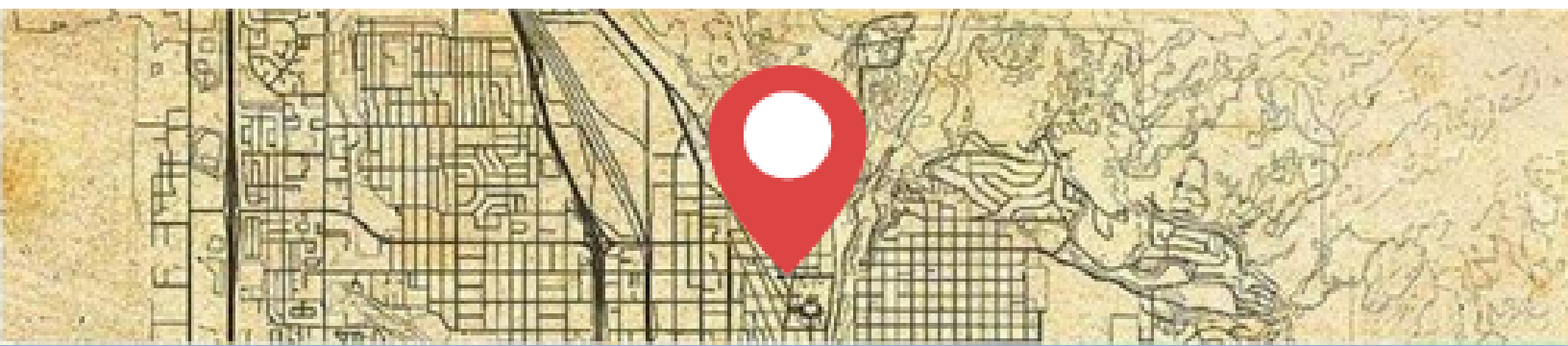


National Council for History Education Online Conference



Place and Time



April 8-11, 2021

NCHÉ

National Council for History Education

STANTON
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EngagingCongress.org



Engaging Congress

PLAY THE GAME

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A free, fun, interactive tool that uses primary source documents to explore the basic tenets of representative government and the challenges they face in contemporary society.



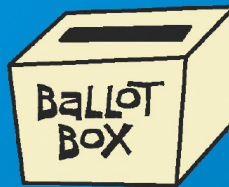
More Equal than Others

Influencing the Political Process



Laws and Sausages

Separation of Powers



Vote Early, Vote Often

Voting Rights



A Balancing Act

The Federal Budget



Fair is Not Always Equal

Federalism & States' Rights



Two new modules are coming soon to Engaging Congress. The new content focuses on the interactions between the **Judiciary and Congress**, and the **Executive and Congress**.

Join us on April 9 at 4:30p for our session, "**Civic Education and Action through LOC Primary Source Analysis**," and our poster session, "**Teaching Civics through Technology**."



INDIANA UNIVERSITY CENTER ON
Representative Government

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National Center for Civil and Human Rights

New York State Archives Partnership Trust

OER Project

Ronald Reagan Presidential Foundation & Institute

Stanton Foundation

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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.

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NCHE EXHIBIT HALL

- 1 American Numismatic Association
- 2 Center for Antiracist Education
- 3 The Choices Program
- 4 Civics Renewal Network
- 5 The DBQ Project
- 6 Educating for American Democracy
- 7 Federal Reserve Bank of St. Louis
- 8 Ford's Theatre
- 9 Foundation for Individual Rights in Education
- 10 Foundation for Teaching Economics
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- 12 George Washington's Mount Vernon
- 13 Grateful American Foundation
- 14 History Compass
- 15 IEEE REACH (IEEE History Center)
- 16 Indiana University's Center of Representative Gov't
- 17 James Madison Memorial Fellowship Foundation
- 18 LearningPlunge
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- 27 Ursuline College
- 28 VOXPOP
- 29 The White House Historical Association
- 30 Witness to War Foundation

Investigate the Past

Engage the Present

Empower the Future

THURSDAY, APRIL 8

5

CONFERENCE WORKSHOP 11:00 AM - 1:00 PM EASTERN

Unladylike2020 Presents: The Stories of Women History Makers

Charlotte Mangin, Creator/Executive Producer/Director, **Sandy Rattley**, Executive Producer/Director and **Sandy Goldberg**, Director of Education

National Women's History Museum research has confirmed that patterns of omission and underrepresentation have persisted in history and social studies education. Out of 737 historical figures taught in K-12 curriculum standards in every state and Washington, DC in 2017, only 178, or 24% were women, including several fictional characters, such as Rosie the Riveter. 55% of the women appear in a single state standard, while only 15 are taught in more than 10 states. It seems inconceivable that only 15 women since the founding of this nation merit significant representation in what is taught as part of this nation's evolving story. The makers of the PBS multi-platform, animated, historical documentary series, Unladylike2020, have authenticated that women are active agents in history, as demonstrated in the instructional and highly entertaining profiles they have produced of 26 women history makers. In this 2-hour session, Unladylike2020 will present three thematic segments focusing on: women in STEM, Indigenous women, and civil rights. Executive Producers Charlotte Mangin and Sandra Rattley will provide a representative sample of their work screening three Unladylike2020 short films about Williamina Fleming, trailblazing astronomer and discoverer of over 300 stars, Queen Lili'uokalani, the first sovereign queen and last monarch of Hawai'i, and Charlotta Spears Bass, newspaper editor, civil rights activist, and the first Black woman Vice Presidential candidate. Sandy Goldberg, Director of Education at WNET, will demonstrate the supporting classroom resources. Prepare to be wowed by the visuals. Original art for Unladylike2020 was created by Amelie Chabannes.



CONNECTION SESSION 2:00 - 2:50 PM EASTERN

Teaching Inquiry and Writing During the Pandemic: What We Have Learned

Chip Brady, The DBQ Project

How did teachers this past year maintain rigor and academic press in remote and hybrid situations? What kind of instructional moves did successful teachers make during the shutdowns that kept engagement high and skills front and center? The DBQ Project has had a unique window into classrooms this year with our digital DBQ Online platform and our virtual staff development. This session will discuss several of the best practices we have gleaned from great teachers this past year. Come join the discussion.

The DBQ Project

THURSDAY, APRIL 8

6

VIRTUAL FIELD TRIPS 3:00 - 4:00 PM EASTERN



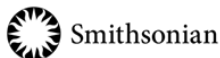
National Center for Civil and Human Rights

Atlanta, GA



National Hispanic Cultural Center

Albuquerque, NM



**National Museum of African
American History and Culture
Washington, DC**



National WWI Museum and Memorial

Kansas City, MO

THURSDAY, APRIL 8



BREAKOUT SESSIONS 4:30 – 5:30 PM EASTERN

The Historiscope: What a Nineteenth Century Toy Can Teach Us About Place, Time and Historical Memory

Stacia Smith, American Revolution Institute and **Rikki Davenport**, Moultrie Middle School

Session Level: Cross Level

This session will use the American Revolution Institute's "historiscope"—an educational toy from the mid-nineteenth century comprised of scrolling lithographs depicting scenes from the American Revolution—to demonstrate how iconic images have visually preserved place and time in American historical memory and served to shape national identity. Other collection items from the Institute's online classroom, museum and library resources will be used to model a interactive synchronous and asynchronous lessons for students about iconography that has captured public memory.

Teaching About the Japanese American Incarceration and Redress Movement: Case Studies for Civil Liberties and Justice

Rylan Sekiguchi, SPICE, Stanford University, **Amy Watanabe** and **Debra Nakatomi**, Mineta Legacy Project

Session Level: High School

The Japanese attack on Pearl Harbor propelled the U.S. into war. Soon after, the U.S. forced 120,000 people of Japanese descent (two-thirds of whom were American citizens) behind barbed wire. This mass incarceration and the social movement it inspired in the 1980s are prime case studies for student inquiry, ripe with questions as relevant today as they were decades ago. Why did the incarceration occur, and why on the West Coast? Why not in Hawaii? Why did the Japanese American redress movement take 40 years to arise? Help students explore these questions thoughtfully with a new online curriculum from Stanford.

Chosen Places

Eva Johnston and **Genevieve Podleski**, Federal Reserve Bank of St. Louis

Session Level: Cross Level

Post offices, federal agency offices, Carnegie libraries, and other outposts of national organizations are common local landmarks. Using the 12 regional banks of the Federal Reserve System as an example, this session will explore using project-based learning to uncover local and state history in nationally focused archives and historical sources. Participants will be introduced to online historical maps and geographic data visualization resources from the St. Louis Fed, along with FRASER® digital library sources on the locations of the 12 Federal Reserve Banks. Teachers will receive classroom resources that can be used for in-person or virtual instruction.

Using Place as a Primary Source

Anne Hester, East Lee County High School

Session Level: Cross Level

One of the most difficult things for students to grasp is how a historic place, often the setting for notable documents, can affect a document's form or why it is created (i.e. the Mayflower Compact and Plymouth). Teachers will learn how to connect and present documents and settings in such a way that students can see how place itself becomes as important a primary source as the documents they are familiar with. The session will use photographs, maps and other graphics to connect settings with documents; direct instruction and modeling will be used to engage the audience and promote interaction.

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THURSDAY, APRIL 8

8

BREAKOUT SESSIONS 4:30 – 5:30 PM EASTERN

It's Elementary, My Dear: Teaching with Primary Sources in the Elementary Classroom

Tammara Purdin and **Kacie Nadeau**, Florida Council for History Education

Session Level: Elementary (K-5)

Research has noted that high-stakes testing has affected social studies differently than other subjects. An emphasis on interdisciplinary literacy can promote social studies and promote literacy. The session will address the benefits of using primary sources to enhance literacy in K-5 social studies. Historians developed powerful ways of reading that allow them to see patterns, make sense of contradictions, and formulate reasoned, supported interpretations. This session will equip teachers with implementing historical thinking strategies, paired with valuable resources from the Library of Congress. The participants will experience historical thinking strategies in action, and have hands-on practice navigating the LOC website.

100+ Years of Women's History and Other News Stories That Shaped America

Lisa Fink, National Council of Teachers of English, **Victoria Pasquantonio**, PBS NewsHour EXTRA, and

Liz Ramos, Alta Loma High School

Session Level: Cross Level

Join representatives from the National Council of Teachers of English (NCTE) and PBS NewsHour EXTRA for this interactive session! Begin by exploring with NCTE how to use primary sources, literature, and nonfiction texts to tell the story of how women lectured, wrote, marched, lobbied, and practiced civil disobedience for seven decades to achieve passage of the 19th Amendment in 1920, guaranteeing women the right to vote. Then discover Journalism in Action, a new interactive website by PBS NewsHour EXTRA, featuring hundreds of primary sources from the Library of Congress. Learn how to use this virtual learning tool designed for middle/high school students for critical thinking skills, like analyzing primary source materials from a variety of American history topics, including women's suffrage, American Revolution, immigration, muckrakers, and gender equality.

Bring a "Mathematics Lens" to Your Historical Primary Source Analysis!

Mike Apfeldorf and **Peter DeCraene**, Library of Congress Professional Learning and Outreach Initiatives Office

Session Level: Cross Level

From deciphering persuasive charts and graphs, to understanding impactful economic forces, students need to hone their ability to critically analyze data representations in the age of information literacy. Students in history and social studies classes can use their "mathematical lens" to analyze primary sources, unlocking fresh insights and understandings into a host of social, economic, and political issues. The collections at the Library of Congress include millions of historical primary sources freely available online that students may analyze to construct such understandings. Join education experts from the Library, who will facilitate hands-on activities using some of these primary sources and share ways that teachers nationwide have incorporated primary sources into their teaching. Participants will leave with concrete strategies for engaging students in primary source analysis to build critical thinking skills and deepen their understanding of a range of issues.

