



NCHÉ

National Council for History Education

NEW Frontiers

Albuquerque, NM

March 20-22, 2014



ANNE APPLEBAUM

IRON CURTAIN*The Crushing of Eastern Europe, 1944–1956*

ANCHOR | PAPER | 640 PAGES | \$17.95

Finalist for the National Book Award

H. W. BRANDS

THE MAN WHO SAVED THE UNION*Ulysses Grant in War and Peace*

ANCHOR | PAPER | 752 PAGES | \$17.95

BILL BRYSON

ONE SUMMER*America, 1927*

DOUBLEDAY | CLOTH | 528 PAGES | \$28.95

THOMAS CAHILL

HERETICS AND HEROES*How Renaissance Artists and
Reformation Priests Created Our World*

NAN A. TALESE | CLOTH | 368 PAGES | \$29.95

ANDREW CARROLL

HERE IS WHERE*Discovering America's Great Forgotten History*

CROWN | CLOTH | 512 PAGES | \$25.00

DAVID L. CHAPPELL

WAKING FROM THE DREAM*The Struggle for Civil Rights
in the Shadow of Martin Luther King, Jr.*

RANDOM HOUSE | CLOTH | 272 PAGES | \$27.00

AMY S. GREENBERG

A WICKED WAR*Polk, Clay, Lincoln, and the 1846 U.S. Invasion of Mexico*

VINTAGE | PAPER | 368 PAGES | \$16.95

RICHARD HOLMES

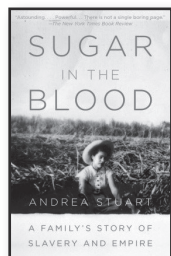
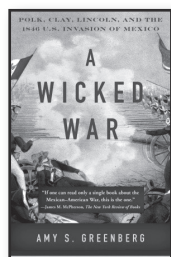
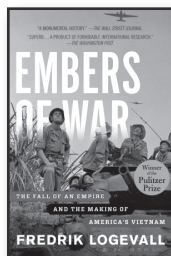
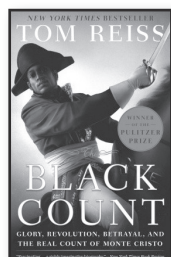
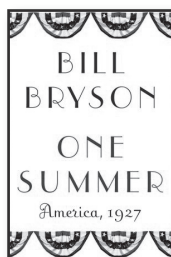
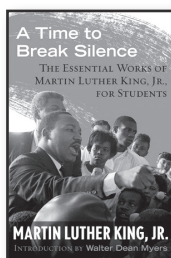
FALLING UPWARDS*How We Took to the Air*

PANTHEON | CLOTH | 416 PAGES | \$35.00

FLORIAN ILLIES

1913*The Year Before the Storm*

MELVILLE HOUSE | CLOTH | 272 PAGES | \$25.95



DAVID I. KERTZER

THE POPE AND MUSSOLINI*The Secret History of Pius XI and
the Rise of Fascism in Europe*

RANDOM HOUSE | CLOTH | 592 PAGES | \$32.00

MARTIN LUTHER KING, JR.

A TIME TO BREAK SILENCE*The Essential Works of Martin Luther King, Jr.,
for Students*

BEACON | PAPER | 272 PAGES | \$14.00

TEACHER'S GUIDE AVAILABLE

JILL LEPORE

BOOK OF AGES*The Life and Opinions of Jane Franklin*

KNOPF | CLOTH | 464 PAGES | \$27.95

Finalist for the National Book Award

BRUCE LEVINE

THE FALL OF THE HOUSE OF DIXIE*The Civil War and the Social Revolution
That Transformed the South*

RANDOM HOUSE | PAPER | 480 PAGES | \$17.00

FREDRIK LOGEVALL

EMBERS OF WAR*The Fall of an Empire and
the Making of America's Vietnam*

RANDOM HOUSE | PAPER | 864 PAGES | \$20.00

Winner of the Pulitzer Prize

TOM REISS

THE BLACK COUNT*Glory, Revolution, Betrayal, and
the Real Count of Monte Cristo*

BROADWAY | PAPER | 432 PAGES | \$16.00

TEACHER'S GUIDE AVAILABLE

*Winner of the Pulitzer Prize and the PEN Literary Prize/
Jacqueline Bograd Weld Award for Biography*

ANDREA STUART

SUGAR IN THE BLOOD*A Family's Story of Slavery and Empire*

VINTAGE | PAPER | 384 PAGES | \$16.95

Presented by

National Council for History Education

Sponsored by

The History Channel



Co-Sponsored by

ChronoZoom

ChronoZoom®

.....

Table of Contents

Conference Program	3-22
Exhibitor List	23
Local Area Information	24
Raffle Contributors	25
2015 Conference Information	26-28
Paul Gagnon Prize Information	29-30
UNM Student Union Map.....	Back Page

.....

Your Registration Includes

Admission to over 70 program sessions, including these Keynote Session Speakers:

Douglas Brinkley, Rice University

Patty Limerick, University of Colorado

Matt Matsuda, Rutgers University

Complimentary Opening Night Reception

Registration Materials

Admission to the Conference Exhibit Hall

From Breakout Sessions:

Materials, handouts, CDs, lesson plans, history curricula and more.

.....

A Special Thanks to the NCHE Staff

Justin Jakovac	Director
John Csepegi	Director of Conferences & Events
Kate Csepegi	Conference Staff
Jon Kruse	Conference Staff



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.

Conference Program

Conference Events at the Sheraton Albuquerque Uptown & University of New Mexico

Thursday, March 20

Registration Open

7:00 a.m. - 5:00 p.m.

Serenade Room - Sheraton Albuquerque Uptown

Enrichment Excursions

(Pre-registration required)

(Tours depart and return to the Sheraton Albuquerque Uptown)

Indian Pueblo Cultural Center

Bus departs hotel at 8:45 a.m.; returns 12:15 p.m.

A Day in Santa Fe

Bus departs hotel at 9:45 a.m.; returns 4:30 p.m.

National Hispanic Cultural Center

Bus departs hotel at 10:15 a.m.; returns 1:30 p.m.

Sandia Peak Tramway

Bus departs hotel at 11:00 a.m.; returns 3:00 p.m.

Old Town Walking Tour

Bus departs hotel at 1:00 p.m.; returns 3:45 p.m.

Albuquerque Museum of Art & History

Bus departs hotel at 1:15 p.m.; returns 5:15 p.m.

Note Regarding Common Core Sessions

Throughout the NCHE Conference Program,
we have marked sessions that highlight
the Common Core. Those sessions can be identified
with the following icon (●●).



Opening Night Reception

6:00 - 8:00 p.m.

Ballroom A/B/C

University of

New Mexico



Sponsored by
The History Channel

Come and meet fellow attendees, speakers, members of the
NCHE Board of Trustees and Distinguished Advisors

NCHE Board of Trustees

Dale Steiner, CSU Chico (CA)

Chair

Russ Heller, Boise Schools (ID)

Vice Chair

Laura Wakefield, Florida Virtual School (FL)

Vice Chair

Eric Rhoades, Tenable Network Security (MD)

Secretary/Treasurer

Martha Bouyer, Jefferson County Schools (AL)

James K. Cameron, Saline High School (MI), *Emeritus*

Sarah Drake Brown, Ball State University (IN)

Fritz Fischer, University of Northern Colorado (CO)

Emily Manigault, Richland School District Two (SC)

Patrick Manning, University of Pittsburgh (PA)

Nathan McAlister, Royal Valley Middle School (KS)

Andy Mink, University of North Carolina, Chapel Hill (NC)

Phil Nicolosi, West Morris Central High School (NJ)

Cokie Roberts, Journalist/Author (MD)

Beth Scarbrough, Austin Elementary School (GA)

Elliott West, University of Arkansas (AR)

Todd Wigginton, Nashville Public Schools (TN)

Barbara Winslow, Brooklyn College/CUNY (NY)

Distinguished Advisors

Byron Hollinshead, American Historical Publications (NY)

Advisory Council Chair

Edward Ayers, University of Richmond (VA)

Spencer R. Crew, George Mason University (VA)

Kenneth T. Jackson, Columbia University (NY)

David Kennedy, Stanford University (CA)

David McCullough, Author (MA)

Mary Beth Norton, Cornell University (NY)

Gordon Wood, Brown University (RI)

Exhibits will be open during the reception



FEELING STUCK?

We'll help
you out.

learn more:
theworldwar.org

NATIONAL
WWI
MUSEUM
AT LIBERTY MEMORIAL



theworldwar



theWWImuseum



The National World War I Museum at Liberty Memorial inspires thought, dialogue, and learning to make the experiences of the World War I era meaningful and relevant for present and future generations.

RESOURCES FOR TEACHERS:

- o Free Online Lesson Plans
- o Digital Learning and Videoconferences
- o Searchable Online Database of Photos, Objects & Documents
- o Special Teacher Benefits

Conference Program

Conference Events at the University of New Mexico

Friday, March 21

Registration Open

8:00 a.m. - 5:00 p.m.

Atrium Balcony

NCHE Exhibit Hall

8:00 a.m. - 4:00 p.m.

Ballroom A/B/C

9:00 a.m. - 9:50 a.m.

Breakout Sessions

●● *Man's Search Will Not Be Denied:*

Discovering Poetry in the Apollo Program

presented by **Sarah Duenas** and **Jennifer Luneau**,
First Philadelphia Preparatory Charter School for Literacy,
Philadelphia (PA)

Session Level: Middle School

Location: Lobo A

With breathless attention the world watched and waited as the men of Apollo 11 took mankind into new realms of discovery. In this breakout session we will explore the impact and emotional reactions to the Apollo space program as we make Found Poems from primary sources. By pulling key phrases from historical documents to create these poems, students across content areas, grade and performance levels will be able to demonstrate a deeper understanding of the text. Found poetry is an easily accessible tool to use in the modern Common Core based history classroom.

