The Concord Review

[Publishing HS Students’ History Research Papers]

Since 1987, The Concord Review, a unique international quarterly academic journal at the secondary level, has published 116 issues with 1,274 exemplary high school history research papers by students from 44 states and 40 other countries. Essays of around 6,000 words or more (the average length of papers in the Spring 2017 issue was 9,400 words), with (Chicago style) endnotes and bibliography, on any historical topic (ancient or modern, domestic or foreign), may be submitted when the author registers online at www.tcr.org with a fee of $70 to The Concord Review. The author receives the next four ebook issues of the journal (>1,100 pages). We publish about 5% of the essays we receive.

William R. Fitzsimmons, Dean of Admissions at Harvard College, has said: “We have been very happy to have reprints of essays published in The Concord Review, submitted by a number of our applicants over the years, to add to the information we consider in making admission decisions [137 of our authors have gone to Harvard >11%]…All of us here in the Admissions Office are big fans of The Concord Review.”

Many of our authors have sent our Singles of their papers with their college application materials, and they have gone on to Brown(32), University of Chicago(28), Columbia(26), Cornell(21), Dartmouth(24), Harvard(137), Oxford(15), Pennsylvania(28), Princeton(75), Stanford(74), Yale(115), and a number of other fine institutions, including Amherst, Bowdoin, Bryn Mawr, Caltech, Cambridge, Carnegie Mellon, Duke, Emory, Johns Hopkins, McGill, Michigan, Middlebury, MIT, New York University, Northwestern, Notre Dame, Reed, Rice, Smith, Swarthmore, Trinity, Tufts, Virginia, Washington University, Wellesley, and Williams.

see our blog at: www.tcr.org/blog

Since 1987, The Concord Review has been the only journal in the world for the academic history papers of high school students...[fitzhugh@tcr.org]

David McCullough wrote: “I very much like and support what you’re doing with The Concord Review. It’s original, important, and greatly needed, now more than ever, with the problem of historic illiteracy growing steadily worse among the high school generation nearly everywhere in the country.”

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REGISTRATION INCLUDES
Admission to over 70 sessions including these Keynote Speakers:
Douglas Brinkley, Rice University
Kevin Levin, Historian & Educator
Sam Mihara, UC Berkeley
Cinthia Salinas, University of Texas
Kathryn Silva, Claflin University
Alan Taylor, University of Virginia

The Opening Night Reception,
Buffet Lunches on Friday and Saturday, Registration Materials,
Admission to the NCHE Exhibit Hall, and Breakout Session Materials.

NCHE STAFF
Justin Jakovac
Executive Director

John Csepeli
Director of Conferences & Events

Kate Csepeli
Conference Staff

TABLE OF CONTENTS
Conference Program 3-37
Exhibitor List 38
Raffle Contributors 39
2019 Information 40-42
Gagnon Prize Information 43-44
Hilton Map Back Page

All sessions are the sole responsibility of the presenters, including any presented by commercial organizations. Ideas, methods and products presented on the program do not imply endorsement by NCHE.
THURSDAY, APRIL 19

Registration Open
7:00 a.m. - 5:00 p.m.
Conference Center Lobby

Enrichment Excursions
(Pre-registration required)
(All tours depart from and return to the Hilton Palacio del Rio.)

San Antonio's Westside: Tejano Art, Culture, and History
Bus departs at 8:00 a.m.; returns 12:30 p.m.

Fort Sam Houston: U.S. Army Medical Department Museum
Bus departs at 8:45 a.m.; returns 12:15 p.m.

San Antonio Walking Tour
Group departs at 9:00 a.m.; returns 11:00 a.m.

Using DBQs to Engage Students in Authentic Historical Inquiry
Workshop starts at 1:00 p.m.; ends 5:00 p.m.

King William History & Architecture
Group departs at 1:00 p.m.; returns 4:15 p.m.

San Antonio Missions
Bus departs at 1:30 p.m.; returns 5:00 p.m.

NCHE Super Raffle
Purchase tickets at the Registration Desk
Winners will be drawn at 11:30 a.m. on Saturday

Opening Night Reception
6:00 - 8:00 p.m.
Salon Del Rey

Visit the NCHE Exhibit Hall and meet fellow attendees, speakers, and members of the NCHE Board of Directors.

NCHE Board of Directors
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5:00 p.m.  *El Mirador*

**Keynote Session**

*Introductions & Moderator: Dean Pinos, New Trier High School*

**Speakers:**

Kevin M. Levin, Historian & Educator  
Cynthia Salinas, The University of Texas at Austin  
Kathryn M. Silva, Claflin University

**Topic: Myth, Memory, and Monuments: Critical Historical Inquiry and the Significant Past**

Join Kevin Levin, Cynthia Salinas, and Kathryn Silva as they consider the construction of historical narratives, critical historical inquiry, and conceptions of citizenship as related to myth, memory, and monuments.

Kevin M. Levin is a historian and educator based in Boston, Massachusetts, who specializes in the history and memory of the American Civil War. He holds M.A. degrees in Philosophy from the University of Maryland at College Park and in History from the University of Richmond. Levin speaks regularly to audiences around the country, including schools and public forums, about some of the most controversial issues surrounding the display of the Confederate battle flag and Confederate monuments.

Cynthia Salinas is a member of the Social Studies program area, and is an affiliate faculty member in the Bilingual/Bicultural and the Cultural Studies in Education program areas. Her focus in the social studies includes historical thinking in elementary bilingual and secondary education late arrival immigrant ESL classroom settings, as well as broader understandings of citizenship. Her work also examines the social studies teachers’ enactment of curriculum and instruction in an era of high stakes testing. In addition, Cynthia conducts research on migrant education and notions of educator as activist.

As a historian of African and African American history and US History, Kathryn Silva has taught numerous courses, ranging from African American History, US Civil Rights, Colonial Africa, the Civil War and Women’s History. She is an expert in areas related to race, gender, ethnicity, class, labor, and cultural studies.

**More History, Better Taught**
FRIDAY, APRIL 20

Registration Open
7:00 a.m. - 5:00 p.m.
Conference Center Lobby

7:30 a.m.  La Vista A/B
Connection Session (Continental Breakfast provided to Session Attendees)

Introduction: Justin Jakovac, National Council for History Education
Speaker: John P. Irish, Carroll Sr. High School

Topic: Using Visuals to Create an Interactive and Higher Level Classroom

NCHE Exhibit Hall
8:00 a.m. - 4:00 p.m.
Salon Del Rey

8:30 a.m. - 9:20 a.m.
Breakout Sessions

Monumental Building and Drilling
Jeannette Bennett, Federal Reserve Bank of St. Louis--Memphis Branch
Session Level: General
Room: La Vista A/B

Attend this session to delve into the “drilling and building” of two monuments during the Great Depression era: The Empire State Building and Mount Rushmore. The awe-inspiring construction of these monuments provides a foundation for exploring and adventure as the impossible became the possible. With interactive, thought-provoking activities and lessons demonstrated, participants will gain a greater understanding of the monuments and gather creative ideas, FREE ready-to-use lesson plans and FREE resources. Books will be raffled off as prizes.
Facilitator: Eva Johnston

From Greek Triremes to Drones: Free IDM History of Technology Resources
Kelly McKenna and Tony Maccarella, IEEE REACH
Session Level: High School
Room: La Vista C

To what extent has technology been used to benefit humanity? Technology is woven into history, into economics, into politics, and into culture; it is part of a larger social spectrum. “The relationship between technology and society cannot be reduced to a simple cause-and-effect formula. It is, rather, an ‘intertwining’ where by technology…operates in a complex social field” (Murphie and Potts). In this workshop, you will learn about teacher resources, provided in the IDM format, that focus on the history of technology, from Greek Triremes to Drones, and delve into the complex relationship these technologies have with society and humanity.
Facilitator: Kelly McKenna
Speaking the Truth about the Columbus and Indigenous Encounter
Margit McGuire and Laurie Stevahn, Seattle University
Session Level: Cross Level
Room: La Vista D/E
The Storypath approach uses narrative structure—setting, characters, and plot—to organize historical events into powerful learning experiences. In this Storypath, students imagine what it was like to meet face-to-face as indigenous people and Columbus travelers encountered each other long ago. This Storypath examines the myths and historic record to help students take perspective on this historic encounter and its aftermath. In this interactive session, teachers will role-play key events to examine how people might have responded to the encounter. An outline of the curriculum will be provided as well as online resources to support student learning.
Facilitator: Margit McGuire

Where History and Memory Collide: Teaching 9/11 16 Years Later
Megan Jones and Jennifer Lagasse, 9/11 Memorial Museum
Session Level: High School
Room: La Vista F
In the wake of the 9/11 attacks, what feels like yesterday for some is now a historical event for students. How do educators with a living memory of the attacks impart the significance of the day to students, while underscoring its ongoing relevance 16 years later? Using the physical site of the 9/11 Memorial and Museum as an anchor, participants will brainstorm strategies for bridging this divide and establishing empathy between students and teachers when approaching this difficult subject.
Facilitator: Megan Jones

Facing the Front: European Memory of WWII
Nancie Lindblom, Mountain View High School, Ashley Bullock, Sandusky Middle School, J.B. Duncan, Morton Ranch High School, and Sarah Van Zant, Harlandale High School
Session Level: Cross Level
Room: La Condesa
On V-E Day, 3 million American soldiers faced the end of the War in Europe and looked forward to a future far from the violence they had endured on the battlefront. They returned to America with memories of the horrors of the beaches of Normandy, prisoner of war camps, the loss of brothers at arms, and the unimaginable concentration camps. Utilizing the resources of the World War II museum, this session will address the memory of the European front through creative strategies designed to engage students in an analytical study of WWII. Curriculum kits will be provided to participants.
Facilitator: Christi Carlson

Battlefields as Places of Memory and Myth
James Percoco, Civil War Trust
Session Level: General
Room: La Princesa
As the nation’s single largest battlefield preservation organization, the Civil War Trust has not only saved over 46,000 acres of land, but helped the public and educators to understand these places of memory that are often shrouded in myth. Come learn how the Trust can help you bring battlefields into your classroom and use them as effective learning tools. Through a variety of free high tech digital applications, the Trust has a plethora of ways to engage you and your students in understanding America’s most crucial years that continue to echo today.
Facilitator: Alex Nunnelly

Our Exhibitors are a vital component of the NCHE Conference.
Be sure to visit our Exhibitors in the Salon Del Rey
Assimilation: Through the Eyes of those at Carlisle School for Indians
Mike Clemens, Osceola High School and Jean Faulk, Desoto Middle School
Session Level: Cross Level
Room: La Duquesa
The story begins at Fort Marion near St. Augustine, Florida in 1875. Richard Henry Pratt begins to develop the theories of education and assimilation that would become the cornerstone of the assimilation process at The Carlisle Indian Industrial School beginning in 1879. Using primary and secondary documents, we will examine the movement, discuss teaching both sides to our students and discuss how to use primary sources effectively to provide teachable moments. Returning to Florida we will follow a local (Florida Seminole) from the beginning of his introduction to the white man’s educational opportunities; his months spent at Carlisle; the results of his stay there and what happened when he returned to his tribe.
Facilitator: Mike DeSalvo

