pipeline. This session will allow for a brief discussion of the 2024 establishment of the first federally-recognized tribal lands in Illinois: the Prairie Band Potawatomi Nation's Shab-eh-nay Reservation in DeKalb County.

1B. Dr. Laura Brueck

**Race and Caste: a Translational History of the 20th Century**

Isabel Wilkerson's bestselling book *Caste: The Origins of Our Discontents* (Random House, 2020) looks to Hindu India and its elaborate and ancient system of caste to help explain the phenomenon of racial formations and ongoing racism in the United States. This discussion will explore evolving ideologies of caste and race in both India and the United States using Supreme Court cases and modern day campaigns to ban caste-based discrimination in education systems and society.

1C. Dr. Michael Manderino

**Disciplinary Literacy and Inquiry in Social Studies Education**

This session will use a range of resources to apply several historical reading and reasoning strategies to support students' inquiry in Social Studies. Resources that will be examined include photographs, documentary clips, printed primary and secondary sources, maps, and print media.

1D. Dr. Michael Maniacci

**Coping with Fear and Anxiety**

This session will explore the cognitive and behavioral strategies that have been proven to be effective in dealing with fear and anxiety. This workshop will address tactics designed to cope and even eliminate most fears by examining the role of control and superiority in the creation and maintenance of the problems.

1E. Dr. Ganae McAlpin-Toney

**Teaching African and African American History Through a Lens of Joy Part Two**

This session will expand upon ways to bring joy into educational spaces when teaching African and African American History, touching on topics such as early African civilizations, west African spirituality, the Moors, and the African Diaspora. This event will include resources and lesson ideas for seamless incorporation into classrooms.

1F. Mr. Shawn McCusker

**Expressing Student Learning Through Digital Storytelling**

Digital storytelling provides students with many avenues to find their voice and share their work with the world. By creating and sharing their own stories, students can show what they've learned, express themselves creatively, build empathy, and develop strong communication skills. This session will explore strategies and student examples to use storytelling for strengthening writing, assessing learning, and creating a classroom culture of storytelling.

1G. Dr. Jennifer McNabb

**Priest Holes and Clandestine Chapels: Catholics in Early Modern England**

The reformations of religion initiated by Henry VIII's break with Rome were extended, reversed, and remained incomplete for nearly 200 years, until the religious settlement that accompanied the Glorious Revolution. This session will explore the history of Catholic belief and practice in early modern England. The session will also offer strategies for helping students understand early modern documents discussing the problems and realities of Catholic non-conformity.

1H. Judge Robert Anderson and Mr. Tom Murray

**Not All Roads Lead to Appeal: Myths, Logistics and Case Insights**

A popular misconception is that cases are always appealed. Generally, the losing parties in both civil and criminal cases have an automatic right of appeal, but not all do. This presentation will detail the criminal and civil legal basis for an appeal such as alleged material procedural errors, admittance of improper evidence, and errors in a judge's interpretation of the law at trial. This session will explore one case step by step through appellate jurisdiction to illustrate successful vs. unsuccessful appeals and how outcomes impact appellants and defendants.

1I. Dr. RJ Rowley

**Sacred Space in Israel and Palestine**

Sacred space is a framework that geographers use to understand and analyze bonds between the connection people make with individual spaces. This session will explore the Israel-Palestine situation as one prominent example that illustrates several types of sacred space. In addition to helping to teach our students about fundamental geographic concepts, this particular example can help us connect our students personally to the ideas discussed in class. Sacred space in the Middle East, in other words, can illuminate how ever-present and influential geography is in the world, broadly speaking, and in our own personal lives.

1J. Dr. Charles Wheelan

**The U.S. National Debt: The Fiscal Equivalent of Climate Change**

National debt and climate change, while rarely mentioned together, have similar challenges. Both have gotten worse over time and both are problems often pushed to the future. This session will explore the causes of the national debt, its long term effects on the economy and viable solutions to mitigate this potential calamity.

8:55-9:10-Publishers, non-profits, networking

<b>SESSION 2: 9:10-10:05</b>	
<b>Speaker</b>	<b>Topic</b>
2A. Dr. Lee L. Brice	Roman Emperors who Matter for World History from 27 BCE-565 CE
2B. Dr. Joel Breakstone	Reading Like a Historian with Visuals
2C. Ms. Mary Ellen Daneels	Engaging Student Voice for Inquiry
2D. Mr. Ryan Dengel & Mr. John White	Serving 27 Years for a Crime He Did Not Commit: Conversation with Innocence Project Exoneree
2E. Dr. Richard Farkas	Revisiting the Russia-Ukraine War and its Impact on Russian Politics, People and Economics
2F. Dr. Shawn Healy	The Post-Election Federal Policy Landscape
2G. Ms. Esther Hurh	Case Study of AAPI Advocacy and Solidarity: Japanese American Redress Movement and Beyond
2H. Mr. Shawn McCusker	AI in the Classroom: A Great Tool and a Great Challenge
2I. Dr. RJ Rowley	Using Film to Teach Geographic Principles

2A. Dr. Lee L. Brice

**Roman Emperors who Matter for World History from 27 BCE-565 CE**

The Roman Empire was immense both in size and impact, and it can be challenging to select what to cover in more detail when pressed for instructional time. This presentation will focus on several key emperors that were the most impactful including Augustus, Diocletian, Constantine, and Justinian I.

2B. Dr. Joel Breakstone

**Reading Like a Historian with Visuals**

This interactive workshop will explore how to develop inquiry-based history lessons with visuals. Participants will engage in a model lesson with a new Reading Like a Historian lesson and learn strategies for implementing these types of resources in their classrooms.

