

National Council for History Education

2023 NCHE Conference



Salt Lake City, Utah
March 23-25, 2023

NCHÉ
National Council for History Education

Salt Lake Marriott Downtown at City Creek





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



THURSDAY, MARCH 23

Registration Open

7:00 a.m. – 5:00 p.m.

Salon A Foyer

Enrichment Excursions

Pre-registration required.

*All tours depart from and return to the
Salt Lake Marriott Downtown at City Creek*

Topaz Museum

Bus departs at 8:00 a.m.; returns 4:00 p.m.

Golden Spike National Historic Park

Bus departs at 8:15 a.m.; returns 4:00 p.m.

Church History Museum & Beehive House

Group departs at 8:15 a.m.; returns 12:15 p.m.

Hill Aerospace Museum

Bus departs at 9:15 a.m.; returns 1:00 p.m.

The DBQ Project - Workshop

Workshop starts at 1:30 p.m.; ends at 4:00 p.m.

Family History Library

Group departs at 1:45 p.m.; returns 5:00 p.m.

Opening Night Reception

5:00 p.m. – 7:00 p.m.

Salon A-E

Visit the NCHE Exhibit Hall and meet fellow attendees, speakers, and members of the NCHE Board of Directors. Enjoy light hors d'oeuvres and a host bar during the event

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Don't Forget to Download the
Free NCHE Conference App!

Download Directions can be
found on page 45.



Saturday Enrichment Excursion

Women's Rights Walking Tour

Group departs at 3:00 p.m.; returns 5:30 p.m.

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Mike Williams, National Humanities Center (NC)

NCHE EXHIBIT HALL SALON A-E

- 1 George Washington's Mount Vernon
- 2 The American Revolution Institute
- 3 Bill of Rights Institute
- 4 The DBQ Project
- 5 Ronald Reagan Presidential Foundation & Institute
- 6 NewsBank, inc
- 7 Choices Program
- 8 Econiful
- 9 James Madison Memorial Fellowship Foundation
- 10 StatutesandStories.com
- 11 The Alexander Hamilton Awareness Society
- 12 Retro Report
- 13 Sphere Education Initiative
- 14 iCivics
- 15 Freedoms Foundation at Valley Forge
- 16 Institute for Curriculum Services
- 17 ABC-CLIO, an Imprint of Bloomsbury
- 18 IU Center on Representative Government
- 19 National Museum of African American History & Culture
- 20 National Constitution Center
- 21 The Gilder Lehrman Institute of American History
- 22 Sandra Day O'Connor Institute for American Democracy
- 23 Curriculum Connections, LLC
- 24 Teaching American History
- 25 National History Day
- 26 Federal Reserve Bank of St. Louis
- 27 American Sikh Council
- 28 Own Your History
- 29 Southern Utah University
- 30 National Liberty Museum
- 31 History For Humans
- 32 TeachRock
- 33 Social Studies School Service
- 34 College Board
- 35 Americans United for Separation of Church and State
- H National Council for History Education

NCHE

National Council for History Education

FRIDAY, MARCH 24

Registration Open

7:00 a.m. – 5:00 p.m.

Salon A Foyer

7:30 a.m. *Solitude*

Connection Session (Continental Breakfast provided to Connection Session Attendees)

Introduction: **Jessica Ellison**, NCHE Executive Director

Speakers: **Brandi Waters** and **Jason Steele**, College Board

Topic: **Introducing the AP African American Studies Course and Pilot Program**



NCHE Exhibit Hall

8:00 a.m. – 4:00 p.m.

Salon A-E

8:30 a.m. – 9:20 a.m.

Breakout Sessions

Freedom to Choose - Student Created Podcasts

Jennifer Baniewicz and **Laura Begani**, Amos Alonzo Stagg High School

Session Level: High School

Room: Cottonwood

Attendees will learn how to design a research based podcast that is student driven. The podcast will center around one, student selected, primary source. The research about that source will lead to a student written and produced podcast. The project has multiple goals. Students will learn the technical aspects of script writing and recording a podcast. Students will also learn how to conduct a close-read of a document and put that document into the bigger picture of history. Teachers that attend will receive information about the research project as well as be able to listen to student projects.

The 14th Amendment and Storytelling

Kerry Saunter and **Jazmine Champ**, National Constitution Center

Session Level: Cross Level

Room: Deer Valley I

Participating teachers will examine the historical foundations of the 14th Amendment, establishing the context necessary so they can share with their students the need, development, and implications of the amendment. Educators will evaluate various stories told of the Reconstruction era, using some of the National Constitution Center's newest online interactives and other online educational materials, to determine the role that storytelling plays in history and civics education. Educators will develop meaningful tools to foster discussion and civil dialogue on complex and difficult historical topics.

Breaking the Silence: Making Asian American History Visible in Our State**Linda Doornbos**, Oakland University*Session Level: Elementary (K-5)**Room: Deer Valley II*

Driven by the question—Breaking the Silence: How do Asian Americans contribute to our state?—participants will engage in an inquiry into the struggles, strength, and success of past and present Asian Americans. Supporting questions guide students to investigate what brought Asian Americans to our state, examine their contributions, explore historical acts of resilience, and consider contemporary challenges faced by Asian Americans. In answering the question and taking informed action, students are challenged to make the history and contributions of diverse groups of Asian Americans more visible. Participants will consider incorporating the contributions of Asian Americans into existing state standards.

(TPS Session) Playful Explorations of Community-Based Primary Sources in Preschool**Ilene R. Berson** and **Michael J. Berson**, University of South Florida*Session Level: Elementary (K-5)**Room: Deer Valley III*

This presentation describes a collaboration between a university, early learning centers, libraries, and museums to prepare early childhood teachers to support preschoolers' exploratory learning and play-based inquiry using community-based primary sources. We will share interdisciplinary activity sets, featuring Library of Congress primary sources, designed to foster preschoolers' problem-solving, critical thinking, and visual literacy skills and resources to promote inclusive family-friendly experiences that connect stories of the past and young children's lives today. Primary source inquiry supports children's identity development and reduces the tendency to create rigid 'us and them' boundaries, contributing to more subtle understandings of cultural discourses around identity and belonging.

Coming to America: The Jewish Immigration Experience**Dori Gerber**, Institute for Curriculum Services*Session Level: General**Room: Solitude*

Immigrants have come to the U.S. throughout history from many different places and for many different reasons. This session will explore a particular group's immigration story at a significant moment in time—Jewish people in the early 20th century. Through this interactive session, teachers will receive the context for Jewish immigration between 1880-1924, discuss the various push and pull factors that brought Jewish immigrants to America, explore the cultural pressures and contributions of Jewish Americans, and grapple with the repercussions of the 1924 Immigration Act.

(TPS Session) What's New from the Library of Congress?**Cheryl Lederle** and **Stacie Moats**, Library of Congress Professional Learning and Outreach Initiatives Office*Session Level: Cross Level**Room: Salon G*

The Library of Congress is continually adding new content, features, and expertise to its website, loc.gov. In this session, learn about new ways to connect with and explore the newest online collections and resources, and much more. Highlights include the Library's Teachers site (loc.gov/teachers), A Century of Lawmaking (new and improved!), Free to Use and Reuse sets, and the World Digital Library.

Curating Freedom: Exploring the Evolution of Freedom in US History**Alisa Kesler-Lund**, Brigham Young University*Session Level: Cross Level**Room: Salon H*

From Women's Suffrage to the March on Washington, the Boston Tea Party to the Labor Movement, US History is an expansive pursuit of freedom. Using the "right of people peaceably to assemble" as a case study, this interactive session demonstrates how to implement curation as a vehicle to engage critical thinking. Curation is not just for museums! When students curate historical people, ideas, events, and artifacts around a specific theme, they engage in deep learning and skill building. Participants will practice curation and receive a curation activity template, resources, and tips for differentiating curation to suit their classrooms and content.

Better Citizens, Better Democracy

Kathleen Munn, National Archives, **Joy Murphy**, Eisenhower Presidential Library, Museum, and Boyhood Home, and **Kathleen Pate**, Clinton Presidential Library and Museum

Session Level: Cross Level

Room: Salon I

The National Archives and Records Administration (NARA) aims to help educators teach civics in order to develop a more responsible and knowledgeable citizenry. Discover how to use primary sources to explore the ideas of positive and negative freedoms throughout American history. During this session, middle and high school teachers will use NARA records to create activities to engage students in investigations of what citizens can do when they believe their rights have been violated and who decides who votes. Educators will also learn how to connect with the National Archives through online Civics for All of US programs.

Reading Over the Shoulder - Teaching with Diaries, Newspapers, and other People's Mail: The Valley of the Shadow v2.0

Annie Evans, New American History, University of Richmond

Session Level: Cross Level

Room: Salon J

New American History engages learners of all ages, visualizing data, integrating primary and secondary sources, making connections between past/present, and weaving interactive digital maps, podcasts, and multimedia tools into inquiry-based OER learning resources. Explore ways to integrate digital content into your educator toolkit. This year marks the 30th anniversary of the Valley of the Shadow, widely considered among the first major digital scholarship projects in the Humanities. Join us for a sneak peek into the ALL NEW Valley of the Shadow v.2.0, with enhanced search features, databases, and updated tools for historic analysis and inquiry.



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for students in grades 6-12 and educators

Explore our new educational webpage and learning activities designed to share African American history using the museum's collection.

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Collection of the Smithsonian National Museum of African American History and Culture

9:30 a.m. - 10:00 a.m.

Poster Sessions*Skylight Ballroom***Authentic Historical Engagement through Teaching with SOURCES****Scott Waring**, University of Central Florida**Playful Explorations of Community-Based Primary Sources in Preschool****Ilene R. Berson** and **Michael J. Berson**,
University of South Florida**Junior Commandos:****A Primary Source Analysis of Children in Action****Ilene R. Berson** and **Michael J. Berson**,
University of South Florida and **Bert Snow**, Snow & Co**Pinpointing Progress -****Using legaltimelines.org to Teach History****Cathy Ruffing**, Street Law, Inc. and
Amy Rosenkrans, Baltimore City Public Schools**Reading Like a Historian Curriculum and Beyond the Bubble Assessments****Mark Smith**, Stanford History Education Group**The Virtual Ensemble Project, Bringing Back to Life Composers of the Past****Jane Mills**, The Connecticut Music Educators Association**Programming with Primary Sources: Library Programs that Dive Deeper into the Women's Suffrage Era****Sarah Ostman**, American Library Association and
Regina Vitolo, Lone Star College-CyFair**Cultivating Curiosity: Engaging Students with Primary Sources through Arts Integration****Jena Sibille**, Fulton County Schools Teaching Museum and
Casey Morgan, Fulton County Schools**Inquiry and Teaching with Primary Sources to Prepare Students for College, Career, and Civic Life****Lawrence Paska**, National Council for the Social Studies**Putting Primary Sources First****Erika Lowery**, Institute for Curriculum Services**Teaching WWII through a Local Lens****Kira Duke**, Middle Tennessee State University
Center for Historic Preservation**Engaging Students with Culturally Relevant Primary Source Sets****Kara Knight**, Minnesota Historical Society**Towards a Learning Trajectory in History Instruction: Developing Skill Ladders with Library of Congress Digital Primary Sources****Robert Coven**, Cary Academy**Mapping Change over Time: Urban Atlases for Teaching Michelle LeBlanc,**