Facilitator: Sarah Duenas

●● *Battle or Massacre? Helping Students Explore the Bear River Massacre using Primary Sources*

presented by **Jeff D. Nokes**, Brigham Young University,
Provo (UT)

Session Level: Cross Level

Location: Lobo B

One of the worst massacres of Native Americans in the history of the American frontier took place along the Bear River in present day Idaho. Today, two monuments mark the site, one commemorating the "Battle of Bear River" and one marking the site of a massacre. This presentation explores the event using primary sources from soldiers, Shoshone and the settlers living on the frontier. Participants will consider cutting-edge instructional methods that help students work effectively with primary sources—particularly methods that foster sourcing, corroboration, contextualization and historical empathy.

Facilitator: Sarah Drake Brown

Are We Cool Yet? Hot Topics in Cold War Policy

presented by **Cheryl Massey** and **Meg Moody**,
Kingman Unified School District, Kingman (AZ)

Session Level: Cross Level

Location: Santa Anna A

Using historical inquiry your students decide the role of government analyzing current policy in the Cold War's neglected regions, the Great Basin and the Navajo Reservation. Focus is on local Cold War era histories and the effects its nuclear testing and uranium mining had on local populations. This case study involves two southwestern populations: 1) The Navajo Nation 2) The Downwinders of Mohave County, Arizona. Objectives are to develop historical thinking skills, analyze primary and secondary sources and determine government responsibility in the harmful effects on all citizenry due to its nuclear policies during the Cold War era.

Facilitator: Meg Moody

Exploring 100 Years of the Federal Reserve System Using Primary Sources

presented by **Jane Davis** and **Barb Flowers**,
Federal Reserve Bank of St. Louis, St. Louis (MO)

Session Level: High School

Location: Santa Anna B

Over the last 100 years, the Federal Reserve and the economy have faced the Great Depression, the Dust Bowl, inflation, stagflation and financial meltdown, each representing a new frontier and a new challenge. This session presents features of three lessons exploring Federal Reserve milestones. Using Federal Reserve Archival System for Economic Research (FRASER) to search primary and secondary sources, students explore how events, legislation, innovations and technology led to changes in the Federal Reserve and U.S. banking system. Activities include a readers' theatre, human timeline and FRASER search to provide students unique insight into the history of the Federal Reserve.

Facilitator: Barb Flowers

Note to Elementary Teachers

Past NCHE Conference Participants have told us that, as elementary teachers, they felt they benefited from the content provided in sessions that were identified as "Cross Level" and "General" because those sessions were good for background knowledge. They believed they could adapt teaching strategies to the students they teach, and were especially appreciative of the content in areas where they had a desire to know more about certain topics.

Throughout this program you will find numerous sessions that have been labeled as Cross Level, General and Elementary K-5 during each session block.

Female Frontiers:

Advances and Challenges of 20th Century American Women

presented by **Ron Gorr**, Air Academy High School, Colorado Springs (CO), **Darcy Bryant**, Rampart High School, Colorado Springs (CO) and **Jason Royal**, Tesla Educational Opportunity Center, Colorado Springs, (CO)

Session Level: High School

Location: Acoma A

Beginning with the Progressive Era, moving through the Second World War and concluding with the “Radical Era” of the ‘60s and ‘70s, session leaders will examine the gains women made and the challenges women faced in the 20th century. Presenters will discuss the DBQ lessons they created in answering the following questions: “To what degree did the Progressive Movement affect the role of women in American society?”, “What roles did women play in helping the United States win WWII?” and “In what ways did the radicalism of the ‘60s and ‘70s affect women’s roles in American society?”

Facilitator: William Virden

A Case Study in Medieval History: Southern Italy and the First Norman Kingdom of Sicily -- An Experiment of Acculturation

presented by **Sandra Percy**, French International School, Bethesda (MD)

Session Level: Cross Level

Location: Acoma B

Middle-school and high-school level appropriate, this lesson-plan presentation (based on graduate study research and a M.A. thesis written by the author) proposes a case study in world and medieval history. The presentation will provide educators with background information concerning the establishment of the first Norman kingdom of Sicily, a land that marked a medieval border between Christianity, Islam and Orthodoxy, at a time of conflictual relations between kingdoms and cultures (mainly due to the crusades), 12th-century Sicily and southern Italy became against all odds a model of concord and cultural fusion. Through primary sources (maps, works of art and texts) and the study of Palermo, the challenges, failures and successes of the multicultural policy implemented by the Norman kings will be examined.

Facilitator: Will Percy

●● *Everyday Life in a Dutch Colony*

presented by **Kristi Fragnoli**, The College of St. Rose, Albany (NY) and **Jessica Maul**, New York Archives Partnership Trust, Albany (NY)

Session Level: Cross Level

Location: Fiesta A/B

Using 17th century primary sources, presenters will explore how the Dutch created a community on the frontier of eastern New York (Albany). Letters, receipts, government documents, ledgers and church records reveal how businessmen and women, Native Americans, Africans, traders and settlers from around the world interacted. Guided by rules and regulations they bartered, argued, fought, worked together and established practices still in place today in the areas of business and social welfare. Copies of primary sources, lessons and lists of online and published resources will be provided.

Facilitator: Kristi Fragnoli

Engaging Community Histories through Art, Architecture and Film

presented by **Raffi E. Andonian** and **Heather McClenahan**, Los Alamos Historical Society, Los Alamos (NM), **Robin Jones**, Cornerstones Community Partnerships, Santa Fe (NM), **Ken Nebel**, Fuller Lodge Art Center, Los Alamos (NM) and **Pamela A. Pierce**, Silver Bullet Productions, Santa Fe (NM)

Session Level: General

Location: Spirit/Trailblazer

The Los Alamos Historical Society, Fuller Lodge Art Center, Cornerstones Community Partnerships and Silver Bullet Productions have all challenged traditional approaches to dealing with education about historical topics. Each has collaborated extensively with a wide variety of organizations as well as with each other, thus expanding the boundaries of possible subject matter and organizational collaboration when educating participants about history. Each of the four organizations has also individually found creative ways to engage communities with history education. Learn how organizations in history, art, architecture and film can work together or independently with an emphasis on history education.

Facilitator: Raffi E. Andonian

Frontiers in the Development of Human Rights and Humanitarian Law -- Exploring the American Contribution

presented by **Rosemary Ann Blanchard**, University of New Mexico, Albuquerque (NM)

Session Level: Cross Level

Location: Mirage/Thunderbird

The United States has played a formative role in the development of universal standards of human rights and international humanitarian law. This session will introduce some key moments in the American history of human rights and share with participants outstanding curricula and other resources available electronically and without cost to introduce students, particularly those at the middle and high school levels, to this important and inspiring strand in American history. Participants will be introduced to a model unit from the American Red Cross that applies IHL standards to American Civil War themes.

Facilitator: Jim Cameron

9:50 a.m. - 10:00 a.m. Ballroom A/B/C

Exhibitor Only Time

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

Tech Tools You Will Use

presented by **Richard Strean**, Rye Country Day School, Rye (NY) and **Scott Waring**, University of Central Florida, Orlando (FL)

Session Level: Cross Level

Location: Lobo A

The new frontiers of educational technology offer many options, but which are worth mastering? Bring your own device to this practical, hands-on session where you will not only get instruction in useful tech tools but you will also have time to practice them and develop applications for your own needs. We will help you provide productive written and audio comments on student writing in Google Apps, get students involved creatively with sounds and images in VoiceThread and build your own website in Weebly.

Facilitator: Richard Strean

●● ***History Teacher Preparation on a Pedagogical Frontier: Historical Thinking and the Common Core***

presented by **Tim Keirn**, **Eileen Luhr** and **Marika Manos**, California State University, Long Beach (CA)

Session Level: Cross Level

Location: Lobo B

The arrival of the Common Core means that history teachers must focus more on developing student historical thinking and literacy. To prepare pre-service candidates to teach through inquiry, the credential program at CSULB emphasizes the teaching and learning of five historical thinking skills: historiography, periodization, interpretation and evidence, comparison and cause and consequence. This panel, which includes faculty in History as well as Education, will describe how its program scaffolds the acquisition of these skills among pre-service teachers in subject matter as well as introductory and advanced methods courses. Panelists will share curricular materials linking historical thinking to Common Core.

Facilitator: Marika Manos

The Gender Frontier:

Placing Women's Lives at the Center of the Syllabus

presented by **Barbara Winslow**, Brooklyn College, Brooklyn (NY) and **Stacy Robertson**, Bradley University, Peoria (IL)

Session Level: Cross Level

Location: Santa Anna A

This panel will focus on how the stories of famous, infamous and even unknown women can effectively illuminate and enrich students' understanding of specific periods in US history. The panelists, who will focus on their own work on Shirley Chisholm and urban liberalism and Betsy Mix Cowles, 19th century rural American supporter of women's Equality, will also introduce the audience to the women covered in the remaining books in the series edited by Carol Berkin. The panelists will show how the lives of women can be used to engage students and help them understand the broad reforms, crises, technological developments and political conflicts that we, as teachers, cover in our classes.

Facilitators: Stephanie Garcia

The Racial Frontier during the Civil War and Reconstruction

presented by **Paul Horton**, University of Chicago Laboratory Schools, Chicago (IL)

Session Level: High School

Location: Santa Anna B

This session will use primary documents from the Official Records of the Civil War, Southern Claims of Freedmen, the KKK Reports, The WPA ex-slave narratives, records pertaining to the Fort Pillow Massacre and the Memphis "Riots," and Thomas Nast cartoons from Harper's Weekly to examine the frontiers and contours of racial violence during and after the Civil War. Teachers will be given several lesson plans, documents and be introduced to the digitalized KKK reports. Special attention will be given to the persistence of racial animosity between former CSA and USCT troops before and after the war and the fact the "Remember Fort Pillow" became a powerful rallying cry for African American political organization during Reconstruction.

Facilitator: Laura Wakefield

Debating Controversy on the Digital Frontier

presented by **Colleen Ziemba**, Colonial Williamsburg Foundation, Williamsburg (VA)

Session Level: High School

Location: Acoma A

Controversial issues surround us every day in our communities, on television and in the news. How do we engage this generation of digital natives in debate and discussion about these issues? How do we encourage civil discourse and civic action to affect policy change? Colonial Williamsburg's Virtual Republic provides a framework and a mechanism to do just that. The web-based platform provides teachers with digital resources that link current events to the past, and the ability to connect with classrooms around the country to participate in online debates. This session will bring structured academic controversy to a whole new level!