2C. Ms. Mary Ellen Daneels

**Engaging Student Voice for Inquiry**

This interactive session will explore how student voices can be engaged to cultivate students' capacity to develop their own deep and critical inquiries about history and civic life, their identities, and communities. It will present strategies on how to make inquiry the primary mode of learning to advance students' disciplinary content knowledge, and to connect that knowledge to students and their communities. Participants will walk away with resources that help students cultivate empathy across differences and inquisitiveness to ask difficult questions, which are core to historical understanding and constructive civic participation.

2D. Mr. Ryan Dengel and Mr. John White

**Serving 27 Years for a Crime He Did Not commit: Conversation with Innocence Project Exoneree**

John White served nearly 27 years for a crime he did not commit. Through recent DNA evidence and the support of the Innocence Project, John White was finally exonerated in December of 2007. This session will be a moderated conversation between Naperville North sociology teacher Ryan Dengel and John White to share his story as well as answer questions from the audience. Topics that will be addressed include our criminal justice system structures, taking informed action as well as sociological concepts such as deviance, socialization and social inequalities.

2E. Dr. Richard Farkas

**Revisiting the Russia-Ukraine War and its Impact on Russian Politics, People and Economy**

With the war entering its third year, the world is trying to focus on scenarios for negotiations to end the hostilities. This session will explore these possibilities and how the new Trump administration will impact them. Additionally, it will cover possible post war realities for Russia and Ukraine.

2F. Dr. Shawn Healy

**The Post-Election Federal Policy Landscape**

In the aftermath of the contentious 2024 Presidential Election, the contemporary federal policy landscape was shaped by changes to party control and congressional leadership, victories by political newcomers, and current public issues. This presentation will discuss how President-elect Trump may approach his term with divided (or unified) party control of Congress. Attendees will learn of the policy priorities of key political leaders at the federal level in the next two years and return to their classrooms with ready-to-deploy resources to engage students in structured discussions of current public issues.

2G. Ms. Esther Hurh

**Case Study of AAPI Advocacy and Solidarity: Japanese-American Redress Movement and Beyond**

Advocacy and solidarity are rarely highlighted when learning about the Asian American and Pacific Islander (AAPI) experience, yet it's critical for all students to be aware of how individuals and communities have fought for their rights and dignity. This session focuses on these themes by highlighting the Japanese-American community's redress movement that led to the 1988 Civil Liberties Act. It will also explore how this group has served as witnesses and voices of caution and advocacy when other communities face mass incarceration. Primary and secondary resources as well as lesson plans will be explored to offer ways for educators to include this important chapter in U.S. history and to let students know how they can participate in advocacy and solidarity work.

2H. Mr. Shawn McCusker

**AI in the Classroom: a Great Tool and a Great Challenge**

Unpack AI's dual nature as both a tool and a challenge in education. Through practical examples, we will showcase AI's role in teaching workflows, its applications for assessment, its associated problems and potential solutions to these challenges.

2I. Dr. RJ Rowley

**Using Film to Teach Geographic Principles**

The discipline of geography maintains a strong tradition of connecting popular culture, in its various manifestations, with geographic ideas and principles. Film is one arena of popular culture that can be an attractive and approachable way to teach geography to our students. In this discussion, examples and approaches to using specific films will be shared to teach geographic principles that are often included in human geography courses.



10:05-10:20-Publishers, non-profits, networking

SESSION 3: 10:20-11:15	
3A. Ms. Laura Brandt	Mastering the EBQ and AAQ in AP Psychology
3B. Dr. Joel Breakstone	Civic Online Reasoning in the History Classroom
3C. Dr. Lee Brice	War, Society, and the State: a Revolution in Military Affairs 1560-1660
3D. Mr. Ryan Dengel (Panel Moderator)	Panel Interview: Central Tenets for Islam, Sikhism, Latter Day Saints, Orthodox Judaism
3E. Mr. Adam Dyché & Mr. Jason Jaffe	Resumes & Interviews: Tips for Pre-Service & Early Career Teachers
3F. Dr. David Faris	The Future of NATO and Ukraine
3G. Dr. Shawn Healy	Illinois Policy Primer: Pritzker and the Democratic Trifecta
3H. Mr. Shawn McCusker	Project Based Learning for the Social Studies Classroom
3I. Ms. Rose Miron	Teaching Place-Based Native American History
3J. Ms. Jessica Waszak	We Were There Too: Women in Vietnam

3A. Ms. Laura Brandt

**Mastering the EBQ and AAQ in AP Psychology**

This Session will address the rationale and updates in organization and skills practices for the 2025 AP Psychology exam. Particular emphasis will be placed on scaffolding the skills and practices necessary for students to master the new updates for the written portion of the exam including the Evidence Based Question (EBQ) and the Article Analysis Question (AAQ). Samples and templates will be shared, participants should come with a paper or electronic copy of the Course Exam Description (CED).

3B. Dr. Joel Breakstone

**Civic Online Reasoning in the History Classroom**

This session will explore a new history curriculum that teaches students how to evaluate the information that floods their screens. Based on research with historians and professional fact checkers, these document-based lessons integrate digital literacy into history instruction and have been tested with teachers across the country. Leave with classroom-ready resources!