The OER Project: Usable History for Today's World

Kathy Hays, OER Project

Session Level: Cross Level

There has never been a more important time in history to be a social studies educator. Our role is essential to helping students understand the past and present so they can shape the future. The OER Project's two free, online courses – Big History Project and World History Project – share the same DNA and approach. By empowering classroom teachers with better curricula, content, and a vibrant community of support, the OER Project offers more compelling, impactful, and usable histories. Teachers will leave with information to implement these courses in middle and high school, as well as OER Project materials for in-person and distance learning.



Session Evaluations

For each brief session evaluation you complete,
you'll be entered to win a door prize.



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THURSDAY, APRIL 8

10

EXHIBITOR SESSIONS 5:45 – 6:45 PM EASTERN

Civics Matters: Building a Better Curriculum

Ellen Iwamoto, Civics Renewal Network, **Meg Heubeck**, Youth Leadership Initiative, **Lynne O'Hara**, National History Day, **Stephen Masyada**, Florida Joint Center for Citizenship, **Anthony Pennay**, Ronald Reagan Presidential Foundation and Institute, **Elizabeth Osborn**, Indiana University Center on Representative Government, **Frank Valadez**, ABA Division of Public Education, **Rebecca Fanning**, Administrative Office of the U.S. Courts, **Rachel Davison Humphries**, Bill of Rights Institute, **Kerry Sautner**, National Constitution Center, **Sarah Yezzi**, Edward M. Kennedy Institute for the United States Senate, and **Hannah Song**, ABOTA Foundation

Representatives from the three dozen partners of Civics Renewal Network will share their best resources, strategies and teacher programs that connect history, civics, the Constitution, and government and create powerful, engaging classroom experiences. Participants will learn about the wide range of free, online resources available for understanding the Constitution, initiating civic engagement, establishing best practices for civil dialogue, and more! In response to the pandemic, many CRN partners adapted their curriculum for remote learning and created new resources. Teachers will take away materials that provide flexibility in these uncertain times.

Gamifying History for the Classroom

Alan Fishel and **Robin Hayutin**, LearningPlunge

Gamification can make learning history fun and engaging, and we will show you our gamification strategies. These strategies are easy for educators and fun for students -- and they are proven. We will show you card games that students can play in teams. These games can be played informally in the classroom or adapted to tournament play. We also will show you online tournaments and programs we have developed. All of these programs are low-cost or free and adaptable to grades 3 through high school.

A Brief History of Antisemitism

Adam Blue, StandWithUs

We will take a look at some common antisemitic tropes that have been used at different moments in world history. By understanding how antisemitism has been used and has spread for centuries, we will begin to recognize patterns of antisemitism contributing to the unfortunate global rise in antisemitism today. In doing so, we will be able to help one another better address antisemitism to support students and communities suffering from these issues.

Bringing the White House to Your Classroom

Ken O'Regan and **Sam Hunter-Gibbs**, White House Historical Association

Ever had a question about the White House? Interested in learning about how the White House fits into the larger fabric of the American Story? Join the White House Historical Association's education team for an informal "meet & greet" to learn about WHHA educational resources and initiatives and to discuss ways to bring White House history into your classroom, and informal question & answer about an array of White House topics.

Explore U.S. History with HistoryMaker VR

Dwayne Waite Jr., Schell Games

Tune in for a short presentation about the virtual reality content creation tool, HistoryMaker VR. Participants will learn about why the game is built for today's classroom, and will see recorded demonstrations of the tool in use. There will be a Live Q&A session to follow.

Our Exhibitors are a vital component
of the NCHE Conference.
Be sure to visit them online.

THURSDAY, APRIL 8

11

KEYNOTE SESSION 7:00 – 8:00 PM EASTERN

Welcome & Introduction: **Kristy Brugar**, University of Oklahoma and NCHE Board Chair

Sponsor: **Allison Wickens**, George Washington's Mount Vernon

Speaker: **Philip Deloria**, Harvard University

Topic: **Retelling Indigenous Histories in Time and Place**

Philip J. Deloria is the Leverett Saltonstall Professor of History at Harvard University, where his research and teaching focus on the social, cultural and political histories of the relations among American Indian peoples and the United States, as well as the comparative and connective histories of indigenous peoples in a global context. He is the Chair of the Committee on Degrees in History and Literature. His first book, *Playing Indian* (1998), traced the tradition of white "Indian play" from the Boston Tea Party to the New Age movement, while his 2004 book *Indians in Unexpected Places* examined the ideologies surrounding Indian people in the early twentieth century and the ways Native Americans challenged them through sports, travel, automobility, and film and musical performance. He is the co-editor of *The Blackwell Companion to American Indian History* (with Neal Salisbury) and *C.G. Jung and the Sioux Traditions* by Vine Deloria (with Jerome Bernstein). Co-authored with Alexander Olson, *American Studies: A User's Guide* (2017), offers a comprehensive treatment of the historiography and methodology of the field of American Studies. His most recent book is *Becoming Mary Sully: Toward an American Indian Abstract* (2019), which reclaims a previously unknown Native artist while offering a new exploration of American Indian visual arts of the mid-twentieth century. Deloria received the Ph.D. in American Studies from Yale University in 1994, taught for six years at the University of Colorado, and then at the University of Michigan from 2001 to 2017, before joining the faculty at Harvard in January 2018. At Michigan, he served as the Associate Dean for Undergraduate Education, Director of the Program in American Culture, and of the Native American Studies Program, and held the Carroll Smith-Rosenberg Collegiate Chair. His courses have included American Indian history, Environmental history, the American West, and American Studies methods, as well as Food Studies, Songwriting, and Big History. Deloria is a trustee of the Smithsonian Institution's National Museum of the American Indian, where he chairs the Repatriation Committee. He is former president of the American Studies Association, an elected member of the American Academy of Arts and Sciences, the recipient of numerous prizes and recognitions and will serve as president of the Organization of American Historians in 2022. Along with Erika Doss, he is the series editor of *CultureAmerica*, a University Press of Kansas series focused on American cultural history. He maintains ongoing academic engagements with scholars in Taiwan and Australia.



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HISTORY MATTERS (...AND SO DO COCKTAILS!) 8:30 – 9:30 PM EASTERN



Enjoy a special evening presentation of our weekly webcast series with Joanne Freeman. Joanne is a professor of history at Yale University and a NCHE board member. Instead of the usual morning coffee, bring your favorite cocktail or mocktail for a fun, funny, interactive and educational session.

Topic: **Why History Matters: A Celebration and Conversation**

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FRIDAY, APRIL 9

13

PRE-CONFERENCE WORKSHOP 11:00 AM – 1:00 PM EASTERN

Space, Place, & the Pursuit of Mappiness: Using WebGIS to Enhance the History Classroom

Chris Bunin and **Christine Esposito**, The Virginia Geographic Alliance

The skills of the historian are timeless, but their tools are not. One tool that is transforming historical research, teaching, and learning is Geographic Information Systems (GIS). Historical thinking's reliance on the intersections of space, place, and time make the history classroom a natural setting to introduce K-12 students to modern mapping and analysis tools. During this workshop participants will learn the nuts and bolts of WebGIS, explore and experience a variety of classroom activities, and begin finding their "mappiness." Free software and lesson plans will be shared.



CONNECTION SESSION 2:00 – 2:50 PM EASTERN

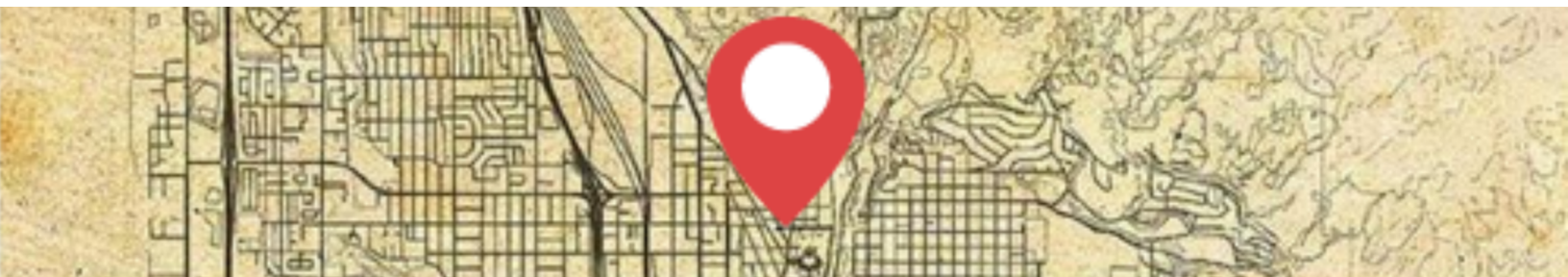


Remembering the Past, Changing the Future:

Lessons from the Tulsa Race Massacre

Shanedra Nowell, Oklahoma State University

Learn the history of the 1921 Tulsa Race Massacre and its impact on local and national history. In this session, we will explore strategies to teach this tragic event, such as inquiry, literature, primary sources, visiting the historic sites/monuments, and discussions of social justice, reconciliation, and civic engagement. Sharing the work of Oklahoma students, we will view digital inquiry projects around the Tulsa Race Massacre and discuss ways teachers can create similar projects in their own classrooms, schools, and communities.



FRIDAY, APRIL 9

14

VIRTUAL FIELD TRIPS 3:00 - 4:00 PM EASTERN

9/11
**MEMORIAL
& MUSEUM**

9/11 Memorial & Museum

New York, NY



Ford's Theatre

Washington, DC

GEORGE
WASHINGTON'S
★
**MOUNT
VERNON**

George Washington's Mount Vernon

Mount Vernon, VA



Negro Leagues Baseball Museum

Kansas City, MO

FRIDAY, APRIL 9

15

BREAKOUT SESSIONS 4:30 – 5:30 PM EASTERN

Lessons Learned from WWII Mass Imprisonment and Application to Today's Problems

Sam Mihara, UCLA

Session Level: Cross Level

Sam Mihara is a national lecturer on the topic of mass imprisonment. He frequently speaks at UCLA, Harvard and many schools across the country. Sam was winner of the Paul A. Gagnon Prize in 2018. In 1942, he was a child prisoner of the U.S. government for 3 years. Being one of 120,000 mostly U.S. citizens who was incarcerated, Sam describes why only Japanese and not German and Italian families were imprisoned. He summarizes the conditions in the camp and the lessons learned. Sam describes how the causes of injustice can be applied to today's issues faced by Middle Eastern, Muslim, LGBTQ and Latino groups.

Racial Slavery in the Americas: Resistance, Freedom, and Legacies

Mimi Stephens, The Choices Program

Session Level: High School

The Choices Program's Racial Slavery in the Americas: Resistance, Freedom, and Legacies curriculum places slavery at the center of the Atlantic World's economy for centuries and asks secondary students to consider the legacies of racial slavery today. The session immerses participants in the readings, lessons, and videos that provide a wide-ranging overview of racial slavery and prioritizes the experiences of enslaved people's resistance to enslavement. We'll conduct a lesson and discuss strategies that support students in investigating how the past shapes the present on these fundamental issues. A digital license to the Racial Slavery unit (expires May '21) is provided.