Facilitator: Bill Fetsko

Jim Crow and Uncle Sam: The Tuskegee Airmen

presented by **Will Percy**, French International School, Bethesda (MD)

Session Level: Cross Level

Location: Acoma B

This presentation is based on graduate study/research articles by the presenter and published in scholarly/educational magazines. Cross-level appropriate, this lesson-plan presentation provides educators with background information concerning the Tuskegee Airmen, their role in WWII and their influence on the Civil Rights Movement and critical thinking questions and exercises dealing with political cartoons and primary source documents. The role of black newspapers, FDR's administration and the US Army in the "Tuskegee Experiment" is also reviewed. The Tuskegee Airmen paved a "new frontier" for minority participation in an integrated US military and helped set the stage for the civil rights movement.

Facilitators: Sandra Percy

Transformation of an American Prison Camp to the New Frontier of Land Development

presented by **Sam Mihara**, Heart Mountain Wyoming Museum and UC Berkeley, Huntington Beach (CA)

Session Level: Cross Level

Location: Fiesta A/B

Sam Mihara was a former prisoner at the Wyoming camp for Japanese Americans during WWII. At the 2013 NCHE conference in Richmond, VA, he presented the story of what happened. Following the release of the 11,000 prisoners in 1945, the vast government-owned property between Cody and Powell was transformed into productive farming by the Homesteader Program. This presentation summarizes the prison experience and details the process to transform the vast 34,000 acre undeveloped lands into individual farms. This session will include the "drawing" system used to select new farmers, what facilities from the prison were used by the new farmers, the living conditions of the homesteaders and results of interviews with several who took part in the transformation.

Facilitator: Kayla Haveles

What's Past is Prologue: 21st c. Access to Historic Documents!

presented by **Annie Davis**, National Archives at Boston, Waltham (MA)

Session Level: General

Location: Spirit/Trailblazer

Our government's 23 billion historic records live in the National Archives, just waiting for you to use them. These primary sources provide the essential evidence of Japanese internment, Vietnam War draft resistance, eyewitness accounts of the battle on Lexington green, the history of baseball and fugitive slaves seeking freedom. . . and our students can access thousands of records at the National Archives online. In this hands-on workshop, you will be guided in a brief demonstrations and activities with DocsTeach and other e-resources for teaching and learning, and you will be invited to explore and share your discoveries. Bring your devices!

Facilitator: Rhonda Benton

●● ***Past the Frontier:***

Setting New Boundaries in History Education

presented by **Debbie Peters** and **Suzanne Wooton**, Sandra Day O'Connor High School, Phoenix (AZ)

Session Level: High School

Location: Mirage/Thunderbird

Rigorous and Relevant: Challenging learning that actually means something. This session will both explore research based activities that inspire students to interact with evidence on new levels, as well as helping them to connect history with what is meaningful today. Teach students the skills to push themselves past their boundaries and develop independent historical thinking skills. Educators will practice reading and writing strategies using historical documents from WWII and the Kent State Massacre, and leave with a wealth of interactive strategies that can be applied to any historical topic.

Facilitator: Debbie Peters

11:00 a.m. Woodward Hall 101

Keynote Session

Welcome: Dale Steiner, NCHE Chair/CSU Chico

Presentation of the 2014 Paul A. Gagnon Prize

Presenter: Dale Steiner, NCHE Chair/CSU Chico

Award Winner: Christine Szeluga, Brooklyn Public Library

*Introduction: Andy Mink,
University of North Carolina, Chapel Hill*

*Speaker: Patty Limerick,
University of Colorado*



Topic: The Frontiers of the Knowable: Celebrating the Uncertainty of the Past and the Uncertainty of the Future

Q & A with Conference Participants

Sponsored by:

ChronoZoom

12:30 p.m. - 1:30 p.m.

Networking Lunch

Seating can be found in:

Ballroom A/B/C

(Pre-registration required)

**1:30 p.m. - 2:00 p.m. Ballroom A/B/C
Exhibit Hall Time**

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

●● ***The Armory Show at 100: Frontiers in Art, Politics and Society***

presented by **Mia Nagawiecki**, New-York Historical Society, New York (NY)

Session Level: General

Location: Lobo A

In 1913, the International Exhibition of Modern Art came to New York and sent shock waves through the country. Known simply as The Armory Show, it forever changed the way Americans thought about art. Drawing on the New-York Historical Society's groundbreaking exhibition "The Armory Show at 100: Modern Art and Revolution," this workshop explores the Armory Show in historical context—a time of rapid change that pushed social, political and cultural boundaries. Using works of art and primary sources, participants will learn strategies to address the instructional shifts demanded by the CCLS and will receive curriculum materials for the classroom.

Facilitator: Trevor Carter

●● ***The DBQ Project: Making It Work From the 5th Grade***

presented by **Beth Montgomery**, The DBQ Project, Evanston (IL), **Mark Sims**, Corwin International School, Pueblo (CO) and **Paul Zschokke**, Highland Park Elementary, Pueblo (CO)

Session Level: Cross Level

Location: Lobo B

Do your students struggle with evidence based writing? Are you wondering how to address the Common Core Literacy Standards and still teach engaging history and government courses? Have you heard about "document based questions" but wondered what they really are and how to use them? Join the DBQ Project and two 5th grade teachers to find out how they motivate and instruct their students to think and write like historians and enjoy doing it! This session is open to teachers of all different age groups and subject areas. Learn how the DBQ Project's methods make it possible to teach reading and evidence-based writing across subjects and grade levels.

Facilitator: Beth Montgomery

Civil War Ironclads: New Frontiers in Naval Warfare

presented by **Dale Van Eck**, Colonial Williamsburg Foundation, Williamsburg (VA)

Session Level: Middle School

Location: Santa Anna A

In the Civil War, both the Union and the Confederacy raced to build armored, steam-powered warships that were the ancestors of today's navies. Meet the people behind and aboard the "ironclads" and relive the famous 1862 battle between the Monitor and the Merrimack. We will examine personal stories of people free and enslaved, white and African American, American-born and immigrant, male and female, who were involved in the construction and use of Civil War ironclads, and we'll explore online resources that will engage students with one of America's unique stories.

Facilitator: Jim Cameron

●● ***A 'Frontier' Experience:***

Using the History of Chinese Immigration to the American West to Explore Recurring Questions in American Immigration

presented by **Jane McKinzey** and **Kay Reeve**,

Kennesaw State University, Kennesaw (GA)

Session Level: High School

Location: Santa Anna B

Few topics illustrate better than immigration how the study of past events can offer a foundation for grappling with contemporary issues. This presentation uses an exploration of the Chinese immigrant experience in the West, as well as "American" reaction to it, to provide a base for contextualizing the current debate over immigration reform. Through analyzing varied primary source materials, students engage in historical thinking, raise questions and marshal evidence in support of their answers, investigate cause-and-effect relationships and go beyond textbooks to examine the historical record for themselves. Resources and history-focused Common Core/National History Standards lesson plans will be shared.

Facilitator: Dan Page

Technology and Ideology, An Unclear Frontier

presented by **Lee W. Eysturild**,

Illinois Mathematics and Science Academy, Aurora (IL)

Session Level: High School

Location: Acoma A

This session will engage attendees in the intersection of technological innovation and availability and the demands of ideology. Specifically this will be accomplished by looking at the technology choices of all of the main participants coming into World War II as they attempted to match their belief and motivation with available technologies. Teachers will come away able to engage often technological determinist students in why people choose the technologies they do in an engaging lesson.

Facilitator: David Landers

Teaching How Frontiers of the Past Open Frontiers to the Future

presented by **Nancy Hayward**,

George Washington's Mount Vernon, Mount Vernon (VA),

Brenda Barr, National Geographic, Washington (DC) and

Lee Ann Potter, Library of Congress, Washington (DC)

Session Level: Cross Level

Location: Acoma B

As a young man surveying the boundaries of the American frontier, George Washington saw the possibilities of how this land – first for the Crown – later for a new American nation – could further political and economic success. He shaped the concept of American "character" around the growth of a new nation and understood that to stand on the world stage it was necessary to expand the economic and physical boundaries of the nation. Explore documents, maps, surveys and ideas to discuss effectively integrating history, geography, math and science to bring this story to life for students.

Facilitator: Nancy Hayward

***The Concord Review and the East Asian History
Writing Frontier***

presented by **Will Fitzhugh**, The Concord Review,
Sudbury (MA)

Session Level: High School

Location: Fiesta A/B

In a recent tour of Singapore and South Korea, Will Fitzhugh, the founder of *The Concord Review* (1987) found new interest in courses for teaching the history research paper at the high school level. This session will describe some of the benefits of serious history research papers and their publication for secondary students.

Facilitator: Monika Fleming

***Authentic Historical Investigations and
Digital Primary Sources***

presented by **Scott Waring**, University of Central Florida,
Orlando (FL) and **Cheryl Franklin Torrez**,
University of New Mexico, Albuquerque (NM)

Session Level: Cross Level

Location: Spirit/Trailblazer

This session will make use of online digital history repositories, like the Library of Congress, the National Archives and Records Administration and the Valley of the Shadow, to show how educators can utilize resources available electronically to engage students in authentic historical investigations. Strategies for incorporating digital primary sources, children's literature and methods for increasing historical literacy into history instruction will be a focus of this session. A web site constructed for this session, providing links and examples, will be utilized.

Facilitators: Beth Scarbrough

Divided Memories:

Teaching About Bias and Perspective in History Textbooks

presented by **Rylan Sekiguchi**, SPICE/Stanford University,
Stanford (CA)

Session Level: High School

Location: Mirage/Thunderbird

We study history, many say, to learn from history's mistakes. Our decisions today are informed by the lessons of yesterday. But what happens when our memories of yesterday are divided—that is, when our interpretations of history differ? How do these invisible psychological boundaries shape our understanding of the world? Stanford's "Divided Memories" project convened scholars to examine history textbooks from five different countries. How do these textbooks treat sensitive historical episodes? Do they present similar interpretations of history? Equip and empower your students to analyze the texts for themselves, identify bias and perspective and participate in critical historical inquiry.