Norman B. Leventhal Map & Education Center

Freedom From Uncertainty: Teaching the Pandemic Using Historical Research, a TPS Teachers Network Album and Library of Congress Collections**Katherine Perrotta** and **Katlynn Cross**,
Mercer University Tift College of Education,
Julie Maurer, Gotham Center, Graduate Center,
City University of New York, and
Ann Canning, TPS Eastern Region at Waynesburg University**Freedom to Teach Hard Histories: Pre-Service Teachers Combine QFT with Library of Congress Primary Sources**
Ann Canning, TPS Eastern Region at Waynesburg University,
David Hicks and **Sara Evers**,
School of Education, Virginia Tech**Journalism in Action:****An Interactive History of Journalism in the U.S.****Victoria Pasquantonio**, PBS NewsHour**Finding your North Star:****Rediscovering the Joy in Teaching using Primary Sources****Donna Kiel**, DePaul University and
John Fontanetta, Barat Education Foundation

Mid-Morning Break Sponsored by:

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10:00 a.m. - 10:50 a.m.
Breakout Sessions

The Establishment Clause at the U.S. Supreme Court

Tiffany Middleton, American Bar Association

Session Level: High School

Room: Cottonwood

This session will explore the Lemon test, which is a 3-pronged legal standards test established by the U.S. Supreme Court in 1977 to determine if activities violate the Establishment Clause of the Constitution. Participants will engage with primary sources from relevant decisions across the 20th century, including *McCullom v. Board of Education* (1948), *Zorach v. Clauson* (1952), and *Lemon v. Kurtzman* (1977). Participants will also examine contemporary efforts to revisit the legal standard, including the late Justice Scalia's 1993 reference to the Lemon test as a "ghoul," and the recent "praying football coach case" *Kennedy v. Bremerton School District* (2022).

Meeting the Challenge: Tools for Teaching Climate Change in the Social Sciences

Trevor Getz and **Bob Regan**, OER Project

Session Level: Cross Level

Room: Deer Valley I

Teachers will participate in an interactive, hands-on workshop engaged in a classroom activity tailored toward focus on climate change in its social studies standards. After participating in the activity, teachers will be given time to discuss and reflect on the activity's ability to leverage the requisite skills and foster learning experiences that will unleash students' creativity and motivation to take on the challenges of climate change. Finally, teachers will be presented with a sample two-to-three week climate unit focused on helping students build an evidence-based understanding of the global carbon problem and plan/propose an advocacy action designed to help get their community to net zero greenhouse gas emissions. Teachers will walk away with a deeper understanding of climate education and with tools for meeting them in the classroom.

Teaching Tough History: If Not Now, When?

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

Session Level: Elementary (K-5)

Room: Deer Valley II

The marginalization of elementary social studies instruction has created fear and uncertainty of how to effectively teach history stretching into misconceptions about events. How does the field of education reverse this trend? State statutes and standards provide guidance on the content, but less clarity exists on how to provide sound and appropriate instruction. We will present how to properly select primary and secondary sources that align to social studies standards, particularly when violence, race, or socio-cultural content may feel uncomfortable. Positive outcomes for both teachers and their students will result when tough topics are contextualized and supported through historical thinking

(TPS Session) Active Learning Strategies to Engage Students in the History Classroom

Lynne M. O'Hara, National History Day

Session Level: Cross Level

Room: Deer Valley III

One of the biggest classroom challenges is engaging students with active learning strategies. In this session, you will explore active learning strategies that teach historical thinking skills, featuring the vast resources of the Library of Congress. Walk away with ready-made strategies and activities to engage your students and help them think like historians. Participants will receive a flash drive full of resources to use in your classroom.

NCHE
Raffle

Purchase Tickets at the
Registration Desk

Winners will be drawn at 11:15 a.m. on Saturday

Mini Sessions: Three 15-Minute Sessions*Room: Solitude***Identifying Media Bias using Historical and Primary Documents****Jillian O'Connor**, Norman Public Schools and the University of Oklahoma

Bias has had a huge impact on how we view historical and contemporary figures and events in our society today. With this mini session, we will be discussing and thinking about the role of media bias as well as incorporating media literacy strategies within the history classroom. The outcomes of this session are to understand how media has changed over time, the impact that bias has had on our society, and how to help students understand the role that bias has on how we view historical and contemporary figures and events today.

Free Access to Digitized Historical Documents**Eva Katherine Johnston, Amanda Geiger, and Genevieve Podleski**, Federal Reserve Bank of St. Louis

Searching for digitized primary and secondary source materials? History Day, research projects and project-based learning all require accurate source documentation. Check out materials in FRASER @ the digital library of economic and banking history. Why FRASER? It provides accurate, curated documents from the U.S. government, Federal Reserve, and Presidential libraries, including timelines, bibliographies, and history-focused blogs. Also learn about FederalReserveHistory.org a mini encyclopedia of the history of the Federal Reserve that can serve as a starting point for research projects on U.S. economic history.

Archives Applications: Access, Create & Preserve**Jamie Weeks and Sarah Langsdon**, Weber State University

Presentation will provide attendees with ideas of how to use and access primary resources in instruction courses, information on how to apply fun historic preservation activities, and how to create primary resources through student based oral history projects.

--Attendees will view (PowerPoint) how to readily access primary sources, for both instructors and students, and how to apply teaching methods using primary sources. --A hands-on soak-a-book activity will take place, with application of how to use this preservation project in a course. --Tried and true ideas on how student-run oral history projects can teach students how to create primary sources. --Application strategies and links for all three activities will be available through a QR code to allow quick access for attendees. Postcards and pins of primary sources will be available as swag takeaways.

*Facilitator: Kathleen Barker***(TPS Session) Struggles for Freedom of Self-Determination: Engaging Every Learner through Disability History****Rich Cairn**, Collaborative for Educational Services Emerging America Program*Session Level: Cross Level**Room: Salon G*

The history of advocacy for the right to self-determination by people with disabilities (and freedom from abuse) is often overlooked, yet it is truly central to the American story. Examination of the tenacious and creative efforts by disability rights advocates over two centuries fully engages students with disabilities in particular and helps all students to better understand strategies and tactics of struggles for equality. Explore the new free Reform to Equal Rights: K-12 Disability History curriculum, which features hundreds of primary sources from the Library of Congress and other national collections. Sample hands-on strategies and tools for inclusion.

Untold Stories: Revealing the Underrepresented Voices of 9/11**Jennifer Lagasse and Megan Jones**, 9/11 Memorial & Museum*Session Level: Cross Level**Room: Salon H*

Who is included in the story and who is still waiting to be discovered? Using 9/11 as a framework, explore how to integrate the experiences of underrepresented and historically marginalized voices more fully into the narrative. Spark discussion with your students using first-person testimony, classroom-ready strategies, and new digital resources from the 9/11 Memorial Museum during this interactive session.

Understanding the Cold War in Latin America**David Olson**, Retro Report*Session Level: High School**Room: Salon I*

The global Cold War had a profound effect on Latin America, but high quality classroom resources are scarce. A new Retro Report collection aims to change that. Engage students through primary source investigation using political cartoons, original films, and an interactive map. The resources include case studies of both Chile and El Salvador, along with a broader examination of how the Cold War in Latin America was fought. This interactive session will have educators exploring resources, modeling lesson plans, and discussing approaches to diversify the teaching of this period in history. This session is a perfect fit for both U.S. and World History courses.

Out to the Waters or Into the Swamp: Self-Emancipating Peoples Quest for Freedom**Lois MacMillan**, Grants Pass High School*Session Level: Cross Level**Room: Salon J*

To date, public scholarship, academic research, and pedagogical material examining the Underground Railroad have focused almost exclusively on inland, landlocked regions of the United States. Utilizing new scholarship by Timothy Walker's "Sailing to Freedom" and Brent Morris's "Dismal Freedom," this breakout session for middle and high school teachers will explore the voices of those who self-emancipated through waterborne, maritime means or into the swamp. These voices demand a reassessment of the meaning of "freedom" and provide an exercise in doing justice to the memory of the Underground Railroad.



Visit Midway.org - Education - Midway Institute for Teachers
Free Online Resources for Teachers

- Lesson Plans Based on Primary Sources
- PowerPoint Slide Decks
- New Lessons on Global Cold War

Summer Seminars on board the USS Midway
<https://www.midway.org/education/teacher-programs/teacher-professional-development/>
"The premier professional development seminars in the country."

11:00 a.m. Salon F

Keynote Session

Sponsor: **Alissa Oginsky**, George Washington's Mount Vernon

Introduction: **Jenny Nicholas**, NCHE Board Chair and Salt Lake City School District

Speaker: **Jeremi Suri**, University of Texas

Topic: **The Legacy of the Civil War for American Democracy Today**

Q & A with Conference Participants



Jeremi Suri holds the Mack Brown Distinguished Chair for Leadership in Global Affairs at the University of Texas at Austin. He is a professor in the University's Department of History and the LBJ School of Public Affairs. Professor Suri is the author and editor of eleven books on politics and foreign policy, most recently: *Civil War By Other Means: America's Long and Unfinished Fight for Democracy*. His research and teaching have received numerous prizes, including recognition by the Smithsonian as one of American "Top Innovators" in the Arts and Sciences. His writings appear widely in the *New York Times*, *Washington Post*, *CNN.com*, *Atlantic*, *Newsweek*, *Time*, *Economist*, *Wired*, *Foreign Affairs*, *Foreign Policy*, and other media. He hosts a weekly podcast, "This is Democracy," available on all major platforms and his professional website: <http://jeremisuri.net>.

Sponsored by:

GEORGE WASHINGTON'S
MOUNT ★ VERNON

12:15 p.m. - 1:15 p.m. *See Restaurant List in the Conference App

Lunch Break

1:15 p.m. - 2:00 p.m. Salon A-E

Exhibit Hall Time



**Engaging
Congress**

PLAY THE GAME LEARN THE FACTS

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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.

**ACTION
CITIZEN**

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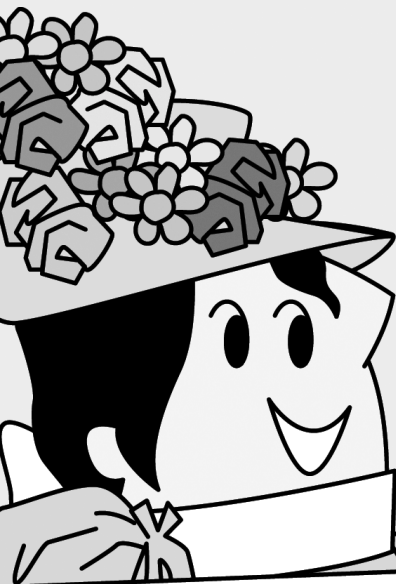
Action Citizen is a learning tool that encourages students to evaluate expectations and relationships between the U.S. government and the American people through the critical analysis of primary sources and legislation. It provides content and an approach for participation in a representative democracy.

**FREEDOM
SUMMER 1964**

FREEDOMSUMMER1964.ORG



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.