Accounts of the Mongol Empire Across Place and Time

Jeffery D. Nokes, Brigham Young University

Session Level: Cross Level

Much has been written across place and time about the Mongol Empire. Because of its enormity, chroniclers from Beijing to Baghdad recorded views of Mongols. Mongols also wrote about themselves. Historians have interpreted the Mongol Empire in diverse ways since its fall. Primary and secondary sources demonstrate that historical accounts are created within contexts that profoundly influence the record. In this session, participants will investigate accounts of the Mongol Empire representing many perspectives. Using these resources, participants will answer the question, how can culturally diverse peoples get along, a question that extends across place and time.

Disrupting Their Thinking: An Inquiry into the Impact of Redlining on Politics and Race Over Time

Molly Schneider and **Amy Myers**, Notre Dame-Cathedral Latin and **Elizabeth Walsh-Moorman**, Lake Erie College

Session Level: High School

Explore how an inquiry into redlining and the impact of housing demographics broadened student understandings about how the politics of race and social justice issues continued to be impacted decades after the policies' implementation. Learn specific research/inquiry strategies that allow students to move beyond their own assumptions and biases and create a digital presentation designed to open this crucial conversation in a safe and supportive environment. Finally, participants will explore the way in which this inquiry strengthened historical thinking and other disciplinary thinking skills that can be transferred to similar projects across the social studies curriculum.



Session Evaluations

For each brief session evaluation you complete,
you'll be entered to win a door prize.

FRIDAY, APRIL 9

16

BREAKOUT SESSIONS 4:30 – 5:30 PM EASTERN

Designing Critical Inquiries to Teach Ancient Civilizations in the Elementary Classroom

Vicki Hobson, John Hobson, Marian McCullough, and Elizabeth Bunin, Albemarle County Public Schools and
Rachel Caldwell, Charlottesville City Public Schools

Session Level: Elementary (K-5)

Learn how we integrated the Teaching Tolerance Social Justice Standards and the Inquiry Design Model to construct a series of critical inquiries for third graders through a collaboration with multiple school divisions and museum partners. Participants will have the opportunity to see curricular resources that we deployed during virtual and hybrid learning that honor multiple perspectives and challenge dominant narratives and belief systems. Additionally, participants will learn how to use an analytical tool used to design and evaluate anti-bias/anti-racist curricula in order to provide feedback on the inquiries and to use a springboard for developing their own anti-bias, culturally relevant social studies curricula.

Civic Education and Action through Library of Congress Primary Source Analysis

Lia Atanat, Maryland Humanities, **Karla Thompson**, Maryland Public Television, **Leigh Hallisey**, FableVision,
Elizabeth R. Osborn, Indiana University Center on Representative Government, and **Julie Schaul**, Citizen U, Barat Education Foundation

Session Level: Cross Level

This session highlights free resources and strategies for in-person or virtual K-12 classrooms focusing on analysis of historical primary sources to help students become active and informed citizens. Learn about connecting history to today through the multidisciplinary civics lesson plans (160+ & counting) in the Citizen U Lesson Library, interactive modules from Engaging Congress, and let us guide you through a primary source analysis module from FableVision's new game "Civics! An American Musical."

The Continuing Significance of the Long Struggle for Civil Rights

Daniella Ann Cook and **Kara Gavigan**, University of South Carolina, **Tom Destino** and **Bridget Morton**, Mars Hill University, and
Kira Duke, Middle Tennessee State University

Session Level: Cross Level

Best practice for teaching the Civil Rights Movement demands an expansive approach to studying this foundational period. Doing so requires learning and teaching the long arc of the movement beyond the 11-year span (1954-1965) with a focus on local and state struggles which informed the national movement. Three different sites in the American South analyze underutilized primary sources to deepen learning of the long arc of Civil Rights. Participant analyses of Library of Congress primary sources from three distinct periods (American Slavery, Jim Crow and Modern Movement) will engage foundational concepts for learners' robust engagement of this period.

Can Historical Thinking Be Assessed on a Statewide Summative Assessment?

Bruce Lesh and **Leah Renzi**, Maryland State Department of Education

Session Level: Cross Level

Legislatively required to assess historical thinking, Maryland developed the Evidence-Based Argument Set--a hybrid of the DBQ and the Historical Assessments of Thinking from the Stanford History Education Group. Participants will gain an understanding about research on assessment of historical thinking and how it applies to both classroom assessment and large-scale statewide summative assessment. Using a publicly released EBAS, participants will be able to interact with the item and then score sample student responses. Participants will walk away with materials they can use in their classrooms or to support district wide curricula.

Investigate the Past

SUMMER 2021 TEACHER PROGRAMS

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TEACHER

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ON-CAMPUS SEMINARS:

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Medal of Honor Legacy: Vietnam

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*two sections:
June 27- July 2 or July 18-23*

American Revolution — Philadelphia Campaign

TOUR the battlefields and sites of an emerging nation

July 10-15
Civil Rights Movement: Heroes & Heroines

EXPLORE figures from the Civil Rights Movement through the six characteristics of the Medal of Honor Character Development Program

July 25-30
The Presidency and Electoral Power

EXAMINE this timely topic and the outcome of the recent election

FOR PROGRAM INFORMATION, EMAIL GRAD@FFVF.ORG

TRAVELING WORKSHOP:

July 10-15

Union and Confederate Capitals: Washington, DC and Richmond

TRAVEL to Civil War sites in and around the nation's capital



EDUCATE HONOR CHALLENGE

FOR PROGRAM DESCRIPTIONS AND TO APPLY VISIT WWW.FREEDOMSFOUNDATION.ORG

FRIDAY, APRIL 9

18

KEYNOTE SESSION 7:00 – 8:00 PM EASTERN

Introduction: Laura Wakefield, National Council for History Education

Sponsor: Sarah Jencks, Ford's Theatre

Speaker: Laurel Thatcher Ulrich, Harvard University

Topic: Recovering a Forgotten Moment in an Overlooked Place:
Women Suffrage in the Rocky Mountain West

Laurel Thatcher Ulrich is 300th Anniversary University Professor *emerita* at Harvard University. She is probably best known for *A Midwife's Tale: The Life of Martha Ballard Based on Her Diary, 1785-1812*, which won the Pulitzer Prize for History in 1991. Others know her for a sentence that escaped from one of her scholarly articles to become a popular slogan. She explored that phenomenon in *Well-behaved Women Seldom Make History* (2007). She is also known for pioneering work in material history. Her 2001 book *The Age of Homespun: Objects and Stories in the Creation of an American Myth* explored

the cultural and political history of a region through examination of a dozen household objects, including Indian trade baskets, a painted cupboard, a niddy-noddy, a linen table-cloth, and an unfinished stocking. She further explored that approach in *Tangible Things: Making History Through Objects* (2015), co-authored with Ivan Gaskell, Sara Schechner, and Sarah Anne Carter, and in two team-taught on-line courses available through edX: "Tangible Things" and "Women Making History: Ten Objects Many Stories." Her most recent book, *A House Full of Females: Plural Marriage and Women's Rights in Early Mormonism, 1835-1870* explores the development of two seemingly contradictory phenomena—polygamy and women suffrage—during Mormonism's earliest decades.

Since that book's publication in 2017, she has expanded her interest in the women suffrage movement by consulting with the Museum of the American Revolution in Philadelphia on the short-lived experiment with female voting in New Jersey between 1776 and 1807 and

by taking a closer look at perceptions of the American west in pro- and anti-suffrage campaigns in the late nineteenth and early twentieth century. Professor Ulrich has received awards for teaching, scholarship, and contributions to public humanities. During her tenure as a MacArthur Fellow, she worked on the production of a PBS documentary based on *A Midwife's Tale* and a pioneering website, dohistory.org. She is past President of the American Historical Association and an elected member of the American Philosophical Society and the American Academy of Arts and Sciences.



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HISTORY TRIVIA AND NETWORKING "POWER HOUR" FROM THE CREATORS OF HISTORYPLUNGE 8:30 – 9:30 PM EASTERN

Come join us for an hour of U.S. history trivia, networking and fun. This event will feature a fast-paced friendly trivia competition focusing on U.S. Presidents, a diverse set of Notable Americans, and events in U.S. history. All you need for this challenge is a computer. We will also weave in time for networking with your colleagues.



GRANT FUNDING AVAILABLE

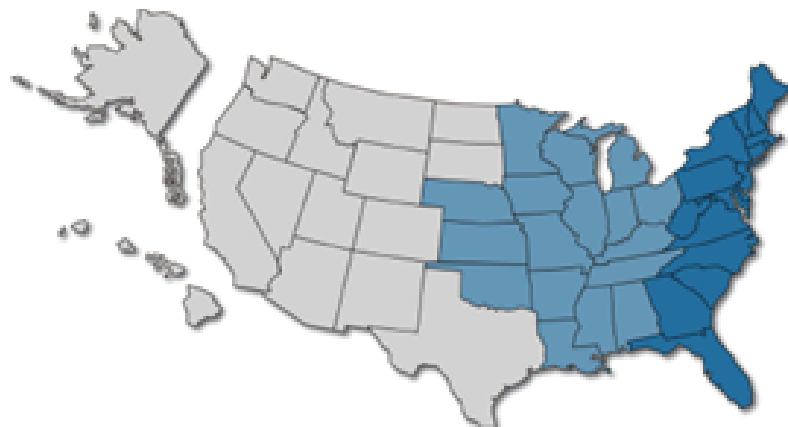
Are you a provider of education and professional development programs for pre- and in-service teachers, librarians and other K-12 educators?

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For More Information Contact Your Regional Office



Western Region

<https://www.msudenver.edu/tpswesternregion>

Peggy O'Neill-Jones

oneilljp@msudenver.edu



Midwest Region

<https://teachingprimarysources.illinoisstate.edu>

Richard Satchwell

resatch@ilstu.edu



Eastern Region

<https://tps.waynesburg.edu>

Barbara Kirby

bkirby@waynesburg.edu

LIBRARY OF CONGRESS

TEACHING WITH **PRIMARY SOURCES**

Consortium Member

SATURDAY, APRIL 10

20

CONNECTION SESSION 9:30 – 10:30 AM EASTERN

Preparing Young People to Govern our Constitutional Democracy: A Historian's Perspective

Jane Kamensky, Harvard University

"The United States stands at a crossroads of peril and possibility. A healthy constitutional democracy always demands reflective patriotism. In times of crisis, it is especially important that We the People unite love of country with clear-eyed wisdom about our successes and failures in order to chart our forward path." Thus begins the call NCHE and other leading national organizations have taken up to effectively reprioritize powerful civics and history education through the Educating for American Democracy initiative. Join one of the project Principal Investigators, Dr. Jane Kamensky, to discuss this initiative and the movement it invites for history educators in preparing their students to face the peril and embrace the possibility of sustaining our constitutional democracy.

EDUCATING FOR **AMERICAN** **DEMOCRACY**

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Hailey Almeida – Canal Winchester, Ohio
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Collin Gortner – Oklahoma City, Oklahoma
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Julian Ignacio – Chicago, Illinois
Laura McFarren – Derby, Kansas
Justin McLeckie – Edmond, Oklahoma
Hayden O'Rourke – Hatfield, Pennsylvania
Jeryl Payne – Alexandria, Virginia
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Simone Stephens – Rockville, Maryland
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**NCHE would like to thank Fritz Fischer
and everyone who donated to make
the Fritz Fischer Scholarship
Fund possible. We appreciate your
support of history education!**

NCHE

National Council for History Education

SATURDAY, APRIL 10

21

BREAKOUT SESSIONS 10:45 – 11:45 AM EASTERN

George Washington: Turning Points

Alissa Oginsky and **Sadie Troy**, George Washington's Mount Vernon

Session Level: Cross Level

Join us as we share primary sources and digital interactives which explore moments of historical change within George Washington's life. We will investigate Washington's role in the French and Indian War and how it served as a change agent in his life and how it affected the future of the British colonies. We will also lead inquiries into the complexity of progress by examining Washington's complicated relationship to slavery.