3C. Dr. Lee Brice

**War, Society, and the State: a Revolution in Military Affairs 1560-1660**

Military history is a nuanced field of history, but when considering political and cultural change in early modern Europe (ca. 1400-1648), it is difficult to ignore the impact of military spending by political leaders. Warfare, local as well as international, was endemic during parts of the period. Sometimes an innovation – a “military revolution” – completely changes warfare in a short period, sweeping all prior military organization before it. Gunpowder, for example, was not a revolutionary weapon until it was employed efficiently. Historians have argued that “Revolutions in Military Affairs” (RMA) in early modern Europe contributed significantly to political and cultural change. Because of the way these innovations drove spending on all sides, political leaders had to adapt, which contributed to the consolidation of state power. This presentation will explore

the debate over this trending term, RMA, and discuss what it means for our understanding of political and cultural change in the period ranging from 1400-1700 in Europe.

3D. Mr. Ryan Dengel [Moderator]

**Panel Interview: Central Tenets for Islam, Sikhism, Latter Day Saints, Orthodox Judaism**

This session will be a panel discussion which includes speakers from several of the more misunderstood religions represented in the United States. The panel will include representation from the faith communities of Sikhi (often referred to as Sikhism), Islam, the Church of Jesus Christ of Latter Day Saints, and Orthodox Judaism. The panel discussion will be moderated by Naperville North Social Studies teacher, Ryan Dengel. Aligning with the religious studies standards, the presentation will address the religious studies standard of explaining how religious identities shape and are shaped by the beliefs people hold, the behaviors they exhibit, and the ways people experience membership in intersecting communities.

3E. Mr. Adam Dyche and Mr. Jason Jaffe

**Resumes & Interviews: Tips for Pre-Service & Early Career Teachers**

Competition for social studies openings can be fierce. Area department chairs will walk through job postings, cover letters and resumes, job fairs and networking, and interviews. This session is for current or recent student teachers, or teachers early in their careers. In addition to providing time for answering questions, this session will provide tips and strategies for landing a position in the district of your dreams.

3F. Dr. David Faris

**The Future of NATO and Ukraine**

For years prior to the 2022 Russian invasion of Ukraine, scholars and observers debated the fallout of NATO's long expansion into Eastern Europe and the former Soviet Union starting in the post-Cold War era. Advocates warned that a failure to integrate these countries into NATO would serve as an invitation to future Russian expansionists to retake them. Critics, on the other hand, claimed that expansion would precipitate precisely the resurgence of Russian nationalism that NATO was designed to thwart. In light of the tragic events in Ukraine over the past decade, the future of Ukraine in NATO is still unknown. Russian President Vladimir Putin insists on a permanent exclusion as part of any peace settlement.

3G. Dr. Shawn Healy

**Illinois Policy Primer: Pritzker and the Democratic Trifecta**

While presidential politics dominated 2024 election coverage, the results have major implications down ballot in Illinois. This session will explore how Governor Pritzker builds on his legacy of policy wins and the legislative agenda for Speaker Welch and Majority Leader Harmon. Also included will be a consideration of who policy makers will watch should Senator Durbin and Pritzker decline to seek office in 2026. Teacher attendees will emerge with insights and resources to teach students the inner workings of state government in Springfield as the 2025 legislative session takes shape.

3H. Mr. Shawn McCusker

**Project Based Learning for the Social Studies Classroom**

This session is designed for educators who want to prioritize engaging, student centered experiences. Project Based Learning is a teaching method in which students explore real-world problems over an extended period of time. Research demonstrates that PBL increases student engagement and leads to deeper learning while providing students the freedom to drive learning, identify problems and determine how to best address them. This session will focus on the essential design elements of PBL and the construction of driving questions that lead to sustained inquiry and

maximize authenticity.

3I. Ms. Rose Miron

**Teaching Place-Based Native American History**

Native American history in the United States is incredibly diverse and extensive, leaving many with questions about where to begin. This session will focus on how to approach teaching Native history by starting locally. Using a section of one module within the Newberry Library's *Indigenous Chicago* curriculum, participants will engage in a classroom-ready lesson regarding treaties and removal in the Chicagoland area and will learn how they can connect local Indigenous history with common topics in US History. This session will serve as a preview of the many other digital resources in the broader Indigenous Chicago curriculum and will be a useful resource for more respectfully and accurately teaching Native history in the classroom.

3J. Ms. Jessica Waszak

**We Were There Too: Women in Vietnam**

Approximately 11,000 military women were stationed in Vietnam. Ninety percent of these women were nurses, while many others filled critical supporting roles. In addition to military women, an unknown number of civilian women served in Vietnam as volunteers in the International Red Cross, United Service Organization (USO), and other humanitarian organizations. Most women served dangerously close to the front lines and many others filled critical supporting roles.

