

National Council for History Education

2022 NCHE Conference

HISTORICAL COMMUNITIES OF PROMISE AND PRACTICE

NCHE

National Council for History Education

**ONLINE CONFERENCE
MARCH 17-20**



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NCHE EXHIBIT HALL

- 1 Alexander Hamilton Awareness Society
- 2 American Revolution Institute
- 3 Center for Antiracist Education
- 4 Choices Program, Brown University
- 5 Civics Renewal Network
- 6 Council on Foreign Relations
- 7 Department of Defense,
Vietnam War Commemorations
- 8 Federal Reserve Bank of St. Louis
- 9 Ford's Theatre Society
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- 15 Retro Report
- 16 Teachers College Press
- 17 Witness to War Foundation

National Council for History Education

NCHE
National Council for History Education

Paul Gagnon Prize

For making a significant
contribution to the promotion
of history education.

Awarded to

Katherine Van Haren

THURSDAY, MARCH 17



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

Teaching with the Latino Americans Documentary Series and Curriculum Suite

Eric Lupfer, Humanities Texas, **John J. Valadez**, Michigan State University, and **Victoria-Maria MacDonald**, University of Maryland

Latino Americans, the award-winning PBS documentary series, chronicles the rich, varied history of Latinos in the United States. In this session, Peabody Award-winning filmmaker John J. Valadez will introduce the documentary and historian Victoria-Maria MacDonald will present curriculum resources corresponding to Episode 3 "War and Peace (1942-1954)" and Episode 4 "The New Latinos (1946-1965)," demonstrating how to use these enlightening, accessible primary source-based lesson plans in the classroom. The curriculum resources are developed by master teachers and historians and produced by Humanities Texas in partnership with the National Endowment for the Humanities and the American Library Association.



CONNECTION SESSION 2:00 - 2:50 PM EASTERN

Graphic Biographies and the OER Project

Bennett Sherry, The OER Project

How can we tie together literacy, inclusivity, and all of the advantages of teaching history globally? Why not try out OER Project's engaging graphic biographies of individuals, mostly drawn from the 'margins' of world history, carefully built to help students connect these lives to the 'big stories' of world history, and with lesson plans that will let them practice visual and textual literacy skills? Your students will love them, and I hope you will, too.



OER PROJECT

THURSDAY, MARCH 17

6

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



**MUSEUM OF THE
AMERICAN
REVOLUTION**

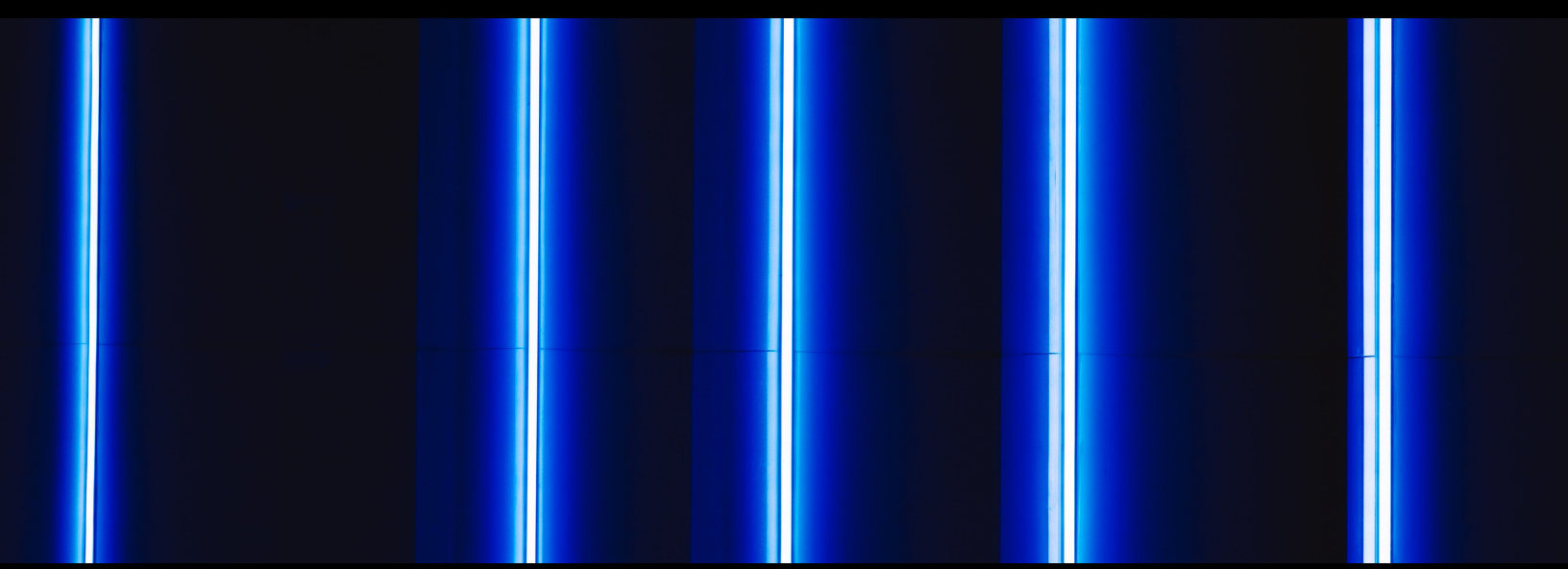
Museum of the American Revolution

Philadelphia, PA



Tsongas Industrial History Center

Lowell, MA



**UNITED STATES
HOLOCAUST
MEMORIAL
MUSEUM**

United States Holocaust Memorial Museum

Washington, DC

THURSDAY, MARCH 17



BREAKOUT SESSIONS 4:30 – 5:30 PM EASTERN

Field Experiences for Deep Learning

Sarah Jencks, AASLH/AAM EdCommittees, **Gabrielle Rappolt-Schlichtmann**, Harvard University/GSE

Adrienne Whaley, Museum of the American Revolution, and **Annie Evans**, New American History, University of Richmond

Session Level: Cross Level

How can we create field-experiences that go far beyond the classical field trip, and that fulfill a core pedagogical purpose? We will talk about the fact that learning is emotional, and that you need to plan for, engage with, and use emotion to your advantage while teaching. In this session, experts in designing interactive and engaging experiences in museums and historical sites will share how to use experiences in the community—with art, objects, films, or people—to convey key civic and historical concepts.

Lawmakers or Lawbreakers? Facing Slave Catchers and Standing up for What is Right!

Linda Doornbos and **Ericka Murdock**, Oakland University

Session Level: Cross Level

Driven by the compelling question, Lawmakers or Lawbreakers?: The Crosswhite Family and the Community of Marshall, Michigan, participants will engage in a critical inquiry using January's Sparrow (Polacco, 2009)—a historically authentic and vividly illustrated telling of an enslaved family's escape north in the 1840s. Then utilizing disciplinary literacy, we will investigate the family's journey through the underground railroad, dig into the historical context, and scrutinize the risks the community took to orchestrate the family's escape to Canada. Finally, the inquiry comes full circle to consider—What would we be willing to risk when law/rules are unjust?

The Cost of Progress: Examining Labor in Appalachia in the Aftermath of the Second Industrial Revolution

Kira Duke, Middle Tennessee State University and **Layla Smallwood**, East Tennessee Historical Society

Session Level: Cross Level

This session will explore social costs of the Second Industrial Revolution, which transformed communities and prompted labor struggles of the early twentieth century. In Appalachia, mining, logging, railroads, and textile mills drove the economy throughout this period. Industrialization was a double-edged sword. While it brought progress for some, progress was not felt universally. Workers toiled for long hours in harsh working conditions for substandard pay. In response, workers organized to push for labor reforms. This story is not unique to Appalachia. This session will end with a discussion about how to explore your community's labor story during this transformative period.

Students Learning Objectives through Service-Learning Projects and Honoring Vietnam War Veterans

Dianne A. Carson and **Michael Doidge**, Vietnam War Commemoration

Session Level: High School

This session offers strategies to engage students in service-learning projects that strengthen course objectives while providing educators with tools to thank and honor Vietnam War veterans. Presenters, one historian and one educator, provide examples and resources that inspire applications of course objectives and engage students in history and civic responsibility. Presenters guide participants, using a Teacher's Toolkit, to illustrate experiences for students to investigate, analyze, and evaluate historical content, using research, analysis, and interviewing skills to explore various sources empowering critical thinking and decision-making. Activities that offer audience engagement include think-pair-share, KWA, Q&As, and a gallery walk of posters displayed.



Session Evaluations

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

THURSDAY, MARCH 17



BREAKOUT SESSIONS 4:30 – 5:30 PM EASTERN

Disrupting Traditional Narratives through Online Curricula and Cross-Institutional Collaboration

Schuyler Schuler, New-York Historical Society and **Maria Russell**, Missouri Historical Society

Session Level: Cross Level

This session will invite educators to think critically about the inclusivity of the resources that they use to teach key moments in U.S. history, and introduce two free online curricula that can aid them in disrupting traditional narratives and creating more culturally responsive lessons. Educators from the New-York Historical Society and Missouri Historical Society will lead a hands-on exploration of Women & the American Story and Making Missouri. Educators will engage participants in large and small group work, while modeling inquiry and historical thinking skills to include the perspectives of historically marginalized groups in conversations surrounding suffrage and Missouri statehood.

A Close Look at a Family Photograph from Manzanar: Engaging Young Learners in Inquiry

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

Session Level: Elementary (K-5)

Every family has a story to tell about who they are and their unique journey in the world. The stories are shared not only with words, but also through photographs that are significant and convey meaning. In the KidCitizen interactive episode, A Close Look at the Miyatake Family, children use close observation to uncover the story behind the image from the Library of Congress of the Miyatakes, a Japanese American family incarcerated in Manzanar during World War II. Students may draw upon their observations to critically inquire about the diverse experiences of families in America past and present.