One Renaissance or Many?

Paul Horton, University of Chicago Lab School

Session Level: High School

This session will examine the question of the origins of the modern period of World History through the lens of the concept of the Renaissance. Was the European Renaissance a singular event or was it the culmination of a mosaic of multiple cultural exchanges and interactions? To what extent was the European Renaissance the product of Pax Mongolica, the Silk Road, and the cultural influences of a globalized Islamic Civilization? To what extent, to be more specific, was the European Renaissance related to earlier cultural developments in Baghdad, Cordoba, and contemporary cultural and economic developments in Cairo, Fez, and Timbuktu? This session will examine both the origins of the European exceptionalist narrative and recent challenges to this narrative to encourage high school students of history to develop new paths of inquiry beyond European periodization and conceptualizations of "the modern."

The Commerce Clause in American Legal History

Tiffany Middleton, American Bar Association

Session Level: Cross Level

Session will explore and discuss legislation and Supreme Court cases related to the Commerce Clause of the Constitution, which has been cited as the constitutional basis for many significant laws passed by Congress over the past century, including the Civil Rights Act (1964) and the Affordable Care Act (2010). This seemingly limited power to regulate interstate and foreign commercial trade very much centered around understandings of place—state to state, waterway to waterway, and more recently, the online marketplace. It illustrates definitions of "place" that affect our country at a policy level and tells a story of change over time.

Buffalo Soldiers - Military Presence in the West During Post Slavery America

Deborah Carter, Joseph H Brensinger School, Jersey City and **Jennifer Bartley**, Shaw Elementary School

Session Level: Middle School

This presentation will provide teachers with a culturally responsive unit on Buffalo Soldiers and the African American military experience during the Westward Expansion during the 1800's. The presentation of information will engage participants in rigorous analysis of primary and secondary sources, historical arguments about African American's role in the military and demonstrate how inquiry-based learning projects and picture books enhance the teaching and learning experience for students. The presentation will also include remarks about the benefits and challenges that arise when implementing these topics in schools and communities that have traditionally been underserved, with recommendations for equity-minded educators.

Song of Myself: Exploring the Language of Protest with OER

Andy Mink, National Humanities Center

Session Level: General

What do Walt Whitman, the Arab Spring, and pop music have in common? As America continues to fracture, the humanities offer the language of shared identity and experiences. This session will explore interdisciplinary approaches to finding common ground through literature, art, and music in the history classroom. From the beautiful vignettes of Whitman, to the graffiti of social movements in the Middle East, we will discover and discuss OER best practices in the context of culture, identity, and literature.

SATURDAY, APRIL 10

22

BREAKOUT SESSIONS 10:45 - 11:45 AM EASTERN

Culturally Relevant Pedagogy and Primary Sources

Jessica Ellison, Minnesota Historical Society, **Chris Peterson**, Richfield High School, and **Kate Van Haren**, Pittsville Elementary School

Session Level: Cross Level

What is culturally relevant pedagogy? In this session, you will learn through two case studies how to examine primary sources and other resources to make your classroom more culturally relevant, no matter where you live and who you teach. Join us as an elementary educator from rural Wisconsin shares strategies from her long experience in teaching young learners how to understand the past through windows, mirrors, and sliding doors. Using maps and restrictive covenants, a high school teacher will then demonstrate how teachers and students can investigate evidence and analyze impact on places close to home. Leave with relevant classroom strategies, and connections to Library of Congress primary sources.

Evaluating Primary Sources: Is Seeing Believing?

Cheryl Lederle and **Danna Bell**, Library of Congress Professional Learning and Outreach Initiatives Office

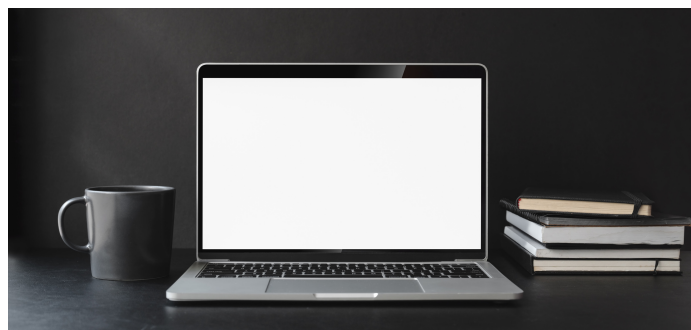
Session Level: Cross Level

Historical primary sources offer rich information about the past, but they can also, intentionally or not, fool a casual observer. Participants will examine selected text, film, and still photographs from the Library of Congress collections that serve as valuable reminders that primary sources should never be taken at face value. This session will model and apply techniques for close examination and questioning that can add richness and depth to students' exploration of historical artifacts. Presenters will model engagement and active learning in small and large group instruction so that both the content and the pedagogy demonstrate best practices for learning.

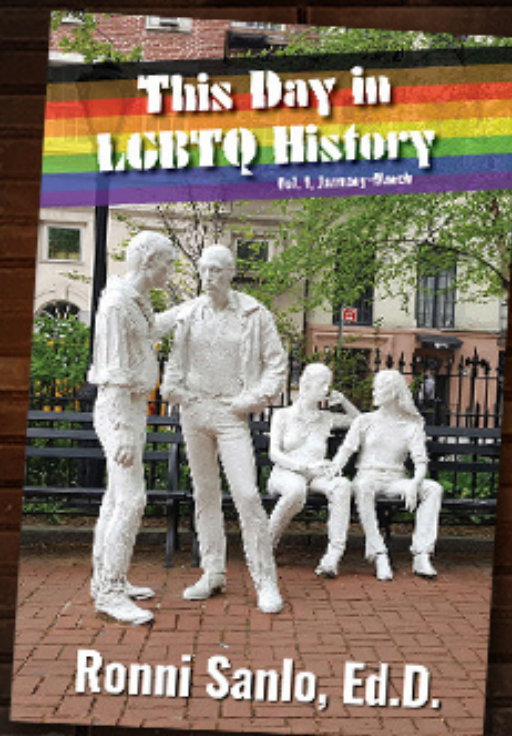
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SATURDAY, APRIL 10

23

EXHIBITOR SESSIONS 12:00 – 1:00 PM EASTERN

Pandemics and Quacks: Connecting the Past to the Present with Primary Sources

Cynthia W. Resor, Teaching with Themes and Eastern Kentucky University

Quacks thrive in pandemics. In 2020-21 and throughout history, quacks update techniques to deceive from ancient word-of-mouth to print to electronic media. In this session, explore modern and historical pandemics, quacks, and their “cures” using primary sources and media literacy strategies. Join author Cynthia W. Resor to learn more about making past to present connections with students of all ages using more social history themes such food, housing, travel, cemeteries, utopias.

Westward Expansion: A New History: A Curriculum from the Choices Program

Mimi Stephens, The Choices Program

In recent years, scholars have reexamined the history of the West by focusing on Native American groups. With limited sources, they have struggled to piece together histories that do not generalize the experiences of Native Americans, and that accurately portray complicated interactions that occurred. This unit considers major events and policies that accompanied U.S. westward growth in the nineteenth century. Students also explore this history on a local level in southern Arizona. This session is not a content lecture. Rather, it looks at the readings, lessons, and videos that make up this 10-day curriculum.

Saturday Civics School

Elizabeth R. Osborn, Indiana University Center on Representative Government

This session features a guided tour of the free digital civics materials from the Indiana University Center on Representative Government. We will show you where to find our free resources: videos, interactive modules, the award-winning Engaging Congress learning tool, and the newly updated Freedom Summer. Be the first to see our new giveaways—including squeezeheads.

Teaching with Multicultural Perspectives: Canadian History Examples

Betsy Arntzen, Canadian-American Center, University of Maine and

Amy Sotherden, Center for the Study of Canada and Institute on Quebec Studies, SUNY Plattsburgh

Canada is known as a multicultural country, a mosaic more than a melting pot. Layer decades of immigration onto centuries of settlements onto Indigenous homelands to describe multicultural Canada – a country with groups of people who share distinctive language, traditions and cultural practices. This session will discuss Canadian history examples of teaching with multicultural perspectives starting with several myths and ending with links to classroom resources and children’s/young adult literature.

Money as Primary Historical Documents

Rod Gillis, American Numismatic Association

Educators know that primary historical documents or artifacts are the best possible teaching tools. Rod Gillis, education director at the American Numismatic Association and former public schoolteacher will discuss using money as a way to engage students to learn about history in an entertaining fashion. Gillis will discuss activities for teachers and programs for students that are available. Gillis will also discuss his recently published book *Past Tense*.

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SATURDAY, APRIL 10

25

KEYNOTE SESSION 1:00 – 2:00 PM EASTERN

Introduction: **Chris Bunin**, Albemarle High School and NCHE Board Member

Speaker: **Anne Kelly Knowles**, University of Maine

Topic: **Placing the Holocaust**

Historical geographer Anne Kelly Knowles is Colonel James C. McBride Distinguished Professor of History at the University of Maine, where she directs the Digital and Spatial History Lab and leads the Holocaust Ghettos Project. For more than thirty years she has been a leader in historical GIS and geovisualization for the humanities and social sciences. Anne's books include *Past Time, Past Place: GIS for History* (2002), *Placing History* (2008), *Mastering Iron* (2013), and *Geographies of the Holocaust* (2014). She is a founding member of the Holocaust Geographies Collaborative. In addition to major grants from the National Science Foundation and National Endowment for the Humanities, her research garnered the American Ingenuity Award for Historical Scholarship from *Smithsonian* magazine (2012) and a Guggenheim Fellowship (2015).



BREAKOUT SESSIONS 2:30 – 3:30 PM EASTERN

Mapping History with the National Archives and DocsTeach

Andrea Reidell, Stephanie Greenhut, Christopher Zarr, and Kathleen Munn, National Archives and Records Administration

Session Level: Cross Level

How can educators take the rich resources of the National Archives and easily connect them visually to place and time? Mapping History is one of twelve types of activities available on DocsTeach, the acclaimed online tool for teaching with Documents. In this interactive session, participants will learn about Mapping History to help students use geographic information gleaned from primary sources to formulate historical conclusions, visualize geography and understand the themes of place and location. Content examples include the Lewis and Clark Expedition, the New Deal's impact on regions of the U.S, and the birth of the Environmental Protection Agency.

Exploring U.S. Environmental History – Hands-On Activities and Digital Tools

Carol Bliese, Population Education and **Lauren Lansdowne-Johnson**, Granite School District

Session Level: High School

Looking back in time allows us to see the relationships between events that have shaped our country's environment today. In this interactive session, the presenter will guide participants on how their students can conduct research on significant events in U.S. environmental history (from the Dust Bowl to Deepwater Horizon and beyond), prepare a class timeline and examine the themes and cause-and-effect relationships that emerge. The presenter will engage participants in small-group discussion and demonstrate online tools for learning more about milestones in environmental history.