Facilitators: Marika Manos

**3:00 p.m. - 3:50 p.m.
Breakout Sessions**

●● ***The Oklahoma Land Run of 1889***

presented by **Greg Oppel**,

Oklahoma Council for History Education, Edmond (OK)

Session Level: High School

Location: Lobo A

Develop an understanding of the 1889 Land Run in the Unassigned Lands of Oklahoma Territory as a national event. Examine the run from the Native American, white and black settler perspectives. Using documents like the Homestead Act and the Dawes Act participants will practice close reading document analysis skills, quick write exercises like historical markers and RAFTs, meeting Common Core standards. A lesson plan with a framing essential question, timeline, quick writes and document-based question will be presented and available for participants.

Facilitators: Patti Harrold

●● ***Using Structured Debates to Activate Historical
Understanding in the Classroom***

presented by **Geri S. Collins** and **Macklin D. Duggins**,
Mercer University, Atlanta (GA)

Session Level: Cross Level

Location: Lobo B

This session will explore different historical arguments regarding controversial events which can open new frontiers of understanding in history classrooms. Presenters will demonstrate how to create topics students can debate. Discussion will include ways to encourage student research, writing, organizing and speaking. Designs for collaborative group learning will be available and directions for student centered activities will be given. The session will be hands-on with participant interaction and group lead discussions. The rationale is to bring depth to historical events while allowing for active student engagement to flourish. High school history teachers and history professors are the target audience for this session although creative middle school teachers will also find the strategies offered useful.

Facilitator: Laura Wakefield

**2:50 p.m. - 3:00 p.m. Ballroom A/B/C
Exhibitor Only Time**

***Repercussions and Reverberations:
The European Discovery of the West***

presented by **Betsey Niebuhr** and **Noli Morath**,
Manitou Springs Middle School, Manitou Springs (CO)

Session Level: Middle School

Location: Santa Anna A

Directed at the Middle School audience, this session will examine both the immediate and long-term repercussions of the European arrival in the Western Hemisphere. Two Middle School teachers from Manitou Springs, Colorado will present lessons they created around two essential questions: “What was the real cause of the Pueblo Revolt of 1680?” and “Does Columbus really deserve a holiday?” Presenters will discuss the DBQ process they used to create their lessons, their students’ reactions, and the effectiveness of this approach at the Middle School level. Participants will have the opportunity to participate in the lesson presentation and discussion that follows.

Facilitator: Lynn McClary

Frontiers of Conflict: World War I in the Middle East

presented by **Lisa Adeli**, University of Arizona, Tucson (AZ)

Session Level: High School

Location: Santa Anna B

As we approach the 100th anniversary of the outbreak of World War I, this session will give an overview of the important legacy of that war on the Middle East. The growth of nationalism, redrawing of national frontiers and assertion of Western dominance, all of which accompanied the breakdown of the Ottoman Empire, have had long-term effects still evident today. The session will also describe and provide to teachers two high school lessons on World War I in the Middle East: cross-disciplinary lessons involving students in active learning of an important history topic while honing their Language Arts skills.

Facilitator: David Klemm

The Real Ambassadors: Jazz and the Cold War

presented by **Marcie Hutchinson**, Arizona State University, Tempe (AZ), **Rodney Whitaker**, Michigan State University, East Lansing (MI) and **Todd Stoll**, Jazz at Lincoln Center, New York (NY)

Session Level: High School

Location: Acoma A

Jazz became an American “weapon” of the Cold War to counter Soviet influence in nonaligned and developing nations. Paradoxically, the US State Department sent African-American musicians across national boundaries as representatives of democracy, while civil rights activists battled the boundaries of racial segregation. The jazz ambassadors challenged the denial of freedom and civil rights at home and supported human rights on a global scale using the “music of freedom”- jazz. Through historical inquiry and by analyzing jazz as a primary source, participants will experience the “joy of swinging” and examine the globalization of jazz.

Facilitator: Marcie Hutchinson

●● ***Enlightening the Path Toward Effective
Historical Analysis***

presented by **Faith Stackhouse**, Gunn High School, Palo Alto (CA)

Session Level: High School

Location: Acoma B

For many high school students, the writing process presents a roadblock on their educational frontier, but it does not need to be. Anyone can write, they just need to be taught how. As we enter into the implementation of the Common Core State Standards, help your students explore new frontiers in their own writing by teaching them how to master one of the most difficult portions of the writing process: presenting adequate evidence and analysis. Using a World History unit on Absolutism and the Enlightenment, this session will examine strategies to help students build analytical skills for effective historical writing.

Facilitator: Jason Daly

National History Day:

Frontier Meeting Point for Research, Analysis and Creativity

presented by **Raffi E. Andonian**, **Trevor Carter** and **Stephanie C. Garcia**, New Mexico Humanities Council, Albuquerque (NM)

Session Level: Cross Level

Location: Fiesta A/B

National History Day (NHD) is a year-long academic program focused on historical research for 6th to 12th grade students that was awarded the prestigious 2011 National Humanities Medal. New Mexico has participated and excelled at the national competition held each June in Washington, D.C. As a year-long educational program, NHD fosters academic achievement and intellectual growth by allowing students to acquire useful historical knowledge and perspective while developing creativity as well as critical thinking and problem-solving skills that will help them manage and use information now and in the future. NHD also provides history teachers with an innovative teaching tool.

Facilitator: Raffi E. Andonian

***Lost in Space?: Rethinking the Place of Native Americans
within the Spatial Construct of the “Atlantic World,” 1492-1815***

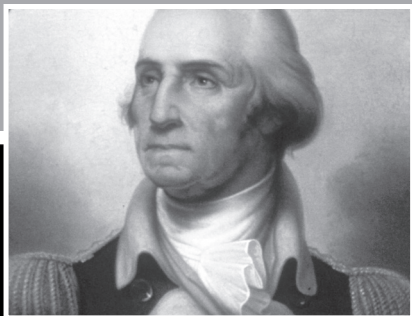
presented by **Paul S. Bartels** and **Andrew L. Branan**, University of Iowa, Iowa City (IA)

Session Level: High School

Location: Spirit/Trailblazer

The interpretive framework known as the “Atlantic World” has emerged as a dominant paradigm for studying colonial America. Championed as a challenge to traditional “national” narratives, while simultaneously emphasizing cultural, economic and political interconnectedness between Europe, Africa and the Americas, the Atlantic World approach nonetheless suffers from significant limitations. This panel demonstrates how Native Americans remain on the peripheries of post-contact history despite the model’s claims to greater inclusiveness. Dynamic cultural frontiers of intense mixing within the continental interiors, particularly in the cases of the Spanish Empire and New France, challenge the viability of the Atlantic World paradigm.

Facilitator: Kyle Ward



The Presidency



History Books & Authors



The Constitution

Teach History with

AH | C-SPAN3[®] AMERICAN HISTORY TV

**48 hours of people & events that
help document the American story.**

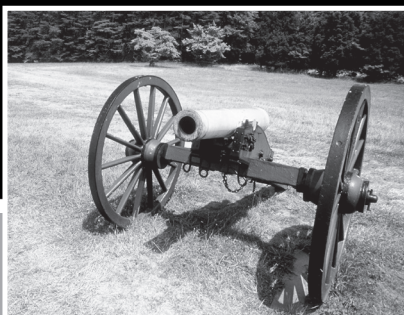
Every Saturday, 8 am, through Monday, 8 am ET

C-SPAN3[®]

Created by Cable. Offered as a Public Service. c-span.org/history



American Museums



Wars & Conflicts



Oral Histories

***The Challenges of Teaching Cold War Cuba
Using a Social Democracy Framework***

presented by **Michael Stoll**, William Jewell College,
Liberty (MO), **Maia Merin**, New York University,
New York (NY), **David Hanna**, Stuyvesant High School,
New York (NY), **Ariela Rothstein**, East Brooklyn Community
High School, Brooklyn (NY) and **Conrad Martinez**,
ACORN Community High School, Brooklyn (NY)

Session Level: Cross Level

Location: Mirage/Thunderbird

As part of the Teaching Global History Project, a collaborative team of teachers, historians and university educators developed and taught innovative lessons on the nature of (and limitations of) social democracy in Cuba to secondary students. The lessons were designed to address the knowledge gaps, biases and misconceptions of students in world history classes about different models of democracy, including the U.S. and Cuba. Participants will experience some of the learning activities from this project and analyze source documents and skills development resources used. We will conclude with a discussion on the challenges of teaching this controversial topic.

Facilitator: Michael Stoll

4:00 p.m. Woodward Hall 101

Keynote Session

National History Day - Student Presentations

Introduction: Justin Jakovac,
Director, National Council for History Education

Presenter: Trevor Carter, NM Humanities Council

Introduction: Pat Manning,
University of Pittsburgh

Speaker: Matt Matsuda,
Rutgers University



Topic: Oceans of History: Teaching the Pacific

Q & A with Conference Participants

Sponsored by:

ChronoZoom



Friday Night at The National Museum of Nuclear Science & History

Sponsored by
The History Channel

6:00 p.m. - 8:00 p.m.



The National Museum of Nuclear Science & History was established in 1969 as an intriguing place to learn the story of the Atomic Age, from early research of nuclear development through today's peaceful uses of nuclear technology.

Visitors can explore how nuclear science continues to influence our world. The museum strives to present, through permanent and changing exhibits and displays, the diverse applications of nuclear energy in the past, present and future along with the stories of the field's pioneers. The Museum's mission is "to serve as America's resource for nuclear history and science". The Museum presents exhibits and quality educational programs that convey the diversity of individuals and events that shape the historical and technical context of the nuclear age.

The evening will include access to the museum, docents on hand to answer any questions,
heavy hors d'oeuvres and a cash bar.