Alamo Images: Changing Perceptions of a Texas Experience
Tom W. Glaser and Jennifer Longoria, Brooks Collegiate Academy
Session Level: High School
Room: La Reina
Taken from the award-winning, often cited Sesquicentennial book from SMU Press of the same name, this session will examine the physical and iconographic changes to this seminal event over time. Presented by one of the co-authors, the role of a variety of cultures at the time and since which have shaped its perception will be analyzed and discussed. Visions of the story and interpretations of this site began to diverge quite early, and continue to do so. Attendees will receive a copy of the presentation.
Facilitator: Bonnie Belshe

Race, Gender, and Valor: The "Robert Gould Shaw Memorial" and the Legacy of the 54th Regiment in American Memory
Kate Melchior and Kathleen Barker, Massachusetts Historical Society
Session Level: General
Room: Hacienda II
The "Memorial to Robert Gould Shaw and the Massachusetts Fifty-Fourth Regiment," which commemorates the first black military unit of the Civil War, has served as a barometer for US perceptions of race since 1897. Using primary sources available through the Massachusetts Historical Society, participants will trace the legacy of the 54th Regiment in American memory, including debates over representing Black soldiers, re-dedication in 1983 amid the Boston school desegregation, the film "Glory," and recent vandalism. Together we will explore how to help students engage with historical memory and place Saint-Gaudens’ memorial within the context of current debate over Civil War-era monuments.
Facilitator: Kimberly Reece

Don’t Forget to Download the Free NCHE Conference App!
Download Directions can be Found in Your Tote Bag.
Rediscover Memories through Primary Sources
Matthe Poth, Library of Congress
Session Level: Cross Level
Room: La Vista A/B
The further we move from historical events, the quicker memory fades as personal ties and connections to an event are lost to time. Raw emotions that might have defined the event become another chapter in a student’s history book with minimal impact on their daily life. This session will model strategies for using primary sources in a variety of media from the Library of Congress to encourage students to break through the historical facts and rediscover the memory. Learning about the human role and impact of historical events brings meaning to lessons and helps students connect with the past.
Facilitator: Alex Nunnely

Dueling Memories of the War of 1812: Comparing U.S. and Canadian Textbook Accounts of the War
Matt Moore, Mankato West High School and Kyle Ward, Minnesota State University, Mankato
Session Level: High School
Room: La Vista C
The War of 1812 has been called "the Rodney Dangerfield of wars." In other words, it doesn't get any respect. In the realm of U.S. History, it is easily glossed over and does not receive much attention in most textbooks. In this session, participants will receive resources to help deepen students' understanding of the causes and consequences of the War of 1812. Participants will be investigating the War of 1812 by comparing international accounts of the war. Participants will also receive readings and video clips that can be used in Middle School and High School classrooms.
Facilitator: Matt Moore

SSSTEM Anyone? Integrating Social Studies, Science, & ELA in Your Classroom
Heather MacKenzie, Robin Wilson, and Kaneice Bembry, Henry County Schools
Session Level: Cross Level
Room: La Vista D/E
Just because the acronym does not make a place for Social Studies and English Language Arts, doesn’t mean we shouldn’t squeeze on in! Because, as we know, our curriculum calls for the teaching of multiple disciplines with shared interests. Content without context makes little sense. After all, what is geography without geology? Civics without argument-based writing? History without technology? In this interactive session, participants will engage in multi-disciplinary activities and receive sample lessons and research-based strategies representative of true integration.
Facilitator: Kimberly Reece

"Mr. Gorbachev, Tear Down This Wall!" – Ronald Reagan and the Fall of the Berlin Wall
Jeff Lockwood and Rebekah Harding, Ronald Reagan Presidential Foundation & Institute
Session Level: High School
Room: La Vista F
The Berlin Wall served multiple purposes as a physical barrier, as a psychological barrier, and as a symbol of the greater Cold War. To the West Germans, it was a scar across their city; to the Soviets, it was the physical manifestation of the Iron Curtain they had erected to protect themselves; and to the United States, it represented the ultimate fears of an unchecked Soviet juggernaut. Dive into the stories, myths, and facts behind the wall and President Reagan’s fateful speech at the Brandenburg Gate that would help drive the Berlin Wall into just a memory.
Facilitator: Mike DeSalvo
Mini Session

La Condesa

World War One: Memorials, Memory, and Meaning
Molly Sergi, Kent State University
One hundred years after the start of the Great War, monumental architectural expressions of grief dot the landscapes of France and Belgium. Monuments, memorials, and cemeteries dedicated to the dead were erected as a way for the living to come to terms with the overwhelming loss of life. Examining the meaning of World War One memorials on the Western Front and their symbolic commemoration helps us answer what is the legacy of the war? This session will closely examine how the memory of WWI is maintained and continued, and how commemoration has shaped the landscape, culture, and traditions of society.

The Beaches of Normandy: Honoring Its Past Today While We Walk This Sacred Place
Pren Woods, Alston Middle School
The storming at Normandy represented a great crusade in liberty. Nearly 70 years after this event, people from around the world visit these beaches and "enjoy" it. The purpose of this mini session is for participants to discuss ways we can honor the sacredness of the place AND have personal enjoyment. In this regard, old memories collide with new memories. As we distance ourselves from June 6, 1944, it is likely that both remembrance and reverence will diminish. Teachers are the frontline in stopping this and we will brainstorm practical ways we can respectfully remember and enjoy Normandy.

Remembering Japanese Internment – The Japanese Experience through Hip Hop
Andrew Clem and Sean Lee, St. Dominic Savio
The Japanese attack on the US Naval Base at Pearl Harbor left a lasting impact on this country. Teaching about the forced internment of a select ethnic group, many of whom were US citizens, poses teaching challenges. Fortunately, with a remarkable story rapped by artist, Fort Minor, the tale of Kenji serves as both as a reminder and as a memorial for this piece of US history.

Facilitator: Jeffery Nokes

World War I: From the Trenches to the Casualty Stations
John Heeg, Deer Park School District and Sean Redmond, Santiago High School
Session Level: Middle School
Room: La Princesa
World War I brought drastic changes to military practice and healthcare. This presentation focuses on fighting in the trenches and the healthcare practitioners who cared for the wounded. Join National World War One Museum and Memorial Teacher Fellows John Heeg and Sean Redmond as they share lessons and resources that utilize a wide array of the museum’s collection. These sources will engage students in a critical examination of the Great War as seen through multiple perspectives.
Facilitator: John Heeg

Purchase tickets at the Registration Desk
Winners will be drawn at 11:30 a.m. on Saturday
America’s Collective Memory in Song: Teaching History through Popular Music
Ben Dumbauld and Christopher Hanson, Rock and Roll Forever Foundation
Session Level: Cross Level
Room: La Duquesa
Perhaps more than any other medium, music is a living, evolving monument to America’s collective memory. When listening to the songs we know and love, we are often reminded of the first time we heard them. We might reflect upon the historical circumstances from which the song arose, and even reconsider the song’s significance in light of the current time. In this presentation, we introduce ways teachers can use popular music as a living, evolving text through which to teach history. We introduce lessons, project ideas, and free online resources that help engage students with the past and the present.
Facilitator: Ben Dumbauld

"Red-Shirted, Hair-Lipped, Beer-Drinking Foreigners":
The Great Anti-Immigrant Riots of Chicago and Cincinnati and the Tumult of 1855
Lee Eysturlid, Illinois Mathematics and Science Academy and Chris Mullin, Santa Ynez Valley Union High School
Session Level: High School
Room: La Reina
The year 1855 saw a series of reactionary riots in a number of great American cities. The older Democratic Party and the new, Know-Nothings balked at the rising power of the Republicans and the perceived tidal wave of immigration, in this case, the Germans (the “48ers”). Both Chicago and Cincinnati, fearing political challenges, saw open fighting, resulting in a great deal of destruction and even death. This presentation will introduce the Chicago and Cincinnati riots that occurred that year, looking at causes, events, and outcomes.
Facilitator: David Hjelmgren

The 5th C: Engaging Students with Content in the Elementary Classroom
Susan Porter, Fall Hamilton Elementary School and Todd Wigginton, Metro Nashville Public Schools
Session Level: Elementary (K-5)
Room: Hacienda II
In this session, participants will collaborate, think critically & creatively, and communicate findings as they investigate the myths and monuments surrounding the first female presidential candidate (Hint: She’s probably not who you think!). For over a decade, educators, education experts, and business leaders have identified the 4Cs (Creativity and Innovation, Critical Thinking and Problem Solving, Communication, and Collaboration) as the skills that students need to succeed in work, life, and citizenship. In addition to these skills, students need to also master the content. But, how do we teach these 21st century skills along with the social studies content students are expected to master? What might it look like in an elementary classroom where time for social studies instruction is often limited? Come explore how to equip students to apply the 4Cs and engage in meaningful content.
Facilitator: Todd Wigginton

BOOK SIGNINGS
CONFERENCE CENTER LOBBY
Friday, April 20 (1:00 - 1:45 p.m.)
Douglas Brinkley
Rightful Heritage: Franklin D. Roosevelt and the Land of America

Kevin Levin
Interpreting the Civil War at Museum and Historical Sites

Saturday, April 21 (1:00 - 1:45 p.m.)
Alan Taylor
American Revolutions: A Continental History, 1750-1804

All books can be purchased at the Registration Desk.
10:45 a.m. El Mirador
Presentation of the 2018 Paul A. Gagnon Prize

Presenter: Yohuru Williams, University of St. Thomas

Award Winner: Sam Mihara, UC Berkeley

Keynote Session

Introduction: Laura Wakefield, Florida Virtual School

Speaker: Douglas Brinkley, Rice University

Topic: The Importance of Teaching Environmental History

Q & A with Conference Participants

Douglas Brinkley is a professor of history at Rice University, bestselling author, Grammy-award winning producer, and presidential historian for CNN. Eight of his books have been selected as New York Times Notable Books of the Year, and each of his most-recent publications have been New York Times bestsellers. Brinkley received the Theodore and Franklin Roosevelt Naval History Prize for Driven Patriot in 1993 and the Benjamin Franklin Award for The American Heritage History of the United States in 1998. His book 2006 The Great Deluge: Hurricane Katrina, New Orleans, and the Mississippi Gulf Coast won the Robert F. Kennedy book award. He is also the author of the award-winning biographies Rosa Parks: A Life, Cronkite, and Wheels of the World: Henry Ford, His Country, and a Century of Progress. Published in 2016, Rightful Heritage: Franklin D. Roosevelt and the Land of America is the third volume of Brinkley’s bestselling U.S. environmental history series. Brinkley’s most recent book, JFK: A Vision for America—which he edited together with the president’s nephew, Stephen Kennedy Smith—features JFK’s greatest speeches, iconic photography, and reflections by leading statesmen, writers, historians, and public figures. The book is the basis for New-York Historical Society’s upcoming exhibition honoring the 100th anniversary of President Kennedy’s birth: American Visionary: John F. Kennedy’s Life and Times, opening June 23. Brinkley, who has edited Jack Kerouac’s diaries, Hunter S. Thompson’s letters, and Theodore Dreiser’s travelogue—and has co-edited a previously unpublished novel by Woody Guthrie together with Johnny Depp—serves as a contributing editor for Vanity Fair, Audubon, and American Heritage and is a frequent contributor to The New York Times, Foreign Affairs, The New Yorker, and The Atlantic Monthly. He is a member of the Council on Foreign Relations, the Century Association, and the Society of American Historians and has held board or leadership advisory roles at the American Museum of Natural History, the Yellowstone Park Foundation, the National Audubon Society, and the Rockefeller-Roosevelt Conservation Roundtable—reflecting his commitment to conservation and environmental preservation. Brinkley has been described as “America’s new past master” and has received numerous honorary degrees from colleges and universities throughout the nation for his work as an Americanist. He earned his BA from Ohio State University and a PhD in U.S. diplomatic history from Georgetown University.