**VOTES FOR
WOMEN**



2:00 p.m. - 2:50 p.m.
Breakout Sessions

Maps as Part of a Balanced Diet: Using Maps to Help Educate in Challenging Times

Robert Coven, Cary Academy and **Michelle LeBlanc**, Norman B. Leventhal Map & Education Center

Session Level: High School

Room: Cottonwood

Maps provide a more holistic and complex understanding of places and events. A range of disciplines produce maps, so students will learn the questions and methods different fields use to understand the world. A rich variety of maps allow students to look at places and events from interdisciplinary perspectives and multiple viewpoints. Maps can be more objective than text sources, circumventing stereotypes and ideological defenses that can inhibit empathy. Join us, in this workshop, as we explore how these visually powerful abstractions can provide a deeper understanding of civics and history.

Explore History Visually: Teaching Artworks as Complex Texts with the Smithsonian American Art Museum

Allie Burns and **Rebecca Fulcher**, Smithsonian American Art Museum

Session Level: Cross Level

Room: Deer Valley I

Analyzing and interpreting artworks in history classrooms alongside traditional text sources allows students the freedom to hear from a more diverse and multifaceted set of voices. Examine the ongoing relevance of history to students' lives through the work of past and present artists that make visible commentary on events, movements, and even documents such as the Constitution. Join an educator from the Smithsonian American Art Museum to learn techniques for analyzing artworks in your classroom, practice arts integration strategies with your peers, and leave with suggested artworks and a wealth of free classroom-ready resources.

Where People Live: Using Culturally Relevant Pedagogy with Primary Sources

Kara Knight, Minnesota Historical Society and **Angela Bianco**, Matoska IB World School

Session Level: Elementary (K-5)

Room: Deer Valley II

For young learners, where they live is a part of their identity. By anchoring historical learning in the familiar foundation of students' places, using historical photographs of places people lived, we engage students in relevant studies of the past. Students can strengthen their cultural competence and make connections between past/present, same/different, familiar/unfamiliar, and mine/yours. Learn about using culturally relevant pedagogy in elementary classrooms with primary sources from the Library of Congress and other repositories. Participate in an activity (and activity extensions) you can use immediately, with any population of students, no matter where they live.

(TPS Session) Inquiry and Teaching with Primary Sources to Prepare Students for College, Career, and Civic Life

Lawrence Paska, National Council for the Social Studies

Session Level: Cross Level

Room: Deer Valley III

How do primary sources foster social studies inquiry? This session introduces new online resources from National Council for the Social Studies through the Library of Congress' Teaching with Primary Sources program. Online methods texts are designed for methods instructors and teacher candidates to structure curriculum inquiries in the social studies classroom using the Library of Congress' vast public collection of online primary sources. Brainstorm possible inquiry questions to develop with the Library's online collections, and learn how to use numerous pre-recorded professional learning programs - including those in partnership with NCHE - all free to access and download.

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Mini Sessions: Three 15-Minute Sessions*Room: Solitude***The Role of Emotions in Teaching & Learning Difficult Histories****Rebecca Rosen**, University of Rochester - Warner School of Education

This session outlines findings from a mixed-method study focused on how teachers' and students' emotions factor into secondary social studies teachers' pedagogical decisions and practices related to teaching difficult historical content. The session will have two foci: 1) lessons learned about how to effectively engage teachers in conversations about material that conjures up distressing emotions, the emotions themselves, and the ways those emotions affect their teaching; and 2) how to translate research findings into widely applicable pedagogical strategies for teaching about difficult historical content, different depictions of such content, and emotional discourses around it.

Bias Detectives**Derek Porter**, St. Christopher's School

In Virginia, Governor Youngkin's executive order demands, "ending the use of inherently divisive concepts." Around the world, students are directly impacted by global conflict, often rooted in deep historical geopolitical tensions. Most times the U.S. government has taken an official stance, so what do you teach? History, whether ancient, modern, or current reaches our families and students through a series of complex filters that add bias. How do we help students detect these invisible leanings while remembering that bias is not bad, but it can be academically misleading if left unacknowledged?

Beyond the Bottleneck: Helping Teachers and Students Understand the Role of Emotion in the History Classroom**Keith Eberly**, Muskingum University

My presentation focuses on "emotional bottlenecks," or preconceptions that students bring to the classroom that might disrupt their ability to think historically. Many high school students assume history is about "memorizing facts or "celebrating heritage." Likewise, student preconceptions about American power tend to be unquestioningly patriotic. To address these preconceptions, I have developed a simulation on the Spanish American War that helps students recognize their preconceptions and begin to empathize with people on the receiving end of American imperialism. This simulation has helped my students overcome the emotional bottleneck and begin to think historically.

*Facilitator: Shauna Liverotti***(TPS Session) Teaching WWII through a Local Lens****Kira Duke**, Middle Tennessee State University Center for Historic Preservation*Session Level: Cross Level**Room: Salon G*

World War II was a pivotal event that reshaped the world order and led to widespread social, economic, and political changes. It marked a high point in civic engagement as every American was called upon to support, contribute, and sacrifice for the war effort. With such a momentous historical event, how do we help students draw connections and see its impact in their communities today? In this session, we will explore how using Library of Congress primary sources and a place-based perspective on the local level can engage students and peel back new layers to the history of WWII.

Kid Historians - Engaging with the Past in Order to Shape the Future**Kate Van Haren**, Pennsylvania State University/Pittsville Elementary School**2022 Gagnon Prize Recipient***Session Level: Cross Level**Room: Salon H*

Images of historians reading old documents in dark libraries are archaic. Modern historians seek out primary sources and forgotten stories that tell a complete version of history from varied perspectives. These skills are relevant and make historical inquiry engaging in elementary and middle school classrooms. Participants will explore digital tools and resources that help students learn about historical topics that are meaningful to diverse, future leaders. These tools can be used to develop strategies that provide students with opportunities to document their personal voice, record the stories of their communities, and do the fieldwork required of a modern historian.

Beyond Ellis Island: Chinese Exclusion, Angel Island, and Historical Empathy**Karalee Wong Nakatsuka**, First Avenue Middle School, **Katherine Perrotta**, Mercer University, and**Annie Evans**, New American History, University of Richmond*Session Level: Middle School**Room: Salon I*

Connect students to the past and present, deepen historical understandings, contextualize lived experiences, decisions, or actions through the process of Historical Empathy, using a Chinese Exclusion case study. Participants will learn a researched-based approach towards building historical empathy for incorporating inquiry and historical empathy into their local history curriculum, through primary source document analysis about the Chinese Exclusion Act and the immigration experience at Angel Island; sources include personal family archives. Participants will learn how to use NCHE'S Ten Habits of the Mind through implementation of the C3 Framework. Strategies learned may be transferred to multiple content areas.

Explore Narratives on Resistance to Slavery with iCivics DBQuest**Amanda Setters**, iCivics*Session Level: Cross Level**Room: Salon J*

Take an incredible journey through the autobiography of Lucy Delaney of St. Louis. In this firsthand account of resistance to slavery, students learn the unique stories of two generations of women who resisted enslavement in their daily lives, succeeded in a daring escape, and achieved legal freedom years before the Dred Scott case. Participants will explore the iCivics FREE DBQuest digital resource and learn how to use our carefully curated primary source document set to model historical thinking, promote student inquiry, and empower students through scaffolded analytical writing. Bring your own device for an engaging learning experience!

Our Exhibitors are a vital component
of the NCHE Conference.

Be sure to visit them in Salon A-E.



SHARING AND PRESERVING THE PAST



SCAN ME

Since 1897, the Utah Division of State History has worked to tell the history of Utah, share material culture through the collections and library, and engage the public through educational resources.

The Utah Division of State History is thrilled to sponsor the 2023 National Council for History Education's Annual Conference in Salt Lake City.

Check out our free K-12 educator resources, including Utah History To Go for secondary school students and I Love History for elementary school students.

3:00 p.m. - 3:30 p.m.

Poster Sessions

Skylight Ballroom

Freedom to Play: Primary Sources and Sports

Keith Patterson and **Kile Clabaugh**,

TPS Western Region at Metropolitan State University of Denver and **Roland Schendel**, Metropolitan State University of Denver's School of Education

Teaching with Primary Sources Regional Program

Barbara Kirby and **Jana Kyle**,

TPS Eastern Region at Waynesburg University,

Rick Satchwell and **Judy Bee**,

TPS Midwest Region Illinois State University, and

Keith Patterson,

TPS Western Region at Metropolitan State University of Denver

Women & the American Story (WAMS)

Leslie Hayes, New York Historical Society

TPS - Visual Guide to the Cold War

Adnan Džumhur and **Curtis Richardson**,

University of North Carolina at Chapel

Inspired and Inspiring Conversation About Racial Justice

Terry Roberts, National Paideia Center

Teaching Black Founders through Inquiry with

Library of Congress Resources

Chauncey Monte-Sano and **Rebecca D'Angelo**,

University of Michigan

The Rural Experience in America,

Community Civics through Historical Inquiry

Regina Holland, National Council for History Education

Race, Resistance & TPS

Justin M. De Senso, Metropolitan State University of Denver

Action Citizen: Unleash your Inner Superhero

Elizabeth R. Osborn, IU Center on Representative

Government, **Anne Bono**, Indiana University, and

Patience LeBlanc, Frisco Independent School District

Teaching Students to Ask Their Own

Primary Source Questions

Katy Connolly and **Imaan Yousuf**, Right Question Institute

Integrating Library of Congress and Primary Resources and ELL Supports into Social Studies Lesson Plans

Wendy Trakes, Third Spaces, LLC

Culturally Relevant Pedagogy in Art, Music, and P.E. Secondary Classes

La'Keshia Opara-Nadi, Jackson State University

Struggles for Freedom of Self-Determination: Engaging Every Learner through Disability History

Rich Cairn, Collaborative for Educational Services

Emerging America Program

Centering Identity, Deepening Inquiry:

Omar ibn Said Autobiography

Chris Carter, **Val Gamarra**, and **Natasha Warsaw**,

Educurious

What's New at the Library of Congress?

Cheryl Lederle and **Stacie Moats**, Library of Congress

Professional Learning and Outreach Initiatives Office

Expanding the Narratives of School Desegregation

Tuyen Tran, California History and Social Studies Project

and **Cindy Mata**, UCLA History-Geography Project

Getting Personal with Primary Sources

- Something for All Americans

Mary Johnson, TPS Teachers Network

Observe, Reflect, Question: A Deeper Look at the

Components of the Primary Source Analysis Tool

Lisa Fink, National Council of Teachers of English

Afternoon Break

Sponsored by:

TPS TEACHING WITH
PRIMARY SOURCES
LIBRARY OF CONGRESS

3:30 p.m. - 4:20 p.m.
Breakout Sessions

“No One Expects the Spanish Inquisition!”

Using Monty Python for Inquiry in the Social Studies Classroom to Improve Engagement

Hannah Rude, Arizona Department of Education

Session Level: High School

Room: Cottonwood

During this session, educators will learn how to use Monty Python quotes, sketches, and themes to develop inquiry lessons for the world history classroom. This active learning session will ask participants to analyze and collaborate on the inquiry process through digital tools, modeling what can be used with students. This session will also provide digital resources and learning materials giving educators the tools needed to implement new Monty Python inquiry lessons into their classroom. By the end of this session, we will be able to determine “DID anyone expect the Spanish Inquisition?”