Teaching the Civil Rights Movement with the Georgia Historical Marker Program

Lisa Landers and **Elyse Butler**, Georgia Historical Society

Session Level: Cross Level

Participants learn inquiry and literacy strategies for incorporating Library of Congress primary sources and historical markers from the Georgia Historical Marker Program featuring people, places, and events of the Civil Rights Movement in K-12 classrooms. This session from the Georgia Historical Society illustrates how historical markers encourage exploration of large, complex historical themes by examining specific and unique local stories. Written by a variety of authors over the last seventy years, over 2,000 markers in the Program reveal significant changes in the social, cultural, economic, and political landscape of Georgia and offer windows into understanding complexities of the past.

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THURSDAY, MARCH 17

9

EXHIBITOR SESSIONS 5:45 – 6:45 PM EASTERN

It's No Blarney, It Takes More Than Luck to Teach the Economics in History

Eva Johnston, Jeannette Bennett, and Jona Whipple,

Federal Reserve Bank of St. Louis

Attend this session and learn about digital and print resources for your classroom that won't require you to spend any green! Travel with me to FRASER® a digital library and have economic history at your fingertips. See how to access primary and secondary source material. Go to site for project-based learning. We will explore the educational resources, themes, and timelines in FRASER. Then, travel over to Econ Lowdown to find modules, readings, and videos you can assign to your students. Ask questions. Get answers.



Our Revolutionary Mothers' Voices

Stacia Smith and Rachel Nellis, American Revolution Institute and

Kim Greer, Nevada Middle School

In 1848's *The Women of the American Revolution*, author Elizabeth Ellet wrote:

"Except for the Letters of Mrs. Adams, no fair exponent of the feelings and trials of the women of the Revolution [has] been given ... showing the important part she bore ... to which we are not less indebted for national freedom, than to the swords of our patriots who poured out their blood," yet the story of our "Revolutionary Mothers" includes many—often conflicting—struggles for freedom and independence. This session explores how the Revolutionary generation's female community supported or resisted the War economically, politically, and militarily.



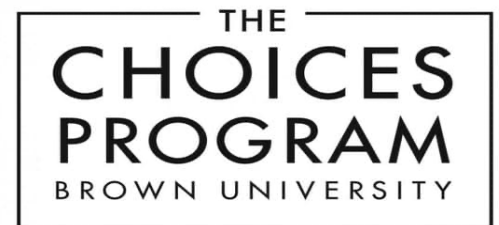
Two Units from the Choices Program:

Westward Expansion: A New History & Imperial America

Mimi Stephens, The Choices Program

Come explore what is new in the Choices Program's Westward Expansion unit. Find out how we include indigenous perspectives in the unit and introduce the term settler colonialism to students.

Looking for lessons on Hawaii's annexation, the War of 1898, Manifest Destiny, and the Philippine-American War? Join us as we take a quick look at the Choices Program's newest U.S. History unit, Imperial America.



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

THURSDAY, MARCH 17

10

KEYNOTE SESSION 7:00 – 8:00 PM EASTERN

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

Sponsor: **Kate Shuster**, Center for Antiracist Education

Speaker: **LaGarrett King**, University of Buffalo

Topic: **Oh, they BIG Mad!: The Quest for Black Joy as a Historical Principle**

LaGarrett J. King is Associate Professor of Social Studies Education in the Department of Learning and Instruction in the Graduate School of Education at the University of Buffalo. He is Founding Director of the university's Center for K-12 Black History and Racial Literacy Education. Prior to joining the University of Buffalo's Graduate School of Education, King was the Isabella Wade Lyda and Paul Lyda Professor of Education at the University of Missouri, where he also founded and directed the Carter Center for K-12 Black History Education. He received his Ph.D. from the University of Texas at Austin after an eight-year teaching career in Georgia and Texas. His primary research interest examines the teaching and learning of Black history in schools and society. He also researches critical theories of race, teacher education, and curriculum history.



Dr. King is an award-winning scholar who received two early career scholar awards from the Critical Issues in Curriculum and Cultural studies special interest group of the American Educational Research Association and the College and University Faculty Assembly of the National Council for the Social Studies. Recently, he was awarded one of the prestigious Emerging Scholar of the African Diaspora Awards from the Comparative and International Education Society Special Interest Group. The author of over 50 scholarly articles and book chapters, Dr. King has published in such journals as *Theory and Research in Social Education*, *Race Ethnicity and Education*, *The Journal of Negro Education*, and *Teaching Education*. He is editor of four books, *Perspectives on the Teaching of Black History in Schools*, *Hollywood or History?: An Inquiry-Based Strategy for Using Film to Teach African American History*, *We Be Lovin' Black Children*, and *Social Studies Education and Racial Literacy*. He has three books in press or soon to be published. These books are *Teaching Slavery in Secondary Schools*, *Teaching Black History: Countering Miseducation and Black Identity in K-12 Classrooms*, and *Developing Critical Inquiries in Education*.

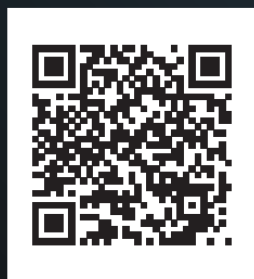
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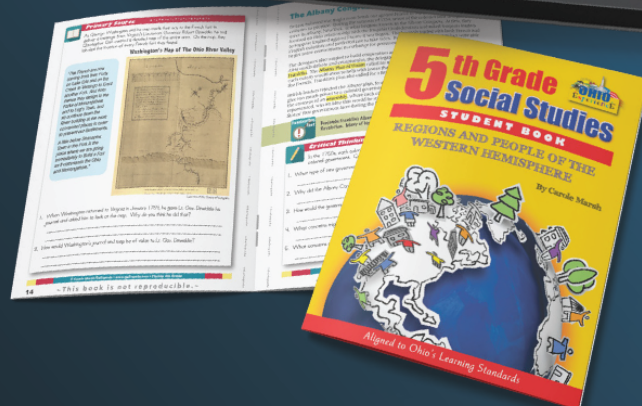
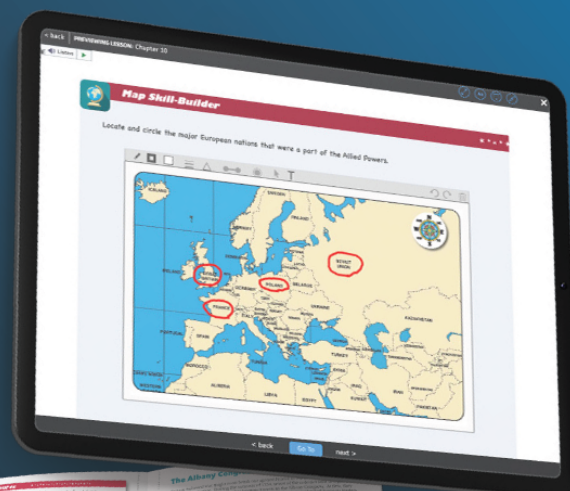
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FRIDAY, MARCH 18

12

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

Using DBQ "Quick Writes" in DBQ Online to Accelerate Student Learning

Imali Kent, The DBQ Project

Participants will experience DBQ Online from the student perspective with a DBQ Quick Write, also known as Every Day DBQs!

What is a DBQ "Quick Write"? A DBQ "Quick Write" is a short DBQ-type lesson. It is short, meaning 1-2 class periods or 30-45 minutes at home in a virtual setting. A "Quick Write" focuses on one or two skills for students to learn and develop using part of the DBQ Unit. Using a football analogy, a full DBQ is Friday night's football game, where all of the skills learned have to be on display. A "Quick Write" is the weekday practice on one skill, technique, or formation. Join the discussion, as we explore ways to use these daily lessons to accelerate learners and tackle learning gaps.

The DBQ Project

CONNECTION SESSION 2:00 – 2:50 PM EASTERN

Educating for American Democracy: A New Roadmap for Teaching History and Civics Together

Fernande Raine, History Co:Lab, **Sarah Jencks**, Ford's Theatre, **Ali McKersie**, Bank Street School for Children, and **Shatavia Elder**, Atlanta History Center

As our nation approaches its 250th anniversary in the face of multiple national crises, it is truly urgent that we recommit to educating our young people for informed, authentic, and engaged citizenship. In 2021, the Roadmap to Educating for American Democracy (EAD) debuted as a cross-ideological framework that can transform teaching of history and civics (together!) to meet the needs of a diverse 21st century K-12 student body. In this session, classroom teachers, museum educators, and social entrepreneurs will share how educators can leverage their local community institutions as partners in delivering place-based, inspiring history and civics learning using the EAD roadmap as their guide.

EDUCATING FOR
AMERICAN
 **DEMOCRACY**

FRIDAY, MARCH 18

13

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



The Henry Ford Museum
Dearborn, MI



**National Underground Railroad
Freedom Center**
Cincinnati, OH



United States Capital Historical Society
Washington, DC



USS Constitution Museum
Boston, MA

FRIDAY, MARCH 18

14

BREAKOUT SESSIONS 4:30 – 5:30 PM EASTERN

Constitutional Change: Amendments and Other Legal Mechanisms

Tiffany Middleton, American Bar Association

Session Level: Cross Level

How does constitutional change happen? Session will explore legal mechanisms for not only formally amending the U.S. Constitution, but also effecting amendment-like change. Many of these examples in history involve communities of activists and "we the people" working for change. Examples of social movements for amendments, significant legislation, and state actions, including the increased use of interstate compacts, will be explored. Discussion will explore how constitutional change happens, compared to the processes described in the document itself, and delve into contemporary examples with implications for the nation today. Session will include interactive case studies and take-away resources.