## Lunch and Learns

**Bring your lunch for a short presentation on one of these topics!**

<p><b>FEATURED SPEAKER Panel Interview: Central Tenets for Islam, Sikhism, Latter Day Saints &amp; Orthodox Judaism</b> <i>Mr. Ryan Dengel [Moderator]</i></p> <p>This panel will include representation from the faith communities of Sikhi (often referred to as Sikhism), Islam, the Church of Jesus Christ of Latter Day Saints, and Orthodox Judaism. The panel discussion will be moderated by Naperville North Social Studies teacher, Ryan Dengel. Aligning with the religious studies standards, the presentation will address the religious studies standard of explaining how religious identities shape and are shaped by the beliefs people hold, the behaviors they exhibit, and the ways people experience membership in intersecting communities.</p>	<p><b>B146</b> Auditorium</p>
<p><b>Making Global and National History Local</b> <i>Dr. Andrea Field, Curator of History, Naper Settlement</i></p> <p>To understand the past, we often need to look at global and national trends that can feel distant from the lived reality of everyday people. Using the Naperville Heritage Society collection as an example, we will explore how local stories and evidence can help make history more vital to students. This session will address how to find compelling local examples and how to activate primary sources in your classrooms.</p>	<p><b>D104</b></p>
<p><b>Using Retro Report Filmmakers to Explore the Hidden Histories of Yesterday</b> <i>Filiz Yargici, Education Manager for Retro Report</i></p> <p>This Lunch and Learn opportunity will explore the Retro Report's video and free, high quality classroom resources that are available to educators. Learn how to discern how to use short-form documentary films to drive the inquiry process with students through use of interviews, archival footage and photos.</p>	<p><b>D106</b></p>
<p><b>Using Supreme Court Cases to Teach Inclusive History</b> <i>Tiffany Middleton, American Bar Association</i></p> <p>Implement inclusive history via U.S. Supreme Court Cases, and explore ready-made resources from the American Bar Association for using it all in the classroom. Religious, AAPI, LGBTQ, Native American, and disability diversity will all be discussed.</p>	<p><b>D109</b></p>

<b>SESSION 4: 12:05-1:00</b>	
4A. Dr. David Faris	The Long Struggle For Peace in Israel and Palestine
4B. Dr. Richard Farkas	2024: The Global Year of Elections
4C. Dr. Andrea Field	Expansion or Conquest?: Using Perspective to Grapple with the History of the U.S. West
4D. Ms. Stefanie Geeve	Let Them Drive: The Power of Student-Led Learning
4E. Mr. Ralph Martire	Economic Impact of Systemic Inequality
4F. Dr. Kate Masur	We Ask Only for Even Handed Justice: Fighting the Black Laws in Antebellum Illinois
4G. Dr. Febe Pamonag	Samurai in History and Popular Culture
4H. Ms. Jennifer Trannon and Dr. Ellie Reitz	Engaging Middle School Students in Civic Discourse
4I. IPSD AP Psych Teachers	AP Psych Roundtable: EBQ and AAQ Share-Out

4A. Dr. David Faris

**The Long Struggle For Peace in Israel and Palestine**

Since the creation of the state of Israel in 1948, countless diplomats and global leaders have tried and failed to forge peace between Israelis and Palestinians. The inability to secure a just and lasting settlement between these two peoples exploded gruesomely in October, 2023 with the Hamas terrorist attacks in Israel and the subsequent Israeli military operation in Gaza. This presentation will examine why this conflict had proved so intractable and resistant to mediation. Past efforts, including the 1993 Oslo Accords, collapsed offering lessons that may shape a potential peace agreement today. While the two sides may look and feel further apart than ever, the most likely solutions to the conflict are probably closer to those that have been negotiated in the past than to any radical reimagining of how Israelis and Palestinians can live and thrive together.

4B. Dr. Richard Farkas

**2024: The Global Year of Elections**

The session will examine the relationship of elections to democracy and why we seldom think about the phenomena of elections. 2024 is an extraordinary year with eight billion people in 78 countries voting for their leadership and many will have chosen leaders who are not offering genuinely democratic regimes. Teaching about politics does not encourage students to think carefully about the mechanics and requisites of elections because the focus is on the choices presented and the citizen's responsibility to vote. The session will provide an inventory of reasons to drill down on the phenomenon, drawn from a regular "global learning experience" course offered annually with 65 students from five countries -- South Africa, Croatia, Georgia, Ukraine and the US (DePaul).

4C. Dr. Andrea Field

**Expansion or Conquest?: Using Perspective to Grapple with the History of the U.S. West**

"The West" holds a mythic place in American history. Many Americans saw their identities inexplicably linked with the frontier while others were forcibly removed or killed to make way for the expansion of the United States. The West has always been complicated. This session will explore how perspectives can help us make sense of complicated, often conflicting narratives, of settlement and conquest, genocide and progress.

4D. Ms. Stephanie Geeve

**Them Drive: The Power of Student-Led Learning**

In this session, participants will explore innovative strategies for partnering with students in their learning journeys. Attendees will learn how to equip students with essential tools to become self-directed learners, create a collaborative learning environment, and have practical approaches that allow students to be in the driver's seat of their learning.

4E. Mr. Ralph Martire

**Economic Impact of Systemic Inequality**

This session will explore how historical fiscal practices have impacted core government policies in Illinois, and whether intentional or not, have disadvantaged various demographic groups. It will provide summaries of recent statistical analysis on these issues. Additionally, it will explore changes to fiscal policies that can increase access to opportunity, economic self-sufficiency, and education for traditionally marginalized populations

4F. Dr. Kate Masur

**We Ask Only for Even Handed Justice: Fighting the Black Laws in Antebellum Illinois**

This session will present how and why, in the early nineteenth century, the state of Illinois adopted laws designed to marginalize and oppress African Americans as well as how Black Illinoisans organized to fight back against those laws. The session will draw on Dr. Masur's own original research, and on a freely accessible web exhibit she and a team at Northwestern created: *Black Organizing in Pre-Civil War Illinois: Creating Community, Demanding Justice*, to shed new light on Illinois history and offer histories of Black individuals and organizations, white allies, and the struggle for racial equality that resonate into the present.

4G. Dr. Febe Pamonag

**Samurai in History and Popular Culture**

The samurai is one of the most prominent cultural icons of Japan. This session will first examine the history of the samurai and then analyze representations of the samurai in popular culture, particularly in films and video games. This session will highlight how an analysis of the samurai in history and popular culture can foster historical thinking and critical thinking skills.