Playful Learning is the Future of History Education

Sarah Jencks, The History Co:Lab, **Annie Evans**, New American History, **Dave McIntire**, Pembroke Hill School and

Adrienne Whaley, Museum of the American Revolution

Session Level: Cross Level

Room: Deer Valley I

When we think about history teaching strategies, we rarely consider playful learning, but recent research indicates that “iterative, socially interactive, actively engaging, joyful, and meaningful” learning is sticky and powerful. Join us to explore how integrating playful learning into your history classroom follows learning science and opens up possibilities for deeper learning. Using examples from New American History, the Johnson County (Kansas) History Museum and the Museum of the American Revolution, we will break down what works when teaching with playful learning strategies, where playful learning might now work, and how to advocate for it in your school.

Teaching Historical Argumentation by Making Students Part of the Story: Case Maker

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

Session Level: Middle School

Room: Deer Valley II

Join to learn about Case Maker, an online interactive for historical argumentation using Library of Congress primary sources. Case Maker presents challenges that students can relate to, putting themselves into the shoes of people in the past to determine how they would support a claim with evidence. Explore civics-oriented topics in US history like child labor, immigration, the democratic process, and the rights and freedoms of citizenship, in activities that prepare students for future document-based questions and for supporting arguments and decisions in their own lives. Learn to assign challenges, save and present student work through the free platform.

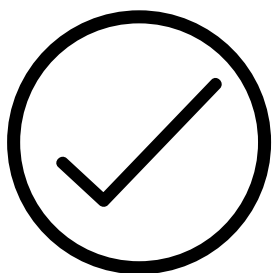
(TPS Session) Reading Like a Historian: Evaluating Online Historical Sources

Mark Smith, Stanford History Education Group

Session Level: High School

Room: Deer Valley III

The Internet has opened new avenues of public history and expanded access to historical sources. It also allows historical misinformation to reach a far greater audience than ever before, and a growing body of evidence demonstrates that young people struggle to sort fact from fiction online. In this context, it is necessary for history educators to teach students how to judiciously evaluate online claims about the past. In this workshop, participants will explore Reading Like a Historian lessons from the Stanford History Education Group that support teachers in these efforts while using documents from the Library of Congress’ archives. Participants will engage in a model lesson plan that extends students’ historical thinking and teaches them the skills needed to evaluate historical information online.



Session Evaluations

Use the App or pick up a
Form at the Registration Desk.

Archival Collections will set you Free: Teaching with Primary Sources about African American Industrial Heritage Collections

Harrison Wick, Indiana University of Pennsylvania

Session Level: General

Room: Solitude

When looking for primary sources about the African American industrial heritage, it can be challenging to find teaching resources. A grant made it possible to not only digitize oral history interviews with African American women who worked in the glass industry in Pennsylvania, but transcribe these invaluable resources that discuss Civil Rights, discrimination, and Women's Equality. Fifty interviews and supporting primary sources were digitized and transcribed, which were part of the Folklife Division of the Southwestern Pennsylvania Heritage Preservation Commission. The presentation will feature proactive use of primary source teaching materials and there will be opportunities for the audience participation.

(TPS Session) Cultivating Curiosity: Engaging Students with Primary Sources through Arts Integration

Jena Sibille, Fulton County Schools Teaching Museum, **Casey Morgan**, Fulton County Schools, and

Andrea Washington, Actor and Teaching Artist

Session Level: Cross Level

Room: Salon G

Imagine combining the exploratory nature of teaching with primary sources with the hands-on engagement of the arts... These two powerful instructional strategies combine to provide authentic opportunities for student discovery, curiosity, and expression! Fulton County Schools partnered with local museums and a theatre group to train five elementary teachers and five teaching artists in Teaching with Primary Sources strategies and Arts Integration methods. This team used these instructional practices to create five engaging model units for 5th grade Social Studies. Learn more about these lessons and how these complementary instructional practices can invigorate student learning.

The So-called Critical Period (1783-1789): Freedom from Anarchy and Chaos; Freedom to Federalism and Order

Adam Levinson, Statutesandstories.com and **Sergio Villavicencio**, The Alexander Hamilton Awareness Society

Session Level: Cross Level

Room: Salon H

Following the Revolutionary War, the newly independent states attempted to translate the lofty concepts of the Declaration of Independence into action. This process was easier said than done. During the so-called Critical Period (1783-1789), the fiercely independent states confronted foundational issues of individual liberty versus governmental power. Ultimately, the Critical Period concluded when George Washington was sworn in as President under the new Constitution. While early historians focused on lawlessness and economic challenges during this chaotic period, modern historians acknowledge the accomplishments under the Articles of Confederation.

Freedom from the Textbook and Freedom to Inquire: Technology Resources for Student Inquiry

Jeffery D. Nokes and **Maggie Allen**, Brigham Young University

Session Level: Cross Level

Room: Salon I

Presenters will walk attendees through a free simple online tool used to create digital mini-archives that facilitate students' semi-structured historical inquiry. Presenters will briefly share mini-archives dedicated to Joe Hill, the Spanish Flu, and the Scofield Mine Disaster, explaining the features of the mini-archives that spark curiosity, nurture background knowledge, and support the analysis of evidence, instruction that works both online and offline. Participants will then explore a digital mini-archive holding evidence related to nuclear testing and Utah's "downwinders," investigating whether nuclear testing on the Nevada desert sickened local residents and whether the government knew that nuclear testing caused illness.

"Freedom From, Freedom To" in Recent Children's Literature: Bringing This Theme to Life in K-12 Classrooms

JoAnn Wood, Georgia Council for History Education

Session Level: Cross Level

Room: Salon J

In this session we will explore many recent titles that tie beautifully to the "Freedom From, Freedom To" theme, along with strategies to promote historical inquiry with these books. We will summarize with a model mini-lesson to illustrate how titles, primary sources, and strategies can be powerfully integrated to promote powerful learning. Attendees will receive a sample lesson plan and booklist, and are invited to grow the list with their own title recommendations.

4:30 p.m. Salon F

Keynote Session

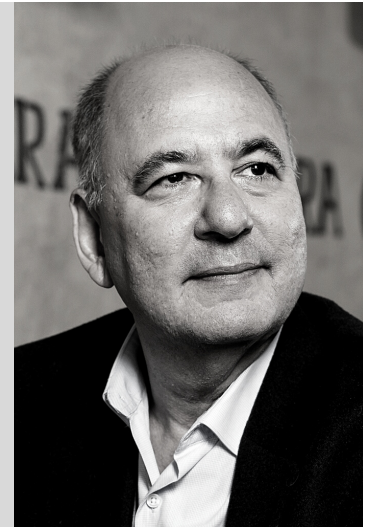
Introduction: **Robert Cassanello**, University of Central Florida

Speaker: **Luis Martínez-Fernández**, University of Central Florida

Topic: **"All History is Contemporary":**

Writing at the Intersection of History, Chronicling, and Opinion Journalism

Q & A with Conference Participants



Luis Martínez-Fernández is Pegasus Professor of history at the University of Central Florida, where he specializes in Cuban and Caribbean History. A prolific, multiple-award winning author, he has published articles in some of his field's leading scholarly journals: *Latin American Research Review*, *Slavery and Abolition*, and *Cuban Studies*; his books range in subject from the early colonial Caribbean (*Key to the New World* [2018]) to the Cuban Revolution (*Revolutionary Cuba: A History* [2014]). He is also an award-winning, nationally syndicated opinion columnist with Creators Syndicate. His forthcoming book, *All History Is Contemporary History: Essays on Politics, Culture, and the Unimaginable Events of 2019-2022*, examines contemporary events from a historical perspective.

Dr. Martínez-Fernández is also a committed public intellectual, who believes that historians have the responsibility to project their knowledge beyond the university classroom and the scholarly press to reach wider audiences. He has actively pursued this commitment through public lectures, editorial articles, participation in documentaries, through museum exhibits, and in collaborations with K-12 teachers. He brings to NCHE's board decades of service in various leadership capacities including the Board of Trustees of the College Board and the Board of the South Atlantic Humanities Center.



Friday Night at the Natural History Museum of Utah

Tickets available at the Registration Desk

Bus departs at 6:15 p.m.; returns at 9:00 p.m.

SATURDAY, MARCH 25

Registration Open

7:00 a.m. - 4:00 p.m.

Salon A Foyer

7:30 a.m. Salon F

Connection Session (Continental Breakfast provided to Connection Session Attendees)

Sponsored by: **Kenneth T. Jackson**, Columbia University & NCHE Distinguished Advisor

Introduction: **Jessica Ellison**, NCHE Executive Director

Speakers: **Joanne Freeman**, Yale University

Topic: **History Matters (...and so does Coffee!)**



NCHE Exhibit Hall

8:00 a.m. - 2:00 p.m.

Salon A-E

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

Breakout Sessions

20th-Century American Feminism: Reflections and Bringing it to the Classroom

Leslie Hayes, New-York Historical Society, **Jamilah Whiteside**, Mascoutah High School, and **Nicole Rounce**, Sunnyside High School

Session Level: High School

Room: Cottonwood

The notion of "feminism" is critical to understanding women's history in the 20th century. But how can we explore its complex, multifaceted, and diverse history with our students, particularly at a moment when the very word is under debate? Hear from three educators - two classroom teachers and one museum professional - who have each grappled with this question and developed lessons and strategies to celebrate, examine, and question the history of feminism and women-led activism in the 20th century. Participants in this hands-on session will learn how to access classroom-ready resources featuring primary sources that celebrate the diversity of women's history.

Dismantling Dominant Narratives Using Primary Sources:

How Multiple Perspectives Have Helped Shape Three Learning Interactives

Lia Atanat, Maryland Humanities, **Karla Thompson**, Maryland Public Television, and **Sarah Dittkoff**, FableVision Studios

Session Level: Cross Level

Room: Deer Valley I

Creating, expanding, and updating our three teaching tools - TPS Inquiry Kits, Civics! An American Musical, and Case Maker - has allowed us to reframe and reconsider how events in US and world history are taught. Learning through primary sources affords students freedom from history as a prescribed set of facts, and freedom to question whose voices are being heard. We'll discuss how these interactives encourage students to use inquiry, consider multiple perspectives, and come to their own conclusions, developing their skills as independent thinkers. Join us in complicating dominant narratives and learn strategies to find primary sources that engage diverse viewpoints.

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How One Candy Bomber's Revolutionary Ideas and Actions Changed the World

Debbie Draper, Julie Siebach, and Ruth King, Alpine School District

Session Level: Elementary (K-5)

Room: Deer Valley II

Through the story of the Berlin Airlift's "Chocolate Pilot", teachers will explore ways to integrate Social Studies, STEM, and ELA. Designing effective means to solve a problem, using primary and secondary sources, session participants will learn the story of Gail Halvorsen, and how one ordinary individual revolutionized the post-war Marshall Plan by acknowledging the need to provide hope for the children of Berlin. Teachers will also learn how to guide their students through the Service-Learning model to carry out ideas to help children-- either locally or globally-- metaphorically learning how to "hit the target" through problem-solving for real world issues.

(TPS Session) Safeguards of Justice: Using Primary Sources to Teach About the Rights of the Accused

Cathy Ruffing, Street Law, Inc. and **Amy Rosenkrans**, Baltimore City Public Schools

Session Level: Cross Level

Room: Deer Valley III

How can we use primary sources to explore key rights afforded to us by the Constitution? Join Street Law as we explore interactive middle and high school level resources to teach about the 4th, 5th, 6th, and 8th Amendments. Resources will also include deep dives into the Scottsboro Trial and the juvenile justice system. Accompanying these resources is a new interactive online timeline that students can use to contextualize events in history. Leave the session with free access to these resources and many more.