George Washington's Mount Vernon - Stories of the Enslaved Community and Their Descendants

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

ZSun-nee Matema, League of Descendants of the Enslaved at Mount Vernon

Session Level: Cross Level

Join George Washington's Mount Vernon K-12 education staff to explore classroom resources supporting the investigation of the enslaved community at Mount Vernon, including the Lives Bound Together virtual exhibit, primary source documents, and archaeological objects students can use to discover the agency and humanity of enslaved individuals in the 18th century. The session will also discuss how Mount Vernon connects with the Descendant community today in order to provide continued perspective taking within communities of promise.

Creating Collaborative Knowledge Communities to Increase Access to the Primary Sources and Marginalized Histories

Jordan Jace, New York State Archives Partnership Trust

Session Level: Cross Level

The New York Council for History Education has launched an exciting new statewide project to create Collaborative Knowledge Communities and locate primary sources reflecting the history of traditionally underrepresented communities. Discover historical records that tell the stories of enslaved individuals in local communities, immigrants building new communities, and indigenous people fighting to hold on to their lands, all uncovered by bringing together K-12 educators, archivists, historians, and librarians. We will also share information on how to access thousands of primary sources and over a thousand classroom-ready learning activities through our new online tool for educators, [ConsidertheSourceNY.org](https://www.considerthesourcenyny.org).

The Longest Hatred: History of European Antisemitism

Dori Gerber, Institute for Curriculum Services

Session Level: High School

Where does antisemitism come from? This is a question that students often ask when learning about the Holocaust. The phenomenon of antisemitism (anti-Judaism before the modern era) is over 2,000 years old. Usually, however, courses that deal with the Holocaust do not look to consider pre-20th century history. This session outlines the larger context of antisemitism and offers the content teachers need to help students understand the origins and history of the "longest hatred." Using interactive primary sources—both visual and textual—teachers will experience student activities and leave with classroom ready materials.



Session Evaluations

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

FRIDAY, MARCH 18

15

BREAKOUT SESSIONS 4:30 – 5:30 PM EASTERN

Civil Rights Investigation: Mississippi Burning

Sheila Mehta, Lyndon Baines Johnson Presidential Library

Session Level: High School

The Civil Rights Investigation takes participants through an exploration of primary sources in search of the truth behind 3 missing college students in Mississippi during the Freedom Summer of 1964. Participants will learn of 3 unlikely civil rights figures who changed the landscape of the movement but are often hidden within the pages of history. Participants will examine the phone calls of government officials including President Johnson, J. Edgar Hoover, Senator James Eastland, and Governor Paul Johnson. The circumstances of the missing young men soon become clear as the true story is revealed through historical documentation, analysis, problem-solving, and synthesis.

Full STEAM Ahead: Pairing Graphic Novels and Primary Sources with Elementary Students

Jenna Spiering and **Valerie Byrd-Fort**, University of South Carolina, and

Christine Shelek, South Carolina Center for Community Literacy

Session Level: Elementary (K-5)

School librarians are expected to collaborate with classroom teachers to design opportunities for inquiry for their students and must also make that learning relevant for their students by connecting their learning to their own lives and interests. Graphic novels, a powerful and popular visual medium, are one way to make learning engaging for our K-12 learners who live in an increasingly visual and participatory culture. In this session, presenters will discuss strategies for engaging elementary students with Library of Congress primary sources using two graphic novels that address historical perspectives on the topics of weather forecasting and the evolution of flight.

Assessing Reliability, Relevance, Perspective and Missing Narratives in Student Research

Lynne O'Hara and **Ashley Dabbraccio**, National History Day

Session Level: Cross Level

Using the California Gold Rush as a case study, National History Day will explore how to engage students in historical research using Library of Congress collections. We will model strategies that help students to assess a source's reliability, relevance, perspective, and missing narratives as they relate to the research question, "How did Americans react to Chinese miners during the California Gold Rush between 1848 and 1860?" Participants will engage with teacher-written materials from the new NHD-Library of Congress resource, *A Guide to Student Research and Historical Argumentation*, and brainstorm ways to incorporate these strategies in K-12 classrooms.

*Investigate
the Past*



FRIDAY, MARCH 18

16

EXHIBITOR SESSIONS 5:45 – 6:45 PM EASTERN

Start With Story: Driving Inquiry Through Film with Retro Report

David Olson, Retro Report

Explore Retro Report's library of 250+ short-form documentaries and the free classroom resources that accompany them. Through interviews, archival video, and photos, the Retro Report filmmakers craft captivating stories that explore the hidden histories of yesterday and connect them to our world today. This interactive session focuses on having educators engage with Retro Report materials for History and Civics classes.

**RETRO
REPORT**

Antiracist Education: What the Research Says

Kate Shuster, Center for Antiracist Education

Including social, emotional, and academic outcomes, antiracist education is consistently supported by strong empirical research across disciplines and diverse contexts. Participants in this session will explore the contours of this research, understand the ways that it is measured and assessed, and leave with concrete ideas for making it actionable in educational contexts.

**CENTER
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RACIST
EDUCATION**

Alexander Hamilton: Immigrant

Sergio Villavicencio, Alexander Hamilton Awareness Society

Would Alexander Hamilton have been able to contribute as much as he did to the nation had he been born in the mainland colonies? Sergio Villavicencio explores how the different experiences and mentalities to which Alexander Hamilton was exposed during his formative years in the Caribbean were determining factors in shaping his future contributions to his new home: From the creation of the US Revenue Marine (later to become the US Coast Guard); to the founding of Patterson, the first industrial city in the United States. What lessons can the immigrant community learn from Hamilton's life?



A Republic, If We Can Teach It

Elizabeth Osborn, Indiana University Center on Representative Government,

Mia Nagawiecki, Center for Civic Education,

Meg Heubeck, Youth Leadership Initiative,

Kevin Lynch and **Madison Steele**, National Constitution Center

Are you looking to build a better civics, history, and government curriculum or refresh your resources? Representatives from the Center on Representative Government, Center for Civic Education, Youth Leadership Initiative, and National Constitution Center, will share their best free online materials, strategies and teacher programs that can be used virtually, in person or as a hybrid. Explore classroom-ready resources, virtual classes, service learning, professional development opportunities, civic engagement practices, civil dialogue, and much, much more. And learn how the Civics Renewal Network can support you in the classroom!



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

FRIDAY, MARCH 18

17

KEYNOTE SESSION 7:00 – 8:00 PM EASTERN

Introduction: **Paul Horton**, NCHE Board of Directors and University of Chicago Lab School

Speaker: **Merry Wiesner-Hanks**, University of Wisconsin-Milwaukee

Topic: **Communities of Faith in Motion**

Merry Wiesner-Hanks is Distinguished Professor of History and Women's and Gender Studies Emerita at the University of Wisconsin-Milwaukee. She is the long-time senior editor of the *Sixteenth Century Journal* and the editor-in-chief of the seven-volume *Cambridge World History* (2015). She is the author or editor of thirty books and more than 100 articles or book chapters that have appeared in English, German, French, Italian, Spanish, Portuguese, Greek, Chinese, Turkish, and Korean. These include *What Is Early Modern History?* (Polity, 2021); *Christianity and Sexuality in the Early Modern World: Regulating Desire, Reforming Practice* (Routledge, 3rd ed. 2020); (with Urmi Engineer Willoughby) *A Primer for Teaching Women, Gender, and Sexuality in World History* (Duke, 2018); *A Concise History of the World*

(Cambridge, 2015). Her research has been supported by grants from the Fulbright and Guggenheim Foundations, among others. She was the Chief Reader for Advanced Placement World History, is on the board for the Society of History Education, and has also written a number of innovative source books and textbooks for use in college and high school Advanced Placement classrooms. She is currently editing, with Mathew Kuefler, the four-volume *Cambridge World History of Sexualities*.



HISTORY TRIVIA NIGHT FROM THE CREATORS OF HISTORYPLUNGE 8:30 – 9:30 PM EASTERN

Come join us for an hour of U.S. history trivia 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.



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SATURDAY, MARCH 19

19

BREAKOUT SESSIONS 10:45 – 11:45 AM EASTERN

Changing Communities: The Great Migration & Redlining

Eva Johnston, Federal Reserve Bank of St. Louis

Session Level: High School

African Americans left their communities in the South during the Great Migration with hope, and often a promise of a better life. The practice of Redlining in their new communities undercut that promise. Attendees can participate in a demonstration of portions of two teaching tools. One, a lesson where Jacob Lawrence's Great Migration Series paintings bring economic concepts to life for students. And the other, "Neighborhood Redlining, Racial Segregation, and Homeownership," a Page One Economics® reading with a glossary, graphs, and a quiz. There are graphs and data evidence from FRED® and FRASER ®. Free access to all materials.

2021 Paul Gagnon Prize Recipient

Engagement Through Student-Centered Learning

Robert Fenster, Hillsborough High School

Session Level: High School

Students with some sense of ownership over what and how they learn are more engaged than those asked to be passive receptacles of teacher knowledge. This workshop focuses on an approach inspired by Nancy Sulla's Learner-Active, Technology-Infused Classroom and provides examples of activities proven to engage and motivate students.

Why Here?: Considering Power, Place, and Perspectives

Jason Harshman, National Endowment for the Humanities

Session Level: Cross Level

This session is framed by the question, "To what extent can community-based learning be equitable?" and examines issues of access, perspective, and power within the context of history education. Participants evaluate and design prompts used for experiential learning activities and community research projects as you consider how to prepare students for work in and with communities. You'll also engage with resources such as digital mapping, archives, walking tours, and oral histories while reflecting upon how students answer the question "why here?" and "who's missing?" when studying the historical and contemporary significance of a place and its people.

Pulaski County: A History

Nicholas Chambers, Yasmin Velasco-Allaney, Hayden Browning, Kahlan Duncan, and Jackson Taylor, Pulaski County High School

Session Level: High School

Pulaski County: A History intends to record the local history of our wonderful county and situate it into the broader context of the history of the United States. We intend to do so using both interviews and a website in order to record and preserve the almost forgotten history of those who make up this county.