World War I Explains the Middle East: Engaging Lesson Plans for High School/Community College Students

Alex Schweig, University of Arizona Center for Middle Eastern Studies

Session Level: Cross Level

World War I was a turning point in Middle Eastern history; one cannot understand the Middle East today without understanding the impact of the Great War on the region. Alex Schweig will provide a brief overview of the social and public health history of the Ottoman Empire during World War I, Western diplomatic arrangements involving the region, and the lasting impact of the war on the contemporary Middle East. He will share three high school lesson plans – complete with primary-source documents and hands-on student activities. Teachers will read/discuss some of the documents.

SATURDAY, APRIL 10

26

BREAKOUT SESSIONS 2:30 – 3:30 PM EASTERN

Virtual Reality? Oliver Wendell Holmes, the Civil War, and Stereographs

Kenneth V. Anthony, Mississippi State University and **Emma O'Connor**, Dunwoody Elementary School

Session Level: Middle School

Invented in 1838, stereographic images were the original VR. In 1859, Oliver Wendell Holmes predicted European wars would be documented using stereographs. By April 1861, the Civil War began. Photographers documented this war, leaving stereographic images that teachers can use to make the war real for their students. In this session, participants will learn how they can use stereographic images to make history instruction more interactive. They will learn how to view stereographic images, both digital and analog, with their students, and learn how to search the online stereographic image database located on the Library of Congress website.

Women and Activism, 1948-1977

Leslie Hayes, New-York Historical Society

Session Level: General

In the decades following World War II, women worked to hold onto their new place in U.S. society and enact change for themselves and their communities. Amid escalating political tension and rapidly shifting social norms, women from diverse backgrounds contributed to and were shaped by the Cold War and their evolving world. Using materials from the new "Growth and Turmoil: 1948-1977" unit of the New-York Historical Society's "Women & the American Story" curriculum, this session will consider women's activism during this fraught period. Participants will interrogate classroom-ready primary sources, and digital curriculum materials will be provided.

Explore, Engage, Create: Using Primary Sources with Students and Teachers in Alaska

Karen Beranek and **Laura Huggins**, Bering Strait School District, **Marie Acemah**, See Stories, and

Emily Lucy, Alaska Humanities Forum

Session Level: Cross Level

While focused on student populations in Alaska, this session's strategies and resources are applicable to teaching and learning in Social Studies and History classrooms nationwide. Presenters will first introduce Library of Congress Teaching with Primary Sources strategies for ELL and LEP Native Alaskan students. Using images, truncated texts and other primary sources, these strategies provide relevant background knowledge as an anchor for new learning, an assist for revising learning, and help students engage with the content and each other. Then presenters will focus on a history education strategy, specifically how to engage 6th - 12th grade educators in utilizing primary sources to create documentary films for Alaska History Day and National History Day. Participants will explore two examples of teacher created documentaries, one on the history of Yup'ik Dance, and the other on the history of Place names in the Alaskan village of St. Michael. Presenters will engage participants through film, Q and A opportunities, and hands-on tools that educators can use in the classroom.

Fostering Visual Inquiry and Geohistorical Thinking in Students from Elementary through Middle School

Ilene Berson and **Michael J. Berson**, University of South Florida, **Bert Snow**, Snow & Co., and

Brad Fogo, San Francisco State University

Session Level: Cross Level

This session begins by showcasing a geohistorical inquiry using the KidCitizen episode A Bird's Eye View: Wondering with Maps. In this interactive episode, an historic panoramic map from the Library of Congress sparks active inquiry that engages children in wondering about the places where people live. We demonstrate geographic and historical thinking strategies to promote children's wondering about movement of people, the unique qualities of an area that define it as a place, and how these geohistorical concepts connect to children's own lives. Then the session presents 3 different activity structures with scaffolds for engaging upper elementary and middle school students in visual inquiry using Library of Congress documents. These activities showcase different ways to support students in closely observing and interpreting, critically sourcing and corroborating different types of visual artifacts. Moreover, each activity includes materials and scaffolds to help students identify, evaluate, and use different types of evidence and to consider, develop, and revise claims.

SATURDAY, APRIL 10

27

BREAKOUT SESSIONS 4:00 – 5:00 PM EASTERN

"A Wholesome Verdict:"

Using Historical Empathy Strategies to Analyze *Elizabeth Jennings v. The Third Avenue Railway Company of 1855*

Katherine Perrotta, Mercer University

Session Level: High School

The purpose of this session is to demonstrate how the implementation of historical empathy pedagogies can be used to examine the causes and outcomes of the *Elizabeth Jennings v. Third Avenue Railway Company* lawsuit of 1855. Jennings was an African American schoolteacher who was ejected from a streetcar due to her race in the antebellum North. She sued the company as a result. Participants will analyze primary sources by and about Jennings in small groups and whole group discussion to gain insights into how historical empathy pedagogies can promote engaged learning in social studies through analysis of underrepresented historical figures.

Escape from the Ordinary with Digital Escape Rooms

Amanda M. Cowgill, Ben Davis Ninth Grade Center

Session Level: High School

Digital Escape Rooms encourage skills students need: critical thinking, problem solving, historical inquiry, and collaboration among others. Adaptable to any topic, they teach students academic content as well as soft skills like perseverance and communication. Hook students on a topic to get them interested, help them dive deeply into the information, or use it as an assessment tool. First, we'll try one out together. Then I'll share a planning page, resources, and a step-by-step process to creating digital escape rooms to help you escape from the ordinary lessons you've taught before!

Teaching with the Latino Americans Documentary Series

Eric Lupfer, Humanities Texas, **John J. Valadez**, Michigan State University, and **Carlos Blanton**, Texas A&M University

Session Level: Cross Level

Latino Americans, the award-winning PBS documentary series, chronicles the rich and varied history of Latinos in the United States from the sixteenth century to present day. In this interactive session, Peabody Award-winning filmmaker John J. Valadez will give an overview of the documentary, and historian Carlos Blanton will introduce a suite of corresponding curriculum resources developed by master teachers and historians and produced by Humanities Texas in partnership with the National Endowment for the Humanities (NEH) and the American Library Association (ALA). Presenters will demonstrate how to use these enlightening and accessible primary source-based lesson plans in the classroom.

Mapping Skills in the Online Learning Environment for Middle Grades Educators

Elizabeth Woodward, Georgia Connections Academy and **Doug Oetter**, Georgia College and State University

Session Level: Middle School

Maps unite time and space in the investigation of historical events. In the minds of Middle Grade students in an online environment, maps provide a digital link to content that drives performance standards for history, geography, and social studies education. This session demonstrates online tools (Google Earth and ArcGIS) that empower teachers to incorporate digital maps from public sources to challenge students to follow the actions and outcomes of historical figures through time and space. We provide standards-based lessons for individual and group work for middle grades students, and participants will leave with a classroom-ready template for their online classroom.

Engage the Present

SATURDAY, APRIL 10

28

BREAKOUT SESSIONS 4:00 – 5:00 PM EASTERN

Unemployment Insurance: A Tried and True Safety Net

Jeannette Bennett, Federal Reserve Bank of St. Louis—Memphis Branch

Session Level: General

Struggles often bring reform. And that's what happened during the Great Depression. The ugly picture of the Depression brought a renewed interest in providing help for workers who had lost their jobs. This presentation delves into history to trace the creation of the unemployment insurance program and how it works. During the 2020 COVID-19 pandemic, the unemployment rate spiked sharply. But unlike the days of the Great Depression, there was a safety net in place--unemployment insurance. Participation in polls, chat, and Nearpod activities will encourage attendees to investigate unemployment insurance and how historical actions affect us today. FREE online lesson!

Introducing History's Mysteries: Historical Inquiry in Elementary Classrooms

Laurie Risler, Westfield State University and **Kelley Brown**, Easthampton Public Schools

Session Level: Cross Level

In this session, learn about History's Mysteries, a free, interactive, ready-to-use K-5 curriculum featuring Library of Congress primary sources. The curriculum's standards-aligned content is classroom-tested with slides and materials (with or without provided narration) that can be used in traditional and virtual settings. Teachers can also adapt all resources for their specific classroom needs. Each Mystery entails a student investigation of primary sources to explore questions like "Does a good leader always do good things?" and "Why is learning about the history of slavery and freedom important today?" Participants will engage in History's Mysteries activities as part of the session.

Supporting Culture Change: Developing and Assessing Primary Source-Based Writing Curricula

Emily Mattingly, **Alexis Apfelbaum** and **Michele Kishita**, The University of the Arts, and

Trey Smith and **Diane Waff**, Philadelphia Writing Project

Session Level: Cross Level

Analyzing primary sources from the Library of Congress in the context of writing curriculum offers students unique opportunities to engage with disciplinary practices and write for a range of purposes and audiences. In this session, we discuss the process of collaboratively developing unique curricular resources with primary source analysis at the core at two educational institutions: the University of the Arts and the Philadelphia Writing Project, who partnered with the School District of Philadelphia. This session focuses on developing transformative curricula that encourage students to analyze diverse primary sources through writing in ways that inspire change. The session also offers insights into supporting cultural change around assessing primary source-focused writing projects to ensure student success and curricular sustainability.

#yayhistory

NCHÉ

National Council for History Education

SATURDAY, APRIL 10

29

KEYNOTE SESSION 6:00 – 7:00 PM EASTERN

Introduction: **Kevin Levin**, NCHE Board Member

Speaker: **Annette Gordon-Reed**, Harvard University

Topic: **Making Race Through Science**

Annette Gordon-Reed is the Carl M. Loeb University Professor at Harvard. Gordon-Reed won sixteen book prizes, including the Pulitzer Prize in History in 2009 and the National Book Award in 2008, for *The Hemingses of Monticello: An American Family* (W.W. Norton, 2008). In addition to articles and reviews, her other works include *Thomas Jefferson and Sally Hemings: An American Controversy* (UVA Press, 1997), *Vernon Can Read! A Memoir*, a collaboration with Vernon Jordan, Jr. (PublicAffairs 2001), *Race on Trial: Law and Justice in American History* (Oxford University Press, 2002), a volume of essays that she edited, *Andrew Johnson* (Times Books/Henry Holt, 2010) and, most recently, with Peter S. Onuf, *"Most Blessed of the Patriarchs": Thomas Jefferson and the Empire of the Imagination* (Liveright Publishing, 2016). Gordon-Reed was the Vyvyan Harmsworth Visiting Professor of American History at

the University of Oxford (Queens College) 2014–2015. Between 2010 and 2015, she was the Carol K. Pforzheimer Professor at the Radcliffe Institute for Advanced Study at Harvard University. She was the 2018–2019 President of the Society for Historians of the Early American Republic (SHEAR). She is the current President of the Ames Foundation. A selected list of her honors includes a fellowship from the Dorothy and Lewis B. Cullman Center for Scholars and Writers at the New York Public Library, a Guggenheim Fellowship in the humanities, a MacArthur Fellowship, the National Humanities Medal, the National Book Award, the Frederick Douglass Book Prize, and the George Washington Book Prize, and the Anisfeld-Wolf Book. Gordon-Reed was elected a fellow of the American Academy of Arts and Sciences in 2011 and was a member of the Academy's Commission on the Humanities and Social Sciences. In 2019, she was elected as a member of the American Philosophical Society.