12:30 p.m. - 1:00 p.m. Salon Del Rey
Networking Lunch
*Lunch is included with your registration.

1:00 p.m. - 2:00 p.m. Salon Del Rey
Exhibit Hall Time

The Networking Lunch is Sponsored by:
1:00 p.m. - 2:00 p.m.
Poster Sessions
Salon Del Rey Pre-Function

Women and the American Story
Mia Nagawiecki, New-York Historical Society

History in the Making
Grecia Alexandra Garcia, Texas A&M International University

“It’s Elementary My Dear Watson”: Preparing English Language Learners to go to a History Museum
Sylvia Alexa Covarrubias, Ashley Davila, and J. Elizabeth Casey, Texas A&M International University

Metacognitive Strategies: Supporting Students with Exceptionalities in a Social Studies Classroom
Ruby Lopez, Dallas Lopez, J. Elizabeth Casey, and Lisa K. Pennington, Texas A&M International University

The Texas Cowboy: History and Myth
Beth Hudson, Austin Independent School District, Linda Miller and Ryan Craig, Texas Historical Commission

Historytelling: An Interdisciplinary Digital Humanities Project for the Elementary and Secondary Classroom
Patricia Turner, Megan Henning and Bryce Mohr, UW–Eau Claire

A Farewell to Arms: Reconsidering Confederate Monuments
Ryan McKinley, Santa Cruz Catholic School, Anthony Metzgar, St. Mary Magdalen,
Michael DeSalvo, St. Patrick Catholic High School, and Alex Nunnely, The Academy of our Lady High School in New Orleans

Using Historical Case Studies to Teach the Present: Connecting Grand Coulee Dam and Gentrification in Brooklyn
Laura Brennan, Explore Schools

The Importance of the First Lady: A Look into the Myth, Memory, and Monuments of First Ladies of the United States
Jess Gagliardi, Adams State University

U.S. Perception of Nazi Germany in the 1930s
Kenneth Negy, University of Central Florida

The Memory of War
Julia C Warren, Meadowbrook High School

Slave Pen to Spectator Sport: Remembering St. Louis’s Buried Past
Bryan Jack, Southern Illinois University Edwardsville

Exploring Empathy: Teaching History Through Persona Poetry
Tiana Nobile, KID smART
Imagine being able to introduce your students to war veterans from WWII, Korea, Vietnam, Iraq, & Afghanistan without ever leaving your classroom or having to schedule a speaker.

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**QUESTIONS?**
Emily Carley, Director
Emily@WitnessToWar.org  |  770-481-3018

**WITNESSSTOWAR.ORG/EDUCATORS**

*The full website contains over 5,000 stories and additional content around other wars, battles, perspectives, & experiences.
Living Historians: Bridging Facts with Shared Experience
Scott C. Woodard and George C. Wunderlich, US Army Medical Department Center of History and Heritage
Session Level: Cross Level
Room: La Vista AB
The staff of the US Army Medical Department (AMEDD) Center of History and Heritage, host of this year’s excursion to the AMEDD Museum, will lead an exciting and interactive conversation about the proper use of historical portrayals in the learning environment. As historians, we desire to build critical thinking, deductive reasoning, and detailed analysis in our students. Through examples of proper perspective and attire, attendees will experience first-hand exploration of the music, food, and language of the past. In doing so, you will see that we are really not that far removed. The past is real and should be shared.
Facilitator: Lee Eysturlid

The Ottoman Empire: Teachable Ideas
Lisa Adeli, University of Arizona Center for Middle Eastern Studies
Session Level: High School
Room: La Vista C
Of all the major civilizations, the Ottoman Empire is often the most misunderstood - or even ignored - in US education. Yet, lasting more than 600 years and straddling three continents, the Ottoman Empire must have had a major impact on world history! This session will debunk the myths and explore the important teachable ideas about the Ottoman Empire: its relationship to the West, the nature of Ottoman slavery and political recruitment (both very different from ours), its record of human rights, and its long-term impact on history. Examining the Ottoman legacy will challenge students’ thinking about Middle Eastern - and Western - societies.
Facilitator: Ann West

Lessons from Technology’s Impact in American History:
NCHE in Partnership with The Library of Congress Teaching with Primary Sources
John Heeg, Robert Frost Middle School, Tomacine M. Crouch, Blue Ridge Juvenile Detention Academic Program,
Kathy Hagee, Rolling Hills Prep School, and Julia Warren, Meadowbrook High School
Session Level: Cross Level
Room: La Vista D/E
WWII: The U.S. Homefront - Lesson will feature documents from the Army collection that address how the United States prepared for war and handled the war on the home front.

How Inventions Changed My World - This lesson is used to explain how the technology we take for granted has changed our everyday lives. Many students have never thought of things from a historical perspective, but only see the past using the ideas of the present. This lesson is used to teach the students to "think like a historian" and to realize that we cannot view the past using present-day ideals.

The Origins of the Cold War: Join the Race to Space - Using the lens of the Space Race in a post-World War II world, the students will use primary sources to research the causes for the United States’ expansion in space research during the early years of the Cold War. Students will use document analysis to discover clues for causes and ultimately create a presentation of information to share with a defined audience. The students will use persuasion techniques in their presentation to convince their audience that increased funding is necessary for securing the future of America.

The Gilded Ages: Project Based Learning on the Inventions that Rocked America
In this lesson we will be examining the archives of the USPTO and how students can access them for research.
Facilitator: Laura Wakefield
Who Freed the Slaves? Social Change and Public Memory
David Heineman, New Trier Township High School
Session Level: High School
Room: La Vista F
Abraham Lincoln argued that all knew slavery was “somehow the cause of the war.” And every student knows that one of the most significant outcomes of the Civil War was the abolition of slavery. But how did this happen? Who actually freed the slaves? In this session, we’ll model a lesson that teachers can use, rooted in historical thinking and primary sources that help students engage in authentic historical inquiry. Amidst the many Civil War monuments to commanders, troops and political leaders, how should we remember the emancipation of one in eight Americans?
Facilitator: Dean Pinos

Mini Sessions
La Condesa

All Educators Need History: More Than Ever!
James Wollinger, DePaul University
We live in challenging times. Issues of race, immigration, and free speech are at the fore. Historical myths—be they monuments to a Confederate past or longings for a fictional Golden Age—surround educators who must help students understand difficult historical issues. My paper details why DePaul established a collaboration with the professional development provider Facing History and Ourselves to provide deeper historical knowledge for all educators (history teachers certainly, but also counselors, principals, etc.). We will explore DePaul’s research into how historical knowledge shapes educator practice across disciplines and offer college faculty an opportunity to join in our work.

Using Peace Education to Reexamine the American Civil War
William McCorkle, Clemson University
Many argue that the American (U.S.) Civil War was virtuous due to the abolition of slavery and the preservation of the Union. This session critiques these narratives and problematizes the justifications for the American Civil War from a peace education perspective, rather than from the problematic “Lost Cause” framework. By reexamining the traditional narratives for a conflict such as the American Civil War, students can gain a more robust understanding of contemporary peaceful solutions to both international war and seemingly insurmountable domestic conflict. This focus is of an even greater importance in an increasingly polarized and militarized nation.

Analyzing Art in the History Classroom: Complicating the Myth of "the West" in 19th Century American Artwork
Rachel Quiñones, Bishop John J. Snyder High School
This mini-session, run by a high school American History and Art History teacher, will cover strategies history teachers can use to enrich their history lessons with art analysis. The example lesson provided in the session explores 19th century American artwork that constructed “myths” concerning the American West during the period of westward expansion. As students learn about American expansion into western territory, it is important for them to look at perspectives that run against the grain of typical American mythmaking. To that end, history teachers can use art analysis to aid students in how they grapple with American mythmaking.

Facilitator: Claire Griffin

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Victory! What the World War II Memorial Tells Us about History, Memory, and Us
Jeffery D. Nokes, Brigham Young University
Session Level: Middle School
Room: La Princesa
Completed in 2004, the World War II Memorial is one of the newest monuments in Washington, DC. Included within this memorial are 24 bas-relief sculptures that depict various experiences in the war. I will use these sculptures to show how teachers can help students think about monuments as artifacts, funded and created at certain times for particular audiences to achieve specific purposes. Participants will experience a model lesson focused on how the creators of the World War II Memorial chose to forget or remember certain events. Participants will brainstorm together how similar lessons might be designed around other memorials.
Facilitator: Taylor Gilbert

George Washington: Myth, Memory, and Monuments
Tammara Purdin, Florida Council for History Education
Session Level: Cross Level
Room: La Duquesa
This session proposes to have the participants recognize that history is an evolving narrative erected from available sources, persuasive extrapolations, and fluctuating interpretations. This will be demonstrated by using primary sources and historical thinking strategies (collaboration, close reading, contextualizing, and corroboration) to explore myths vs. facts of George Washington. Furthermore, this session will address who guides the development of a society remembering history, specifically George Washington? Additionally, how do these memories transfer knowledge from one generation to another? Finally, we will analyze George Washington monuments and how they relate to Washington myths and memories.
Facilitator: Nick South

High Crimes and Misdemeanors: Impeachment and the Constitution
Gennie Westbrook, Bill of Rights Institute
Session Level: High School
Room: La Reina
Participants will review the constitutional provisions related to impeachment of the president and consider examples of presidential misconduct. Using discussion of the topic in Madison’s notes from the Constitutional Convention, as well as in the Federalist Papers, participants will decide whether the Founders would have recommended impeachment and removal from office in several hypothetical scenarios. Then participants will explore the historical impeachment controversies related to Andrew Johnson, Richard Nixon, and Bill Clinton.
Facilitator: Monika Fleming

Leah Ashley and Tony DiSario, Henry County Schools
Session Level: Cross Level
Room: Hacienda II
Court is now in session! Join us for the case of The Primary Sources vs. Facebook. In this engaging and interactive session, participants will serve as judge and jury as we explore history, social media, and the varying perspectives that sway the court of public opinion through analysis of current documents using engaging, historical analysis strategies.
Facilitator: Heather MacKenzie

Session Evaluations
USE THE APP OR PICK-UP A FORM AT THE REGISTRATION DESK
3:10 p.m. - 4:00 p.m.
Breakout Sessions

Crusade for the Vote: National Women’s History Museum’s Suffrage Resource Center in the 21st Century Classroom
Kenna Howat and Nancy Hayward, National Women’s History Museum

Session Level: Cross Level
Room: La Vista A/B

We are approaching the 100th anniversary of woman’s suffrage. This anniversary is a monument in women’s march towards equality. Commemorating this achievement gives students an opportunity to better understand their role in our society and culture. In this session we will explore Crusade for the Vote: Suffrage Resource Center and strategies to best use it in the classroom. This online resource explores the women’s rights movement in the United States from the Early Republic to the ratification of the 19th Amendment. It houses resources created specifically for students and educators including short articles, primary sources, videos, lesson plans, and exhibits.