We Have Hard History and We Teach It: Grappling With the 1921 Tulsa Race Massacre

Amanda Soliván, Akela Leach, and Frederick Smitherman, Tulsa Public Schools

Session Level: General

To address the history of the Tulsa Race Massacre, Tulsa Public Schools wrote curricula on the massacre for grades 3-12 highlighting the agency and resiliency of Black Americans. Learn how we used an inquiry model and primary and secondary resources, interactive activities, and assessments to design these lessons. Consider questions and strategies providing students an opportunity to grapple with compelling questions about the Tulsa Race Massacre as well as the broader context of national issues. Participants will end the session receiving all nine lessons and supporting resources.

SATURDAY, MARCH 19

20

BREAKOUT SESSIONS 10:45 - 11:45 AM EASTERN

Using Local History to Teach the National Narrative

Kelley Brown, Easthampton Public School, **Laurie Risler**, Westfield State University, and **Carrie Ray-Hill**, iCivics, Inc.

Session Level: Cross Level

This session will support elementary teachers in finding local connections to illustrate the national narrative by exploring the stories of the Clotilda Africans and Africatown; Native Sovereignty and the American Revolution; and William Skinner and waterpower. At History's Mysteries we seek to increase student engagement and understanding by humanizing the narrative through using local stories to teach American History. Educators will learn about important local stories; engage in inquiry with existing curriculum materials; and work in small groups to identify ways to connect to their own local stories and hard histories with Library of Congress primary sources.

Two Case Studies from Preservice History Teacher Education with the Library of Congress'

Teaching with Primary Sources Program: Examples of Wise Practice

Ann Canning, Teaching with Primary Sources (TPS) Eastern Region, **Elise Langan**, Bronx Community College/ CUNY, and **David Hicks**, Virginia Tech

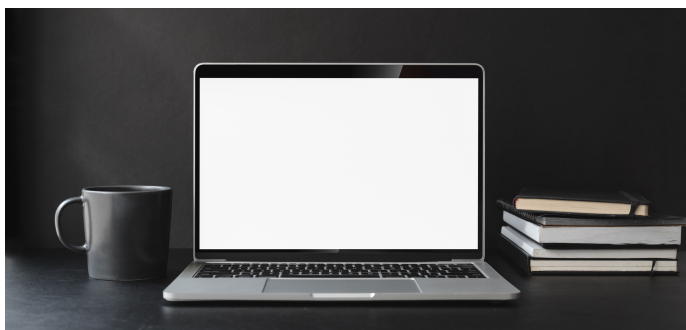
Session Level: Cross Level

Teaching history as inquiry is intended to facilitate the disciplinary ways of thinking historians employ to make evidence-based claims. However preparing future teachers to be ready, willing, and able to teach this way is complex when their prior experiences stressed the transmission model. Our interactive session introduces two case studies from history teacher education to illuminate our use of the Library of Congress' Teaching with Primary Sources (TPS) program to prepare teachers to locate and curate primary sources. We first demonstrate our approaches with TPS before providing learning centers for the audience to play with TPS strategies we use.

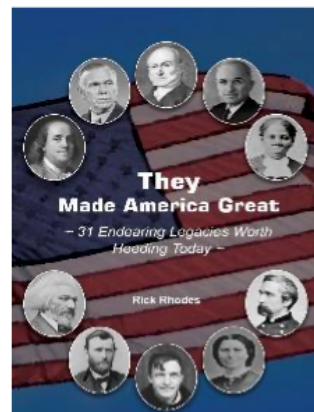
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SATURDAY, MARCH 19

21

TIMELY TOPICS

12:00 – 1:00 PM EASTERN

Educational Gag Orders: A State Landscape

Jennifer Warner, Stand for Children/Learn from History

Right now, tens of millions of students are struggling to recover academically, socially, and emotionally from the pandemic. But instead of using power to help them get on track, states are passing bans on conversations about race and discrimination that deny children the honest and unbiased understanding of the past they need to create a better future. During this session we will focus on the advocacy work happening in states where politicians are actively pushing legislation, regulatory actions and school board activity that censors, surveils educators, and stokes anger and fear in parents--all for political gain.

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and Activities.

SATURDAY, MARCH 19

23

KEYNOTE SESSION 1:00 – 2:00 PM EASTERN

Introduction: **Kevin Levin**, NCHE Board Member, Independent Historian & Educator

Sponsor: **Jake Flack**, Ford's Theatre

Speaker: **Peniel Joseph**, University of Texas

Topic: **America's Third Reconstruction:
Narrative Wars and the Struggle for Multiracial Democracy**

Peniel Joseph holds a joint professorship appointment at the LBJ School of Public Affairs and the History Department in the College of Liberal Arts at The University of Texas at Austin. He is also the founding director of the LBJ School's Center for the Study of Race and Democracy (CSRD). His career focus has been on Black Power Studies, which encompasses interdisciplinary fields such as Africana studies, law and society, women's and ethnic studies, and political science.



Prior to joining the UT faculty, Dr. Joseph was a professor at Tufts University, where he founded the school's Center for the Study of Race and Democracy to promote engaged research and scholarship focused on the ways issues of race and democracy affect people's lives.

In addition to being a frequent commentator on issues of race, democracy and civil rights, Dr. Joseph's most recent book is *The Sword and the Shield: The Revolutionary Lives of Malcolm X and Martin Luther King Jr.* He also wrote the award-winning books *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America* and *Dark Days, Bright Nights: From Black Power to Barack Obama*. His book *Stokely: A Life* has been called the definitive biography of Stokely Carmichael, the man who popularized the phrase "black power." Included among Joseph's other book credits is the editing of *The Black Power Movement: Rethinking the Civil Rights-Black Power Era* and *Neighborhood Rebels: Black Power at the Local Level*.

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SATURDAY, MARCH 19

24

BREAKOUT SESSIONS 2:30 – 3:30 PM EASTERN

Women, Politics, and Public Service

Leslie Hayes, New-York Historical Society

Session Level: Cross Level

This session will empower participants to incorporate the contributions of a diverse range of women to American politics, from the Federalist period through the 20th century, into their history and civics lessons. Using resources from the New-York Historical Society's free online curricula and video series *Women & the American Story* and *Opening the Oval: Understanding American Power*, presenters will model hands-on, inquiry-based strategies designed to engage students in the history of women and public service, from strategically influential first ladies to barrier-breaking presidential candidates to equality-seeking grassroots organizers.

Racial Slavery in the Atlantic World and Its Legacies Today

Mimi Stephens, The Choices Program

Session Level: High School

Racial slavery was at the center of the Atlantic World's economy for centuries. Why is that relevant to students in a world history class today? This session introduces the Choices Program's 15-day curriculum unit, *Racial Slavery in the Americas: Resistance, Freedom, and Legacies* (provided) that supports students inquiry into how the legacies of racial slavery shape present day discussions. Participants will examine readings, lessons, and videos in the unit that explore 400+ years of history, with an emphasis on enslaved peoples experiences of resistance. The session ends with a discussion of a lesson on reparative justice.

Three Moments from the Civil War: Historic Sites Model Teaching Living Memory

Joan Cummins, President Lincoln's Cottage, **David McKenzie**, Ford's Theatre Society, **Erin Bartram**, The Mark Twain House,

Donna K Sack, Naper Settlement, and **Susie Wilkening**, Wilkening Consulting

Session Level: High School

How can historic sites aid beleaguered teachers in teaching inclusive history in a contested atmosphere? This workshop models a collaborative program developed by three historic sites, which explores how people who lived through the Civil War revised and reshaped that event's legacy—particularly on race—reusing their own memories when faced with new contexts. Learn how those revisions influence our current understandings and reflect on best practices for teaching the history of events in our own living memory. We'll also share the results of a national survey about teaching inclusive history and discuss how teachers can turn to historical institutions for help.

Never Again - Teaching the Holocaust via Inquiry

Beth Krasemann, Suffield Academy

Session Level: High School

This workshop will explain what an inquiry-based classroom is and how it is successfully used in lessons centered on teaching the Holocaust. An easy to follow 6-step process is introduced, (1. Introduction, 2. Opening hook, 3. Fundamental questions, 4. Presentation of documents, 5. Discussion, and 6. Assessment) and then teachers will be walked through lessons centered on: How did the Germans democratically elect Hitler? How did the victims resist? What role did the Jewish councils play? What motivated the perpetrators? The chat box, live MentiMeter and break out rooms will be used to engage the audience.

Finding Freedom

Michael Hensinger and **Adrienne Whaley**, Museum of the American Revolution

Session Level: Middle School

The Museum of the American Revolution's Finding Freedom online interactive resource explores the stories of five real people of African descent living in wartime Virginia as they contemplate their best opportunities for freedom, liberty, and self-determination. What can their stories tell us about the complicated interactions, struggles, and changes that communities of enslaved people faced during the Revolutionary Era as they considered ways to define themselves? Workshop participants will explore several of these stories and brainstorm how the interactive can be used in the classroom to enhance historical empathy and encourage students to understand controversy, challenges and decision-making through new perspectives.

SATURDAY, MARCH 19

25

BREAKOUT SESSIONS 2:30 – 3:30 PM EASTERN

From Reform to Equal Rights: Curriculum to Teach 200 Years of Disability History

Rich Cairn, Emerging America: Collaborative for Educational Services

Session Level: Cross Level

This session explores stories of people with disabilities who have struggled to secure and expand disability rights, focused on Antebellum reformers, Civil War veterans, early 20th century Progressives, and activists for the 1990 Americans with Disabilities Act. Experience how teachers are integrating this inclusive, new, free K-12 curriculum with common civics and history topics such as immigration, landmark Supreme Court decisions, and 1950s-1960s movements for civil rights. Inquiry-based lessons build on robust primary source sets featuring Library of Congress digitized collections.