4H. Dr. Ellie Reitz and Ms. Jennifer Trannon

**Engaging Middle School Students in Civic Discourse**

This session will explore the importance of civic discourse in middle school classrooms and provide educators with tools for leading meaningful and thoughtful student discussions. Civic discourse fosters an inclusive environment where ideas are respected, equipping teachers and students to engage with controversial topics constructively. Participants will reflect on their own identities and comfort levels, establish ground rules, and learn strategies to create a respectful space for dialogue.

4I. IPSD AP Psych Teachers

**AP Psych Roundtable: EBO and AAQ Share-Out**

AP Psych teachers should bring lessons to share how they have been addressing EBOs and AAQs in their classes. The intent is to provide attendees with ideas and examples that they can utilize in their own classrooms. The session will be facilitated by teachers from Indian Prairie District 204.

## **Speaker Bios**

**Judge Robert Anderson** is a Retired DuPage County Circuit Judge who served in the Divorce, Felony, and Juvenile Courts for 27 years. He graduated from Loyola University of Chicago with a B.A. and J.D. Judge Anderson has been honored for his work in violence prevention, promoting education on domestic violence and juvenile issues. He is an adjunct professor at Loyola University School of Law and he regularly presents at local and national law and social studies conferences. He is a past President of the Illinois Judges Association and a past Chair of the DuPage County Circuit Court Family Violence Coordinating Council.

**Dr. Will Barnett** is Professor of History at North Central College. He earned his B.A. in History from Yale University, his M.A. in History from the University of Texas at Austin, and his Ph.D. in History from the University of Wisconsin-Madison. He taught high school for three years before attending graduate school. He teaches a variety of U.S. history classes, including African American History, U.S. in the 1960s, History of the American West, American Environmental History, U.S. from 1865 to 1945, U.S. Since 1945, and Public and Local History. His main research interests are environmental history and urban history, and he has published a variety of articles and book chapters. He is the co-editor, with Kathleen Brosnan and Ann Durkin Keating, of *City of Lake and Prairie: Chicago's Environmental History*, published in 2020.

**Ms. Laura Brandt** currently teaches AP Psychology and serves as the social studies department chair at Libertyville high school in the Chicago suburbs. Laura served on the TOPSS executive board, which represents high school psychology instructors within the American Psychological Association. Laura is a co-creator of the I-Score 5 review app for the AP Psychology exam, and a co-creator of the *Books for Psychology Class blog* which reviews psychology related books and provides classroom activities for teachers and students. Laura is the co-author of the Laura the 3<sup>rd</sup> edition AMSCO AP Psychology book and has served as a reviewer, contributor and/or author to other textbooks, test banks and reviews guides related to AP Psychology. Laura earned her Bachelor's degree in Social Studies education at the University of Illinois Urbana-Champaign, a Master's degree in U.S. History from Northern Illinois University and her Ed.D. in Curriculum and Instruction from Concordia University.

**Dr. Joel Breakstone** is the Executive Director of Digital Inquiry Group (DIG). He directed the Stanford History Education Group for 10 years before it became DIG. He leads DIG's efforts to research, develop, and disseminate free curriculum and assessments. He oversaw the creation of the Civic Online Reasoning curriculum, which helps students sort fact from fiction online using the strategies of professional fact checkers. The curriculum won a Global Media and Information Literacy Award from UNESCO in 2020. He received a Ph.D. from Stanford Graduate School of Education after teaching high school history in Vermont.

**Dr. Lee Brice** is Professor of History at Illinois Wesleyan University and Distinguished University Professor Emeritus at WIU. His research interests include soldiers' military service conditions in ancient armies and Corinthian coinage. He has published ten edited volumes on ancient history including most recently *Brill's Companion to Diet and Logistics in Greek and Roman Warfare* (2023), co-edited with John Donahue, *Women and the Army in the Roman Empire* (2024), co edited with Elizabeth M. Greene, and *Boundaries of War* (2024) co edited with Tim Roberts. He has also published articles and chapters on Corinthian coinage, ancient military history, teaching history, Ancient technology, historiography, and the Roman army on film. He is working on a monograph study of mutiny and indiscipline in the Roman military of the late Republic and early Empire.

**Dr. Laura Brueck** is Professor of South Asian and Comparative Literature at Northwestern University, and the Director of Northwestern's Alice Kaplan Institute for the Humanities. She co-founded and co-directed Northwestern's Race, Caste, and Colorism Project. She has written, translated, and edited several publications on Dalit, anti-caste, and modern Indian and global literatures including *Writing Resistance: The Rhetorical Imagination of Hindi Dalit Literature* (Columbia University Press 2014), *Unclaimed Terrain: Stories by Ajay Navaria* (Navayana 2013) and the *Routledge Companion to Postcolonial and Decolonial Literature* (2024).

**Ms. Mary Ellen Daneels** taught at West Chicago Community High School for 27 years and is now the Director of the Illinois Civics Hub and Illinois Democracy Schools Program, leading efforts to support the implementation of the civics course requirements and Illinois social science standards. In addition to presenting on civic learning around the country, she has been featured on CBS Sunday Morning, highlighted in numerous publications and has advocated for civic education before federal and state lawmakers. A former member of the NCSS Board of Directors, she worked on both the Steering Committee and Pedagogy Committee for the new Educating for American Democracy Roadmap.

**Mr. Ryan Dengel** is a current social studies teacher at Naperville North High School who has taught a variety of courses, including sociology, comparative religions and AP Human Geography. Mr. Dengel has sought to provide engaging learning to his students through the use of panel discussion, guest speakers and field trip experiences. He has also been a sponsor for several cultural clubs, including the Muslim Student Association. He is a graduate of Northern Illinois University.