(Pre-registration required for this event)


Transportation Notes:

Buses will depart from the University of New Mexico at 6:00 p.m. and will return after the event to the Sheraton.

If you are driving to the museum, please note that the event officially starts at 6:15 p.m.

The museum is located at 601 Eubank Blvd. Albuquerque, NM 87123





Visit us
at Booth 20

A new way to teach old stuff

Bring the past to life with Milestone Documents, your new online classroom resource. We've combined history's most important primary sources with contextual explanations written by a global team of scholars. Teach your class using our expansive collection of documents, built-in textbook, and study questions aligned to the Common Core. Plus, track student progress through robust reporting features. It's the next best thing to time travel. And a lot more affordable. Visit MilestoneDocuments.com to sign up for a free evaluation.

Editors in Chief for High School History:

U.S. History: John King, Ransom Everglades School (Miami, FL)

World History: Jennifer Carey, Ransom Everglades School (Miami, FL)

Milestone
DOCUMENTS

Conference Program

Conference Events at the University of New Mexico

Saturday, March 22

Registration Open
8:00 a.m. - 4:00 p.m.
Atrium Balcony

NCHE Exhibit Hall
8:00 a.m. - 3:00 p.m.
Ballroom A/B/C

9:00 a.m. - 9:50 a.m. Breakout Sessions

●● ***The Source Analysis Frontier:***
A How-To Guide for Text-Dependent Questions
presented by **Marika Manos**, California State University,
Long Beach (CA)
Session Level: Middle School
Location: Lobo A
The overwhelming majority of Common Core State Standards
require text-dependent analysis. Though history teachers
engage students in analysis of secondary and primary sources,
student responses often rely on lecture or personal experience.
Text-dependent questions (TDQs) ask students to gather
evidence from texts to make conclusions. This session offers
participants a how-to guide for the construction of text-dependent
questions. Participants discuss the choice of sources, logistics
and vocabulary support. In addition to an article to support the
implementation of TDQs in their schools, participants will be
given world history and United States history TDQ examples
from Long Beach Unified School District.
Facilitator: Dale Steiner

●● ***Civil Rights Detective***
presented by **Joni Bollig** and **Jane Hamm**,
Appleton City R-2, Appleton City (MO)
Session Level: Cross Level
Location: Lobo B
Elementary and middle grade students tend to be very centrist
in their view of history, not understanding anything other than
what is in their own back yard. This session will show you how
to can take the Common Core Reading and Writing Standards
and a literacy unit to teach the Civil Rights Movement.
Students will research Rosa Parks to make connections with
events spanning over 100 years. Students will be able to make
connections to the present by researching the effects of
segregation in small towns and the effects that are still felt in
many places today and how in some places, the more things
change, the more they stay the same.
Facilitator: Jane Hamm

●● ***Culture of the Irrigated West - Video & Lesson Plans***
presented by **James Armstrong** and **Lee Ann Tysseling**,
Boise State University, Boise (ID), **Peter Lutze**,
Valparaiso University, Valparaiso (IN) and
Laura Woodworth-Ney, Idaho State University, Pocatello (ID)
Session Level: Cross Level
Location: Santa Anna A
In the early 1900s, vast areas of the western United States
became a “new frontier” for large-scale, federally supported
irrigation projects. *Culture of the Irrigated West*, our video
integrating historical images and narration, original
poetry and videography, examines life in early irrigated
settlements in southern Idaho. The DVD is accompanied by
online lesson plans addressing the specific historical content
and providing ideas for interdisciplinary projects and individual
writing assignments for place-based historical inquiry. These
lessons are aligned with Common Core Standards, a new frontier
for history education. All session attendees will receive a free
copy of the DVD.
Facilitator: Kyle Ward

The Bamboo Curtain:
Teaching About the Cold War, Korea and Vietnam
presented by **John F. Burns**, USS Midway Institute for Teachers,
El Dorado Hills (CA), **Daniel Widener**,
University of California, San Diego (CA), **Matt Hayes**,
San Diego County Office of Education, San Diego (CA) and
Kirk Ankeney, The Bishop’s School, San Diego (CA)
Session Level: High School
Location: Santa Anna B
The “Bamboo Curtain,” representing the boundary in Asia
between the Cold War’s contesting powers, is a productive
structure for teaching about the Cold War, the Korean conflict
and the controversial war in Vietnam. American involvement in
Korea and Vietnam sought to maintain the physical boundaries
of containment, especially with Communist China. Additionally,
the effects of the Vietnam war were to profoundly alter the
social-intellectual frontiers of American life and stimulate
enduring change. This session covers teaching Cold War
events utilizing the concept of boundaries, plus the Cold War
and the common core standards and professional development
opportunities.
Facilitator: Kirk Ankeney

Teaching Frontier History with the DBQ

presented by **Robert Brown**, Rampart High School, Colorado Springs (CO) and **Mark Buchanan**, Coronado High School, Colorado Springs (CO)

Session Level: High School

Location: Acoma A

The frontier has intrigued historians since Frederick Jackson Turner suggested its significance in 1890. This session will examine teaching Frontier History using the DBQ approach. The presenter will utilize three topics: “Native Americans in North America,” “The Transcontinental Railroad” and “The Sand Creek Massacre,” to demonstrate how to create and implement Document Based Questioning lessons in a regular high school classroom. Using a hands-on, interactive approach, participants will examine the importance of essential questions, the value of engaging students with effective hook exercises and the methods for choosing appropriate documents. The presenter will also discuss his experiences in implementing these self-created DBQs.

Facilitator: Jim Cameron

Historical Thinking With A Spatial Approach

Using the GeoHistogram

presented by **David Klemm**, Muskegon Area Intermediate School District, Muskegon (MI), **Jennifer Palacios Wirz**, Central Michigan University, Mount Pleasant (MI) and **Phil Germehl**, Michigan Geographic Alliance/Central Michigan University, Mount Pleasant (MI)

Session Level: Cross Level

Location: Acoma B

Understanding frontiers requires interaction between history and other social sciences. The interaction of history and geography removes barriers to students’ historical thinking and makes content accessible for all types of learners by combining it with spatial thinking. The GeoHistogram deepens understanding with a research supported, brain-friendly approach. Participants will view the research behind why it works, do an activity that has been developed by teachers and develop an idea for their own classroom using the World or U.S. GeoHistogram. Data will be presented from recent projects demonstrating the GeoHistogram’s effectiveness and participants will receive a poster-size GeoHistogram for classroom use.

Facilitator: David Klemm

Frontiers in World History: A Holistic Approach

presented by **Denise Ames**, Center for Global Awareness, Albuquerque (NM)

Session Level: Cross Level

Location: Fiesta A/B

This presentation will examine five frontiers or critical turning points – Communal, Agricultural, Urban, Modern and Global – in world history in which people transitioned to a fundamentally different way of life. We will identify the various factors bringing about these five frontiers or changes from a holistic perspective in which all the political, social, cultural, economic, ecological and technological traits interact and reinforce each other. We will also examine the dynamic frontiers people face today in transitioning to a more interdependent world. The presentation is interactive and engages participants in discussing this holistic model.

Facilitator: Sarah Duenas

The Transformative Power of Compassion:

How Mathew Carey’s Benevolent Crusade Challenged Early American Ideas of Gender and Religion

presented by **Karen Kauffman**, The Louisville Institute, Louisville (KY)

Session Level: Cross Level

Location: Spirit/Trailblazer

As an impoverished Irish Catholic immigrant, Mathew Carey rose to become early America’s most successful publisher and an associate of many distinguished founding fathers. But in the last decade of his life, his male colleagues abandoned him when he began a benevolent crusade to end the exploitation of thousands of female garment workers. Undaunted, Carey teamed with a variety of charitable women’s groups. Participants in this session will utilize primary documents to explore the meaning of poverty in post-revolutionary America, how Carey and benevolent women challenged gender roles, and how the revivalism of the Second Great Awakening empowered them all.

Facilitator: Nathan McAlister

We Want You! Teachers and Museums Working Together

presented by **Stacia Kuceyeski**, Creative Learning Factory, Columbus (OH), **Megan Wood**, Ohio Historical Society, Columbus (OH) and **Andrew Albertson**, Las Crices Museum of Art, Las Cruces (NM)

Session Level: General

Location: Mirage/Thunderbird

Museums are always looking for great teachers and are wonderful places to find untapped resources to help meet your state standards, Common Core State Standards, and 21st Century Skills. In this session three museum educators will discuss how you can leverage your knowledge and skills to help your local museums develop great educational programming while getting benefits in return. Presenters will discuss what assistance museums are looking for from teachers, how you can package your expertise to make yourself attractive to museums and how best to approach museums to form a mutually beneficial relationship.

Facilitator: Ron Briley

10:00 a.m. - 11:00 a.m. Ballroom A/B/C
Exhibit Hall Time

ANNOUNCEMENT of NCHE SUPER RAFFLE WINNERS

10:00 a.m. – 11:00 a.m.
Poster Sessions
Second Floor Atrium

How to Read a History Book

presented by **David Koeller**, North Park University,
Chicago (IL)

The Joy of Swinging: Jazz from A to Z

presented by **Marcie Hutchinson**, Arizona State University,
Tempe (AZ), **Rodney Whitaker**, Michigan State University,
East Lansing (MI) and **Todd Stoll**, Jazz at Lincoln Center,
New York (NY)

A Delicate Balance:

Geo-History of Wildfire in the American West

presented by **Kenneth F. de Masi**,
Arizona Council for the Social Studies, Mesa (AZ)

New Frontier in High School History:

A Student Produced Online History Journal

presented by **Paul Horton**, **Sophia Weaver**, **Edward Litwin**
and **Miriam Lipmin**, University High School, Chicago (IL)

Reconstructing the Finances of the South

presented by **William Reimers** and **Suzanne Vogt**,
Trevor G. Browne High School, Phoenix (AZ)

11:00 a.m. - 11:50 a.m.
Breakout Sessions

●● *Civic Engagement and the Common Core*

presented by **Janet Tran** and **Anthony Pennay**,
Annenberg Presidential Learning Center/Ronald Reagan
Presidential Foundation, Simi Valley (CA)

Session Level: High School

Location: Lobo A

This session examines the links between written communication and civic engagement through the lens of primary source materials. Utilizing the Common Core Standards for the English Language Arts along with the College, Career and Civic Life (C3) Framework for Social Studies State Standards, this session will empower civic minded educators with the concepts, skills and tools to prepare students for the future. Teachers will receive specific literacy and inquiry strategies designed to develop literacy skills in the social studies classroom. Participants will receive free, ready to use and Common Core aligned curriculum and resources that also help engage your students as citizens.