Digitally Writing New Histories: Rethinking Professional Learning with Primary Sources and Museum Partnerships

Troy Hicks, Central Michigan University, **Jessica Ellison**, Minnesota Historical Society, **Erika Sponsler**, Western High School, **Rebecca Bush**, Ottawa Area ISD/Michigan Council for the Social Studies, and **Aaron Eling**, White Pines Intermediate School

Session Level: Cross Level

The Digitally Writing New Histories professional learning experience, sponsored as a Library of Congress regional Teaching with Primary Sources project in 2020-21, invited 20 teachers to learn about primary source methods while also partnering with over a dozen museum educators throughout Michigan for virtual visits. Through their work, this cohort developed inquiry-based unit plans that focused intently on the use of Library of Congress digitized sources in the lessons, as well as inviting students to create digital products from these sources. In this session, five educators involved in the project will describe the virtual professional learning experience as well as the units that they created.

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National Council for History Education

SATURDAY, MARCH 19

26

BREAKOUT SESSIONS 4:00 – 5:00 PM EASTERN

9/11 to COVID 19: Connecting Historical Turning Points

Jennifer Lagasse and **Megan Jones**, 9/11 Memorial & Museum

Session Level: Cross Level

As students continue to navigate the COVID-19 crisis, educators have a unique opportunity to make connections to past moments of historical crisis. Utilizing themes of resilience, hope, and response, educators from the 9/11 Memorial & Museum will share strategies that leverage first-person narratives and primary sources to bridge the gap between 9/11, which is an entirely historical event for students, and present day. The session will also explore how inquiry and empathy can deepen historical investigation and aid the discussion of current events in the social studies classroom.

Joe Hill: Martyr for the Labor Union Community

Jeffery D Nokes, Jenna Hatch, and **Emily Shaw**, Brigham Young University

Session Level: High School

On November 19, 1915, Joe Hill was executed after one of the most controversial murder trials of the 20th century. In this session, participants will explore whether Hill, a Swedish immigrant and controversial union activist and songwriter, received a fair trial or whether his involvement in unions influenced the trial's integrity. In this inquiry, participants will explore the controversies surrounding unions, especially the Industrial Workers of the World, as communities of promise in the early 20th century. They will consider what makes a trial fair and discuss how Joe Hill's death has unified and inspired workers worldwide to organize.

Contested Landscapes

Annie Evans, New American History, University of Richmond

Session Level: Cross Level

Using the digital scholarship, tools, and learning resources of New American History, explore the cultural, political, and physical geography considered in examining the relationship within a historical context with identity, memory, and memorialization on the American urban landscape. This hands-on session will explore how powerful video, audio, and digital mapping tools may help students make powerful connections between past and present.

The Constitution and Our Community: Civic Education Resources for Elementary Students

Kathleen Munn, National Archives, **Christopher Zarr**, National Archives at New York City,

Jeff Urbin, Franklin D. Roosevelt Presidential Library and Museum, and **Sharon Brannon**, George W. Bush Presidential Library

Session Level: Elementary (K-5)

We Rule: Civics for All of US is a new civic education initiative from the National Archives that provides teachers with programming, curricula, and field trip experiences both online and at our locations across the country. This session will share new civic education resources for elementary students that draw from primary sources across historical eras from the National Archives to help students discover how the Constitution connects to their communities today. During this interactive session teachers will have the opportunity to engage with activities designed to promote civic knowledge and skills.



Session Evaluations

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

SATURDAY, MARCH 19

27

BREAKOUT SESSIONS 4:00 – 5:00 PM EASTERN

Beyond Booker T. vs. W.E.B.: The Promise and Practice of Education by and for Black Women during Reconstruction

Lisa Gilbert, Washington University in St. Louis and **Tandra Taylor**, Southern Illinois University – Edwardsville

Session Level: Cross Level

During Reconstruction, many Black women leaders articulated their vision for the role of education in racial uplift. Yet, their ideas are too often overlooked. Here, participants will try out an activity designed to place these women's voices (including Nannie Helen Burroughs, Anna Julia Cooper, Fanny Jackson Coppin, and Mary McLeod Bethune) in conversation with the men whose ideas are likely already part of most curricula (e.g. Washington, DuBois, Woodson, and Garvey). This activity includes both primary sources and excerpts from recent secondary scholarship, all of which will be provided in resource packets for teachers to easily implement in their classrooms.

Technology and Primary Sources in the Social Studies Classroom

Emily G. Miller, University of Indianapolis and **Kaitlin Holton**, Indiana Council for the Social Studies

Session Level: Cross Level

Presenters will explore the use of technology to introduce students to Library of Congress primary sources while deepening source understanding and analysis. Choice boards allow for differentiated instruction and hyper docs offer guided and inquiry-based instruction. Lewis and Clark will be the topic for this session. Participants will practice searching the Library of Congress website; particular attention will be given to the Library's "Rivers, Edens, Empires: Lewis & Clark" and the "Revealing of America" online exhibition resources. Participants will receive templates and guidance on how to create an individualized lesson activity that integrates primary sources from the Library of Congress and secondary sources to engage students in historical content.

The Struggle Continues: Engaging with the Long Civil Rights Movement

Daniella Ann Cook and **Jenna Spiering**, University of South Carolina, **Kira Duke**, Middle Tennessee State University, and **Bridget Morton**, Mars Hill University

Session Level: Cross Level

Engaging the long arc of the movement beyond the 11-year span (1954–1965) must focus on the local and state struggles that informed the national movement. Drawing on different sites in the American South, underutilized primary sources with suggested activities provide interdisciplinary exploration of historical thinking skills with other social studies disciplines of economics and geography. This session spotlights exemplar activities and Library of Congress primary sources from three distinct periods (American Slavery, Jim Crow and Modern Movement) to debunk common misunderstandings and highlight important concepts for learners to access historically rich and nuanced perspectives of this period.

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NCHÉ

National Council for History Education

SATURDAY, MARCH 19

28

KEYNOTE SESSION 6:00 – 7:00 PM EASTERN

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

Speaker: **Peter Kastor**, Washington University in St. Louis

Topic: **History from the Inside Out: St. Louis and the Possibilities of North American History**

Peter Kastor studies the intersection of politics, policymaking, and culture during the half-century following American independence. He has taught numerous courses on the presidency, ranging from first-year programs to senior seminars.

He is particularly interested in the ways that the diverse peoples of North America--governing officials of the United States and European empires, Euro-American settlers, Indians, enslaved individuals, free people of color, and people of mixed-race ancestry--imagined what the United States should be and how best to construct public life within that polity. He teaches undergraduate classes in both History and in the American Culture Studies Program. He also trains graduate students in American history.

Professor Kastor is particularly interested in the functional realities of governance. Most of Kastor's research so far has sought to explore these issues within the specific geography of western borderlands. His current book project, tentatively entitled *Creating a Federal Government*, will extend beyond the geographic focus of the West to take a national perspective on policymaking. This study will offer a comprehensive analysis of how the federal government operated in its first decades of existence. In the process of writing *Creating a Federal Government*, Kastor is also creating a major digital archive that will reconstruct the scope and scale of the early federal government. It will contain a full listing of federal officials, both civil and military, and will enable users to analyze the careers of these officials at both the individual and aggregate levels. *Creating a Federal Government* continues Kastor's commitment to interdisciplinary inquiry by bridging the gap between history and political science, engaging questions in American political development, presidential history, and institutional behavior.

In addition to his scholarly work, Professor Kastor writes and talks regularly to public audiences about diverse issues in American history. A regular guest on St. Louis Public Radio, he has spoken with numerous media organizations about the history of American politics and has written for outlets including *The Washington Post*, *The Huffington Post*, *The Conversation*, and *Fortune*.

Professor Kastor's teaching includes a variety of professional development programs for federal, state, and local agencies. He teaches in Washington University's Brookings Executive Education program, a partnership with the Brookings Institution, which provides ongoing career development for emerging leaders in the federal government. He has also conducted educational programming for the St. Louis Public Schools, the National Geospatial Intelligence Agency, and the Air War College.



HISTORY MATTERS (...AND SO DO COCKTAILS!) 8:00 – 9:00 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.

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SUNDAY, MARCH 20

30

BREAKOUT SESSIONS 10:45 – 11:45 AM EASTERN

Martha Washington and the Women of the 18th Century

Tammara Purdin, Florida Council for History Education

Session Level: Cross Level

Martha Washington's story, although unparalleled in many ways, provides a well-documented access point to a better understanding of the experiences available to women throughout the colonies and the newly formed nation in the 18th century. Participants will engage with diverse source materials, such as documents, images, and material culture, that teach about the lives of 18th-century women of all backgrounds and the impact of their contributions to the founding of the United States. Participants will discover new ways to connect Martha and her contemporaries to the broader subject of women's history and topics of economic, political, social, and cultural history.

Bias is Ubiquitous: 3 Strategies to Introduce Students to the Discipline of History

Spiro Bolos, New Trier High School

Session Level: High School

Three approaches (beginner, intermediate, and advanced for the instructor) to understanding bias in historical writing will be covered. Any or all of these might be implemented either at the beginning of the school year, or possibly throughout the semester. Audience members will be asked to analyze a short piece of historical writing to simulate the student experience.

How Chicago Transformed Martin Luther King, Jr.

James Ralph, Middlebury College, **Mary Lou Finley**, Antioch University Seattle and **Pam Smith**, Richmond Hill

Session Level: Cross Level

Martin Luther King, Jr. is an international hero, honored by a national holiday. Yet, the man who is commemorated is too often sanitized into a calm, reassuring figure pointing to America's ultimate trajectory toward justice. However, when King was assassinated in 1968, he was building interracial coalitions of the poor, challenging the country to confront structural racism and economic inequality. Critical to his developing perspective was his experience as the leader of the Chicago Freedom Movement. This session will explore how King's work in Chicago from 1965-1967 transformed him, laying the foundation for these final efforts. Interactive session, group dialogue.