**Mr. Adam Dyche** was eight years old when his older brother ran over him with his bike, leaving a giant skid mark across his forehead that lasted for days. This has nothing to do with his role as a Social Studies Chair for the last 11 years or teaching social studies for more than 20 years, rather this is just an amusing story.

**Dr. Richard Farkas** has been teaching at DePaul for over forty years and has lectured in Russia, Poland, Hungary, and Croatia. His research compares strategies for political and economic development in post-Communist and post-conflict countries. He has consulted for some of the largest corporations in the U.S. and has appeared frequently on U.S. and international media. Additionally, he is a Fulbright/US State Department designated “Senior Specialist” on Balkan, Ukraine, and Post-Communist Societies.

**Dr. David Faris** is an Associate Professor of Political Science at Roosevelt University in Chicago and a contributing writer for *The Week* magazine. His most recent work includes *The Kids Are All Left: How Young Voters Will Unite America* (Melville House, 2020). His academic work has been published in *Arab Media & Society*, *Middle East Policy*, and the *International Journal of Middle East Studies*. He has also written widely for popular audiences, including for *The Washington Post*, *The New Republic*, *Washington Monthly*, *Salon*, *Buzzfeed*, *USA Today*, *US News and World Report*, *The Christian Science Monitor*, *NPR.org*, and *Informed Comment*.

**Dr. Andrea Field** is the curator of research at Naper Settlement in Naperville, IL. She received her Ph.D. in American History and Public History from Arizona State University in 2017. Her research focuses on the intersections of race and economics and community efforts to commemorate public housing communities in changing neighborhoods. For the past four years she has been part of an Institute of Museum and Library Services (IMLS) National Leadership grant entitled *Unvarnished: Housing Discrimination in the Northern and Western United States* researching segregation, tools of discrimination, and resistance strategies across America.

**Ms. Stephanie Geeve** is a dedicated educator with 23 years of high school teaching experience, including eleven years as an instructional coach. Additionally, she spent eight summers traveling nationwide as a national trainer for Kagan Cooperative Learning. Geeve is passionate about empowering students to find their voice in the classroom. With a strong commitment to professional development, she thrives on creating innovative training programs that inspire educators to foster student engagement and success. Geeve is dedicated to guiding students on their pathways to achievement, fostering an atmosphere where they can thrive and take ownership of their education. Her approach centers on collaboration, creativity, and a deep understanding of individual needs.

**Dr. Shawn Healy** leads iCivics’ policy and advocacy work through the CivXNow Coalition and oversees civic education campaigns. He plays an active role in recruiting supporters to fund policy, advocacy, and implementation efforts nationwide. He previously chaired the Illinois Task Force on Civic Education, spearheaded legislative campaigns for a required civics course in Illinois, and led the Illinois Social Science Standards Task Force. He also serves as an adjunct Public Policy professor at the University of Illinois at Chicago and is a member of the Serve Illinois Commission. He began his career as a social studies teacher in Wisconsin and Illinois. A 2001 James Madison Fellow, Healy holds an M.A. and Ph.D. from the University of



Illinois at Chicago in political science, and a bachelor's degree with distinction in Political Science, History, and Secondary Education from the University of Wisconsin at Madison.

**Ms. Esther K. Hurh** is an education consultant who developed and oversaw delivery of Asian Americans Advancing Justice-Chicago's professional development model *Teaching about the Asian American Experience: A Primer*. In addition to Asian American history and racial identity, she is also involved in Holocaust education, human rights issues, and diversity, equity and inclusion (DEI) topics. Throughout her nearly 30 years of experience, she has authored a number of curriculum lessons, journal articles, and blog posts, and has traveled domestically and internationally with others sharing best practices of inclusive curriculum. Hurh received her Ed.M. in Human Development and Psychology at the Harvard Graduate School of Education, and her B.A. in Political Science at Northwestern University. She lives in Chicago, Illinois and refers to her learning how to tap dance as a practice in humility.

**Mr. Jason Jaffe**, in addition to currently serving as the Social Studies Department Chair at Glenbard East High School, is a prolific viewer of programming that really has no right to be broadcast on TV (looking at you, TLC and Bravo networks!). In elementary school, Jaffe won the Fourth Grade Social Studies Award. His two oldest children (8 years old and 6 years old) often remind him that his jokes are "just ok...sometimes."

**Dr. Michael Manderino** is an Associate Professor, Curriculum and Instruction at Northern Illinois University. Professor Manderino studies the intersections of digital literacies for disciplinary learning, especially with adolescent learners. He is an incoming co-editor of the *Journal of Adolescent and Adult Literacy*. Manderino is on the executive board of the Association of Literacy Educators and Researchers in the role of social media manager and incoming vice-president of the organization. He is also the co-director of the NIU Social Justice Summer Camp for Educators. He is co-author of three books including, *Graphic Novels in High School and Middle School Classrooms: A Disciplinary Literacies Approach*. He has also authored over 25 journal articles and book chapters.

**Dr. Michael Maniaci**, Psy.D, is a licensed clinical psychologist with practices in Naperville and Chicago. He has been in the field since 1981 and has worked in numerous settings, including community mental health centers, private hospitals, rehabilitation centers, residential programs and private practice. A former high school teacher, Dr. Maniaci has over 50 publications, including five textbooks, and has been a core faculty member and instructor at several graduate programs throughout the area.