Facilitator: Jean Faulk

Not a Lost Cause: Nathan Bedford Forrest and Joseph Wheeler, Statues, Schools, and Parks
Paul Horton, University of Chicago Laboratory Schools

Session Level: High School
Room: La Vista C

This session will contrast the Lost Cause myths of two Confederate generals: Forrest and Wheeler, the two calvary generals of the Army of the Tennessee. The myths will be contrasted with the realities of historic events that make the schools, statues, and parks named after them problematic. A lesson for mock simulation of a hearing that can be modified as a city council meeting, a state historical commission meeting, or a school board meeting will be presented, along with primary and secondary source materials that can be used to support differing viewpoints to be presented at the hearing.

Facilitator: Jennifer Mesler

Teaching Democracy with Historical Monuments
Alisa Kesler-Lund, Brigham Young University

Session Level: Cross Level
Room: La Vista D/E

What can Mount Rushmore and Stone Mountain teach students about democracy? And how might we help students explore the difficult, but noble pursuit of democracy using diverse and often controversial monuments? Historical monuments allow us to confront the present and the past in ways that explore central tenets of democracy like citizen wisdom (e.g., Vietnam War Memorial), natural equality (e.g., Harriet Tubman Underground Railroad), or rule of law (e.g., Robert E. Lee, Charlottesville). This session explores how teachers might use historical monuments—big, small, local, or controversial—to engage students in learning democratic principles. Examples, teaching ideas, and resources provided.

Facilitator: Kristy Brugar

Reclaiming Stories of Rural Racial Justice
Rob Good, University of Missouri-St. Louis

Session Level: High School
Room: La Vista F

Do rural white students see themselves in the Civil Rights narrative? The experience of white racial justice activists in rural and southern areas is often overlooked when teaching the Civil Rights movement. By reclaiming these stories, students can hear stories to help them identify with historic efforts to promote racial justice in the United States. This session will provide several lesson ideas that help broaden the narrative and memory of the Civil Rights movement. These stories also allow for critical reflection on the obstacles that confronted these activists and the continuing challenge of living out the American creed.

Facilitator: Ann West
Shikata ga nai: Examining Japanese American Internment through Children’s Books
Lisa Pennington, Texas A&M International University and Mary Tackett, Sweet Briar College

Session Level: Cross Level
Room: La Condesa

There are multiple children’s books that deal with the topic of Japanese-American internment during WWII. These children’s texts cover many topics and themes surrounding internment and the experiences of internees before, during, and after their incarceration. This session will examine exemplary texts that are useful in supplementing classroom discussion of this topic. Join us for a discussion of the history of internment, the presentation of internment in children’s literature, and why children’s literature is a useful tool for teaching internment. Suggested texts, primary sources, and classroom activities will be shared.

Facilitator: Mary Tackett

How Shall We Remember? The Civil War, Historical Inquiry, and Narrative Change
Stephanie Arduini and Tally Botzer, American Civil War Museum

Session Level: General
Room: La Princesa

Over 150 years later, Americans continue to debate how we choose to remember (and teach) the Civil War era. Join staff from the American Civil War Museum (Richmond, VA) to explore how inquiry-based history education can tell a more honest narrative of the Civil War, how this type of critical thinking can help students work through complicated and politicized histories, and how modeling historical thinking skills can empower students to see themselves -- and their communities -- as actors in an alive and evolving history.

Facilitator: Julia Warren

Decolonizing the Teaching of Native Histories
Katerina G. Karis and Stirling Korte, South Orange Middle School

Session Level: Cross Level
Room: La Duquesa

Historical trauma in indigenous communities is cumulative, collective, and related to the memory of the systematic destruction of a nation and the perpetuation of generalized “Indian” mythologies today. This workshop will introduce historical trauma and its modern-day manifestations in the forms of erasure, generalization, and distortion of tribal communities. Participants will explore a variety of strategies for decolonizing their classrooms, libraries, and curriculums. A discussion of how to develop lessons with accurate, tribe-specific information, grounded in geographical location will follow. Finally, a variety of reliable Native American online and text resources will be provided, including techniques for evaluating sources.

Facilitator: Nick South

Teaching with the WPA State Guidebooks
Syd Golston, Past President, National Council for the Social Studies

Session Level: High School
Room: La Reina

Syd Golston, a past President of the National Council for the Social Studies, travelled the country to write “Revisiting America: Voyages with the WPA Guidebooks.” She will share many of the interviews in 49 states which she conducted to follow up on stories from this series of masterpieces in American social history. Attendees will also receive guidelines for secondary students’ research projects using the state guides, including extensive materials for conducting and publishing the history of their own high schools.

Facilitator: Patricia Lee

Note to Elementary Teachers

Past NCHE Conference Participants have told us that, as elementary teachers, they benefited from the content in sessions identified as “Cross Level” and “General” and believed they could adapt teaching strategies to the students they teach.
Cultural Change During the 1960s and 1970s:
An Oral History (Interview) Project in a High School American Studies (Interdisciplinary) Course
Todd F. Maxman and Aileen Heidkamp, New Trier High School

Session Level: High School
Room: Hacienda II

This presentation will discuss an Oral History (Interview) Project assigned in our 11th grade interdisciplinary American Studies course that addresses the idea of cultural change during the 1960s and 1970s. This project casts students as researchers and authors of history, asking students to honor their subject’s experience while interrogating and contextualizing the historical perspective. Students learn valuable research skills such as interview techniques, making field notes, and the technical skills in video production and written analysis. Presenters will offer an overview of the project and showcase student samples of field notes and final products - paper excerpts and videos.

Facilitator: Dean Pinos

4:15 p.m. El Mirador
Keynote Session

Introduction: Shannon D. Smith, Wyoming Humanities

Speaker: Sam Mihara, UC Berkeley

Topic: History of Mass Imprisonment and the Potential for Future Incarceration

Q & A with Conference Participants

Sam Mihara is a second-generation Japanese American (Nisei) born and raised in San Francisco. When World War II broke out, the United States government using armed military guards forced Sam, age 9, and his family to move to the Heart Mountain camp. It was one of 10 such camps in the country that together housed over 120,000 West Coast residents of Japanese ancestry, most of them U.S.-born American citizens. Sam and his family lived in one room, 20 by 20 feet square in a barrack for the war’s duration. After the war ended, the family returned home to San Francisco. Sam attended U.C. Berkeley undergraduate and UCLA graduate schools, where he earned engineering degrees. He became a rocket scientist and joined the Boeing Company where he became an executive on space programs. Following retirement, Sam changed careers and is now a regular visiting lecturer for the University of California. And he is a national speaker on the topic of mass imprisonment in the U.S. – one of the few, if not the only, former prisoners who speaks across the country about his experience. Sam helped in the preservation of the Heart Mountain historic prison site in Northwest Wyoming and is now a board member of the Heart Mountain Wyoming Foundation, the non-profit organization that oversees the National Historic Landmark site. The site today includes an award-winning museum/school with original camp structures and a walking trail describing the camp. He has spoken to over 50,000 teachers and students in the last few years and always ends his presentations with a discussion of the lessons learned from this injustice and how the lessons apply to today’s problems in immigration and racial or religious issues.

Friday Night at The Alamo
6:15 p.m. - 8:45 p.m.

Join NCHE for an evening at The Alamo. The event will include access to the Long Barrack, the Church, and the Courtyards. You’ll enjoy heavy hors d’oeuvres and a host bar as you mingle with fellow attendees. It’s the perfect way to unwind after a fulfilling day at the conference.

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Registration Open
7:00 a.m. - 4:00 p.m.
Conference Center Lobby

7:30 a.m.  La Vista A/B
Connection Session (Continental Breakfast provided to Session Attendees)

Introduction: Justin Jakovac, National Council for History Education
Speaker: K. Allison Wickens, George Washington's Mount Vernon
Topic: Be Washington Interactive Experience for your Classroom

NCHE Exhibit Hall
8:00 a.m. - 1:30 p.m.
Salon Del Rey

8:30 a.m. - 9:20 a.m.
Breakout Sessions

If These Monuments Could Talk: The Whiskey Rebellion, Popular Rights, and the Meaning of the First Amendment
Sue Wise, TPS Eastern Region, Greg Giardina, Sacred Heart Elementary, and Ann Canning, Waynesburg University
Session Level: Cross Level
Room: La Vista A/B
Using Library of Congress and local primary sources related to Whiskey Rebellion historic sites, this presentation will demonstrate a classroom tested inquiry answering the question, “What can Whiskey Rebellion monuments tell us?” The traditional textbook account that George Washington defeated the Whiskey Rebels and maintained a strong federal government will be compared to some local myths and memories about Washington, Hamilton, Neville, Tom the Tinker, Oliver Miller, James McFarlane, Bradford, and Gallatin. Shadows of these people still linger near Espy House, Mingo Creek, Whiskey Point, Miller Homestead, Bradford House, Woodville Plantation, and Washington and Jefferson College.
Facilitator: Sue Wise

Teaching World War II Through the Silent Heroes
Kevin Wagner, Carlisle Area School District and Andrea Darsch, PATHS, Professional and Technical High School
Session Level: High School
Room: La Vista C
Over 405,000 American men and women gave their lives during WWII. We know the stories of too few. Learn how to engage students to study the life of a Silent Hero. Learn the key steps in researching a soldier, sailor, airman, Marine, or Coastguardsman killed in action during World War II. Learn the historical thinking skills that apply to this type of work. Explore the idea of engaging students in this program. The presenters will model the research and discovery process with the participants and share resources that can be used to implement this process in their classrooms.
Facilitator: Andrea Darsch
Financial Falsehood: Myths and Legends of the Central Banks of the United States
Eva Johnston and Genevieve Podleski, Federal Reserve Bank of St. Louis
Session Level: Cross Level
Room: La Vista D/E
Learn the truth about the central banks of the United States. Help your students become myth busters, fighting misconceptions with facts. All attendees will receive copies of three lessons: "Hamilton’s First Bank" has role plays and a student debate between the views of Hamilton and Jefferson on the National Bank. "Constitutionality of a Central Bank" covers the 2nd Bank and McCulloch v. Maryland using the Constitution. "Myths, Tall Tales, and Urban Legends" provides facts and handouts on the rumors and reality of the Federal Reserve System.
Facilitator: Genevieve Podleski

How Do We "Remember the Alamo"?:
Using the History or Hollywood Strategy to Examine the Mythology behind the Battle of the Alamo
Scott Roberts, Central Michigan University and Charles Elfer, Clayton State University
Session Level: High School
Room: La Vista F
One of the more well known events in U.S. history is the Battle of the Alamo. Due to its cultural and historical significance, Hollywood has produced several films about the battle. In this session, we will use the Hollywood or History? strategy to analyze movies about the Alamo and compare them to informational texts. Participants will be asked to use these sources to determine if the depictions of the battle offer an accurate account of this event and of those involved.
Facilitator: Rachel Quiñones