Action Citizen: Youth and the Environment

Elizabeth R. Osborn, Indiana University Center on Representative Government

Session Level: Cross Level

How can the people effect change? From the youth-led #neveragain movement, Sunrise activists, to #BLM, youth are taking action in new ways relevant to their life experiences. Action Citizen is a new, free, digital interactive that prepares students for active citizenship through the exploration of historical examples of activism and its results. Session attendees will be among the first to interact with primary source materials and game play on an environmental justice theme: clean air, clean water, endangered species, preservation of natural resources, and international environmental policy. Participants' input will help refine the interactive in preparation for a September 2022.



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SUNDAY, MARCH 20

31

BREAKOUT SESSIONS 10:45 – 11:45 AM EASTERN

Reconciling Patriot Versus Loyalist Communities Following the Revolutionary War:

Attorney Alexander Hamilton's Representation of Loyalists and Hamilton's Phocion Essays

Adam Levinson, StatutesandStories.com and **Tom Oller**, The Alexander Hamilton Awareness Society / Boston University

Session Level: Cross Level

The Revolutionary War was not merely a struggle for independence, it was also a civil war between British loyalists and American patriots. This session explores the interaction of loyalist and patriot communities following the war and Hamilton's efforts to protect loyalists from discrimination/retaliation. As the British seized territory during the war, control over hostile populations shifted. Because the British remained in New York City until Evacuation Day in 1783, animosity was particularly acute in NY. Hamilton understood the importance of successful reintegration and reconciliation. His Phocion essays argued that the rule of law protects all minorities in a democratic society.

Inquiry, Analysis, and Argument: Three Digital Primary Source Teaching Tools

Lia Atanat and **Emmie Michalkiewicz**, Maryland Humanities, **Karla Thompson**, Maryland Public Television, and

Sarah Dittkoff, FableVision Studios

Session Level: Middle School

Explore and discuss three digital learning resources that enrich your students' experience of gaining historical thinking skills using Library of Congress primary sources. In Civics! An American Musical, students practice primary source analysis in games centered on historical examples of civic action, where communities united by their common vision of a better country made change happen. Case Maker presents challenges on topics from Japanese internment to workers' rights, and students must use primary sources to support their claim. Each of the TPS Inquiry Kits explores a moment in history through historical sources, with Research Learning Modules to scaffold deeper engagement.

Engaging the Contemporary Historical Moment: Culturally Relevant Pedagogy and Primary Sources

Jessica Ellison, Minnesota Historical Society, **Daniella Cook**, University of South Carolina,

Julia Dawson, W.A. Perry Middle School, and **Geoff Freeman**, J.J. Hill Montessori School

Session Level: Cross Level

Students need to make sense of the world they're in, and the world as it could be, and educators can guide this exploration with intentional, reflective primary sources. Using the tenets of Culturally Relevant Pedagogy, we'll explore Library of Congress primary sources that reflect the current historical moment through the lens of the past. Current classroom teachers, from both the elementary and secondary levels, will share sources and strategies they use to ground students in the importance of their own lived experiences as a part of this historical time.

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SLC 2023

SUNDAY, MARCH 20

32

TIMELY TOPICS

12:00 – 1:00 PM EASTERN

Profiles in Courage: Educators Who Inspire NCHE Teacher Advisory Group

The past two years have been extremely difficult for students and teachers alike. Pandemic fears and political pressures have weighed on educators. Many have none-the-less found ways to help their students thrive. Come to this brown bag discussion session to tell us what you and your colleagues are doing to help students find engagement and hope. What teachers inspire you with the work they are doing? What is working in your own classroom or museum? How do your students provide inspiration?

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Teacher Advisory Group



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SUNDAY, MARCH 20

33

BREAKOUT SESSIONS 1:30 – 2:30 PM EASTERN

Strategies for English Language Learners Are Good for All Learners

Kristin Gallas and **MaryBeth Clark**, Tsongas Industrial History Center at Lowell National Historical Park

Session Level: Cross Level

A recent study of the Tsongas Industrial History Center's field-trip programs noted the use of teaching strategies for English Language Learners that scaffold engagement for all learners. Strategies include culturally responsive teaching using maps, art, objects, video, open-ended questions, and kinesthetic activities to engage students in critical thinking and meaning making for history and science topics related to industrialization. TIHC staff discuss the value of ELL strategies as "ALL" strategies – approaches that build better understandings for all learners – and show how techniques developed for in-person and virtual field trips can be replicated in classrooms.

Raising the Bar: Teaching U.S. History using SCOTUS Cases

Lora DeSalvo, iCivics

Session Level: Cross Level

Do you want to enliven your classes with structured discussions? Supreme Court cases are a great way to engage students, address historical moments, make connections to current events, and incorporate diverse voices into the study of U.S. History. In this session, participants will receive an overview of iCivics' SCOTUS resources and will practice developing ways to incorporate them into their curriculum. We will discuss different methods for teaching a case such as informal discussions, role-playing, and structured debates using strategies like Philosophical Chairs. We will also discuss how SCOTUS cases can be incorporated into the U.S. History curriculum.

Bringing International Perspectives into US World History Teaching

Fernande Raine, The History Co:Lab, **Steven Stegers**, EuroClio, **Alice Modena**, Historiana and

Leonard Schmieding, Stiftung Preussischer Kulturbesitz Berlin

Session Level: General

How can we teach about world history in a way that allows our students to truly develop an understanding of being global citizens? In this unique session with leaders of the European Council of History Associations, EuroClio, and an innovative museum educator from Berlin, we will have the chance to learn about the approaches used in Europe to weave a sense of shared commitment to a European and Global community across 38 nations. They will provide an overview of the resources available in English on the learning platform Historiana and will showcase the materials that map directly to the curricular blocks in the EAD and C3 frameworks.



Empower the Future

SUNDAY, MARCH 20

34

BREAKOUT SESSIONS 1:30 – 2:30 PM EASTERN

Pauli Murray: Community Collaborator & Agitator

Kathleen Barker, National Council for History Education and **Debra Fowler**, History UnErased

Session Level: Middle School

Discover the revolutionary work of Pauli Murray. As a lawyer and activist, Murray advocated for the rights of African Americans and women throughout the mid-twentieth century. Their research helped dismantle segregated schools and raise awareness of “Jane Crow”: the dual burdens of racism and sexism experienced by Black women. Unfortunately, Murray was often compelled to criticize collaborators, especially those who failed to acknowledge the special needs and contributions of women of color. Using letters, newspaper articles, and autobiographical writings, participants will investigate the intersections of the civil rights movement and the women’s liberation movement, and Murray’s influence on both.

Journalists Who Made History – PBS NewsHour Classroom

Victoria Pasquantonio, PBS NewsHour Classroom and **Luke Gerwe**, PBS NewsHour Classroom

Session Level: Cross Level

In 1865, Black journalist Thomas Morris Chester wrote a dispatch about the fall of Richmond from the desk of Jefferson Davis, who had just fled the city. Ethel Payne became the first Black woman of the White House Press Corps in the 1950s. In 2013, PBS NewsHour’s Judy Woodruff and Gwen Ifill became the first female co-anchor team of a national broadcast. Using the website ‘Journalism in Action’ from PBS NewsHour Classroom, participants will explore stories like these about women journalists and journalists of color. The resources, which come from the Library of Congress, provide a unique window into history.

Primary Source or Secondary Source: Why Does It Matter?

Cheryl Lederle and **Stacie Moats**, Library of Congress Professional Learning and Outreach Initiatives Office

Session Level: Cross Level

Discussions and lessons about whether a source is primary or secondary often begin by looking at characteristics of the source itself. But beginning instead with a specific research question and then determining whether a source should be considered primary or secondary in relation to that question can enrich the research process and provide new insights into both the research question and the sources. Participants will evaluate examples from the Library of Congress online collections and discuss ways to support students in assessing the relationship between the source and the research question and selecting strategies for using the sources most effectively.



Session Evaluations

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

SUNDAY, MARCH 20

35

BREAKOUT SESSIONS

3:00 – 4:00 PM EASTERN

Immigration: Dreams of Baseball, Belonging & America

Jenny Pollack and **Eve Schaenen**, Yogi Berra Museum & Learning Center

Session Level: Cross Level

We explore the history of U.S. immigration in the early 20th century through the life of baseball legend Yogi Berra. Growing up the son of Italian parents in St. Louis's Italian American neighborhood known as "The Hill," Yogi Berra lived a first-generation American experience that illuminates many of the challenges and opportunities unique to the immigrant experience in our country. Through photos, videos, primary sources and group discussions, students explore Yogi's story to uncover how sports have historically offered a more "level playing field" for marginalized groups, providing a sense of community, national identity, and belonging.

Using Young Adult Literature to Engage Today's Youth with the Causes and Consequences of the Holocaust

Mimi Coughlin and **Marcy Merrill**, Sacramento State University, **Liz Igra**, Central Valley Holocaust Educators Network and

Jody Cooperman, Sutter Middle School

Session Level: High School

In this workshop we will share the lessons of a multiyear collaboration between teacher educators at Sacramento State, student teachers, and experts from Central Valley Holocaust Educators Network (CVHEN). Together we developed a cross-disciplinary approach to teaching the Holocaust that uses Young Adult Literature and historical records to explore Hitler's rise to power, Nazi ideology, the events that culminated in genocide, and the continuing legacy of those who survived. Accurate and empathetic understanding of this history is essential as Anti-Semitism is again on the rise in the Western world. We will share curriculum and instructional strategies to engage today's students.