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COOKING HISTORICALLY: INFLUENTIAL CHEFS Hosted by The Loretta Paganini School of Cooking 7:30 – 8:30 PM EASTERN



Chef Kate Csepegi

Though many cultures and people have influenced what we eat, the three that we are going to look at have taken it a step further. Each brought larger ideals into the average American dining room. August Escoffier, the father of the modern restaurant, gave his customers a choice in their evening meal, inventing the restaurant menu as we know it. He developed the kitchen brigade system that most restaurants still use and advocated for women to be able to eat in restaurants, turning eating out into a family affair. Once we had the restaurant for special occasions, many Americans stopped preparing elaborate dinners at home. Julia Child and her infectious personality brought traditional French cuisine into the living room of millions, making it approachable and fun to cook at home again. Today to influence a crowded field, you need more than good food, more than a successful restaurant, or a TV show. Bryant Terry, Chef in Residence at the Museum of African Diaspora, stands for something greater than himself; he thinks about where our food comes from physically as well as philosophically. He cooks dishes that reflect entire cultures and does it in a responsible, sustainable manner.

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Artwork by Doug Miles, Apache Nation

Our World History Series covers various revolutions (Haitian, French, Russian, Iranian, Cuban) and other important issues, including colonization in Africa, the partition of India, apartheid, and the Syrian Civil War. Additional units feature Afghanistan, Brazil, China, Mexico, the Middle East, Nigeria, and Turkey.



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POSTER SESSIONS

31

Changing Times, Changing Equality: How Supreme Court Decisions are Influenced by an Evolving Society

Kari Whaley, Full Sail University

We the People: Using Mock Trials to Teach Early United States History

Lauren Moran, Mountain Middle School

Limb Amputation to Salvage: Learning from the Past

Christine Miller, UF College of Medicine-Jacksonville

The US Suffrage Movement: Carefully Choreographed or Coincidental?

Jennifer Harrison and **Michele Riley**, Purdue University Global

Connecting Students to Past and Present Activism through Punk Rock

Monica Ketchum, Arizona Western College

Incorporating Action Projects into the History Classroom

Yvonne Rivera, Clarke County Public Schools

Genghis Khan and Globalization

Dylan Edmondson, University of Tennessee, Knoxville

Pre-Service Teachers' Service-Learning Action Plans

Dana Serure, Buffalo State College

Rephotography: Examining Changes through Time and Place

Mark Johnson, University of Notre Dame

Teaching 9/11: How Baseball Helped Heal America

Michael Ferguson, Naugatuck Valley Community College, Post University, and Southern New Hampshire University

First Ladies and Activism: An Analysis of First Ladies Advancing and Sponsoring Social Issues

Jess Gagliardi, Adams State University

New Orleans, Louisiana's Grandfather Clause, and a Decline in African-American Voter Registration:

Teaching with Data and Primary Sources

Collin Gortner, St. Charles Borromeo Catholic School/Alliance for Catholic Education

In the Shadow of Empire: Ancient Israelite Civilization

Andrew Askuvich, Institute for Curriculum Services

Reganomics is More Than the Laffer Curve

Anthony Zambelli, San Diego Center on Economic Education

Hyperdocs, History, and Primary Sources: The Transformative Trio

Leticia Citizen, Hawthorne School

Poster sessions can be found on
the conference platform.

SUNDAY, APRIL 11

32

BREAKOUT SESSIONS 10:45 – 11:45 AM EASTERN

Recipes: Primary Source Smorgasbords

Cynthia W. Resor, Teaching With Themes

Session Level: Cross Level

Historical recipes and cookbooks survive from nearly every era and culture, illustrating culture, changing roles of women, and impact of industrialization. Recipes highlight social history themes and connections to wider economic and political trends. Incorporating local recipes as primary sources reinforces place-based education by highlighting local cultures, geography, and agricultural traditions. We'll analyze historical recipes and cookbooks from the ancient and medieval world, colonial America, and the late 19th century to assess how "home cooking" has changed over time and what drives that change. Handouts for project-based units and activities using primary sources provided.

REACH for the Sky: Free IDM Resources on the Social History of the Skyscraper

Michael Geselowitz and **Kelly McKenna**, IEEE History Center

Session Level: High School

History educators have long recognized the importance of exploring the relationships among technology and other aspects of society through history. Since the days of the pyramids, human beings have tried to build toward the sky, but this trend has exploded in the modern period in conjunction with urbanization, industrialization, and increasing population density. In this workshop, you will learn about a set of free on-line teacher resources on the history of technology, provided in the IDM format, and we will focus on a unit that explores the rise of the skyscraper in the industrial world including its origin and impact.

Boston 1737: A Local News Network Case Study

Kayla Hopper, American Antiquarian Society

Session Level: Cross Level

This presentation will use Boston in 1737 as a case study to explore how news was circulated and consumed through print, handwritten documents, and oral/aural communication by the people of a colonial town quickly becoming a city. It will reveal how the colonial news milieu worked within a local context and created a larger foundation from which the Revolution could gain steam. Participants will follow the spread of news on a historic map; think about parallels with the distribution of news today on local, national, and global levels; and discuss how this activity could be applied to other historical events.

Jim Crow America and the Black Travelers' Experience

Joshua Kenna and **Dylan Edmonson**, University of Tennessee

Session Level: High School

The Jim Crow era is often taught from a perspective of Black immobility; epitomized with primary source photographs showing signs that read, "Whites Only." This is an example of geographic mobility — physical movement invested with social meaning and embedded within structures of power, which require production of immobility for those not in power. Yet, African-Americans did move from place to place during this era, and not just in small numbers. Join us to discuss how social studies teachers can use historical data, such as The Green Book, to learn about the African-American freedom struggle from the perspective of Black mobility.



Session Evaluations

For each brief session evaluation you complete,
you'll be entered to win a door prize.

SUNDAY, APRIL 11

33

BREAKOUT SESSIONS 10:45 – 11:45 AM EASTERN

Great Empires Through a Document-Based Approach: Case Study the Aztecs

Beth Montgomery and **Chip Brady**, The DBQ Project

Session Level: General

This session will use a document-based approach to bringing alive one of history's most incredible civilizations: The Aztecs. Teachers will examine primary and secondary sources relating to Aztec Geography, Trade, Customs and Power. Collaborative group work strategies will be modeled throughout the session. The inquiry line of "How should we remember the Aztecs" will drive the dialogue and serve as a model for any historical inquiry of a complex culture. And although writing is the backbone of the DBQ Project Pedagogy, this session will also show how alternative assessments can go hand-in-hand with DBQing. All subject matter teachers welcome!

Teaching Complex Histories with Visual and Textual Primary Sources:

European Antisemitism and the U.S.-Soviet Relations During the Cold War

Andrew Askovich, Institute for Curriculum Services, **Adnan Dzumhur** and **Curtis Richardson**, University of North Carolina at Chapel Hill

Session Level: Cross Level

This session will provide teachers with opportunities to expand their content knowledge and pedagogical strategies for teaching complex histories through two case studies featuring Library of Congress primary sources. Participants will first explore the pre-20th century history of antisemitism (anti-Judaism) using the Library of Congress Primary Source Analysis Tool to analyze both visual and textual primary sources. Then they will interact with a newly developed online resource for teaching the Cold War with visual primary sources produced both in the U.S. and in the Soviet Union. Visuals played a critical role in waging and understanding the Cold War.

Teaching the Diversity of Native American Cultures with Primary Sources from the Library of Congress

Cynthia Sz wajkowski and **Sherry Levitt**, TPS Virginia Partnership, **Kathleen Barker** and **Debra Fowler**, History UnErased

Session Level: Cross Level

The Library of Congress' unparalleled resources provide compelling entry-points to study subjects of high interest such as Native American history. In this session, teachers will first examine the wealth of Library resources including photograph collections, maps and newspapers which promote historical thinking and student investigations into the rich, diverse cultures of Native Americans (16th century to the closing of the American West). Participants will then explore as a case study the role of the "winkte" (men who assumed traditionally female roles and characteristics) in Lakota Native American society through the lens of 1866 Battle of the Hundred-in-the-Hands. Using artwork, historical fiction, and maps, participants will use Lakota gender roles as a launching point to compare and contrast ideas about gender across time and cultures.



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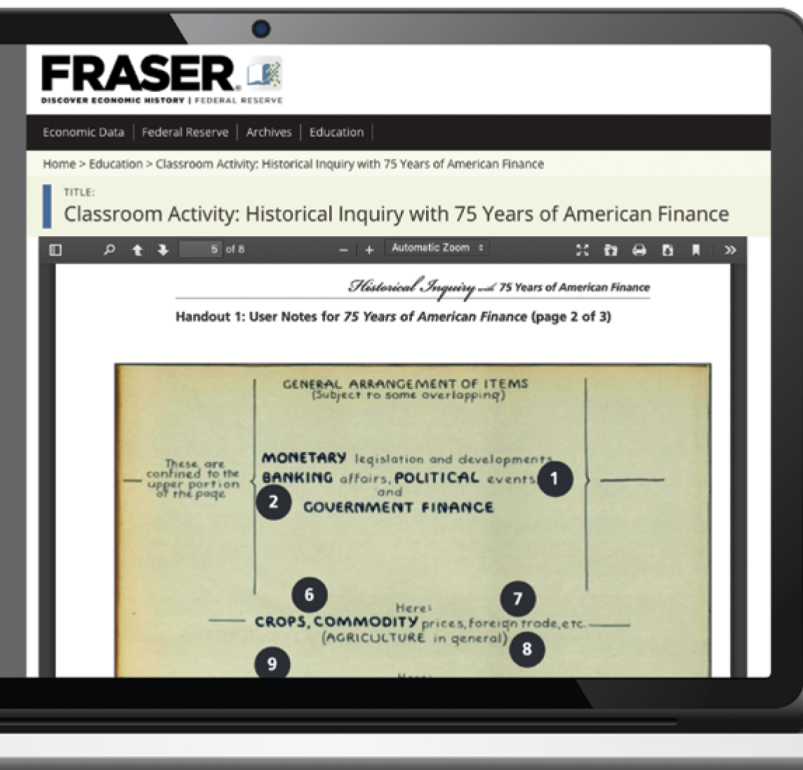
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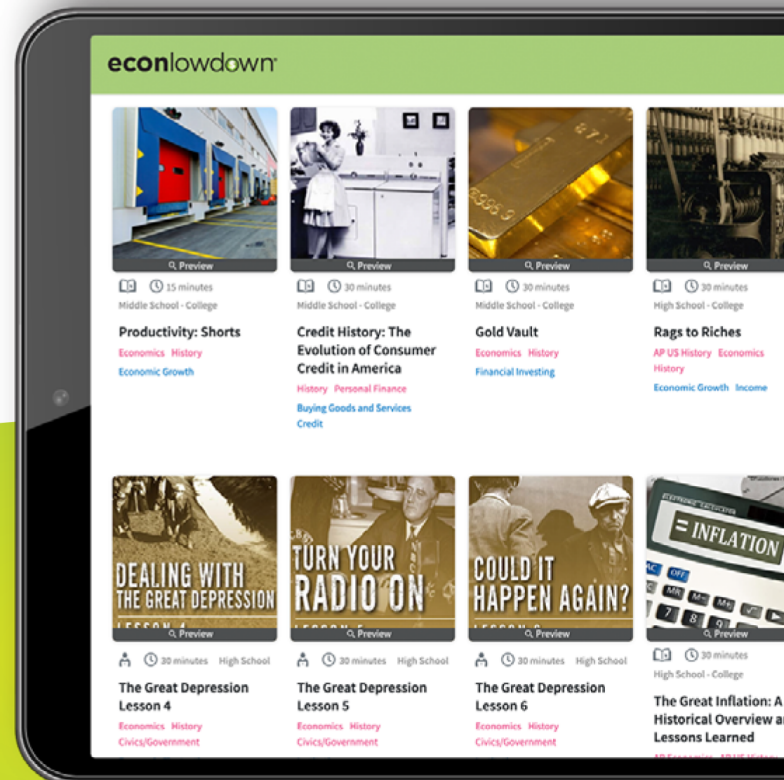
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SUNDAY, APRIL 11

35

BREAKOUT SESSIONS 1:30 – 2:30 PM EASTERN

Using Primary Sources and Inquiry Learning to Engage Students: Examining the American Revolution Through Multiple Perspectives

Cathy G. Powell, Bulloch County Schools

Session Level: Cross Level

Historical events are shaped by time and place and often create change such as the American Revolution. This impactful event led to the formation of the United States and seminal documents including the United States Constitution and Bill of Rights. Learn how primary sources and inquiry learning can engage students as they explore multiple perspectives of the American Revolution. Inspired by a Gilder Lehrman Institute program, this session supports literacy, research, historical thinking, and critical thinking for diverse learners in United States History and English Language Arts classrooms. This interactive session features modeling, discussion, collaboration, and ready-to-use lessons and materials.