The Vietnam War: 1945-1975
Mia Nagawiecki, New-York Historical Society
Session Level: Cross Level
Room: La Condesa
Explore the pivotal struggles on both the war front and the home front during the divisive war that transformed American society—one that is in living memory for some generations and is purely history for others. Through an interactive exploration of primary sources and mini-biographies, consider how the events of this era challenged democracy, citizenship, patriotism, and the foundations of American life. This session will unpack the causes, conduct, and consequences of the Vietnam War from diverse perspectives and will equip teachers with materials and strategies for teaching this complicated, controversial chapter in US history. Free curriculum materials.
Facilitator: Joyce Nielsen

Reconstruction and its Legacies: Reflecting on the Present by Studying the Past
Alex Wood, Ford’s Theatre Society, Kevin M. Levin, Independent Historian and Kimberly Reece, Port Towns Elementary School
Session Level: General
Room: La Princesa
Bring the current national dialogue about confederate monuments into your classroom through the power of place, primary sources, and facilitated discussion about memory. In this session, participants will learn how Ford’s Theatre uses monuments, historic sites, and speeches as primary sources to learn about Reconstruction and its legacies; we will focus on strategies and techniques for reflection and facilitated dialogue to connect history to today’s headlines. Hear from Civil War scholar and former teacher Kevin Levin, Ford’s Education staffer Alex Wood, and current 5th-Grade Teacher Kimberly Reece, alumna of The Seat of War and Peace, a Ford’s Theatre summer program for teachers.
Facilitator: Tomacine Crouch
Lisa, the Iconoclast: Romance vs. Realism
Peter Gibbon, BU School of Education
Session Level: Cross Level
Room: La Duquesa
History teachers have two major competing claims. They want their students to be good citizens of America, idealistic and optimistic. Simultaneously, they want them to be critical thinkers, informed and realistic. Teachers move between these claims. This presentation will look at defenders of each: the progressive historians who argue we need more realism without mythology versus the traditionalists who, like Lisa in the Simpsons episode, make the case for a moderate exceptionalism and some heroism. It will briefly compare America’s experience with the mythological past of other nations. The audience will be asked their opinions and strategies for navigating these claims.
Facilitator: Jeffery Nokes

Washington, Jefferson, Madison: How Do We Remember Them?
Claire M. Griffin, James Madison Memorial Fellowship Foundation
Session Level: High School
Room: La Reina
Explore the legacies of Washington, Jefferson, and Madison: Were they visionaries whose ideas transcended the prevailing ethos of the young republic? Were they shackled by the conventions and institutions of their time? Analyze their historical and contemporary impacts through exemplary lessons presented by James Madison Fellows.
Facilitator: Lynn McClary

Benjamin Franklin: A Monumental Legacy
Kacie Nadeau, Florida Council for History Education
Session Level: Cross Level
Room: Hacienda II
Join or Die, published in the Pennsylvania Gazette, is often associated with the unification of the American colonies during the American Revolution. Yet, this woodcut was published on May 9, 1754, as Franklin’s effort to persuade greater unity among American colonial governments prior to the French and Indian War. Franklin’s wisdom and sensibilities represented a truly revolutionary period resonating even today. Philadelphia streets memorialize his legacy. How was he characterized then compared to now? This presentation examines popular historical documents, as well as those less referenced, to contextualize the man and the myth.
Facilitator: Susan Porter

Come in. WE'RE OPEN

Our Exhibitors are a vital component of the NCHE Conference.
Be sure to visit our Exhibitors in the Salon Del Rey
Memory and Myth: George Washington in American Art and Visual Culture  
**Phoebe Hillemann** and Carol Wilson, Smithsonian American Art Museum  
*Session Level: Cross Level*  
*Room: La Vista A/B*

How has American art played a role in both reflecting and shaping our national identity? What can we uncover about a society’s civic values by analyzing its public art and monuments? In this session, Smithsonian American Art Museum educators will focus on images of George Washington, comparing and contrasting artistic depictions of one of the most mythologized icons of American history. Participants will learn strategies for unpacking an artwork’s visual language and exploring how the social and political context of the time may have influenced its creation. Presenters will also share two online resources that support teaching history through art.  
*Facilitator: Phoebe Hillemann*

Bestowing Immortality Through Title: An Examination of “The Great”  
**David Hjelmgren** and Christopher Hidaka, New Trier High School  
*Session Level: High School*  
*Room: La Vista C*

Alexander. Cyrus. The mythical status of these extraordinary leaders has been cemented with the addition of the title “the Great” to their name. Is this title, which advocates a singular perspective, deserved? When is it necessary to call into question the merits of this title? Does the title itself impact how we teach about these leaders? Join us for an interactive session as we profile Alexander, Cyrus and other “great” leaders of World History. Participants will examine the merits of this historical award to seek and determine who qualifies as a truly deserving candidate. Attendees will also receive a variety of resources – including primary sources – for implementation in high school classrooms.  
*Facilitator: Dean Pinos*

Weighing the Evidence: Teaching Students to Evaluate Primary Sources on DocsTeach  
**Jenny Sweeney**, Stephanie Greenhut, and Christopher Zarr, National Archives  
*Session Level: Cross Level*  
*Room: La Vista D/E*

Join the National Archives to explore how DocsTeach, the online tool for teaching with documents, encourages students to consider differing historical perspectives. One’s interpretation of history is shaped by the primary sources investigated, and even the perspectives that are missing from those sources. Discover how the tools available on DocsTeach provide an opportunity for students to evaluate historical evidence for a deeper and more engaged understanding of history.  
*Facilitator: Jenny Sweeney*

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**2017 Paul A. Gagnon Winner**

**Monumental History Class**  
**Karen Boyea**, Greenwich High School  
*Session Level: High School*  
*Room: La Vista F*

Building a monument to a historical event or in honor of a historical figure requires financial and emotional investment on the part of community members. As such, these monuments, and debates about their removal, reveal a lot about a community’s values as well as their current state of affairs. In this interactive presentation, you will learn how you can use local or national monuments to foster debate and inquiry in your classroom. Please bring a device!  
*Facilitator: Susan Porter*
Mini Sessions

La Condesa

The Old Stone House: Memory and Myth in the Nation’s Capital
Michael Zwelling, National Park Service
In the Georgetown neighborhood of Washington, DC sits an unassuming stone house that many pass by without a second thought. But why is this house still standing when all others were razed or deteriorated over time? In part because of its presumed connection to George Washington and its service as his headquarters during the building of America’s capital city. But local memory and myth can at times play a large role in preservation and sometimes can lead to debate about historical value when the myth and memory are busted. Join us for a look at just such a structure.

History and Memory in the Commemoration of the Haymarket Affair
Adam Schmitt, Michigan State University
In this presentation, focused on the Haymarket Affair, the author explores how collective memory and history intersect and interact in the process of commemoration and play a role in how the commemorative spaces of the Haymarket are experienced and pedagogically engaged. This work is then used to consider larger questions inherent to the history classroom, specifically in how elements of one’s identity, internal processes, and the constructed nature of history play a role in how history is taught, understood, and remembered.

From Numbers to a Name: Exploring Buffalo Soldiers through Primary Source Documents
Sally Hunter, Highland Park Elementary
Buffalo Soldiers not only served their country, but many became permanent citizens of the western states where they were stationed and contributed to the growth and economic activity of their young communities. Census records and other documents reveal the changes in these young men’s lives and reflect related changes and controversy in American society of the time. Teachers will receive lessons and suggested resources for engaging older elementary students in exploring the impact of Buffalo Soldiers on both the military and African Americans.

Facilitator: Mike Clemens

NCHE Super Raffle

Purchase tickets at the Registration Desk

Winners will be drawn at 11:30 a.m. on Saturday
Teaching the Arab-Israeli Conflict and Peace Process
Karla Suomala, Institute for Curriculum Services
Session Level: General
Room: La Princesa
The Arab-Israeli conflict is in the news every day, and understanding it is critical to being an informed citizen in today’s globalized world. Incorporating a diverse set of primary sources, this session connects the origins and history of the conflict, beginning, with the spread of nationalism across 19th century Europe to the current situation in the Middle East. Through multimedia presentation, discussion, and work in small groups, participants will develop content knowledge, experience student activities, and gain facility with curriculum that includes detailed lesson plans, primary sources and maps, digital formats, and all accompanying student materials. The curriculum is pedagogically innovative, rigorous, and aligned with both state and national standards.
Facilitators: Joyce Nielsen

Visual Culture and the Making of American Memory
Kayla Hopper, American Antiquarian Society
Session Level: Cross Level
Room: La Duquesa
Why is it that we call what happened in Boston on March 5, 1770, a massacre rather than a fight or incident turned deadly? Or that many believe photography was the primary way in which the Civil War was visually documented? Using primary sources, this session will explore how visual culture from the colonial period through the Civil War played a significant part in constructing narratives about events that ultimately shaped how they have been remembered. An introduction to an online exhibition featuring these sources and strategies for using visual culture in the classroom will also be included.
Facilitator: Rachel Quiñones

Engaging Reluctant Readers and Writers
Lynne O’Hara, National History Day and Mary Katherine Marshall, Texas State Historical Association
Session Level: High School
Room: La Retina
Reading and writing are core to engaging students in history and the historical research process. National History Day (NHD) provides an avenue for teachers to engage middle and high school students, particularly reluctant readers and writers. This session will focus on strategies to engage these students. Join Lynne O’Hara, NHD’s Director of Programs and Mary Katherine Marshall, NHD in Texas Coordinator to learn strategies how to engage your students in the historical research process.
Facilitator: Lynne O’Hara

Myths, Folklores, and Legends: Bridging Stories across Cultures and Communities
Moni Avila, Lisa Knecht, Chris Knecht, and Jared Edman, MAS for the Masses
Session Level: Cross Level
Room: Hacienda II
This session will highlight the instructional use of myths, folklore, and legends during the MAS (Mexican-American Studies) for the Masses summer youth program. Participants read folklore and legends, analyzed characteristics of related stories cross-culturally, and discussed how cultural folklore is a means of explaining phenomena within a community. Oral history and the significance of storytelling/narratives as they apply to multiple cultures were explored through a multi-method approach. The implications for future educational practices incorporating historical ethnic studies in the classroom will be discussed.
Facilitator: Moni Avila
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The National WWI Museum and Memorial is America’s museum dedicated to remembering, interpreting and understanding the Great War and its enduring impact on the global community.
10:30 a.m. - 11:30 a.m.  
Poster Sessions  
Salon Del Rey Pre-Function

Where are the Women?: A Comprehensive Look at US Social Studies Curriculums  
Kenna Howat, National Women's History Museum

The Material Culture of Memory and Death  
Kathleen Barker and Kate Melchior, Massachusetts Historical Society

“Don’t Stop Believing”: Increasing Hispanic Students’ Prior Knowledge through Visits to Historic Landmarks  
Dallas Lopez, Ruby Lopez, Grecia Garcia, and J. Elizabeth Casey, Texas A&M International University