George Washington: Competing Visions of the World

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

Session Level: General

Room: Solitude

Explore the conflicting ideals of freedom during the revolutionary and founding eras by investigating George Washington's legacies as general, president, and enslaver. Analyze material culture from Mount Vernon's digital collections to examine the duality of Washington's visions of the new United States and how it impacted the enslaved men and women forced to labor on his estate. Walk away with adaptable teaching strategies to deepen historical empathy and deliberation with your students.

(TPS Session) The History of a Modern Conflict: Exploring the Arab-Israeli Conflict Through Primary Sources

Erika Lowery, Institute for Curriculum Services

Session Level: Cross Level

Room: Salon G

The Arab-Israeli conflict is often featured in the news, so understanding it is critical to being a global citizen. Using a historical approach with an emphasis on Library of Congress primary sources, this session traces the history of the conflict. Throughout the presentation, the use of accessible classroom technologies, discussion, and collaboration in small groups, participants will develop content knowledge, experience student activities, and receive ready-to-use lesson plans and corresponding primary source materials.

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Financial Freedoms: Freedom to Participate in the Economy

Eva Katherine Johnston, Amanda Geiger, and Genevieve Podleski, Federal Reserve Bank of St. Louis

Session Level: Cross Level

Room: Salon H

Some Americans have always enjoyed the freedom to participate fully in the economy, while others have gained those freedoms over time. This session delves into episodes in U.S. history that changed access to banking, the labor force, and property ownership for women and people of color. This session will provide free teaching resources with primary source materials from FRASER®, the digital library of economic history. Attendees will receive copies of the lessons "Barbie® in the Labor Force," "Credit History and Equal Opportunity," and "Neighborhood Redlining and Home Ownership."

Liberation through Punk: Incorporating the Punk Subculture into Historical Inquiry for Secondary Students

Jocelyn Isabel Aguilera and Yadria Arroyo, John C. Fremont High School

Session Level: High School

Room: Salon I

With US history standards portraying a top-down narrative of social movements, this breakout session will show how teachers at John C. Fremont high school created an inquiry-based unit of study that centers on the relationship between social activism and the Los Angeles Punk subculture during the 1970s-1980s. By exploring the narratives of adolescent punk rockers, this session shows how to lead secondary students to uncover the subculture as a place of newfound freedom but, more importantly, a place of activism through music and benefit concerts. Moreover, the presented unit will demonstrate how to embed additional perspectives and refine the skill of historical significance in teaching about subcultures as spaces of freedom.

Engaging Inquiry Instruction with The DBQ Project

Beth Montgomery, The DBQ Project

Session Level: Cross Level

Room: Salon J

How can you encourage students to really think about historical questions? How can you build their confidence enough for them to develop a well-reasoned argument? The DBQ Project materials in history and social science, whether in print or online, give you the tools you need to be the best inquiry instructor out there. Participants will use the DBQ Project Method to actively engage in strategies that support thinking and argument writing. Dive into our new lesson, The Vietnam Draft: Comply, Avoid, or Defy? See how to apply our method to think about American freedoms.

Our Exhibitors are a vital component
of the NCHE Conference.

Be sure to visit them in Salon A-E.

9:30 a.m. - 10:00 a.m.

Poster Sessions*Skylight Ballroom***Exploring Freedom in Picture Books****Stephanie Guerra,**

Foundation Against Intolerance and Racism

Document-Based Questioning for All Students**Derek Porter,** St. Christopher's School**Geographic Literacy Among College Students****Jacob Augustin,** University of Charleston and**David Hodge,** Nichols College**Creating the Global Classroom****Laurence Peters,** Johns Hopkins University and**Himansha Sharma,** CONCENTRIC**Stepping into Their Shoes:****Using Report Cards to Analyze Historical Points-of-View****Katelyn White,** University of Tennessee, Knoxville**Come Say G'day! Research Into Innovative Approaches
for Incorporating Local and State Histories****Elspeth Grant,** Churchill Fellow**Constructing Freedom of Choice and Opportunity:****Analyzing the Historical Development of First****Ladies of the United States****Jess Gagliardi,** Adams State University**Teaching 1950s America Through "I Love Lucy"****Michael Ferguson,** Goodwin University**TPS: Visual Guide to the Cold War****Adnan Džumhur and Curtis Richardson,**

University of North Carolina at Chapel Hill

Mountain West Digital Library**Teresa Hebron,** Mountain West Digital Library**Historical Inquiry Through World Cup Songs****Karla Adelina Garza,** Texas A&M University,**Lauren Santarelli,** Columbus State University, and**Karen E. McIntush,** University of Houston**For Those Who "Love Liberty and the American
Way of Life": How the History of Segregation****Academies has Shaped the Civic Mission of Schools****Joseph R. Nichols, Jr. and Natalie Gerke,**

Saint Louis University

**Help Our Public Education, Integrating Atlanta's
Public Schools, and How Race-Talk Shapes the****History of Race and Segregation in American Education****Joseph R. Nichols, Jr. and Natalie Gerke,**

Saint Louis University

**Patriotism, Participation, and the People of the
Deep South: How Rural Southeast America's
Culture and Identity Have Affected Its Thoughts
on Freedoms and Rights****Lueisha Dixon,**

Richmond County Technical Magnet School

Punishment: The American Story Retrospective**Nathan Salamone,**

Universal Audenried Charter High School

Museum Educators' Conceptualizations:**Teaching Social Studies Through Art****Justin Krueger,** Delta State University

Mid-Morning Break

Skylight Ballroom

10:00 a.m. - 10:50 a.m.
Breakout Sessions

**Re-Centering Black Women's Activism in the Long Civil Rights Movements:
Using "At the Dark End of the Street: Black Women, Rape, and Resistance" in the High School Classroom**
Bonnie Belshe and **Danielle McGuire**, Monta Vista High School

Session Level: High School
Room: Cottonwood

In her groundbreaking book, Danielle McGuire writes the never-before-told history of the civil rights movement beginning; protests against the ritualistic rape of Black women by white men who used economic intimidation, violence, and terror to derail the movement. Those forces persisted unpunished throughout the Jim Crow era to enforce rules of racial and economic hierarchy. Black women's protests against sexual assault and interracial rape fueled civil rights campaigns throughout the South long before the Montgomery Bus Boycott. APUSH teacher Bonnie Belshe will share lessons/strategies to use this important work in expanding the traditional narrative of the Civil Rights Movement.

Lessons from the Space Age

Jaime Chanter, Garfield Middle School, **Lori Menning**, CESA 6 - Oshkosh Public Schools, **Lisa Neihouse**, Alma High School and **Kathleen Barker**, NCHE

Session Level: Middle School
Room: Deer Valley I

In the 1960s, humanity's freedom to explore the universe led to a space race that eventually put Americans on the Moon. Investigate some of the successes and consequences of America's space program, from the 1960s to the present, and the economic, social, environmental, and political consequences of our continued reach for the stars. Participants in NCHE's 2022 NEH Landmarks Workshop, "The Space Age on the Space Coast," will share tools and strategies for engaging students in this extraordinary history, as well as suggestions for using NASA's new Artemis programs as a launch pad for interdisciplinary inquiry.

Pursuing Happiness: Investigating Liberty and Equality with Young Learners

Taylor Davis, iCivics, **Kelley Brown**, Easthampton High School, and **Laurie Risler**, Westfield State University

Session Level: Elementary (K-5)
Room: Deer Valley II

Historical inquiries investigating the Bill of Rights and Fourteenth Amendment help elementary students understand the importance of liberty and equality to human happiness. Using primary sources, participants will investigate how the rights to free speech, due process, and equality under the law open up pathways for pursuing happiness. Focusing on the meaning, history, and relevance of these rights to students, participants will explore the stories of historical figures like John and Mary Beth Tinker, Fred Korematsu, and Wong Kim Ark. Participants will apply constitutional tests to contemporary scenarios and Supreme Court cases related to speech, due process and equal protection.

(TPS Session) Give Students the Freedom to Ask Their Own Questions and the Freedom to Find Their Own Answers

Katy Connolly and **Imaan Yousuf**, Right Question Institute, **Ann Canning**, TPS Eastern Region at Waynesburg University, and **Sara Evers**, Virginia Tech

Session Level: Cross Level
Room: Deer Valley III

In this active, hands-on session, participants will experience for themselves how the Question Formulation Technique (QFT) can be combined with Library of Congress primary sources to prompt student-generated questions. They will learn how to effectively leverage the strengths of both programs to facilitate meaningful student inquiries into the limits of citizens' freedoms at different points in history, such as the internment of Japanese Americans and racial prejudice during the Jim Crow era. Participants will explore ways to use student questions and Library of Congress collections to give direction and purpose to student-led investigations.



**Purchase Tickets at the
Registration Desk**

Winners will be drawn at 11:15 a.m. on Saturday

Mini Sessions: Three 15-Minute Sessions

Room: Solitude

Great or Not so Great? Using Historical Inquiry to Contextualize Columbus

Casey Holmes, Drake University

Should we celebrate Columbus? In this session, participants will engage with a lesson idea for teaching a more accurate and contextualized narrative about Christopher Columbus. Participants will sample a variety of primary sources and other resources, modified for secondary students, and briefly simulate the process of evaluation: was Columbus great, or not so great?

The Power of Intentionality: Utilizing Primary Sources in Your Classroom

Gordon Daines, Brigham Young University

This workshop is designed to introduce faculty members to the SAA/RBMS Guidelines for Primary Source Literacy, assignment design best practices, and active learning. Participants will have the opportunity to begin thinking about how to design assignments for their students that leverage the power of primary sources. This presentation will discuss how special collections materials are uniquely suited to helping students develop critical thinking skills and it will introduce the concept of smallest meaningful chunks (SMC) in the context of teaching with primary sources. Participants will have the opportunity to conceptualize SMCs for their assignments.

Bridging K-12 and College: The American Historical Association's Initiatives in Teaching and Learning

Daniel J McInerney, Utah State University

The American Historical Association's projects in teaching and learning have, over past decades, addressed questions tied to content, pedagogy, outcomes, and accountability, revising faculty teaching and the post-secondary classroom. Since 2017, the AHA has expanded its work, focusing increasingly on students, our teaching colleagues, and the outside world as it addresses issues of equity, professional integrity, divisive concepts, civic roles, and links to K-12 education. This presentation will offer an overview of the organization's work -- and ask audience members where they believe the AHA might best concentrate its resources and advocacy.

Facilitator: **Laura Wakefield**

(TPS Session) Freedom to Play: Primary Sources and Sports

Keith Patterson and **Kile Clabaugh**, TPS Western Region at Metropolitan State University of Denver, and
Roland Schendel, Metropolitan State University of Denver's School of Education

Session Level: Cross Level

Room: Salon G

The battle for civil rights is fought on many fronts. Often these freedoms are won in the sports arena before being won in the courtroom. From baseball to football to being allowed to ride a bike, sports have provided bellwether opportunities to break through socioeconomic, gender, and cultural barriers. Through primary sources from the Library of Congress we will explore how some historical figures used sports to usher in freedom for themselves and others. Adaptable, inquiry-based primary source teaching strategies, primary sources and inroads for further research will be shared.