The Historiographic Perspective: The Battlefield of Waterloo Reinterpreted Over Time in RAFT Assignments

Joan Brodsky Schur, Consultant and Writer

Session Level: High School

In a series of RAFT assignments set in time periods following the Battle of Waterloo (1815), students write in an assigned Role for a specified Audience about the Topic (the battle). The chosen Format (e.g. military dispatch, eulogy) dictates the style and tone of the argument a student makes about the outcome. Militarily the fighting ended Napoleon's Hundred Days in a decisive defeat, but arguments were quick to arise as to which participants deserved credit or blame. Over the nineteenth century, nationalistic arguments intensified as Prussia rose to power. Ultimately the battle resonates today, as competing visions of Europe, divided and united, still stir controversy. Participants will receive materials to help them replicate the RAFTs presented or design their own.

Long Primary Sources for Understanding the Long Civil Rights Movement:

Examining the 1919 Race Riots and Chicago Commission Report

Anne Aydinian-Perry, University of Houston, **Dean P. Vesperman**, University of Wisconsin River Falls, and

Whitney G. Blankenship, Meridian World School

Session Level: High School

Almost one-hundred years on, the 1919 Chicago Race Riots and the resulting 1922 Commission Report speak to students reading about Black Lives Matter on social media. Using Carl Sandburg's reporting, this interactive session will dive deeply into the context that made Chicago a flash point for the riots. Discussing approaches to using long primary sources and "chunking" text, participants will move into analysis of the Commission Report. The Commission not only reported on the events of the riot but also issued recommendations, which this session will compare across time to later government reports addressing race relations and current events.

Opportunities & Obstacles: Women of the American West

Michelle Reidel, Georgia Southern University

Session Level: High School

The myth of the American West is of a region free of traditional constraints; a place brimming with opportunity. White male cowboys, cattle ranchers and outlaws dominate this narrative. Did the West hold the same promise of freedom and adventure for women? Participants will work in small groups to explore this question. Each group will visit a Wakelet featuring primary sources that focus on the experiences of one of the following groups: African-American women; white women originally from East coast; Native American women; Chinese women. Groups will then share their findings.

Empower the Future

SUNDAY, APRIL 11

36

BREAKOUT SESSIONS 1:30 – 2:30 PM EASTERN

Existence as Resistance: *An Indigenous Peoples' History of the United States for Young People*

Linda Doornbos, Oakland University

Session Level: Cross Level

To better understand the current challenges faced by Indigenous Peoples in the United States, we need a more accurate history of the past. In this session, participants will interact with the critical content of a more accurate history as presented in *An Indigenous Peoples' History of the United States for Young People* (2019). Using primary and secondary sources—adaptable for F2F or virtual learning—I will demonstrate ways to involve students in investigating issues of place and time to explore existence as resistance, disrupt harmful dominant narratives, and to take strategic action in building a more just society.

Ten Strategies for Driving Inquiry in the Social Studies Classroom

Lynne O'Hara, National History Day, and **Scott Waring**, University of Central Florida

Session Level: Cross Level

National History Day (NHD) and the National Council of the Social Studies (NCSS) will present ten classroom strategies to drive student inquiry-based work developed within the Library of Congress' Teaching with Primary Sources Consortium. Presenters will engage teachers with a variety of Library of Congress primary sources and active learning strategies. Presenters will share all resources for easy classroom implementation. The audience will virtually participate, using polling and other interactive elements.

TPS Teachers Network:

Peer-to-Peer Support Across Place and Time

Mary Johnson, TPS Teachers Network

Session Level: Cross Level

The TPS Teachers Network is a professional learning community centered on Library of Congress primary sources. Learn how K-12 teachers are benefitting from collegial expertise shared across place and time. Find out how to search for strategies and resources to use in online, hybrid, and face-to-face situations. Upload a favorite primary source to a collaborative album in the Network, and invite discussion around your teaching ideas. Whether you wish to pursue an inquiry into the Great Migration, voting rights, disability history, or hundreds of other historical topics, you'll find a group and a teaching strategy here!



A promotional graphic for History Compass. It features a blue background with a white compass rose logo on the left. To the right of the logo, the text 'History Compass' is written in a large, white, serif font. Below this, 'Publishers of US History Primary Source Materials' is written in a smaller, orange, sans-serif font. In the center, there are four overlapping book covers: 'The Constitution and the Bill of Rights', 'CIVIL RIGHTS MOVEMENT 1954-1968', 'Children at Work', and 'Women in the Civil War'. At the bottom, the website 'www.historycompass.com' is written in white. Below the website, there is a black banner with the text 'REAL PEOPLE' and 'REAL STORIES' in white, separated by a small compass rose logo.

SUNDAY, APRIL 11

37

BREAKOUT SESSIONS 3:00 – 4:00 PM EASTERN

The Demise of Print Media and the Right to be Forgotten: Teaching Digital Literacy in a 21st Century History Class

Liam Concannon, Notre Dame Academy

Session Level: Cross Level

Although journalism has evolved, the continuity and ubiquity of the newspaper has remained constant since 1776. Political cartoons, Muckraking, and yellow journalism are some variations of this evolution that fill curricula, yet all fail to address the precipice of 2020. Considering the proliferation of social media and demise of traditional outlets, how can teachers prepare their students to engage in the 21st century? How will historians adjust to research in a digital age? Through an interactive workshop, participants will debate “the Right to be Forgotten” and use it as a conduit to review the past and prepare for the future.

Teaching the Arab-Israeli Conflict with Primary Sources

Andrew Askuvich, Institute for Curriculum Services

Session Level: High School

The Arab-Israeli conflict is a controversial topic in the West today; people tend to have strong opinions about the conflict which are often rooted in ancestral, religious, or ethnic connections to the region. Since it is both controversial and complex, many teachers feel ill-equipped or unprepared to address the topic in the classroom. This presentation gives educators the knowledge and tools they need to foster civil discourse between students around difficult issues and to encourage collaboration as they try to grapple with the long history and complexity of the topic.

Exploring History Through Maps

Samantha Matalone Cook, Educator and Author

Session Level: Cross Level

Maps are an engaging, interesting, and tangible way to connect students to history. From early ancient maps to sophisticated modern maps online, maps tell a story about time, place, and culture. Join Samantha Matalone Cook, MAT, as she gives an overview of map history and design, and demonstrates different ways to bring maps into lessons, activities, and projects, and makes the case for map-making in every classroom. This session will include a participatory component to model the connection students make with the worlds that maps build, so please have paper and a pencil ready (colored pencils if available).

Digging in the Backyard - Immersion in Intensive Study of Local History Taps Students' Natural Curiosity

Douglas Hopkins, Buffalo Seminary

Session Level: High School

OMG! No way! My home town's history is really history?! How a full-year course in local history -- in our case, that of Western New York -- taps students' natural curiosity about their community, connects students with older family members, sparks reckoning with Buffalo's legacy of segregation, and mints historian experts on urban neighborhoods and suburban and rural towns. Session gives participants the chance to explore how they might prompt their own students to dig in their backyards for connections to challenging ideas -- immigration, slavery, industrialization, westward migration, suburbanization, and the power of geography. Participants will experiment with teaching tools during session.

Is Voting a Privilege That Can Be Taken Away?:

How One Middle Grades Social Studies Methods Class Investigated the History of the Voting Rights Act of 1965

Elizabeth C. Barrow, Georgia Southern University

Session Level: College

In this session I will demonstrate how I taught a middle grades methods class using the theme “Voting Rights Over Time.” Using historical inquiry and change over time, my students investigated the history of the Voting Rights Act of 1965 and how contemporary policies have denied individuals the right to vote. Audience members will participate in breakout sessions with virtual escape room competitions while communicating in backchannel discussions. Appropriate for college and secondary teachers. This session includes history content as well as a review of how I teach future history teachers. A repository of materials will be provided.

SUNDAY, APRIL 11

38

BREAKOUT SESSIONS

3:00 – 4:00 PM EASTERN

Using Digital Primary Sources to Teach Data Literacy

Elizabeth James, Marshall University

Session Level: Cross Level

Primary source analysis of individual photographs can help students develop close looking and analytical skills to aid in content mastery and primary source literacy. However, in a world that is increasingly driven by large amounts of data that often requires a separate set of skills to understand, how can we teach students to understand and analyze historical information at scale? This session will explore strategies for teaching with and analyzing larger numbers of similar primary sources from the Library of Congress and the Digital Public Library of America using free online tools to help students learn data literacy skills.

Using Visual Literacy and Writing-Based Teaching Strategies to Explore and Make Primary Sources Accessible

Roland Schendel, **Kile Clabaugh**, and **Keith Patterson**, Metropolitan State University of Denver, and

Celia Bland, Bard College Institute for Writing & Thinking

Session Level: Cross Level

This session introduces Library of Congress primary source collections through effective visual literacy strategies that make viewing purposeful. Participants will analyze primary sources using the Levels of Viewing method, discuss the importance of visual literacy in the classroom, and discover related teaching strategies through "hands on" modeling. Participants will also delve into a combination of archival images and writing-based teaching practices that model ways to help students move between images and creative and analytic writing, offering opportunities for social studies and history teachers to develop interdisciplinary unit plans. Participants will analyze what it means to be a citizen through W.E.B. DuBois' photographs of African Americans in their homes, churches, and schools, exhibited in albums at the Paris Exposition in 1900. Classroom ready resources and materials will be shared.

KEYNOTE SESSION

4:30 – 5:30 PM EASTERN

Introduction: **Grace Leatherman**, National Council for History Education

Sponsor: **Maureen Costello**, Center for Antiracist Education

Speaker: **Andrés Reséndez**, University of California, Davis

Topic: **The Other Slavery**

Andrés Reséndez is a professor of history and author. His specialties are early European exploration and colonization of the Americas, the U.S.-Mexico border region, and the early history of the Pacific Ocean. His latest book, *The Other Slavery: The Uncovered Story of Indian Enslavement in America* (Houghton Mifflin Harcourt, 2016), was a finalist for the 2016 National Book Award and winner of the 2017 Bancroft Prize from Columbia University. He teaches courses on food and history, Latin America, and Mexico. His next book, *Vuelta: The Final Great Voyage of the Age of Discovery*, is about the tumultuous first expedition that successfully went from America to Asia and back, thus transforming the Pacific Ocean into a vital space of contact and exchange in 1565. It is forthcoming in the fall of 2021.