Diplomacy, Sanctions, and Peacekeeping—Oh My! Games and Simulations Bring Foreign Policy to Life

Carrie Ray-Hill, iCivics, Inc. and **Charles Hopkins**, Council on Foreign Relations

Session Level: High School

The National Security Act of 1947 established the National Security Council (NSC) and the structure that is mostly still used for foreign policy decision-making. Convene the Council invites students into the Situation Room as president, where they engage with global challenges with the help of the NSC. This session will introduce the game, extension pack, and give a behind-the-scenes look at the development process. Teachers will have a chance to work through a few global challenges from the game and discuss how they can integrate this game into their classrooms, plus explore additional resources from the Council on Foreign Relations.

Women of Color and the Civil Rights Movements: Incorporating Multiple Perspectives through Inquiry-based Units of Study

Eileen Luhr, CSU Long Beach, **Kelly Chong**, Kennedy High School, and **Jocelyn Aguilera**, Fremont High School

Session Level: High School

Textbooks and statewide history standards often portray the Civil Rights Movement as a male-dominated and top-down story of progress. Secondary students rarely have the opportunity to explore the experiences of Latinx or Indigenous communities—especially women within these groups—during this era. This breakout session will show how two eleventh-grade US History teachers used their MA capstone projects at CSULB to create inquiry-based units of study that center the experiences of women of color in the Civil Rights Movements. They will demonstrate how to embed additional perspectives and historical thinking in teaching about efforts to achieve racial justice.

Decolonizing the American Story

Katherine Bateman, The Brearley School

Session Level: High School

This session provides an interactive tour of the New York Historical Society's Women and the American Story (WAMS) website, centering resources that facilitate decolonizing how we teach the colonial period. Participants will engage in activities that showcase how to use WAMS resources to develop inquiry-based lessons on trade and agriculture while centering the lives of Indigenous women. We will explore primary sources and life stories in lessons that broaden the lens we bring to this period and meet curriculum requirements. Employing the Jigsaw method, participants will be exposed to various topics and accompanying resources, as well as invaluable digital tools.

SUNDAY, MARCH 20

36

BREAKOUT SESSIONS 3:00 – 4:00 PM EASTERN

Observe, Reflect, Question: A Deeper Look at the Components of the Primary Source Analysis Tool

Lisa Fink, National Council of Teachers of English (NCTE)

Session Level: Cross Level

Examining primary sources gives students a powerful sense of history and the complexity of the past, and can also help to guide students toward higher-order thinking as well as better critical thinking and analysis skills. The Library of Congress Primary Source Analysis Tool can be used to examine and analyze any kind of primary source and record responses to the guiding categories:

observe – what is seen or heard

reflect – how the primary source is interpreted based on what is observed or already known

question – what gaps or misconceptions there might be

We will investigate methods of observing, reflecting and questioning.

Communities and Natural Disasters: Exploring Interdisciplinary Connections through Primary Sources

Peter DeCraene and **Lesley Anderson**, Library of Congress Professional Learning and Outreach Initiatives Office

Session Level: Cross Level

Natural disasters—tornadoes, earthquakes, avalanches, or hurricanes—can have huge effects on communities. Students in social studies classes can apply scientific literacy and a mathematical lens to analyze primary sources, unlocking fresh insights and understandings about how natural disasters affect communities. Library of Congress digital collections offer millions of freely accessible primary sources that students may analyze to construct such understandings. Join Library educators for inquiry-based activities using some of these primary sources. Participants will leave with concrete strategies for engaging students in primary source analysis to build critical thinking skills and deepen understanding of a range of issues.



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Fridays

@10:00am EST

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SUNDAY, MARCH 20

37

KEYNOTE SESSION 4:30 – 5:30 PM EASTERN

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

Sponsor: **Valerie Pena**, IU Center on Representative Government

Speaker: **Alexis Coe**, American Political Historian

Topic: **Founding Frenemies**

Alexis Coe is an American political historian. She is the New York Times Bestselling Author of *You Never Forget Your First: A Biography of George Washington*, now out in paperback, and *Alice+Freda Forever: A Murder in Memphis*, soon to be a major motion picture. She is working on a third book for Crown and, thanks to a grant from Substack, launched Study Marry Kill, a newsletter, in December 2020.



Alexis was a consulting producer on and appeared in Doris Kearns Goodwin's Washington series the History Channel. She can often be seen discussing presidential history MSNBC, as well as CNN and many others. She hosted "No Man's Land" and co-hosted "Presidents Are People, Too!" Alexis curated the ACLU'S 100 exhibition and was the assistant curator of the New York Public Library's centennial exhibition in Bryant Park.

In 2016 and 2017, Alexis' work was included in *The Best American Essays* (she lived a feminist Walden in California in Pacific Standard) and *The Best American Travel Essays* (the New Republic sent her on a seven-day, multi-state wagon ride to reenact the Gold Rush), and in 2013, her essay on how marriage helps male professors get ahead was one of the Atlantic's Great Debates of the Year. She has contributed to the *New Yorker*, the *New York Times*' opinion section, the *New York Times Magazine*, the *New Republic*, the *Paris Review*, *Glamour*, and many others. She is active on the lecture circuit, and has appeared at universities and institutions like West Point, Georgetown, the New York Historical Society, Mount Vernon, and the National Constitution Center.

While in grad school, Alexis was a project based oral historian at the Brooklyn Historical Society, and after graduating, she was a Research Curator in the Exhibitions Department at the New York Public Library in Bryant Park.

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Engaging Congress is a free interactive learning tool that uses primary source documents to explore the basic tenets of representative government and the challenges they face in contemporary society.



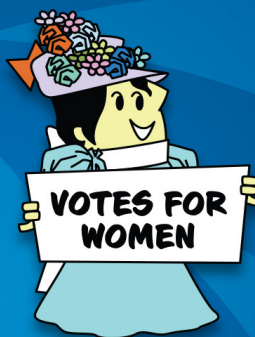
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FREEDOM SUMMER 1964

Freedom Summer 1964 is a free digital learning tool that explores key events surrounding the early years of the Civil Rights Movement, the 1964 Mississippi voter registration drive, and the eventual passage of both the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

POSTER SESSIONS

39

Global Collaboration

Tony Baracco, Oakland CC

A Broader Spectrum: LGBTQ+-Inclusive Resources for K-12 History Classes

Stacie Brensilver Berman, NYU

Conversations with the Past: Using Primary Sources in High School History

Nicole Camaioni, Agora Cyber Charter School

Connecting with Teacher Communities

Jennifer Baniewicz, Stagg High School, **Deborah Rowland**, West Ada School District Virtual School House,

Laura Goorvitch, Hyde Middle School, and **TaShena Melton**, Calumet Christian School

A Community of Their Own: Analyzing the History and Memory of First Ladies of the United States

Jess Gagliardi, Adams State University

Teaching Reconstruction through Gender and Race

Leslie Hayes, New-York Historical Society

Teaching the Civil Rights Movement with the Georgia Historical Marker Program

Lisa Landers and Elyse Butler, Georgia Historical Society

Reflective Inquiry on Music from the Great Depression

Lisa Matherson and **Liza Wilson**, The University of Alabama and **Russell Hammack**, Jacksonville State University

Desegregating the District: Exploring Civil Rights through High-Impact Historical Timelines

Jennifer Myers, School Without Walls at Francis Stevens

Migrating to Communities of Purpose: Using Close Reading as an Approach to Teaching

Joey Oswald, Clearwater Central Catholic High School

Communication as Community: Examining the Role of Institutions in the Creation of Deaf Cultures

Kameron Carden and **Stephen Tomlinson**, University of Alabama

Learning and Applying Culturally Relevant Pedagogy in a Secondary Teacher Preparation Program

Gail Hamilton, CSU Long Beach, **Trisha Camargo**, Bolsa Grande High School, and **Alejandra Magdaleno**, Dominguez High School

Parks Program: Engaging Students in History Via Interdisciplinary Studies

Michelle Iden, County College of Morris

The World in A Year: Teaching Global History Through a One-year Framework

Caitlin C Monroe, Northwestern University

Teaching Monumental Presidential Moments Through Films

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

Reading World History: A Standards and Content Review Lesson

Dylan Edmondson, University of Tennessee, Knoxville

Virtual Reality and Inquiry: An Immersion into the Boston Massacre

Lisa Matherson and **Liza Wilson**, The University of Alabama and **Russell Hammack**, Jacksonville State University

Using Primary Source Inquiry to Build Empathy in an Inclusive Classroom

Lauren Sinnock, University of Notre Dame

TPS POSTER SESSIONS

40

Teaching the Civil Rights Movement with the Georgia Historical Marker Program

Lisa Landers and **Elyse Butler**, Georgia Historical Society

Observe, Reflect, Question: A Deeper Look at the Components of the Primary Source Analysis Tool

Lisa Fink, National Council of Teachers of English (NCTE)

Supporting Civically Engaged Argument Writing with Primary Sources

Trey Smith, Philadelphia Writing Project / Chester Arthur School

Jennifer Freed, Philadelphia Writing Project / Springfield High School

Beth Patten, Philadelphia Writing Project / Kutztown Area Middle School

Javaha Ross, Philadelphia Writing Project / Penn Alexander School

Peggy Savage, Philadelphia Writing Project / Richmond School

Lisa (Yuk Kuen) Yau 邱玉娟, Philadelphia Writing Project / Key School

Case Maker: Take a Challenge, Gather Evidence, Make a Case

Emmie Michalkiewicz, Maryland Humanities and **Karla Thompson**, Maryland Public Television

Civics! An American Musical

Lia Atanat, Maryland Humanities and

Sarah Ditkoff, FableVision Studios

Women & the American Story:

Teaching Culturally Responsive Women's

History with Primary Sources

Schuyler Schuler, New-York Historical Society

Maryland History Day for English Learners

Lia Atanat, Maryland Humanities

Journalists Who Made History

– PBS NewsHour Classroom

Victoria Pasquantonio and **Luke Gerwe**,

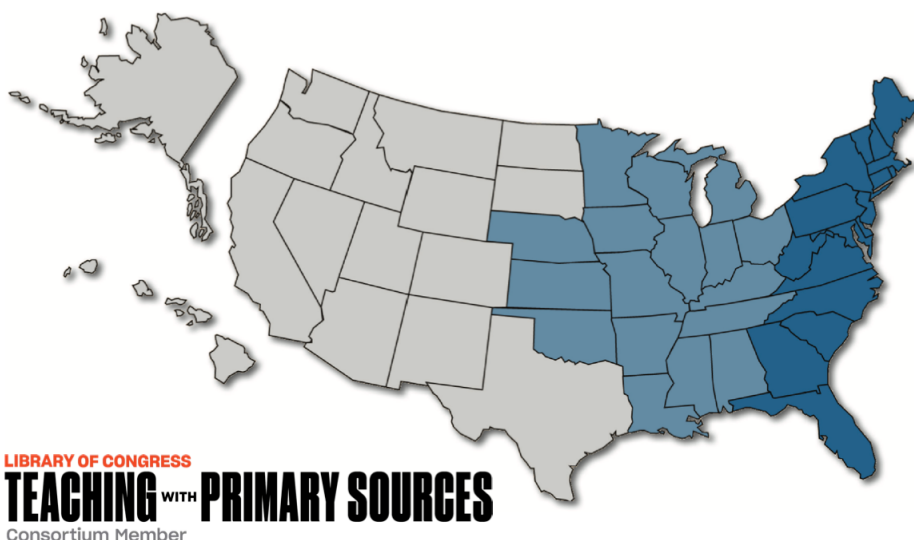
PBS NewsHour Classroom

Poster sessions can be
found on the
conference platform.

ENGAGE. INSPIRE. INFORM.

Library of Congress Teaching with Primary Sources (TPS) program offers grants to a wide spectrum of organizations that plan to integrate the Library's resources into educational programs and teaching materials.

TPS regions award grants of up to \$25,000 for projects designed to deliver educational programming centered on resources made available by the Library of Congress.



loc.gov/teachers/tps/regional/

WESTERN REGION

Metropolitan State University of Denver
Peggy O'Neill-Jones
oneilljp@msudenver.edu
303.615.0550

MIDWEST REGION

Illinois State University
Richard Satchwell
resatch@ilstu.edu
309.438.3441

EASTERN REGION

Waynesburg University
Barbara Kirby
bkirby@waynesburg.edu
724.852.3388

DOOR PRIZE CONTRIBUTORS

Gift Basket - American Bar Association	HistoryPlunge - LearningPlunge
Gift Basket - Arizona Council for History Education	2023 Conference Package, Tote Bag & Coffee Mug - National Council for History Education
Assorted Books - Candlewick Press	<i>The Sword and the Shield: The Revolutionary Lives of Malcom X and Martin Luther King Jr.</i> by Peniel Joseph (5) - Peniel Joseph, University of Texas
Two-year Digital Editions License for One Unit (2) - Choices Program, Brown University	\$25 Amazon Gift Card - Retro Report
Constitution Book Set - Civics Renewal Network	Curriculum Unit & Wall Map - SPICE, Stanford University
World 101/Model Diplomacy Canvas Tote - Council on Foreign Affairs	Sutori Subscription (2) - Sutori
Fedware - Federal Reserve Bank of St. Louis	Gift Cards (3) - Teacher's Discovery
Gift Basket - Florida Council for History Education	Gift Basket - United States Capital Historical Society
<i>They Made America Great</i> by Rick Rhodes (3) - Heron Island Guides	Gift Basket - Visit Salt Lake
Autographed Book Set - Kevin Krahenbuhl, Middle Tennessee State University	Witness to War Branded YETI Cups (2) - Witness to War Foundation

NCHE thanks all the Door Prize Contributors for their generous support of the 2022 National Conference.

Door Prize Winners will be contacted after the conference to confirm correct mailing address. NCHE thanks everyone who completed the session evaluations.



2023 NCHE CONFERENCE

SALT LAKE CITY, UTAH ~ MARCH 23-25, 2023

FREEDOM FROM, FREEDOM TO

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 2023 NCHE Conference!

The 2023 Call for Proposals, containing topic suggestions and submission details, will be available at www.ncheteach.org/Call-for-Proposals.

Submission deadline is: **September 26, 2022**

Questions? Please contact John Csepegi
by phone (240) 888-4105 or by email (john@nche.net)

Call for Proposals

FREEDOM FROM, FREEDOM TO

SALT LAKE CITY, UTAH ~ MARCH 23-25, 2023

One mile north of the Utah State Capitol Building, Ensign Peak rises approximately one thousand feet over Salt Lake City. Dwarfed by neighboring hills, the significance of the peak comes not from its height but rather its importance in the history of the Church of Jesus Christ of Latter-Day Saints. Fleeing persecution and reeling from the death of John Smith at the hands of a mob, the community sought a refuge to practice their faith. Having traveled across the continent and being unfamiliar with the region, Brigham Young and the pioneers sought divine inspiration to help them determine when they had reached their appropriate destination. Upon entering the valley and gazing upon Ensign Peak, Young was said to have remarked, "I want to go there" for the peak was "a proper place to raise an ensign to the nations." Historians and believers alike debate whether an actual flag had been placed atop the peak, but the determination on the part of the members of the Latter-Day Saints to live free from oppression cannot be questioned.

In his seminal 1958 address, Two Concepts of Liberty, the philosopher Isaiah Berlin distinguished between the concepts of negative and positive freedom. Negative freedom indicates the freedom from something—freedom from the tyranny of the majority or the coercion of the state. Brigham Young and his followers would certainly have recognized this brand of freedom. In contrast, positive freedom represents something far more self-directive, the freedom to act on one's own will and to pursue opportunities. Positive freedom seeks to place authority in the hands of an empowered individual or collective. American history has often involved individuals and groups attempting to gain freedoms that were originally denied to them. The struggle to have access to equal education, to ensure voting rights, and to marry the person of one's choice are all examples of positive freedoms. Many argue that the creation of the welfare state is an example of positive freedoms at work. Going a step further, supporters of a Universal Basic Income (UBI) argue that the program will provide citizens with the financial means necessary to make personal choices that empower their lives. In not placing any restrictions on how funds are to be used, UBI advocates note that participants can live life with a measure of dignity otherwise unavailable to them.

Yet, Isaiah Berlin, watching the Cold War unfold, grew increasingly concerned that the noble goals of the socialist revolution in the former U.S.S.R. had succumb to the machinations of totalitarian rulers. The freedom and self-actualization of the individual became increasingly equated with the needs of the larger community. "Once I take this view," Berlin says, "I am in a position to ignore the actual wishes of men or societies, to bully, oppress, torture in the name, and on behalf, of their 'real' selves, in the secure knowledge that whatever is the true goal of man ... must be identical with his freedom." Berlin argued that positive freedom could have an authoritarian streak that may lead some to believe that people should be, in the words of Rousseau, "forced to be free." Ultimately, positive and negative concepts of freedom rest upon two, at times, competing visions of the world. Although it is not always possible to reconcile these views, we also must acknowledge that they arise from deeply human convictions and therefore merit our deepest consideration and deliberation.

The National Council for History Education invites proposals on the theme "Freedom From, Freedom To" for the 2023 National Conference. All proposals will be evaluated on the basis of their intellectual content, their ability to engage the audience, and their overall contribution to the teaching of history. We encourage sessions that address world history and those that consider how history teachers make specific contributions to diverse learners and to civic life.

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) and interact with interested attendees during the 45-minute session. Presenters remain with their posters. The Poster Session period may include 8-15 simultaneous presenters.

Call for Proposals

FREEDOM FROM, FREEDOM TO

SALT LAKE CITY, UTAH ~ MARCH 23-25, 2023

2023 NCHE National Conference

- The National Council for History Education invites proposal submissions for the 2023 program.
- Submission guidelines are found below. Please visit www.ncheteach.org/Call-for-Proposals for complete details.
- All proposals must be submitted ELECTRONICALLY at www.ncheteach.org/Call-for-Proposals.
- All proposals must be received by 5:00 pm on September 26, 2022. 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 18, 2022.

All proposals must be submitted online 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 26, 2022

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 **2023 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 2023 Gagnon Prize:

- Completed applications and supporting materials must be received at the NCHE Office by December 2, 2022.
- The 2023 Paul A. Gagnon Prize applicants will be notified by the NCHE Office by January 13, 2023.
- The 2023 Paul A. Gagnon Prize will be officially awarded at the 2023 NCHE Conference in Salt Lake City.

The 2023 Gagnon Prize recipient will receive:

- A Plaque and a \$1,000 cash prize.
- Complimentary registration for the 2023 & 2024 NCHE Conference.
- A presentation spot on the program at the 2024 NCHE Conference.

Application Submission for the 2023 Gagnon Prize

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

- A cover letter of not more than two pages indicating why the individual or group deserves the award. (either self-nomination or nominating another)
- A curriculum vitae including institution and teaching assignment, address, phone numbers, and email.
- A narrative description of the program or project and an explanation of how it advanced the study of history at the pre-collegiate level. Please include a copy of any presentations if applicable.
- Three letters of support written by individuals familiar with the applicant's work not more than two pages for each letter.

Criteria for the 2023 Paul A. Gagnon Prize

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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 (CA)

2019 - **Sari Beth Rosenberg**

High School for Environmental Studies (NY)

2020 - **Brian Collier**

American Indian Catholic Schools Network (IN)

2021 - **Robert Fenster**

Hillsborough High School (NJ)

2022 - **Katherine Van Haren**

Pittsville Elementary School (WI)

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