Facilitator: Jim Cameron

●● *Declaring Independence...Again and Again*

presented by **Bill Fetsko**, Colonial Williamsburg Foundation,
Williamsburg (VA)

Session Level: Cross Level

Location: Lobo B

The Declaration of Independence has repeatedly been invoked and appropriated by different groups to forge new frontiers in individual and human rights. The study of the evolution of the Declaration provides an opportunity to utilize effective text analysis techniques required by the Common Core State Standards. The Declaration will be placed in conversation with later primary source documents such as “The Meaning of July 4th for the Negro” by Frederick Douglass and the “Declaration of Sentiments, 1848”, seeking new insights into their meaning through close reading and comparative questioning. Using the lens of shared democratic values participants will observe how effective connections between texts can be achieved.

Facilitator: Colleen Ziemba

Frontier Exchange

presented by **Dan Ferrante**, Academy International Elementary
School, Colorado Springs (CO) and **Marni Zabel**,
Bristol Elementary School, Colorado Springs (CO)

Session Level: Elementary (K-5)

Location: Santa Anna A

Two elementary teachers from Colorado Springs, Colorado created DBQ lessons that address cultural interaction and two important exchanges that occurred across frontiers. The first lesson, designed for fifth grade, addresses early interaction when it asks, “The New World or the Old: Which people changed more after 1492?” The second lesson, created for fourth grade, deals with, “Who benefitted most from the trade along the Santa Fe Trail?” Presenters will lead an interactive session on creating their DBQs, the potential for cross-curricular integration and DBQs value as an instructional or assessment tool. Provided handouts will be classroom ready.

Facilitator: William Virden

Guns and the Rule of Law in the American West

presented by **Tiffany Middleton** and **Howard Kaplan**,
American Bar Association, Chicago (IL)

Session Level: High School

Location: Santa Anna B

What has been the relationship between the Second Amendment of the U.S. Constitution and the American West, in reality, and in film? Session will compare gun laws in the American West to film representations of the West, including the frontier. Discussion will include both historical and contemporary laws, drawn from primary source analysis and accessible legal scholarship. Film examples will include “Johnny Guitar,” “High Noon,” “Deadwood,” and “Django Unchained.”

Resources for teaching about the Second Amendment provided.

Facilitator: Tiffany Middleton

***Leading South Carolina into Integration:
Clemson College as Pioneer***

presented by **Leslie W. Skinner**,
South Carolina Department of Education, Columbia (SC)
Session Level: High School
Location: Acoma A

Virtually all litigation which challenged educational segregation prior to Brown dealt with higher education and questioned the equality of educational opportunity. To fight desegregation of traditionally white campuses, states often utilized tuition-grant programs, which paid for African American students to attend a graduate/professional school out-of-state or hastily established all-black, in-state graduate schools. A long, bitter series of cases eventually found both options unequal, providing the basis for the landmark Brown decision that delegitimized segregated public education ‘with all deliberate speed.’ Despite being a Brown co-defendant, however, a tumultuous new decade found South Carolina the final ex-Confederate state to withstand federal integration. The media dubbed South Carolina’s initial integration experience “Integration with Dignity” achieved through a “Conspiracy for Peace.” This session will focus on the state’s unique approach and subsequent experience 50 years ago at Clemson University.

Facilitator: Lewis Huffman

***Digital Alternatives to Textbooks:
Differentiating Your Instruction***

presented by **Aaron Willis**, Social Studies School Service,
Culver City (CA)
Session Level: Cross Level
Location: Acoma B

Differentiating instruction for diverse students within our classes is an ongoing challenge. With digital resources, however, meeting diverse student needs is easier than ever. Assign one group of students readings at a higher lexile level; other students receive readings that are at a lower level; another group might get more visual resources to analyze, or ones that play up auditory skills, or kinesthetic experiential learning. We will review a number of online solutions with special reference to how Active Classroom has been developed to deliver content for students with these specific challenges in mind.

Facilitator: Stacia Kuceyeski

Time Travel: Using ChronoZoom to Teach Causation
presented by **Andy Mink**, University of North Carolina,
Chapel Hill (NC) and **Denton Ireson**,
Pittsylvania County Public Schools, Gretna (VA)
Session Level: General
Location: Fiesta A/B

Causation and inter-relatedness between events is a critical component of a hands-on history classroom. Displaying this type of relationship animates dates and events and reveals new understandings of the way the past connects. ChronoZoom is a new visualization tool that allows students to construct timelines in the scale of Big History. By zooming down to specific topics, teachers are able to ask critical questions within the context of time and place. This session will provide an engaging curricular blueprint for the use of this tool with a focus on two topics: Atlantic Encounters and World War I.

Facilitator: Andy Mink

***“Women, Their Rights and Nothing Less”:
The First Amendment and the Women’s Suffrage Movement***
presented by **Maggie Crawford**, Newseum, Washington (DC)
Session Level: Cross Level
Location: Spirit/Trailblazer

How did the women’s suffrage movement redefine the roles and rights of women – and in turn, shift the way Americans today use the First Amendment to effect change? Through historical inquiry, this workshop examines how women used each of the five freedoms to challenge gender roles and forge new societal norms. Workshop attendees investigate movement participants’ pioneering use of the freedom of press, assembly and petition to understand how our society has changed over time. Attendees gain primary source materials from the Newseum’s Digital Classroom to spark connections to the issues and causes that students care about today.

Facilitator: Ron Briley

***Rebellion on the Frontier:
Where did the America Revolution Really Begin?***
presented by **Kathleen Barker** and **Jayne Gordon**,
Massachusetts Historical Society, Boston (MA) and
Kent Gompert, Cartwright Elementary District #83,
Waddell (AZ)

Session Level: Middle School
Location: Mirage/Thunderbird

Everyone knows that the Revolution began in Lexington & Concord ... or did it? Throughout the 1760s and 1770s, protests and insurrections were taking place not just in urban centers like Boston but in “frontier” towns all over the colony. Learn more about these uprisings, and brainstorm methods for incorporating a range of revolutionary primary sources into your existing lessons. Presenters will share a new web-based project underway at the Massachusetts Historical Society, which will provide you with documents, artifacts and stories from the era of the American Revolution, as well as a model for engaging your students in local history

Facilitator: Kathleen Barker

12:00 p.m. - 1:00 p.m.
Networking Lunch
Seating can be found in:
Ballroom A/B/C
(Pre-registration required)

1:00 p.m. - 1:50 p.m.
Breakout Sessions

●● ***Historical Investigation and the Common Core:
Students as Historians to Build Academic Literacy***

presented **Letty Kraus** and **Pam Tindall**,
The History Project at UC Davis, Davis (CA)
Session Level: Middle School
Location: Lobo A

In this interactive workshop, a History Project team will provide a template for how to plan instruction through a framework of historical investigation. We'll consider how to craft questions to drive instruction and model ways to have students engage in close reading and analysis of primary and secondary texts. We will demonstrate how to help students attend to the craft and structure of a text through text-dependent questions and tasks. We'll also suggest ways to engage students in collaboration to analyze evidence and develop reasoning through informal writing and discussion.

Facilitator: Beth Scarbrough

●● ***Frontiers in Education: Teaching with Artifacts***

presented by **William Virden**, Sources and Solutions LLC, Arvada (CO) and **Matt Arleth**, Green Mountain High School, Arvada (CO)
Session Level: Cross Level
Location: Lobo B

Every artifact contains a story. Using an artifact to tell the story in your lesson immediately engages your students' attention, moves them to higher-order thinking and actively involves them in analysis, synthesis and drawing conclusions. Teaching with artifacts provides relevance, while, at the same time, easily incorporates math, science and the major components of the Language Arts. Furthermore, employing artifacts works effectively at every K-12 grade level. Two Colorado educators, co-founders of Artifacts Teach, will lead a hands-on, interactive session that demonstrates how artifacts teach the 21st century skills required in all State Standards and the Common Core.

Facilitator: William Virden

Life on the American Frontier
presented by **Monika Fleming**,
Edgecombe Community College, Tarboro (NC)
Session Level: Cross Level
Location: Santa Anna A

This presentation encourages students to seek details about the lives of everyday people as they locate on the frontier to raise families and build communities. Using primary documents from letters and diaries of travelers to government documents of homesteaders, along with maps and images (many available from the Library of Congress website), students will be able to gather details to describe life on the expanding frontier. They can describe the homes and the contents. They can map out the journeys of wagon trains. They can determine the building of communities using old newspapers. They make history come alive.

Facilitator: Lee Eysturlid

African Muslims and the Transatlantic Slave Trade

presented by **Steven Buening**,
William Fremd High School, Palatine (IL)
Session Level: High School
Location: Santa Anna B

African Muslims played central roles in the largest forced migration in human history: the transatlantic slave trade. This presentation employs primary sources from the online collection of the National Humanities Center and from the Transatlantic Slave Trade Database (Emory University). Participants will engage in close reading of two memoirs of Muslim slaves, as well as three newspaper articles written in 1828. Participants will receive geography exercises and will learn how they can introduce students to an understudied component of the transatlantic slave trade. A PowerPoint and a full list of helpful resources are included.