**Mr. Ralph Martire** is the executive director of the Center for Tax and Budget Accountability (CTBA), a bipartisan 501(c)(3) think tank committed to ensuring that state, federal and local workforce, education, fiscal, economic and budget policies are fair and just, and promote opportunity for all, regardless of race, ethnicity or income. He is also the Rubloff Professor of Public Policy at Roosevelt University. At the CTBA, he helped create a bipartisan legislative task force to integrate workforce and economic development policies and has received numerous awards for his work on education and public policy reform. He is a regular columnist on education, fiscal and economic policy and graduated with highest honors from Indiana University with a B.A. in history and received his J.D. from the University of Michigan.

**Dr. Kate Masur** is a professor at Northwestern University who specializes in the history of race, politics, and law in the United States. She's the author of "*Until Justice Be Done: America's First Civil Rights Movement, from the Revolution to Reconstruction*", a finalist for the Pulitzer Prize in History and a *New York Times* "critics' pick" for 2021. She regularly collaborates with museums and other nonprofits, including the National Park Service, the National Constitution Center, the Newberry Library, and the Smithsonian Museum of African American History and Culture. She was a key consultant for the 2019 documentary, *Reconstruction: America after the Civil War* and appeared in the 2021 CNN film, *Lincoln: Divided We Stand*.

**Dr. Ganae McAlpin-Toney** currently serves as the Director of Equity for Evanston Township High School having begun her career at ETHS in 2010 as a history teacher. Ms. McAlpin has provided leadership in various ways including serving as an instructional coach and as an Evanston Educator Academy induction and mentoring facilitator. Ms. McAlpin is an experienced leader of professional learning and adult learning having provided various professional development nationwide as a Democratic Classrooms Leadership facilitator through Full Circle Leadership, offering insight and critical analysis to policy and practice.

**Mr. Shawn McCusker** is an award winning author and Senior Director of Professional Learning at EdTechTeacher. He currently serves as Secretary of the Illinois Digital Educators Association. He has 25 years experience as a teacher and leader in public, private, and alternative schools. McCusker is the author of *Becoming Active Citizens*, winner of the Forward INDIES 2022 Book of the Year, Gold Award for Education. His column “the Tech Savvy Classroom” was featured in *Digital Learning Magazine*. As an expert in technology integration, his lessons and student products have been featured in *THE Journal*, *Educational Leadership*, and the *Huffington Post*. In 2006, he was recognized as a finalist for the Golden Apple Award for Excellence in Teaching. In 2016 he was named a Top Trailblazing Educator on Twitter by eSchoolNews. He regularly appears as a keynote and featured speaker at conferences across the US.

**Dr. Jennifer McNabb** is Professor and Head of the Department of History at the University of Northern Iowa where she teaches courses on early modern European history and the history of England. McNabb has received several awards for her teaching and has completed four courses for The Teaching Company’s The Great Courses on the Renaissance, witchcraft, sex, and marriage. Her scholarship has appeared in *The Sixteenth Century Journal*, *Quidditas: The Journal of the Wooden O*, *Women’s History*, and *Cheshire History*, and she has published chapters in *The Youth of Early Modern Women* (Amsterdam University Press) and *Religion and the Early Modern British Marketplace* (Routledge). She was recently elected to serve as a Councilor in the Professional Division of the American Historical Association.

**Ms. Rose Miron** is the Director of the D’Arcy McNickle Center for American Indian and Indigenous Studies at the Newberry Library and Adjunct/Affiliate Faculty in the History Department and the Center for Native American and Indigenous Research at Northwestern University. Her research explores Indigenous history in the Great Lakes, especially related to public history and memory. She holds a BA in History and a Ph.D. in American Studies from the University of Minnesota.

**Mr. Tom Murray** graduated from Western Illinois University with a B.A. in American History. He earned his M.A. in Curriculum and Instruction from Chicago State University and in Law Policy & Criminal Justice from the University of Illinois at Chicago. He is a retired Social Studies teacher who founded the DuPage County Law Education Workshop for Teachers and worked for 12 years as Project Evaluator on three successive Teaching American History federal grants.

**Dr. Febe Pamonag** is Professor of History at Western Illinois University. Her teaching and research interests include modern Japan, women’s movements, public health, and history of food. She has published articles in several journals, including the *Pacific Historical Review* and *U.S.-Japan Women’s Journal*. She also published “Women and Social Movements in the Philippines during the American Empire, 1900-1940,” in *Indigenous Women’s Voices in North America, American Empire, and the Global South, 1820-2020: A Syllabus with Documents* (Alexander Street Press, 2024).

**Dr. Ellie Reitz** is a passionate 7<sup>th</sup> grade teacher and Social Science Department Chair at Kennedy Junior High in Naperville 203. With 22 years of teaching experience, she continually seeks ways to get students engaged with the world through critical thinking, driving them to investigate perspectives regarding history, people, culture, and current events. She has engaged in work with organizations such as Google Earth and National Geographic, collaborating with educators to create engaging, up-to-date resources. Reitz has a M.Ed. in Educational Administration and an Ed.D. in curriculum, with an emphasis in curricular leadership, where she continues to focus on how to utilize varied resources and teacher learning to better prepare students for our ever-changing world.