There’s No Place Like Home: Students Preserving Memory of Columbia's History  
Kason Dalton and Marc Turner, Dent Middle School

Historical Empathy: More Than Walking in Their Shoes  
Lexi Gribble and Abby Busse, Ball State University

Declaration Resources Project  
Emily Sneff, Harvard University

The End of the Chinese Exclusion Era: The Myth of the Open Door  
Mark Johnson, University of Notre Dame

Caves of Lascaux  
Craig P. Howard, Working Historian

Tragic Prelude Revisited: Historical Memory, Domestic Terrorism, and the Place of John Brown in a Divided America  
Sam Jezak, Cristo Rey San José

More Than Animals: How Zoos Provide Primary Sources in Art, History, Architecture, Geology and Horticulture, Too  
Amy Stephens, Oklahoma City Zoo and Botanical Garden

Creating Partnerships to Share Library of Congress Resources  
Jennifer Cadwell-Vaughan, Minnesota Historical Society

Student Engagement with Historical Thinking in a Digitally-Enabled Classroom  
Kevin Bower, Nebraska Wesleyan University, Jaclyn Kellison and Robert McEntarffer, Lincoln Public Schools

Embedding Local and State History into the U.S. and World History Curriculum: Arkansas Primary Source Sets  
Chad Garrett and Kristin Mann, University of Arkansas at Little Rock
10:30 a.m. - 11:30 a.m.
Poster Sessions
El Mirador Foyer

This is Our Town: Using Geocaching as a Portal to Cross-curriculum Teaching in the Classroom
Umadevi Garimella, University of Central Arkansas

Teaching the Arab-Israeli Conflict with Primary Sources
Karla Suomala, Institute for Curriculum Services

Eureka: Mining the Library of Congress’s Goldmine of Primary Sources
Darla Mallein, Emporia State University

Integrating Primary Sources, Artifacts, and Museum Visits into the Primary Years Programme Inquiry Curriculum in an International Baccalaureate Elementary Setting
Sarah Coppersmith, Lindenwood University

Utilizing Literacy to Delve into Primary Sources
Angela Thomas, Bowling Green State University

Books as Hooks
Jan Davis, Oklahoma Department of Libraries and Janet Bass, Oklahoma Christian School

Teaching the Teachers: An Integrative Approach to Social Studies Methods
Brian Kahn, University of Illinois-Springfield

Using the Online Collections from Library of Congress to Promote Inquiry
James Hartwick, University of Wisconsin-Whitewater

Forming School/University Partnerships to Learn & Teach with Primary Sources
Anthony Pellegrino and Autumn Magiocca, University of Tennessee

Sources in the School Library: Starting a State-Wide Conversation about Learning With Primary Sources
Tom Bober, Clayton School District
11:30 a.m. El Mirador
Keynote Session

Introduction: Sarah Drake Brown, Ball State University

Speaker: Alan Taylor, University of Virginia

Topic: Educating Post-Revolutionary Citizens

Q & A with Conference Participants

Born in Portland, Maine on June 17, 1955, Alan Taylor attended Colby College, graduating in 1977. After serving as a researcher for historic preservation in the United States Virgin Islands (1977-79), he pursued graduate study at Brandeis University, receiving his PhD in American History in 1986. After a postdoctoral fellowship at the Institute of Early American History and Culture (Williamsburg, Virginia), he taught in the history department at Boston University from 1987 to 1994. From 1994 to 2014 he was a professor at the University of California at Davis, and since 2014 he has held the Thomas Jefferson Chair in American History at the University of Virginia. In 2002 he won the University of California at Davis Award for Teaching and Scholarly Achievement and the Phi Beta Kappa, Northern California Association, Teaching Excellence Award. Taylor has published eight books: Liberty Men and Great Proprietors: The Revolutionary Settlement on the Maine Frontier, 1760-1820 (1990); William Cooper's Town: Power and Persuasion on the Frontier of the Early Republic (1995); American Colonies (2001); Writing Early American History (2005); The Divided Ground: Indians, Settlers, and the Northern Borderland of the American Revolution (2006); The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, & Indian Allies (2010); The Internal Enemy: Slavery and War in Virginia (2013); American Revolutions: A Continental History 1750-1804 (2016). William Cooper's Town won the Pulitzer Prize for American history in addition to the Bancroft and Beveridge prizes. The Internal Enemy won the Pulitzer Prize for American history and the Merle Curti Prize for Social History (OAH). American Colonies won the 2001 Gold Medal for Non-Fiction from the Commonwealth Club of California. The Divided Ground won the 2007 Society for Historians of the Early Republic book prize and the 2004-7 Society of the Cincinnati triennial book prize. The Civil War of 1812 won the Empire State History Prize and was a finalist for the George Washington Prize.

1:00 p.m. - 1:30 p.m. Salon Del Rey
Networking Lunch

*Lunch is included with your registration.

Announcement of Super Raffle Winners and Scavenger Hunt Winners Posted in NCHE Exhibit Hall
1:40 p.m. - 2:30 p.m.
Breakout Sessions

**Beyond the Wildflowers: The Lasting Influence of Lady Bird Johnson**
*Mallory Lineberger, LBJ Presidential Library*

*Session Level: Cross Level*
*Room: La Vista A/B*

Lady Bird Johnson’s name and legacy are synonymous with wildflowers and the environment, however her role as First Lady stretched far beyond her love for nature. From the 1964 Whistle Stop Campaign to her role in creating Head Start, Lady Bird Johnson frequently promoted and furthered the reach of President Johnson’s programs across the country, while also spearheading her own campaign for environmental legislation. Through the use of rich primary sources, educators will see the many ways in which Lady Bird Johnson supported her husband throughout his political career and ultimately played a key role in molding President Johnson’s legacy.

*Facilitator: Ruth Terry Walden*

**Avoiding the Second Semester Slump: Engaging the AP History Student**
*John Codega and Bailey Melvin, A.C. Flora High School*

*Session Level: High School*
*Room: La Vista C*

A common myth about Advanced Placement history classes is that the pace and structure do not allow for interactive learning opportunities, especially in the second half of the school year. Presenters will share student-centered activities to increase engagement and break up the monotony of notes, graphic organizers, and textbook readings. Strategies are from AP World History classrooms but are easily adaptable to APUSH and AP Euro classes.

*Facilitator: Ryan McKinley*

**Role Models, Icons, and Myths: History Education in an Age of “Hero-Cide”**
*Chris Blomgren, Historic Pursuits*

*Session Level: Cross Level*
*Room: La Vista D/E*

American heroes are being pulled from their pedestals with increasing frequency and vehemence. To many, the perennial practice of raising a historic figure to mythic status is now seen as an anachronistic deception, while others feel there is great value in upholding the paragons of our past. What qualifies someone to be an American hero, and equally important, what disqualifies someone? Is it necessary, or even possible, to do so? Using the premiere American icon, George Washington, as a launching point, this session challenges history educators to examine their role in constructing, or deconstructing, the great American pantheon.

*Facilitator: Steve Pasche*

**Bunk: How Henry Ford’s Vision for Teaching History have Come Full Oval**
*Jeff Koslowski, Henry Ford Academy - Dearborn*

*Session Level: High School*
*Room: La Vista F*

While Henry Ford gained fame and fortune in the industrial world, his passion for teaching history led him to establish one of the largest American Historical museum complexes in the country. This session looks at what led Ford to establish “The Edison Institute” in Dearborn, Michigan in 1929, how students can learn while visiting a museum, and how his ideas about teaching history can be used in your classroom today.

*Facilitator: Kevin Wagner*

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**Session Evaluations**

**USE THE APP OR PICK-UP A FORM AT THE REGISTRATION DESK**
Mini Sessions

La Condesa

Latino Veterans’ Voices Project of San Benito County, CA
Frank J. Pérez, San Benito High School District
A partnership between a high school Mexican-American history class and a local arts council has produced an oral-history project focusing on the voices of its community’s Latino Veterans. Students learn interviewing, media, and writing skills during the course of the project. And working collaboratively, students produce written narratives that are then published on a community news site and in a soon-to-be published book archived at the local historical museum. At the project’s conclusion, a community-wide event will be held, showcasing the students’ work and providing the public the opportunity to meet the students and veterans.

The Mingling of Memories: Storycollecting on the US-Mexico Border
Kelly Griffith, Guadalupe Regional Middle School
“The Mingling of Memories: Storycollecting on the US-Mexico Border” rests at the intersection of history and memory. This presentation sheds light on the cultural, social, and historical stories of the U.S.-Mexican borderlands through the eyes of 8th grade historians in Brownsville, Texas. After feeling that myths about border life too often permeate national conversations, these students are taking charge of the process of remembering through the gathering and sharing of stories from their community. This presentation will give insight in how students can use oral history and photojournalism to engage in local historical memories.

Athens, Rome, Florence...Baghdad?
Joshua Dempsey, St. John the Baptist School
On April 9, 2003, the statue of Saddam Hussein in Firdos Square came toppling down in what would come to symbolize “The Fall of Baghdad.” As it happens, most every middle school student in America was born during or after the year 2003. Their living memory of Baghdad and the Middle East has been one of militancy and violence. Using teaching strategies centered on primary sources and free 3-D printing software, this mini-session will show how classrooms can recreate medieval Baghdad in all its splendor and place it on the same pedestal as Athens, Rome, and Florence.

Facilitator: Jim Cameron

Monuments to our Checkered Past: Contextualizing President Jackson in Lafayette Park
Tiferet Ani and Alison Russell, Montgomery County Public Schools
Session Level: Middle School
Room: La Princesa
As many communities debate the place that Confederate monuments have in public memory, some wonder about the slippery slope towards erasing history. What will be the fate of monuments to Washington, Jefferson, and Jackson? This session will engage teachers in an interactive document based lesson exploring the context of the Andrew Jackson statue in Lafayette Park, Washington, DC. The lesson will examine how Jackson is remembered today and whether the statue should remain. This lesson provides students with an opportunity to think critically about our monuments, confront the myths of American history, and give voice to marginalized perspectives.
Facilitator: Tiferet Ani

#NCHE2018
@historyed

#NCHE2018
@nc4he

#NCHE2018
@historyed
Petticoats and Primary Sources: A Parade of Suffragettes
Janet Bass, Oklahoma Christian School and Jan Davis, Oklahoma Department of Libraries
Session Level: Cross Level
Room: La Duquesa
Here’s an invitation to peaceably assemble as we encounter the stories of activists for women’s voting rights. Using the true story of Nell Richardson and Alice Burke, as told in the recent children’s book, Around America To Win The Vote, along with primary sources from the Library of Congress, we’ll march through critical thinking skills with maps, political cartoons, photographs, newspapers, and more.
Facilitator: Sue Wise

New Looks at the Old West: Comanches and White Indians along the Texas Frontier
Anne Perry, University of Houston
Session Level: High School
Room: La Reina
It is hard to envision the American West without cowboys and Indians. The relationship depicted between Anglo-Americans and Native Americans has been driven by racism and omission. Textbooks explain how Native Americans had more to fear from westward expansion, and popular culture has countered with depictions of war parties and raids on white homesteads and wagon trains. By focusing on Comanche-Anglo interactions, learn to counter the popular narrative of the time and today. Examine newspaper reports from the mid-1800s that relay kidnappings of Anglo settlers and contrast these with accounts from the kidnapped parties themselves.
Facilitator: John Farley