Facilitator: Jennifer Luneau

***Employing World Cinema to Enhance International
Historical and Cultural Understanding:
Voices from the Classroom***

presented by **Ron Briley**, **Matt Stanasolovich**, **Sebastian Ward** and **Hannah Lerner**, Sandia Prep School, Albuquerque (NM)
Session Level: High School
Location: Acoma A

One of the major avenues for breaking down cultural and national boundaries as well as ethnic stereotypes is through the medium of cinema--perhaps the most important art form of the twentieth century. This session will include the voices of a teacher and high school seniors examining the challenges and rewards of an elective World Cinema class. The class introduces students to a broad survey of film texts that address the human condition from diverse perspectives. For those willing to tackle the challenges of world cinema, the reward is a deeper understanding of the diverse and complex world in which we reside as global citizens.

Facilitator: Ron Briley

Chasing the Golden Dream

presented by **Kayla Haveles**,
American Antiquarian Society, Worcester (MA)

Session Level: Cross Level

Location: Acoma B

The nineteenth-century gold rushes continue to have a strong hold on the imagination of the American public. Perhaps it's the promise of wealth, or adventure, or simply starting a new life. In any case, the gold rushes opened not only new physical and political frontiers for the United States, but also very personal ones for the people who partook in them. Using primary sources, this session will examine how the California and Colorado gold rushes helped to transform both the country and its people. It will also discuss ways to make local connections to this popular national story.

Facilitator: Kenneth De Masi

Touching The Past: Urban Archaeology and History

presented by **Brian Carlin** and **Philip Panaritis**,
NYC Department of Education, Bronx (NY)

Session Level: Cross Level

Location: Fiesta A/B

Have you ever actually touched an artifact that someone used over 150 years ago? Thanks to our TAH Grant, students across NYC now have that opportunity. Urban Archeology is opening up a new frontier for many teachers and students to learn history. NYC history educators organized, researched and developed Artifact Kits to be used in the classroom from a collection of mid-19th c. artifacts from excavations in Brooklyn. The best 75 items were photographed, researched and developed into user-friendly "kits" of 25 items. Participants will learn about the process involved and discuss ways this can be connected to their classrooms.

Facilitators: Philip Panaritis

The New Frontiers for University Libraries

Special Collections and K-12 History

presented by **J. David Landers**,
Azusa Pacific University, Azusa (AZ)

Session Level: Cross Level

Location: Spirit/Trailblazer

Understanding the past requires understanding how to find the information and bring it into the classroom. For many that means "Google It", But what if you can't find it on Google? Special collections are a treasure chest full of history that many teachers or students have failed to explore. This session will look at the new frontier for Azusa Pacific's Special Collections as they build relationships with local K-12 educators, Home School groups and build a gateway for teachers and students to connect with treasures of history.

Facilitator: Jeannette Fanelli

Creating Mini Documentaries to Flip Your Classroom

presented by **Ron Bahre** and **Jennifer Bahre**,
Kingman Unified School District #20, Kingman (AZ)

Session Level: General

Location: Mirage/Thunderbird

We will cover the importance of documentaries to help flip a classroom or even to help you broach subject material given students broad need for multi-sensory learning. We will cover where to find the material, gather your information, script and finally how to create your own documentaries and even cover how you can design lessons that would allow students to create small documentaries themselves for the classroom that go along with historical topics. Finally learn how these types of programs can be used as a front load to discussion for greater inquiry.

Facilitator: Ron Bahre

1:50 p.m. - 2:00 p.m. Ballroom A/B/C

Exhibit Hall Time

EISENHOWER ACADEMY

An Institute for Teachers July 6 - 11, 2014

The Eisenhower Academy for teachers, held at Gettysburg College and Eisenhower National Historic Site in Gettysburg, PA, focuses on 1950s America and the Presidency of Dwight D. Eisenhower. Professional Education credits and three graduate credits are available for attending.

- Field trips, lecture, and discussion on the 1950s including the Cold War, civil rights, economics, and popular culture.
- Effective strategies for teaching the Cold War era in the classroom.
- New scholarship on the Eisenhower Presidency.
- A visit to Eisenhower National Historic Site for an intimate glimpse into Eisenhower's life and times.



Fees for the Academy, including classroom seminars, document package, field trips, special evening events, banquet, Eisenhower Farm picnic, single occupancy lodging and lunches, are:

\$715.00 (Registration by April 1)
\$770.00 (Late registration through June 6)
\$490.00 (Day student rate)

For more information contact:

(717) 338-9114 ext. 4411
john_joyce@nps.gov
www.nps.gov/eise

Sponsored by
the National Park Service,
Gettysburg College,
and Dwight D. Eisenhower Society

Eisenhower Academy, 1195 Baltimore Pike, Suite 100, Gettysburg, PA 17325

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

●● ***History Repeats Itself in the Classroom, Too!***
Prior Knowledge, Vertical Alignment and
Implementing the Common Core State Standards

presented by **Gregory Gray**, Portland State University, Portland (OR) and **Jennifer Donnelly**, Irvine High School, Irvine (CA)

Session Level: Cross Level

Location: Lobo A

Achieving the goals of the Common Core State Standards in history/social studies is a multi-year collaborative effort. In a unique, teacher driven approach to CCSS, this presentation will demonstrate and provide examples how to: • Take deliberate advantage of students' prior knowledge of significant historical topics repeated multiple times from upper elementary grades through high school • Increase the complexity of reading materials as these topics are repeated in subsequent courses • Progressively develop history/social studies literacy skills towards producing work that demonstrates thinking commensurate with college and career readiness • Develop a practical vertical alignment plan that eliminates gaps in content and skills

Facilitator: Gregory Gray

●● ***Breaking Ground in Civil Disobedience:***
The National Woman's Party

presented by **Kira Duke**, Middle Tennessee State University, Murfreesboro (TN)

Session Level: Cross Level

Location: Lobo B

The National Woman's Party (NWP) boldly pushed the boundaries of protest and political activism during the later stages of the women's suffrage movement. By examining primary sources from the Library of Congress, students can understand how the NWP broke with mainstream suffrage organizations to become the first group to picket the White House and seek political prisoner status in the United States. Participants will learn strategies for building critical thinking and analytical skills through the use of primary sources while increasing students' understanding of the role of political activism during the fight to gain women the right to vote.

Facilitator: Lynn McClary

Singing Our Praises:

Chronicling the Frontier in Music and Art

presented **Beth Hudson**,

Austin Independent School District, Austin (TX)

Session Level: Middle School

Location: Santa Anna A

Our forebears faced every unknown frontier with the emotional support of music and art. Each new encounter left in its wake primary sources in the form of song, pictures and stories. History classrooms are just beginning to recognize the wealth of primary material found in the humanities with the promise of student engagement and increased reading and content comprehension. This session will encourage participants to enliven their lessons with period songs and visuals from American frontiers including the Revolution, Westward Movement, War and Civil Rights. "I don't believe we can have an army without music."

– Robert E. Lee

Facilitator: Joni Bollig

The Balkans: Bridge to Other Worlds or Continental Divide

presented by **Dean Pinos**,

New Trier High School, Northfield (IL)

Session Level: High School

Location: Santa Anna B

This session will examine the Balkans, a region that is, for many, "in Europe" but not "of Europe". Following a discussion of the geography of the region, we shall look at how the Balkans has become synonymous with ethnic conflict, economic backwardness and a lack of democratic institutions and sensibilities. A younger generation of historians is attempting to rehabilitate this often overlooked part of the continent and to develop a new vocabulary to discuss its past, present and future. We shall dissect and evaluate these new methodological approaches. Resources for teaching about the region will be provided.

Facilitator: Tiffany Middleton

Frontiers of Understanding: Teaching About Cold War
Political Controversies and Misunderstandings

presented by **Leon Reed**, Prince William County Schools, Woodbridge (VA) and **James Bish**, US Marine Corps Museum, Quantico (VA)

Session Level: High School

Location: Acoma A

Declassified Cold War documents show that both sides frequently over-estimated their adversary's aggressiveness and the effectiveness of their weapon programs. They also sometimes under-estimated the current danger and brought the world close to nuclear war. These misunderstandings had longlasting impacts. This presentation examines contemporaneous and later documents about three critical periods: the 1957 "missile gap," 1962 Cuban Missile Crisis and mid-1970s "window of vulnerability." Participants will evaluate documents related to one of these periods (and receive a packet on all three). It shows how people experienced these events at the time and how contemporary understandings can change over time.

Facilitator: Charles Errico

The Orphan Train Movement:

Expanding Child Welfare Programs Westward

presented by **Evette Meliza**,

Southwestern Oklahoma State University, Weatherford (OK)

and **John Chiodo**, The University of Oklahoma, Norman (OK)

Session Level: Cross Level

Location: Acoma B

Between 1854 and 1930, over 200,000 children left major east coast cities bound for families in the West. Many of these children were orphaned or abandoned, left to fend for themselves. To address this growing social problem, the process of placing-out, or orphan trains, was developed by Charles Loring Brace. This presentation summarizes the implementation of this process, including social conditions, underlying philosophy, basic components and public perceptions. Lesson ideas, teaching strategies and materials are provided to explore this social practice when studying the rise of industrialization, immigration and social change during the early twentieth century in American history.

Facilitator: Evette Meliza

The Battle for History Education

presented by **Jessica Attardo-Maryott**,

Indiana University of Pennsylvania, Indiana (PA)

Session Level: Cross Level

Location: Fiesta A/B

History education is under attack. Battling national mandates under No Child Left Behind, Reading, Writing and Math are consuming the territories once held by the social studies. In order to survive, History education must embark on a journey into the new frontier; a frontier composed of using free or existing resources found within your school. Teach History in collaboration with Reading, Writing and Math in creative ways that will meet the academic priorities of your school. Finally, learn how easy it is to share your resources with others and help sustain History education in the classroom.

Facilitators: Eric Maryott

Revisiting Forgotten Frontiers--

Bringing Your Lessons to Life with Music

presented by **Steve Hoffman**, Middle College High School/

Contra Costa College, San Pablo (CA)

Session Level: High School

Location: Spirit/Trailblazer

Learn how to use music to breathe new life into your classroom. We will look at (and listen to) lessons that get students thinking about and feeling history through music. Technology makes great music easily available to educators, but many are overwhelmed by so many options and do not know where to begin. Music is a great way to help students connect with different eras in a deep and profound way, and one does not need a Julliard education to bring this to the classroom.