"The Patriot's Monitor": Defining Freedom during the Early American Republic

Stacia Smith, The American Revolution Institute

Session Level: Cross Level

Room: Salon H

Participants will examine an 1810 publication called "The Patriot's Monitor ... Designed to Impress and Perpetuate the First Principles of the Revolution on the Minds of Youth; Adapted for the Use of Schools" to consider what fundamental concepts of freedom and founding documents the author deemed essential to the education of the youngest citizens of the early American republic. Contemporary as well as modern works will be explored before attendees will be tasked with composing a version of the Monitor for their twenty-first century classrooms.

Teaching Music and the Civil Rights Movement: A People's Perspective

Ben Dumbauld and **Joshua Zarbo**, TeachRock

Session Level: High School

Room: Salon I

This workshop introduces and outlines TeachRock.org's new Civil Rights Unit Plan. This free, standards aligned lesson collection uses music as a lens to examine the Civil Rights Movement from 1947-1972. Rather than focusing on individual songs, artists, and activists, the collection examines the struggle for Civil Rights as a mass movement, and identifies how "everyday people" - from grassroots organizers to school students to local radio DJs, utilized music in unique ways as they participated in the Civil Rights Movement.

Teaching Japanese Incarceration through Topaz

Lisa Barr, Utah Division of State History, **Scott Bassett**, Topaz Museum, and **Jeff Nokes**, Brigham Young University

Session Level: Cross Level

Room: Salon J

Gain materials and strategies for teaching Japanese American incarceration using Topaz, the World War II internment camp located in Utah's west desert, as a lens. To address the challenges of dealing with historical trauma in the classroom we introduce materials that amplify community voices. Using curated primary sources, we model activities that develop historical thinking skills and civic dispositions. We consider how this history creates opportunities to lay foundations for civic engagement when students see others' rights being violated. This session will combine historical content and analysis with attention to the affective elements involved in teaching difficult and neglected histories.

11:00 a.m. *Salon F*

Presentation of the 2023 Paul A. Gagnon Prize

Presenter: Annie Evans, University of Richmond, New American History

Award Winner: Joanne Freeman, Yale University

Keynote Session - Panel Discussion

Introduction: Sam Mihara, UCLA and 2018 Gagnon Prize Recipient

Facilitator: Jessica Ellison, NCHE Executive Director

Panelists: Lueisha Dixon (GA), *Lois Macmillan* (OR), *Paula Moffatte* (FL), *Kacie Nadeau* (FL),
Matt Pelc (FL), *Stacy Radecki* (MI), and *Karalee Wong Nakatsuka* (CA),

Topic: Teaching History Under a Microscope: Reflections from Educators Facing External Challenges

Q & A with Conference Participants

Hear from a panel of educators representing places around the country that are up against legislation, state standards, and community pushback intended to limit inclusive history instruction. Learn from teachers' on-the-ground experiences about how these challenges are impacting their students, their instruction, and their professionalism.



12:15 p.m. - 1:15 p.m. *See Restaurant List in the Conference App
Lunch Break

1:15 p.m. - 2:00 p.m. *Salon A-E*
Exhibit Hall Time

**Announcement of Raffle Winners
and Scavenger Hunt Winners
posted in the NCHE Exhibit Hall and
Registration Desk at 12:30 p.m.**



Elevate your teaching with professional development resources from Gibbs Smith Education. Schedule a call to learn more about our collection of books and services designed for social studies teachers.

Scan to schedule a call



2:00 p.m. – 2:50 p.m.
Breakout Sessions

Freedom Tools: Supporting Student Voices

Elizabeth R. Osborn, Indiana University Center on Representative Government

Session Level: Cross Level

Room: Cottonwood

The First Amendment provides Americans with the tools they need to be heard in our representative democracy: freedom of religion, assembly, press, petition, and speech. Help your students see that they too can make a difference and how to start planning. Action Citizen is a newly released free civics interactive. Funded by the Library of Congress' TPS project, Action Citizen is a primary source-based inquiry tool. It highlights connections between citizen activity and legislation from the 19th century to present. BYOD to investigate this free resource, or just follow along on the big screen. Student handouts and free giveaways.

Environmental Cooperation as a Path to Peace in the Middle East

Erika Lowery, Institute of Curriculum Services

Session Level: Cross Level

Room: Deer Valley I

This lesson examines some of the major environmental challenges in the Middle East, particularly around water resources, and the ways that Israelis, Jordanians, and Palestinians are cooperating to meet these challenges. Participants will develop pedagogic content knowledge about environmental challenges in the Middle East; regional cooperation among Israel, Jordan, and the Palestinian Authority to meet these challenges; and environmental cooperation as a path to peaceful coexistence. Participants will also experience and apply critical pedagogy around social and environmental activism in the Middle East by focusing on three case studies that they can then use with students in their classrooms.

Evaluating Resources for Cultural Responsiveness

Brenda Beyal and **Emily Soderborg**, BYU ARTS Partnership Native American Curriculum Initiative

Session Level: Elementary (K-5)

Room: Deer Valley II

As educators implement culturally responsive pedagogy into their classrooms, the need for authentic, accurate resources which support the engagement of all learners becomes paramount. This interactive session will provide guiding principles and a process to evaluate resources for classroom use. Native American resources will be shared, along with providing hands-on practice to help in designing learning experiences that model inclusiveness.

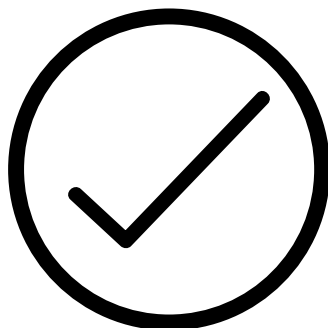
(TPS Session) Programming with Primary Sources: Library Programs that Dive Deeper into the Women's Suffrage Era

Sarah Ostman, American Library Association and **Regina Vitolo**, Lone Star College-CyFair

Session Level: Cross Level

Room: Deer Valley III

History textbooks often offer a simplistic narrative of the women's suffrage era, but a closer look uncovers a more complex history. Created by librarians in collaboration with the American Library Association, the "Programming with Primary Sources: Women's Suffrage" guide seeks to shed light on lesser-known histories from the era and provide user-friendly resources to help libraries lead conversations about this important part of our nation's past. In this session, we share ways that librarians, classroom teachers, and other educators can incorporate Library of Congress primary sources into book clubs, crafts and other programs to explore women's suffrage history in a new, fun light.



Session Evaluations

Use the App or pick up a
Form at the Registration Desk.

Mini Sessions: Three 15-Minute Sessions*Room: Solitude***The Stono Rebellion: An Attempt at Freedom from Slavery and Freedom to Choose a Historical Interpretation****Jessica Morey**, Buchholz High School

How do we teach high school students historiography and simultaneously engage them in content? In this mini-session, participants will see how Mark Smith's edited volume "Stono: Documenting and Interpreting a Southern Slave Revolt" can be used to teach students how historians work, how to use evidence to make an argument, and about a critical moment in African-American History. While the Stono Rebellion was about "Freedom From", this lesson is about students having the "Freedom To" draw their own historical conclusions.

Analyzing Women's Suffrage Movement Through Award-Winning Picture Books

Lauren Santarelli, Columbus State University, **Karen E. McIntush**, University of Houston, and
Karla Adelina Garza, Texas A&M University

Social studies curriculum on women's suffrage involves learning about revolutionary women and pivotal events, including Susan B. Anthony, Sojourner Truth, Elizabeth Cady Stanton, the Seneca Falls Convention, and the passing of the 19th amendment to the U.S. Constitution. The year 2023 will mark 103 years since the ratification of the 19th Amendment, heightening curricular focus on the Women's Suffrage Movement. A content analysis was conducted on award-winning children's picture books on women's suffrage. Participants will discuss and analyze how children's books limit or enhance understanding of the Women's Suffrage Movement. Tips on selecting texts will be provided.

Blackness Beyond Bridgerton: Challenging Georgian Britain's Image through Images**Anne Aydinian-Perry**, Independent Researcher

Did Bridgerton leave you wondering how Georgian society could have been? Discover media portrayals and sources that move beyond the monochrome and uncover Black British history unseen in period dramas. There were sizable populations of Black free persons in Europe during this time unseen in textbooks. The examination of Black Britons as portrayed in Belle, Harlots, and Sanditon, in conjunction with primary sources, allow students to construct a nuanced knowledge of the past while questioning how perspective is addressed through issues of bias and omission. This presentation promotes the acknowledgement of the continuity of anti-Blackness narrative through to modern day.

Facilitator: Regina Holland

We are gathering and learning upon the homelands of the Ute, Northwestern Shoshone, Southern Paiute, Goshute, and Dine peoples of this region.

We affirm the sovereignty of these and all Indigenous nations. We recognize Native peoples' stewardship and relationship to the land from time immemorial to the present day. We honor the resilience of Native ancestors and contemporaries.

The National Council for History Education, our conference attendees, and our members across the country all live and work on Native land. We ask that our attendees and members: acknowledge the Indigenous homelands where they live, learn from the people — past and present — who also call these places home, and leverage their role as educators to lift up Native voices.

(TPS Session) Same Storm, Different Boats: Using Library of Congress Archives to Teach about the COVID-19 Pandemic

Katherine Perrotta and **Katlynn Cross**, Mercer University Tift College of Education,
Julie Maurer, Gotham Center, Graduate Center, City University of New York, and
Ann Canning, TPS Eastern Region at Waynesburg University

Session Level: Cross Level

Room: Salon G

Engaging students in documenting/analyzing human experiences during the pandemic is crucial to preserving history of this time. "Same Storm, Different Boats," is a Teaching with Primary Sources (TPS) grant project using TPS Teachers Network Albums and Library of Congress collections to engage students in research and personal reflection about Freedom from Uncertainty during the pandemic. Learn about high school students currently researching the causes and socio-economic/political impact of COVID-19 (e.g. social justice protests, mask mandates, lockdowns, school closures, the mRNA vaccine); collecting/analyzing their own artifacts that document their experiences, and experiences of their local community using TPS strategies such as zoom in with primary sources; curating an exhibit and printing books.

How to Utilize a Historical Debate to Maximize Student Engagement

Jessica Hughes and **Matthew Pelc**, Osceola NCHE LEAD Grant Program

Session Level: Cross Level

Room: Salon H

Educators will learn tools and strategies for how to effectively host student-centered debates. While experiencing engaging discussion, educators will gain an understanding of how cross-curricular and standard-based topics can be taught through this unique learning opportunity. Educators will achieve a sense of how to teach historical comprehension by assuming the role of a colonist in the year 1776 where the divisive decision of whether to stay loyal to Britain or declare independence is looming. Each side will engage the debaters to delve into historical analysis and interpretation to formulate talking points and methodically communicate their side of the debate.

Freedom From Prison, Freedom to Return Home

Sam Mihara, UCLA

2018 Gagnon Prize Recipient

Session Level: Cross Level

Room: Salon I

Sam Mihara is a national lecturer on the topic of mass imprisonment. He frequently speaks at UCLA, Harvard and many schools across the country. Sam was winner of the Paul A. Gagnon Prize in 2018. In 1942, he was removed from his home in San Francisco and became a child prisoner of the U.S. government. Sam was held in a desolate detention facility in northern Wyoming for 3 years. Being one of 120,000 mostly U.S. citizens who was incarcerated, Sam describes why only Japanese and not German and Italian families were imprisoned. He shows photos of the conditions in the camp and reveals how he was released prior to the end of the war to be free to return to home. Sam describes how the causes of injustice can be applied to today's issues faced by Middle Eastern, Muslim and LGBTQ groups.