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TPS POSTER SESSIONS

40

Analyzing Primary Sources Through a Geographic Lens

Ken Carano, Center for Geography Education in Oregon

DBQuest: Where History and Civics Meet

Carrie Ray-Hill, iCivics

Democratizing the Historical Narrative with Primary Sources

Kira Duke, **Stacey Graham**, and **Deasia October Kamara**, Middle Tennessee State University

Eagle Eye Citizen: Asynchronous Online Civics Interactives for Middle School Students

Nate Sleeter, George Mason University

Empowerment: Disability Rights through Primary Sources

Rich Cairn and **Alison Noyes**, Collaborative for Educational Services

Engaging Young Learners with Primary Sources: Thinkport's Elementary Inquiry Kits

Lia Atanat and **Grace Woodward**, Maryland Humanities and **Karla Thompson**, Maryland Public Television

Explore, Engage, Create: Using Primary Sources with ELL and LEP Students

Karen Beranek and **Laura Huggins**, Bering Strait School District

Free, Digital and Downloadable K-12 Primary Source Sets

Jennifer Cooley, State Historical Museum of Iowa

A Historical Look at the Impact of Technology on Musical Performances

Johanna J. Siebert, National Association for Music Education (NAfME)

History's Mysteries: Empowering Young Learners Through Historical Inquiry

Laurie Risler, Westfield State University and **Kelley Brown**, Easthampton Public Schools

Humanizing History by Personalizing Primary Sources

Victor Salazar, Columbus State University

Igniting Inquiry: Using Compelling Arts Based Primary Resources to Inspire Student Writing Across Disciplines

Cate Cooney, **Emily Mattingly**, and **Sheila Watts**, The University of the Arts

Introducing Inquiry-Based Strategies into the Georgia History Festival

Lisa Landers, Georgia Historical Society

Journalism in Action: News Stories That Shaped America

Victoria Pasquantonio, PBS NewsHour EXTRA and **Liz Ramos**, Alta Loma High School

Making History Accessible: Strategies to Engage Students in Reading Primary Sources and Informational Texts

Angela Falter Thomas, Bowling Green State University

Using Visual Literacy and Writing -Based Teaching Strategies to Explore and Make Primary Sources Accessible

Roland Schendel, Metropolitan State University of Denver, **Celia Bland**, Bard College Institute for Writing & Thinking,

Kile Clabaugh and **Keith Patterson**, TPS Western Region and Metropolitan State University of Denver

Poster sessions can be found on
the conference platform.

TPS POSTER SESSIONS

41

The Meaning of Land:

Teaching with Indigenous and Euro-American Maps

Michelle LeBlanc, Leventhal Map & Education Center

Museum Field Trip & Blog:

Student-Centered Inquiry that Fosters 21st Century Skills

Salika A. Lawrence, The College of New Jersey

Primary Source Responses to 9/11

Elise Langan, Bronx Community College (CUNY),

Cathlin Goulding, Hunter College (CUNY), and

Julie Maurer, The Gotham Center for New York History (CUNY)

The Stories Untold: Researching and Teaching

School Desegregation, Using Oral History Interviews

Allison Ramirez and **Yonghee Suh**, Old Dominion University, and

Brian Daugherty, Virginia Commonwealth University

Teaching Civics Through Technology

Anne Bono and **Elizabeth R. Osborn**,

Indiana University Center on Representative Government

TPS Teachers Network:

Peer-to-Peer Support Across Place and Time

Mary Johnson, TPS Teachers Network

Using Digital Mapping Tools to Connect Primary Sources with Communities and Opportunities for Writing

Trey Smith, Philadelphia Writing Project,

Lisa Yau and **Erica Darken**, Key School

Using Digital Primary Sources to Teach Data Literacy

Elizabeth James, Marshall University

Using Primary Sources for Alaska History

Day Documentary Films

Marie Acemah, See Stories and

Emily Lucy, Alaska Humanities Forum

Women & the American Story:

Uncovering Diverse Women's Histories in K-12 Classrooms

Leslie Hayes, The New-York Historical Society

Culturally Relevant Pedagogy with Primary Sources

Jessica Ellison, Minnesota Historical Society

Teaching with Primary Sources Regional Program

Barb Kirby and **Sue Wise**, TPS Eastern Region,

Richard Satchwell and **Judy Bee**, TPS Midwest Region,

Peggy O'Neill-Jones and **Keith Patterson**, TPS Western Region

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Curriculum Guides and Journals (3)
- **National WWI Museum and Memorial**

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Quebec Studies for the Twenty-First Century
- **Northeast National Resource Center on Canada**

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Divided Memories
- **SPICE, Stanford University**

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2021 ANNUAL CONFERENCE



Debate & Diplomacy



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7/30: SIP AND SCHOLARSHIP 7pm-8pm

Florida Council for History Education will host an evening of libations and stories from the past. Join us virtually via Zoom, from the comfort of your couch with a glass of wine or brew. Historian, Dr. Erin Stewart Mauldin, will share narratives of historical events through an informal and interactive lecture.

7/31: CONFERENCE SESSIONS 9am-4:30pm

Keeping with our vision, our conference will bring history resources that are accessible to our community, educators, and students to discover the value and impact of history education. Conference presentations will reflect the theme, *Debate and Diplomacy*. All sessions will focus on building content knowledge, promoting history education and disciplinary literacy, and the use of primary sources.

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KEYNOTE SPEAKERS

Dr. William D. Hicks

Dr. Hicks is an associate professor of political science at Appalachian State University. His research focuses on American politics and political institutions, especially Congress and the state legislatures, election laws and election administration, and direct democracy. He has published more than fifteen peer-reviewed articles, served as an expert witness on federal litigation, and consulted for private bipartisan research groups on issues related to these topics.

Dr. Jack Warren

Dr. Warren is Executive Director of the Society of the Cincinnati and founding Director of the Society's American Revolution Institute. Dr. Warren is a native of Washington, D.C. He has served on the faculties of the University of Massachusetts and the University of Virginia, where he was an editor of *The Papers of George Washington*. He joined the Society's staff in 2002 and has been Executive Director since 2004. He has been a leader in the preservation of historic places associated with Washington, including the site of Washington's childhood home and the house where he lived during his visit to Barbados in 1751. He has been a consultant to the National Park Service and to many other institutions, including the National Trust for Historic Preservation and Mount Vernon.

Dr. Erin Stewart Mauldin

Dr. Mauldin is an environmental historian and assistant professor of history at the University of South Florida. She is author of the award winning *Unredeemed Land: An Environmental History of Civil War and Emancipation in the Cotton South* (Oxford University Press, 2018) and coeditor of the *Wiley-Blackwell Companion to Global Environmental History* (2012). She serves as coeditor of the book series "Environmental History and the American South" at the University of Georgia Press and is also the book review editor for *Agricultural History*.



2022 NCHE CONFERENCE

ST. LOUIS, MISSOURI ~ MARCH 17-19, 2022

HISTORICAL COMMUNITIES OF PROMISE AND PRACTICE

Submit a Session Proposal!

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 2022 NCHE Conference!

The 2022 Call for Proposals, containing topic suggestions and submission details, will be available at www.ncheteach.org/conference.

Submission deadline is: **September 27, 2021**

Questions? Please contact John Csepegi
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Call for Proposals

HISTORICAL COMMUNITIES OF PROMISE AND PRACTICE

ST. LOUIS, MISSOURI ~ MARCH 17-19, 2022

In June of 1827, the famed German writer Johann Wolfgang von Goethe wrote a letter to a friend that included a poem entitled *United States*. The poem opens with the lines *"America, you are better off/ Than our ancient continent."* Goethe suggested that in America history could begin anew, unencumbered by the past and its *"ruined castles"* and *"useless memories."* Released from historical burdens, America contained the promise of freedom and democracy.

Not long after Goethe proclaimed America a beacon of hope, Frederick Douglass declared it a land of unfulfilled desires for millions of enslaved people. The country remained firmly within the grips of history. In his autobiography, Douglass asked, *"Why am I a slave? Why are some people slaves and others masters? Was there ever a time when this was not so? How did this relation commence?"* For Douglass, realizing the aspirations of the country demanded a political practice of agitation. Writing in 1857, he argued, *"The whole history of the progress of human liberty shows that all concessions yet made to her august claims have been born of struggle."* The American community was, in fact, several communities each operating within its own historical context.

How communities define themselves, interact with one another, and change over time has been a subject of examination for thousands of years. In ancient Athens, women and foreigners were inextricably woven into the fabric of daily life but barred from participating in the practice of political life. This tension was exposed in the plays of Aristophanes and Aeschylus as the people of Athens attempted to struggle with their own limitations and glimpse an alternative vision of community. In the 1960s, the struggles of Mexican laborers in the fields of California produced a worker's rights movement and helped to forge a broader ethnic identity. Today, Hispanics make up nearly 1/5 of the U.S. population but this label fails to capture the complex political, cultural, and ethnic identities it purports to represent. Distinct communities exist within larger ones and form around a variety of factors: political, racial, ethnic, sexual, economic. These communities offer a sense of identity, recognition, and purpose but are never static or easy to define making this subject ripe for study.

The National Council for History Education invites proposals on the theme "Historical Communities of Promise and Practice" for the 2022 National Conference. All proposals will be evaluated by their intellectual content, their ability to engage the audience, and their overall contribution to the teaching of history.

Breakout Sessions: Breakout Session topics 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 three 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.

Call for Proposals

HISTORICAL COMMUNITIES OF PROMISE AND PRACTICE

ST. LOUIS, MISSOURI ~ MARCH 17-19, 2022

2022 NCHE National Conference

- The National Council for History Education invites proposal submissions for the 2022 program.
- Submission guidelines are found below. Please visit www.ncheteach.org/conference for complete details.
- All proposals must be submitted ELECTRONICALLY at www.ncheteach.org/conference.
- All proposals must be received by 5:00 pm on September 27, 2021. 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) 888-4105.

Important Notes

- LCD projectors, screens, and a WiFi connection will be provided in each session room.
- All accepted presenters must pre-register for the conference.
- All submissions will be notified of acceptance or rejection via email by November 22, 2021.

All proposals must be submitted on-line at www.ncheteach.org 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 are due by:
September 27, 2021

NCHE 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 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 **2022 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 2022 Gagnon Prize:

- Completed applications and supporting materials must be received at the NCHE Office by December 3, 2021.
- The 2022 Paul A. Gagnon Prize applicants will be notified by the NCHE Office by January 10, 2022.
- The 2022 Paul A. Gagnon Prize will be officially awarded at the 2022 NCHE Conference in St. Louis.

The 2022 Gagnon Prize recipient will receive:

- A Plaque and a \$1,000 cash prize.
- Complimentary registration for the 2022 & 2023 NCHE Conference.
- A presentation spot on the program at the 2023 NCHE Conference.

Application Submission for the 2022 Gagnon Prize

Applicants should submit the following to
John Csepegi (john@ncche.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.

Criteria for the 2022 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 Recipients

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

2013 – **No Gagnon Prize Awarded**

2014 – **Christine Szeluga**

Brooklyn Public Library (NY)

2015 – **Ted Dickson**

Providence Day School (NC)

2016 – **The Civil War Trust**

Accepted by James Percoco

2017 – **Karen Boyea**

Greenwich High School (CT)

2018 – **Sam Mihara**

UC Berkeley

2019 – **Sari Beth Rosenberg**

High School for Environmental Studies (NY)

2020 – **Brian Collier**

American Indian Catholic Schools Network (IN)

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