Davy Crockett: The Myth and Legend
Gary Bowling, Northwest Vista College
Session Level: College
Room: Hacienda II
One of the most mythologized characters in United States history is Davy Crockett. Davy was an expert frontiersman, outspoken Congressman, and a noted figure at the Alamo and in the Texans’ move for independence. But, there is another Davy Crockett—one spun out of Davy’s stories, published works and plays of the mid-1800s, and 20th century Hollywood. Who was the real Davy Crockett? Where do fact, myth, and legend meet? Perhaps the real Davy Crockett is even more interesting than the myth. This session will explore the life of Davy Crockett and his influence on American history.
Facilitator: Monika Fleming

Don’t Forget to Download the Free NCHE Conference App!
Download Directions can be Found in Your Tote Bag.
2:40 p.m. - 3:30 p.m.
Breakout Sessions

George Washington: A Complicated Man, Leader, and Slave Owner
Caroline Castellanos, Claudia Taylor Lady Bird Johnson High School
Session Level: High School
Room: La Vista A/B
George Washington’s story as America’s first military general and first president has long been told. Has commemorating Washington’s accomplishments made his role as slave owner into a minor footnote? Washington’s complicated role as a freedom fighter and slaveholder will be explored via primary sources. In addition, the lesson will examine how different generations remember him differently, as well as delve into how to reconcile the idea of a slaveholder with a hero. Attendees will receive complete lessons plans utilizing primary sources from the late 18th century, as well as ways to adapt the sources for an antebellum slavery lesson.
Facilitator: Kathy Hagee

Space, Equity, and the City: Chicago Then and Now
Daniel Rhoades and Elisabeth McGuinness, Glenbrook South High School
Session Level: High School
Room: La Vista C
The myths and memories associated with urban spaces can be powerful forces in both history and in contemporary city planning. Using the city of Chicago as a prism, this session will look at the parallels between nineteenth century Chicago’s status as a chaotic “shock city” and efforts to gain control over the city and people and contemporary efforts towards redevelopment of contested public and private spaces. We will share rich primary source documents and highlight the ways in which these themes lend themselves to both hands-on and experiential learning opportunities.
Facilitator: Kayla Hopper

Making Meaning from Memories in a Digital Environment:
Using the Library of Congress "Born in Slavery" Collection to Engage Contemporary Controversies about the Confederacy
Kevin Bower, Nebraska Wesleyan University, Jaclyn Kellison and Robert McEntarffer, Lincoln Public Schools
Session Level: High School
Room: La Vista D/E
The Library of Congress "Born in Slavery" Collection provides digital access to dozens of Depression-era interviews conducted with formerly enslaved Americans. The use and misuse of these interviews as historical sources has been hotly debated for decades. As examples of historical memory in action, the interviews speak to continuing controversies about the public memory of the American Civil War and the Confederacy. This session focuses on using technology to help students access and critically interpret these documents. By outlining the process involved in thinking historically, students can engage with sources and develop the judgment to make meaning from them.
Facilitator: Tammara Purdin

Exploring Myths and Memories about Voting
Elizabeth R. Osborn, Valerie Pena, and Ross Neely, Indiana University
Session Level: High School
Room: La Vista F
Across American History, access to the vote is a concept awash in contested myths and memories. Women, blacks, Native Americans, and whites have differing perceptions about the accessibility of voting rights both historically and in the present. Voting is just 1/5 topics explored in the new free app, Engaging Congress. Engaging Congress is a game that uses primary source documents, photographs, cartoons, and maps to explore the challenges of sustaining representative democracy in our complex and diverse nation. In this session, attendees will explore primary sources about voting by playing the game on provided devices and exploring the supporting website.
Facilitator: Ryan McKinley
Bearing Witness: Teaching about the Holocaust in American Culture and Collective Memory

George Dalbo, University of Minnesota

Session Level: Cross Level

Room: La Condesa

Most middle and high school lessons on the Holocaust end with the liberation of the concentration camps in 1945. Thus, students often fail to comprehend how narratives around the Holocaust have been established, interpreted, and significantly altered over the past seventy years. This session explores ways to engage students in thinking critically about the development of the Holocaust in American culture and collective memory through an examination and analysis of Holocaust memorials from around the United States. Such a study affords students the opportunity to explore the intersections of history, collective memory, and popular culture in creating a national narrative.

Facilitator: Steve Pasche

School Desegregation Is Also a Northern Story! Teaching About Busing and Desegregation in Boston

Kerry Dunne, Weston Public Schools

Session Level: General

Room: La Princesa

Learn more about Boston’s history of busing and desegregation, and get trained on using the Boston Public Schools’ free, online curriculum resources (https://sites.google.com/a/bostonpublicschools.org/desegregation/home) for teaching this Northern example of the difficult, long, and ongoing road to desegregated schools. The curriculum resources were created by the three-person Boston Public Schools history department team, including the presenter, Kerry Dunne, while she served as the Director of History and Social Studies for the Boston Public Schools. The resources are suitable for people who want to simply learn more about Boston’s history of busing and desegregation, or for teaching elementary, middle, and high school students. This presentation will be 50% interactive and emphasizes audience participation.

Facilitator: Ruth Terry Walden

Teaching the Creation of Confederate Nationalism

Jason Wheeler, Miss Porter’s School

Session Level: High School

Room: La Duquesa

Working within the framework of national identity, this session will explore the social and political meaning of independence in the Civil War South. Based on Drew Gilpin Faust’s *The Creation of Confederate Nationalism*, this session will arm high school teachers with strategies and resources to teach ideology and identity in the Civil War South. Coming to a deeper understanding of southern thought during the Civil War offers a valuable lesson on how the Confederacy was created. Consequently, teachers will walk away with a detailed lesson plan that offers insight into teaching the complex development of the Confederacy.

Facilitator: Ann Canning

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For 28 years the National Council for History Education (NCHE) has built bridges between those who share a common passion for historical thinking through outstanding professional development opportunities, thought-provoking annual conferences, publications, and advocacy efforts concerning critical national and local historical issues.


Our mission to promote and support the teaching and learning of history is a central component of our success in partnering with more than 125 school systems through Teaching American History (TAH) grants from 2001-2013. Those grants gave thousands of teachers the opportunity to participate in NCHE’s colloquium model of professional development. This model speaks directly to our mission by bringing the K-16+ history community together. The team of three - historian, learning specialist, and classroom teacher-work collaboratively to create a program tailored to the needs of each group of teachers. It is not a canned presentation. It does not seek to make the presenters more important than the participants. It is a collaboration in the true sense of the word. It brings the presenters and participants together in a shared goal of improving history education and historical thinking in our schools.

NCHE would like to thank you for attending the 2018 Conference and for helping us celebrate the promotion of history in schools and society.
Designing a Project in Historical Memory: A Student Exploration of Monuments and Meaning-Making in Memphis, TN
Daniel Warner, Shelby County Schools

Session Level: High School
Room: La Reina

This presentation offers a detailed methodology for a project aimed at bridging the disjuncture between American civic ideals and students’ lived realities by guiding them through a quarter-long investigative and creative project on monuments in their own cities and neighborhoods. Throughout the 2017-2018 school year, U.S. History students at a Title I Memphis public high school have examined the legacy of monuments in their city, attended lectures by local political figures involved specifically with the local Confederate monuments, evaluated the collective political response, and created their own solutions to the problems they have identified.

Facilitator: John Heeg

Shrine or Museum: Unpacking Complicated History at a Museum
Amanda Williams, MacArthur Memorial and Lisa Pennington, Texas A&M International University

Session Level: High School
Room: Hacienda II

Are controversial historical figures advantages for museums and educators, or are they disadvantages? When the MacArthur Memorial opened in 1964 to honor the life of General Douglas MacArthur, many people wondered if it would be a shrine or a museum. Over the last five decades, the museum’s interpretations of MacArthur’s life and times have evolved. This presentation will explore the ways in which the MacArthur Memorial has used the controversies of General MacArthur’s career to engage students and encourage debate and critical thinking.

Facilitator: Lisa Pennington

FEATURED EXHIBITION:
EL MIRADOR FOYER - 22ND FLOOR

Alamo Images:
Changing Perceptions of a Texas Experience

An exhibition organized by the DeGolyer Library of Southern Methodist University in Dallas

Sponsored and produced by Humanities Texas.

Through photographs, illustrations, artwork and text, “Alamo Images” focuses, not merely on Texas history, but on the mythic power of events that helped define a community, state, and nation. The exhibition explores what the Alamo means to Texans and the role of Mexican-Texans in the Texas Revolution.

Humanities Texas presents “Alamo Images” as a means to promote ongoing dialogue about the significance of the Alamo as a Texas experience, as seen through its various representations in popular culture.

NCHE Exhibit Hall
Salon Del Rey

1 George Washington’s Mount Vernon
2 SocialStudies.com
3 TeachingAmericanHistory.org
4 Federal Reserve Bank of St. Louis
5 Federal Reserve Bank of Dallas
6-7 National Geographic Learning/Cengage Learning
8 Witness to War Foundation
9 Center for Middle Eastern Studies
10 The Alamo
11 American Sikh Council
12 Evolve Tours
13 The Sixth Floor Museum at Dealey Plaza
14 The DBQ Project
15 Ronald Reagan Presidential Foundation & Institute
16 James Madison Memorial Fellowship Foundation
17 ABC-CLIO, LLC
18 National History Day
19 Rock and Roll Forever Foundation
20 Freedoms Foundation at Valley Forge
21 IEEE REACH
22 Congressional Medal of Honor Foundation
23 American Numismatic Association
24 National Society Sons of the American Revolution
25 Center on Representative Government
26 Foundation for Teaching Economics
27 The Concord Review
28 Memria.org
29 U.S. Army Heritage & Education Center

Join NCHE for Free Webinars

Technology’s Impact on American History: A Primary Source Inquiry

Participants are invited to explore pivotal shifts in the history of technological innovation from the early republic to the modern era.

A NCHE team will present content, classroom applications, and resources from NCHE colloquia held at the U.S. Army Heritage and Education Center, the United States Patent and Trademark Office, and The Astronauts Memorial Foundation.