Powerful Picture Books, Complex Primary Sources, Complicated Topics: A Recipe for Success

Glenn Wiebe, ESSDACK

Session Level: Cross Level

Room: Salon J

Using picture books to introduce complicated topics and primary sources to dig deeper into content provide teachers with the tools they need to develop engaged and informed citizens. Picture books encourage student-generated questions around controversial topics, support student voice, and add another research-based technique into your instructional toolbelt. Together, we'll share ways for finding appropriate books, practice strategies that help students analyze books, explore primary sources archives that complement books, and unpack ideas for aligning historical content to contemporary events. You'll walk away with an instructional framework and resources ready to adapt for your own students and classrooms.

FLCHE

Florida Council for History Education

7th Annual Conference

www.flche.net

July 28 & 29, 2023

Flagler College

St. Augustine, Florida



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Dr. J. Michael Butler



Dr. Kimberly Voss

3:10 p.m. - 4:00 p.m.
Breakout Sessions

We Can Do Better

Megan Hamilton, Clay Rasmussen, and DeeDee Mower, Weber State University and **Eli Alexander**, University of British Columbia

Session Level: Cross Level

Room: Cottonwood

This session explores the following question: How can we as educators do better at highlighting visibility of Indigenous histories and perspectives in our classrooms? This workshop incorporates a mapping activity for educators to explore their own knowledge and perspectives of sovereign Indigenous nations as well as brainstorm ways to do better when working with Indigenous students and their communities. Unfortunately, Indigenous communities are often perceived as historical in nature rather than vibrant contemporary societies. Therefore, the aim of our session is to work with participants to encourage paths toward ways of recognizing Indigenous communities beyond a merely additive approach.

Perspectives on World War II: Lessons from the Intrepid Museum Collection

Gerrie Bay Hall, Intrepid Sea, Air & Space Museum

Session Level: Cross Level

Room: Deer Valley I

A diverse cross-section of Americans participated in waging World War II, yet too many stories are still underrepresented. Through a discussion-based exploration of the Intrepid Museum's archival materials and oral history collections, this session will examine the stories of Black sailors and other enlisted people of color who served in the Navy in the Pacific Theater. Participants will increase knowledge of resources which represent a more inclusive representation of those involved in the Second World War and learn how to navigate the Museum's open access digital collections and free online lesson plan repository, including lessons developed by master teachers.

Grappling with How to Teach Enslavement and the Founding Fathers

Timothy E. Hicks, The Learning Collaborative at Dent Middle School and **Deb Masker**, Kirn Middle School

Session Level: Cross Level

Room: Deer Valley II

"Freedom from, freedom to" is a useful theme for understanding and teaching about enslavement, emancipation, and the struggle for civil rights. Our nation's racial history has led to a public debate on how history should be memorialized and taught - American exceptionalism versus cancel culture. What should be done with historical figures with mixed legacies of positive accomplishments yet have ties to enslavement and/or racist views? Discussion, analysis of sources (many from Mount Vernon), and application to present contexts will be used to introduce a nuanced model that fosters civil discussion using George Washington as a case study.

(TPS Session) Centering Identity, Deepening Inquiry: Omar ibn Said Autobiography

Chris Carter, Val Gamarra, and Natasha Warsaw, Educurious

Session Level: Cross Level

Room: Deer Valley III

Although slavery ended after the Civil War, the experiences, feelings, and voices of enslaved Africans live on today and challenge us to better understand how America and its history are rooted in a system of slavery. We will analyze excerpts from the autobiography of Omar ibn Said (pronounced OH-mahr IH-bin SY-EED), the only known slave narrative written in Arabic found in the United States, for evidence of resistance, liberation, connection to culture, and shared humanity. Analyzing narratives for themes that extend beyond oppression and victimization help us better understand history and each other.

Teaching the Social Media Generation, the Power of Compassion: History Matters, Humanity Matters

Felicia Middlebrooks and **Rita Lewis**, Saltshaker Productions

Session Level: Cross Level

Room: Solitude

How do we teach Gen Z high schoolers and college students compassion in our fractured world? There is a solution. Storytelling, the most powerful path to human connection. EduDoc+ is storytelling. It's a transformative new teaching tool specifically designed for Holocaust/Genocide education, now required in 23 states. We will demonstrate our courses on genocides in Rwanda, Bosnia, Tasmania, Cambodia, Armenia, Namibia, Sudan and the Holocaust, and show you how we help teachers train students to become Global Citizens. Our optically beautiful e-courses allows teachers to take students on a journey through history. Students learn compassion and a respect for cultures other than their own. Preventing future genocides is entirely possible and it starts in the classroom. (saltshakerproductions.com/edu-doc). Our affordably priced courses are being sold to school districts across the nation. We'd like you to see them for yourself!

(TPS Session) The Teaching with Primary Sources (TPS) Regional Program

Barbara Kirby and **Jana Kyle**, TPS Eastern Region at Waynesburg University,
Rick Satchwell and **Judy Bee**, TPS Midwest Region Illinois State University, and
Keith Patterson, TPS Western Region at Metropolitan State University of Denver

Session Level: Cross Level

Room: Salon G

Engage in conversation about how to enrich the quality of your organization's educational programs and teaching materials by integrating resources from the Library of Congress that promote a deeper understanding of historical figures and events through inquiry. Discover the TPS Regional Program, TPS Consortium, grant opportunities, and free professional development focused on teaching history through primary source instruction to enhance critical thinking, inquiry skills, and content knowledge.

Civil War Mail, Messages, and Meaning: Analyzing Primary Sources with Multiple Perspectives for the Classroom

Phoebe Sherman and **Lynn Heidelbaugh**, Smithsonian's National Postal Museum

Session Level: Cross Level

Room: Salon H

How do we incorporate new perspectives and historical thinking skills into the classroom? The Walters Family Papers (1859-1868) remarkably includes surviving correspondence by women who wrote freely about their experiences on the home front. The letters from Rachel (Ward) Walters, her husband, Union soldier David Walters, and other family members contain personal insights into the Civil War. Working in small groups, participants will explore themes from the Walters Family Papers and engage in historical thinking teaching strategies in order to create an individualized action plan for how to bring the real work of historians to their classrooms.

(dis)PLACement and Resistance: Legacies of Urban Renewal in Black Communities

Vernon Turner and **Daniella Ann Cook**, University of South Carolina

Session Level: Cross Level

Room: Salon I

Learning to analyze how different experiences, processes, and perspectives impact communities today is a paramount skill for learners who seek to become informed and civically engaged. In this session, the historical and contemporary experiences of two Black historic communities, Wheeler Hill and Ward One, are important teaching moments for understanding tensions between competing interests. Specifically, the displacement of and resistance by these communities are intimately connected to state sponsored urban renewal. Using resources from the Library of Congress Teaching with Primary sources coupled with local archival material, participants will explore the meaning of civic engagement as foundational for democratic education.

What's Your Story? The Power of Oral History & Personal Artifacts In the History Classroom**Shea Richardson**, East Orange School District*Session Level: Cross Level**Room: Salon J*

How can we use historical empathy to help youth engage with history? This workshop will explore strategies for cultivating historical empathy by incorporating oral history and personal artifacts into the classroom. Participants will view oral history interviews from an Auschwitz survivor and an educator/organist from the Civil Rights Movement, and we will analyze a personal artifact from a World War II veteran. A literacy strategy that invites scholars to analyze the complex thoughts/emotions of a historical figure known as an "interior monologue" will be discussed, and participants will compose an interior monologue based on a selected historical figure.

NCHE would like to thank you for attending the 2023 Conference!

We hope you'll join us next year in Cleveland on March 7-9, 2024.



Statutes and Stories

Primary Sources & Links:

- *Early Colonial Laws*
- *Intolerable Acts*
- *Early American Laws*
- *Stories of the Framing of the Constitution*
- *Laws of the First Congress*
- *Correspondence of the Founding Fathers and Mothers*
- *Cutting Edge Historical Research*
- *Archival Records*
- *Constitution's Cover Letter*
- *Hamilton Discoveries*
- *Topical Index*
- *Resources for History Students of All Ages*

statutesandstories.com

NCHE RAFFLE CONTRIBUTORS

Law Day Gift Pack & Good (Current) Legal Reads (2) –
American Bar Association

Coffee Mug and *America's First Veterans* –
American Revolution Institute

Gift Basket – **Arizona Council for History Education**

Backpack w/Journal, Water Bottle, and Coffee Mug –
Bill of Rights Institute

Peace is a Chain Reaction w/Discussion Guide (2) –
Candlewick Press

Two-Year Digital License – **Choices Program**

Cleveland in a Box – **Destination Cleveland**

A Young Man on the Front Line: Lessons of War
Curriculum Connections, LLC

New Mini-Qs in American History, Volume 2 –
The DBQ Project

How to Teach Economics to Your Dog – **Econiful**

Laptop Bag w/ Swag – **Family History Library**

Distance Learning Program (5) –
George Washington's Mount Vernon

GLI Publications –
The Gilder Lehrman Institute of American History

History Stickers – **History For Humans**

Guide to the U.S. Constitution (Set of 10) – **iCivics**

HistoryPlunge – **LearningPlunge**

Book Set – **Jason Butler, NCHE Board Member**

Historical Figures with Picture Books –
Laura Wakefield, NCHE Staff

2024 Conference Package and Assorted Items –
National Council for History Education

March: Book One & Two and OYH T-Shirt –
Own Your History

Park City Book of Stories and Guest Passes –
Park City Museum

Retro Report Swag and an Amazon Gift Card –
Retro Report

Assorted Items –
Ronald Reagan Presidential Foundation and Institute

This Day in LGBTQ History, Volume 1-4 – **Ronnie Sanlo**

Two Night Stay –
Salt Lake Marriott Downtown at City Creek

Blindsided, The Life and Times of Sam Mihara –
Sam Mihara, 2018 Gagnon Prize Recipient

Swag Package – **Sphere Education Initiatives**

Curriculum Unit – **SPICE/Stanford University**

Revolutionary Era Farthing Coin – **StatutesandStories.com**

Unlimited Subscriptions (5) – **Sutori**

Gift Certificates (3) – **Teacher's Discovery**

Ashbrook Core Document Set – **Teaching American History**

Book Set – **Teaching with Themes**

Gift Basket – **Topaz Museum**

Gift Basket – **Visit Salt Lake**

Yeti Tumblers (3) – **Witness to War Foundation**

● NCHE Raffle Prizes and Ticket Sales will
be located by the Registration Desk ●

Winners will be drawn at 11:15 a.m. on Saturday
and will be posted in the Exhibit Hall at 12:30 p.m.

● NCHE thanks all the Raffle Contributors for their
generous support of the 2023 National Conference. ●

2024 NCHE CONFERENCE



CLEVELAND, OHIO ~ MARCH 7-9, 2024

HISTORY AT THE CROSSROADS

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 2024 NCHE Conference!