**Dr. Rex (RJ) Rowley** is a Professor of Geography in the Department of Geography, Geology and the Environment at Illinois State University. He has a B.S. in geography from Brigham Young University, and M.A. and Ph.D. degrees in geography from the University of Kansas. At ISU, he teaches GIS, National Parks Geography, Human Geography, Maps and Society, World Geography, and field classes to explore cultural landscapes in the American Southwest and Japan. In addition, he is the geography program internship coordinator. His research interests are cultural landscapes, sense of place, and geographic information science. Rowley has published *Everyday Las Vegas: Local Life in a Tourist Town*, an in-depth study of local life and sense of place in a tourist town. He has also published articles in such journals as *GeoHumanities*, *Journal of Cultural Geography*, *Geographical Review*, *Great Plains Quarterly*, *Asian Geography*, and *Cartographica*, as well as chapters in a number of edited volumes including *Explorations in Place Attachment* and *The Changing World Religion Map*. He loves exploring new places on student field trips and on family vacation.

**Ms. Jennifer Trannon** is a dedicated 6th grade language arts and history teacher at Washington Junior High School in Naperville 203. With 25 years of teaching experience, she is passionate about creating a classroom environment where students feel safe to engage in constructive conversations and learn to respect and appreciate diverse perspectives. Trannon continually explores new ways to make complex historical and literary content accessible and meaningful, helping students build the skills they need to think critically about the world around them. She believes that fostering respectful dialogue empowers students to become empathetic, informed citizens, ready to navigate today's dynamic society.

**Ms. Jessica Waszak** is the Curator at the First Division Museum at Cantigny Park, Wheaton, IL. Jessica earned her Master of Arts in History from Roosevelt University. After transitioning into the museum field from practicing emergency paramedicine full-time, Jessica started volunteering in 2012 and worked her way to her current position. She is tasked with researching, developing, and implementing exhibits for the museum and park. As an avid culture seeker and museum-goer, Jessica's favorite interactive exhibit experience, "Forced From Home", was a look at the refugee crisis created by Doctors Without Borders.

**Dr. Charles Wheelan** teaches at the Tuck School of Business at Dartmouth and at the University of Chicago. He holds a Ph.D. in public policy from the University of Chicago, a Master's in Public Affairs from Princeton University, and a B.A. from Dartmouth College. He is a former correspondent for *The Economist* and the author of numerous books, including *Naked Economics*, *Naked Money*, and *Naked Statistics*, that attempt to make serious topics more accessible (and even fun). Dr. Wheelan has a passion for making economics and public policy interesting and understandable to lay people. He is also the author of *The Centrist Manifesto*, a book that grew out of his experience as a candidate for Congress in Chicago in 2009. He is the founder and chair emeritus of Unite America, a non-partisan movement working to put voters first by fostering a more representative and functional government. His forthcoming book, *Naked Government*, is slated for publication in 2025.

**Mr. John White** is a current resident of Georgia who was wrongfully accused of a crime he did not commit. White spent almost 27 years in prison and through the efforts of attorneys and students at the Georgia Innocence Project led to the DNA testing that finally proved White's innocence. He has been a guest speaker at Naperville North High School the last four years to share his story with students in sociology and criminal justice classes.

## 2025 Exhibiting Vendors and Not-for-Profits

**American Bar Association-Tiffany Middleton**

[Tiffany.Middleton@americanbar.org](mailto:Tiffany.Middleton@americanbar.org)

**Bedford, Freeman & Worth- Lisa Grosbier**

[LPeterson@bfwpub.com](mailto:LPeterson@bfwpub.com)

**Congressional Medal of Honor- Javier Martinez**

[jmartinez@cmohedu.org](mailto:jmartinez@cmohedu.org)

**DBQ Project – Shana Horvitz**

[shana@dbqproject.com](mailto:shana@dbqproject.com)

**Digital Inquiry Group – Joel Breakstone**

[breakstone@inquirygroup.org](mailto:breakstone@inquirygroup.org)

**DuPage County Historical Museum– Michelle Podkova**

[mpodkova@wheatonparks.org](mailto:mpodkova@wheatonparks.org)

**First Division Museum– Cantigny, Melissa Tyer**

[MTyer@FDMuseum.org](mailto:MTyer@FDMuseum.org)

**Gale [Division of Cengage] – Martin Petz**

[martin.petz@cengage.com](mailto:martin.petz@cengage.com)

**Illinois Holocaust Museum–Evan Phifer**

[evan.phifer@ilhmec.org](mailto:evan.phifer@ilhmec.org)

**Illinois Safe Schools Alliance–Julio Flores**

[julio.flores@phimc.org](mailto:julio.flores@phimc.org)

**Illinois State University [Teacher Education Center] – Monica Noraian**

[mcnora2@ilstu.edu](mailto:mcnora2@ilstu.edu)

**Naper Settlement – Jessica Toran**

[ToranJ@naperville.il.us](mailto:ToranJ@naperville.il.us)

**National Geographic / Cengage–Nina Leicht**

[nina.leicht@cengage.com](mailto:nina.leicht@cengage.com)

**Perfection Learning – Mariah De La Fuente**

[mdelafuente@perfectionlearning.com](mailto:mdelafuente@perfectionlearning.com)

**Retro Report – Filiz Yargici**

[fyargici@retroreport.com](mailto:fyargici@retroreport.com)

**Savvas–David Stouffer**

[david.stouffer@savvas.com](mailto:david.stouffer@savvas.com)

**Social Studies School Service – Kimberly Fudge**

[kimberly@socialstudies.com](mailto:kimberly@socialstudies.com)

DUPAGE COUNTY

SOCIAL STUDIES CONFERENCE OFFICERS

CHAIRMAN

SECRETARY

TREASURER

Lisa Willuweit

Jason Jaffe & Ruben Rodriguez

Brian Zeglen

Map