For more information, visit www.nche.net/webinars

NCHE
National Council for History Education
NCHE Super Raffle Contributors

Assorted Reference Materials – ABC-CLIO

Admission Tickets – The Alamo

United States Mint Set – American Numismatic Association

Gift Basket – Briscoe Western Art Museum

Admission Tickets – Buckhorn Museum and the Texas Ranger Museum

Assorted Books – Candlewick Press

Middle East Photo Set – Center for Middle Eastern Studies, University of Arizona

Guest Room Gift Certificate – Crystal Gateway Marriott

Teacher Binder – The DBQ Project

Assorted Items – Destination DC

Gift Basket – Florida Council for History Education

Scholarship for a 2018 Summer Graduate Program – Freedoms Foundation at Valley Forge

Mount Vernon Membership and Teaching Resources – George Washington’s Mount Vernon

Guest Room Gift Certificate – Hilton Palacio del Rio

Assorted Items – The History Channel

Gift Basket – Illinois Council for History Education

Admission Tickets – McNay Art Museum

2019 NCHE Conference Package – National Council for History Education

Admission Tickets – National WWI Museum and Memorial

Signed copy of Little Steven and the Disciples of Soul’s vinyl record "Soulfire." – Rock and Roll Forever Foundation

Gift Basket – The Sixth Floor Museum at Dealey Plaza

Divided Memories and Hiroshima: Perspectives on the Atomic Bombing – SPICE, Stanford University

Sutori Unlimited Subscription – Sutori

Framed Print – Syracuse Cultural Workers

Core Document Readers – TeachingAmericanHistory.org

Gift Basket – Visit San Antonio (Special Thanks to Howl at the Moon)

The West Point History of World War II, volumes 1 & 2 – Witness to War Foundation

Google Home/Samsung Tablet/Sony Headphones/North Face Backpack – Private Donation

NCHE Super Raffle Prizes and Ticket Sales will be located in the Conference Center Lobby

Winners will be drawn at 11:30 a.m. on Saturday and will be posted in the Exhibit Hall at 1:00 p.m.

NCHE thanks all the Raffle Contributors for their generous support of the 2018 National Conference.
Exercising Power: Individuals and Institutions in History

Washington, DC
March 14-16, 2019

Submit a Session Proposal!
Theme - Exercising Power: Individuals and Institutions in History

Have you developed a unique strategy for teaching history that you would like to share with other interested educators? Did you perform research that provides new insights about a historical topic? Have you participated in a history institute and would like to share your knowledge with others?

Then submit a proposal for a session at the 2019 NCHE Conference!

The 2019 Call for Proposals, containing topic suggestions and submission details, will be available at www.nche.net/conference. Submission deadline is:
September 24, 2018

Questions? Please contact John Csepegi by phone (240) 696-6612 or by email (john@nche.net).
Exercising Power: Individuals and Institutions in History
Call for Proposals
Washington, DC - March 14-16, 2019

It was impossible not to feel a sense of hope as the Cold War began to thaw and the Soviet Union, under the leadership of Mikhail Gorbachev, embarked upon a new era of political openness and economic reform. Gorbachev represented a new path for the fledgling Russian state, one that many believed would lead to a western style democratic-capitalism. But in August of 1991, Gorbachev was placed under house arrest and his reforms were quickly done away with. In an iconic moment, Boris Yeltsin, recently elected as President of the Russian Republic, stood atop a tank outside the parliament building and urged Russians to resist the military takeover. To the surprise of many, soldiers disobeyed their orders and even joined the resistance. Individuals had taken a stand against the might of the Russian military establishment and set the country on a new course.

Over time, however, Yeltsin’s rule became increasingly autocratic. Already weak institutions began to buckle as Yeltsin issued edicts eroding the authority of the nation’s courts and legislature. As the country lurched towards authoritarianism, Yeltsin resigned and appointed Vladimir Putin as his successor. Decades later Putin remains in power and Russian democracy remains a Potemkin village. Without a robust system of institutions to serve as a check on presidential power, Russians face an illiberal democracy where the rule of law remains a hope not a reality.

It was a passionate desire to change our reality that led Rachel Carson to write on environmental issues and reframe our relationship with the natural world. An avid bird-watcher and prodigious researcher, she had grown increasingly concerned about the deleterious effects of chemical pesticides on the environment and people’s health. With the publication of her best-selling work Silent Spring in 1962, she helped stoke an environmental consciousness in many Americans and raised the ire of those who believed that pesticides would boost agricultural production and save lives. Ultimately, her work pushed the federal government to create the Environmental Protection Agency and to deliberately tackle issues of pollution and environmental degradation.

Mohandas Gandhi’s vision of a free India came about not only through the use of mass mobilization but also from his understanding of how to challenge the authority of British institutions. It was those same British institutions, however, that aided India during the early days of independence as India’s parliament modeled itself after British practices. When Rosa Parks exercised individual power by keeping her seat on a Montgomery, Alabama bus in protest of segregation laws in the South, she sparked a movement backed by institutions like the NAACP and black churches. Just as individuals can shape history, institutions can serve as the catalysts for change or prove to be obstacles to human freedom. How individuals and institutions exercise power and towards what end is an important question that speaks to our values and the nature of human community.

The National Council for History Education invites proposals on the theme “Exercising Power: Individuals and Institutions in History” for the 2019 National Conference. All proposals will be evaluated on the basis of their intellectual content, their ability to engage the audience, and their overall contribution to the teaching of history.

**Breakout Sessions:** These teacher workshops are typically interactive “how to” sessions designed for the K-12 educator and are 50 minutes in length.

**Mini Sessions:** Mini Session topics range from teaching ideas to research reports. Presenters have 15 minutes to present information and answer questions. Each mini session typically includes 3 separate 15 minute presentations in the same room within a 50 minute time period.

**Poster Session:** Poster Session topics range from teaching ideas to research reports. Poster presenters display their information visually (ex. poster/display board) on a desktop and interact with interested attendees during the 50-minute session. Presenters remain with their posters. The poster session period may include 8-15 simultaneous presenters.
Exercising Power: Individuals and Institutions in History
Call for Proposals
Washington, DC - March 14-16, 2019

2019 NCHE National Conference

--The National Council for History Education invites proposal submissions for the 2019 program.
--Submission guidelines are found below. Please visit www.nche.net/conference for complete details.
--All proposals must be submitted ELECTRONICALLY at www.nche.net/conference.
--All proposals must be received by 5:00 pm on September 24, 2018. Late submissions WILL NOT be accepted.

Criteria for Program Selection

The Conference Committee will look at the following:
--Does the proposal exhibit historical accuracy and show appropriate historical inquiry?
--Does the proposal offer audience interaction and engagement?
--Does the proposal offer a meaningful contribution to the teaching of history?

Proposals promoting commercial products will not be accepted. If you are representing a commercial entity, your presentation must be educational in nature. Persons wishing to advertise or promote a particular product should contact the NCHE Conference Coordinator, (240) 696-6612.

Important Notes

--LCD projectors, screens, and a WiFi connection will be provided in each session room.
--All accepted presenters and facilitators must pre-register for the conference.
--All submissions will be notified of acceptance or rejection via email by November 19, 2018.

All proposals must be submitted on-line at www.nche.net and include a 50-100 word session description suitable for printing in the Final Conference Program. Please see the session submission details above for more information. All submissions will be notified of acceptance or rejection via email by:

November 19, 2018
National Council for History Education

Paul A. Gagnon Prize

Established in 2005 by the Board of Trustees of the National Council for History Education, the Gagnon Prize honors the memory of Paul A. Gagnon, co-founder of NCHE, long-time trustee, and eloquent advocate for history and excellence in history teaching at the K-12 level.

Paul served as the chief of staff, editor, and principal investigator for the Bradley Commission on History in the Schools and edited its groundbreaking 1988 report, Building a History Curriculum: Guidelines for Teaching History in the School. The Bradley Commission was a precursor of NCHE. Paul subsequently served as the first Executive Director of NCHE and devoted his energies to promoting and improving the study of history in grades K-12.

A champion of history standards and frameworks, Paul was realistic in supporting an essential core of historical study that could be taught in the allotted 180-day school year. Beyond that, he was convinced that knowledge of history is essential for citizenship, that it is an indispensable tool for teaching students to think and think well, and that it is an embracing discipline which can give meaning and connection to all the other subjects.

The Gagnon Prize rewards and celebrates excellence in historical scholarship, the teaching of history, and the promotion of historical study at the K-12 level. The 2019 Gagnon Prize will be presented to either a K-12 history teacher who exhibits exceptional historical scholarship or an individual or group that has made a significant contribution to the promotion of history education.

**Significant Dates for the 2019 Prize:**

--Completed applications and supporting materials must be received at the NCHE Office by December 7, 2018.

--The 2019 Paul A. Gagnon Prize winner will be notified by the NCHE Office by January 7, 2019.

--The 2019 Paul A. Gagnon Prize will be officially awarded at the 2019 NCHE Conference in Washington.

**The 2019 Paul A Gagnon Prize winner will receive:**

--A Plaque and a $1,000 cash prize

--Complimentary registration for the 2019 & 2020 Conference

--A presentation spot on the program at the 2020 NCHE Conference
Criteria for the 2019 Paul A. Gagnon Prize

K-12 History Teachers:

--Commitment to the idea that scholarship and teaching go together and that learning, especially for teachers, must be a lifetime dedication and a source of continuing exhilaration and joy;

--Consistent commitment to the study of history and teaching it to students at the pre-collegiate level;

--Publishing or presenting historical research that advances historical education and scholarship;

--Continuing dedication to advancing historical knowledge and expertise through participation in historical seminars, workshops, and conferences.

Individuals or Groups
Who Promote History Education:

--Commitment to the idea that history education is an essential part of every citizen’s education and that every student, regardless of ability track, is owed the opportunity to learn U.S. and World history;

--Consistent commitment to the study of history and teaching it to students at the pre-collegiate level;

--Published work, presentations, or other work that argues for the importance of history education and significantly promotes and/or protects history education in schools;

-Continuing dedication to advancement of history education as demonstrated through outstanding teaching performance, curriculum development, presentations at historical seminars, workshops, and conferences or any other endeavors that promote K-12 history education.

Past Gagnon Prize Winners:

2007 - Phil Nicolosi
West Morris Central High School (NJ)
2008 - The Center for History & New Media
Founded by Roy Rosenzweig
2009 - Kevin O’Reilly
Hamilton-Wenham Regional High School (MA)
2010 - Julie C. Daniels
New York State Archives
2011 - Ron Briley
Sandia Preparatory School (NM)
2012 - National History Day
Accepted by Cathy Gorn
2014 - Christine Szegula
Brooklyn Public Library
2015 - Ted Dickson
Providence Day School (NC)
2016 - The Civil War Trust
Accepted by James Percoco
2017 - Karen Boyea
Greenwich High School

Application Submission for the 2019 Prize

Applicants should submit the following to John Csepegi (john@nche.net):

--A cover letter of not more than two pages indicating why the individual or group deserves the award. (either self-nomination or nominating another)

--A curriculum vitae including institution and teaching assignment, address, phone numbers, and email.

--A narrative description of the program or project and an explanation of how it advanced the study of history at the pre-collegiate level. Please include a copy of any presentations if applicable.

--Three letters of support written by individuals familiar with the applicant’s work not more than two pages for each letter.
Conference Notes
IEEE REACH provides teachers with educational resources that explore the relationship between technology and engineering history and the complex relationships they have with society, politics, economics, and culture.

Engage your students with educational resources that include:

- Inquiry Design Model (IDM) lesson plans
- Primary sources
- Hands-on activities
- Short, engaging videos
- Topical background information
- Interdisciplinary and other source materials

REACH is an IEEE History Center program. IEEE is the world’s largest technical professional organization dedicated to advancing technology for the benefit of humanity. The IEEE History Center preserves, researches, and promotes historical knowledge of technology and engineering.

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ATTEND OUR PRESENTATION:
From Greek Triremes to Drones: Free IDM History of Technology Resources

Friday, April 20
8:30 AM – 9:20 AM
Room: La Vista C
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