The 2024 Call for Proposals, containing topic suggestions and submission details, will be available at www.ncheteach.org/Call-for-Proposals.

Submission deadline is: **September 25, 2023**

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

Call for Proposals

HISTORY AT THE CROSSROADS

CLEVELAND, OHIO ~ MARCH 7-9, 2024

History educators work at the juncture of past and future, building the historical skills and knowledge that will equip young people to engage fully in the world they inherit. History teachers also work at the nexus of education, policy, and politics, a crossroads that has become increasingly challenging since 2020. At the same time, history education offers the promise of meeting the challenges of our times with informed historical practice and responsive pedagogies. By cultivating History's Habits of Mind, teachers can support students' understanding of the historical roots that shape their lives. Together, the content and skills taught in history classrooms prepare students to engage constructively with the challenges of the future.

NCHE invites proposals for its 2024 conference in Cleveland that explore the multifocal ways that history educators can leverage the power of history at the crossroads in their own classrooms. Proposals may explore one or more of the following themes.

- Power and representation
- Individualism and the common good
- Free speech and digital media
- Absent narratives and underrepresented histories
- History as a foundation for civic education
- The role of history in a time of public debate
- Innovating with technology in history classrooms

Sessions may focus on local, regional, national, or world history for elementary, middle, high school, and college classrooms. NCHE encourages submissions that offer rich historical content, innovative pedagogical strategies, and that foster inquiry and critical thinking.

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

Mini Sessions: Mini Session topics range from teaching ideas to research reports. Presenters have 15 minutes to present information and answer questions. Each mini session typically includes 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 50-minute session. Presenters remain with their posters. The poster session period may include 8-15 simultaneous presenters.

Call for Proposals

HISTORY AT THE CROSSROADS

CLEVELAND, OHIO ~ MARCH 7-9, 2024

2024 NCHE National Conference

- The National Council for History Education invites proposal submissions for the 2024 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 25, 2023. 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?
- Does the proposal demonstrate pedagogical and practical value to attendees?
- How does the session proposal connect to the conference theme?

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 17, 2023.

All proposals must be submitted on-line at www.ncheteach.org and include a 50-100 word session description suitable for printing in the Final Conference Program. Please see the session submission details above for more information.

All submissions are due by:
September 25, 2023

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 **2024 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 2024 Gagnon Prize:

- Completed applications and supporting materials must be received at the NCHE Office by December 1, 2023.
- The 2024 Paul A. Gagnon Prize applicants will be notified by the NCHE Office by January 12, 2024.
- The 2024 Paul A. Gagnon Prize will be officially awarded at the 2024 NCHE Conference in Cleveland.

The 2024 Gagnon Prize recipient will receive:

- A Plaque and a \$1,000 cash prize.
- Complimentary registration for the 2024 & 2025 NCHE Conference.
- A presentation spot on the program at the 2025 NCHE Conference.

Application Submission for the 2024 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 2024 Paul A. Gagnon Prize

K-12 History Teachers:

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

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

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

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

Individuals or Groups Who Promote History Education

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

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

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

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

Past Gagnon Prize Recipients

2007 - **Phil Nicolosi**

West Morris Central High School (NJ)

2008 - **The Center for History & New Media**

Founded by Roy Rosenzweig

2009 - **Kevin O'Reilly**

Hamilton-Wenham Regional High School (MA)

2010 - **Julie C. Daniels**

New York State Archives (NY)

2011 - **Ron Briley**

Sandia Preparatory School (NM)

2012 - **National History Day**

Accepted by Cathy Gorn

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)

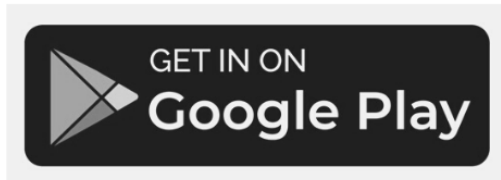
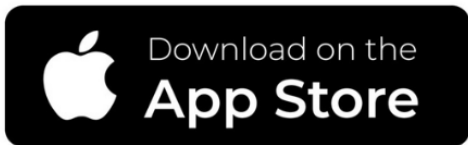
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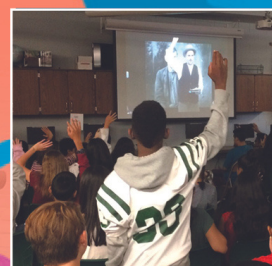
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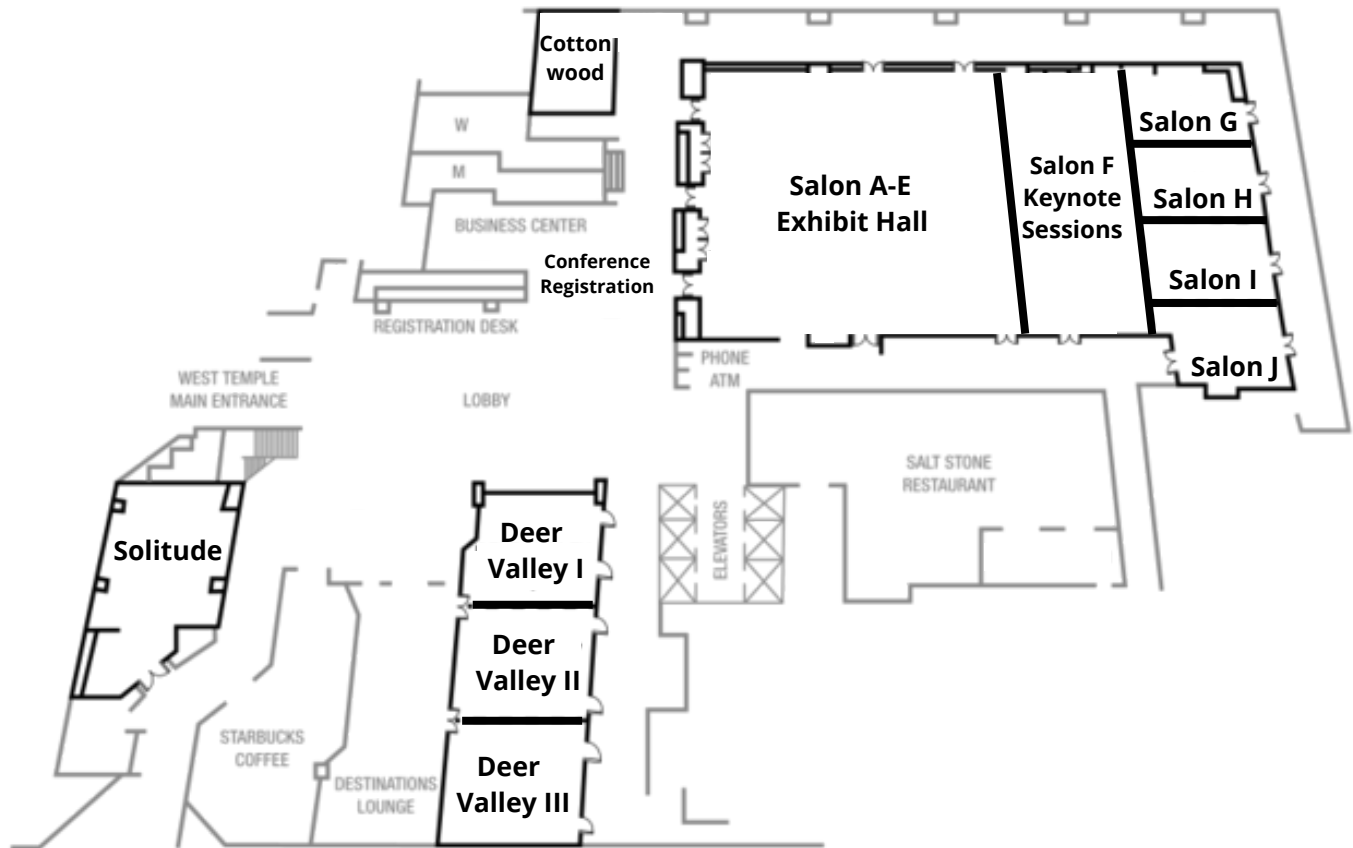
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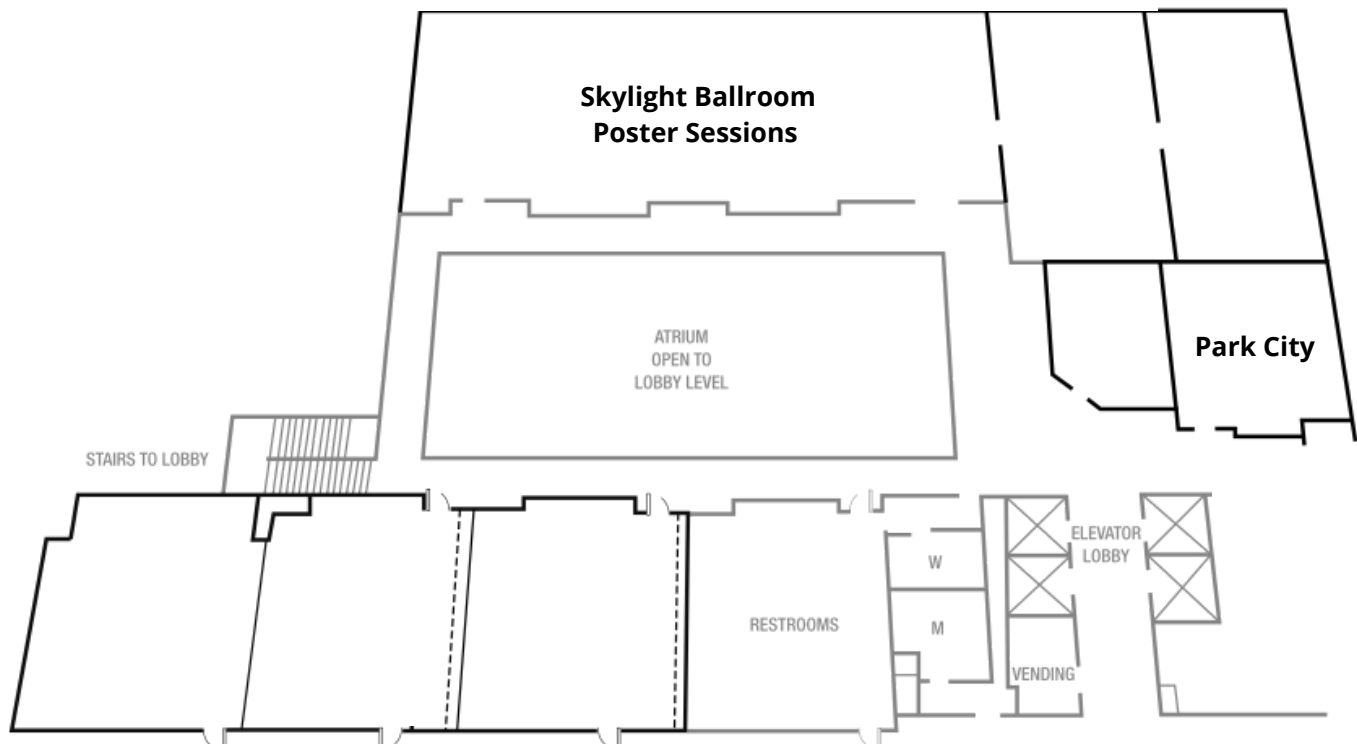
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