Facilitator: Todd Wigginton

Exploring the Boundaries of History Education:

Field Study to Lesson Study

presented by **Chloe Burke**,

California State University, Sacramento (CA)

Session Level: Cross Level

Location: Mirage/Thunderbird

This session presents a successful teacher professional development model that utilizes history field study combined with a collaborative lesson study process to build teacher content knowledge and sustain the innovation of skills-based curriculum. The session will explore examples of intensive summer institute programs in the San Francisco Bay Area, Manhattan and Boston that immersed participants in the multiple and material forms of historical practice at museums, archives, National and State Parks and other sites of history field study. The session will share lessons developed in the lesson study process and reflect on the significance of historical memory in the classroom.

Facilitator: Rhonda Benton

3:00 p.m. Woodward Hall 101

Keynote Session

Introduction: Laura Wakefield, Florida Virtual School

2015 NCHE Conference - St. Augustine, FL

Presenter: Jennifer Snyder, Florida Humanities Council

Speaker: Douglas Brinkley,
Rice University



Topic: The History of the US Environmental Movement

Q & A with Conference Participants

Sponsored by:

ChronoZoom

CLOSING REMARKS

and

**ANNOUNCEMENT of
SCAVENGER HUNT WINNERS**

NCHE Exhibitor List

Ballroom A/B/C

1	Newseum
2	Liberty Fund
3	Florida Humanities Council
4	History Spots, Inc
5	ABC-CLIO
6	The Center for Global Awareness
7	Creative Learning Factory
8	SPICE, Stanford University
9	The James Madison Memorial Fellowship Fund
10-11	Colonial Williamsburg Foundation
12	Oxford University Press

13, 14	
17, 18	Social Studies School Service
15	George Washington's Mount Vernon
16	Random House, Inc.
19	Transatlantic Outreach Program
20	Milestone Documents
21-22	Artifacts Teach
23	The DBQ Project
24	Constituting America
25	Santa Fe Trail Association

**Our Exhibitors are a vital component
of the NCHE National Conference.**

**Be sure to visit our Exhibitors in
Ballroom A/B/C**



AMERICA *in* CLASS®

from the National Humanities Center

2014 Online Seminars

Convenient professional development webinars offering new pedagogical approaches and free online resources.

Led by distinguished scholars, these live, interactive sessions model teaching close reading with primary sources.

NCHE conference attendees may register for free (a \$35 savings). Use promotional code **NCHE2014**.

Visit us online for a complete seminar schedule, details and registration.



The Hudson River School

Leader: Alan Wallach,
The College of William and Mary

March 6, 2014

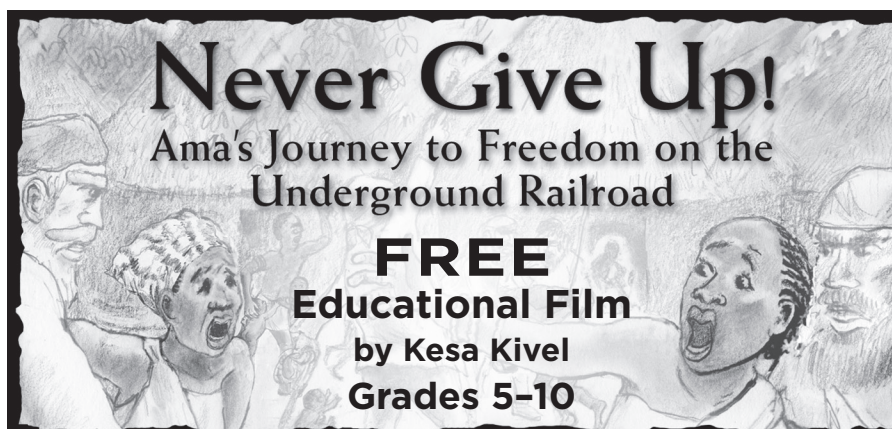


Partisan Pictures: Art & Images in the Cold War

Leader: John J. Curley,
Wake Forest University

April 17, 2014

americainclass.org/seminars



"A MUST-HAVE"

— *School Library Journal*

"HIGHLY RECOMMENDED"

— *Video Librarian Review Magazine*

**"FULL OF INSPIRING EXAMPLES OF
RESISTANCE AND INFORMATIVE
HISTORICAL CONTEXT"**

— *Ariel Luckey, Educator/Artist*

www.nevergiveupfilm.org

Local Area Information

The Nearest...

Office Supply

Staples (505) 830-3322
6001 Menaul Blvd. NE

Drug Store

Wallgreens (505) 883-5760
2625 San Pedro Dr. NE

Grocery Store

Smiths Food (505) 884-1860
4016 Louisiana Blvd. NE

Urgent Care

Lovelace Women's Hospital (505) 727-7800
4701 Montgomery Blvd. NE

Local Restaurants

- | | |
|-------------------|---------------|
| ♦Oak Tree Cafe 5 | Sandwich Shop |
| (505) 830-2233 | |
| ♦Pho Nguyen | Vietnamese |
| (505) 830-6554 | |
| ♦ABQ Brewpub | Gastropub |
| (505) 884-1116 | |
| ♦Marcello's | Steakhouse |
| (505) 837-2467 | |
| ♦Mario's Pizzeria | Italian |
| (505) 883-4414 | |

Area Attractions

- | | |
|---------------------------------|----------------|
| ♦Albuquerque BioPark | (505) 768-2000 |
| ♦International Balloom Museum | (505) 768-6020 |
| ♦Maxwell Museum of Anthropology | (505) 277-4405 |
| ♦Unser Racing Museum | (505) 341-1776 |
| ♦Sandia Peak Tramway | (505) 856-7325 |

Bus Shuttle Schedule

Thursday, March 20

- ♦Depart -Sheraton Albuquerque Uptown
-5:45 PM, 6:00 PM, 6:15 PM
- ♦Depart -The University of New Mexico
-7:15 PM, 7:45 PM, 8:00 PM

Friday, March 21

- ♦Depart -Sheraton Albuquerque Uptown
-7:30 AM, 8:00 AM, 8:30 AM
- ♦Depart -The University of New Mexico
-5:00 PM, 5:30 PM, 6:00 PM

Saturday, March 22

- ♦Depart -Sheraton Albuquerque Uptown
-7:30 AM, 8:00 AM, 8:30 AM
- ♦Depart -The University of New Mexico
-4:00 PM, 4:30 PM, 5:00 PM

Missed the Bus or Need to Leave During the Day

Albuquerque Cab Company

(505) 883-4888

Mention NCHE for Priority Service

NCHE Super Raffle Contributors:

Raffle items are listed alphabetically by contributing company or organization

Inspired by True Events: An Illustrated Guide to More Than 500 History-Based Films contributed by ABC-CLIO

Gift Basket contributed by the Arizona Council for History Education

One Year Subscription to Artifacts Teach contributed by Artifacts Teach

Waves of Global Change: A Holistic World History, An Educators Handbook, The Global Economy: Connecting the Roots of a Holistic System and *Financial Literacy: Wall Street and How it Works* contributed by The Center of Global Awareness

Our Constitution Rocks! contributed by Constituting America

Free Webinar contributed by Creative Learning Factory

Autographed books by Carl Hiaasen and *Viva 500 Poster* contributed by the Florida Humanities Council

Gift Basket contributed by the Georgia Council for History Education

Selected Items contributed by The History Channel

Constitutional Poster Sets (5) contributed by The James Madison Memorial Fellowship Foundation

Gift Basket contributed by the Kansas Council for History Education

Surface Tablet contributed by Microsoft's ChronoZoom

Gift Basket contributed by the Missouri Council for History Education

Kindle Paperwhite contributed by the NCHE Board of Trustees

Gift Basket contributed by the New Jersey Council for History Education

The Smithsonian Book of Presidential Trivia (3) contributed by Smithsonian Books

Common Core Assessments in US History contributed by Social Studies School Service

Kamishibai Story Cards contributed by SPICE, Stanford University

NCHE Super Raffle Prizes and Ticket Sales will be located in the Exhibit Hall during the Opening Reception and in the Registration Area on Friday and Saturday.

Winners will be drawn at 9:00 a.m. on Saturday and will be posted in the Exhibit Hall at 10:00 a.m.

NCHE thanks all the Raffle Contributors for their generous support of the 2014 National Conference.

Encounters in History

Join NCHE for the 2015 Conference in
St. Augustine, FL
March 19-21, 2015



Submit a Session Proposal! Theme - Encounters in History

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

Then submit a proposal for a session at the 2015 NCHE Conference!

The **2015 Call for Proposals**, containing topic suggestions and submission details, will be available at www.nche.net/conference. Submission deadline is **September 22, 2014**.

Questions? Please contact John Csepegi by phone (240) 696-6612
or by email (john@nche.net).

NCHE National Conference

Call for Conference Session Proposals

2015 NCHE Conference
Encounters in History
St. Augustine, FL ♦ March 19-21, 2015

Lee and Grant at Appomattox, Spartans and Persians at Thermopylae, Stanley and Livingstone on the shore of Lake Tanganyika, Gandhi and the British Raj in India, Magellan and warring Filipinos on Mactan Island, Caesar and Brutus in the Roman Senate, Pedro Menendez and Timucua Indians on Florida's coast.

Human history is the story of encounter – fleeting or enduring, intentional or accidental, violent or peaceful, meaningful or inconsequential. Encounters take place between nations and cultures, as well as individuals. Not only do people encounter other people, they also encounter ideas, technology, disease, music, and more. How have such encounters in the past shaped the present? How might they influence the future? What does the response to encounter tell us about an individual or a people? Do historical encounters necessarily lead to change?

Encounters are inherently dramatic and offer opportunities for resourceful teachers to help their students learn history. The National Council for History Education invites proposals for presentations and poster sessions on the theme of “Encounters in History” for its 2015 conference in St. Augustine, Florida, where – 450 years earlier – Spanish soldiers established the first permanent settlement in what would become the United States. All proposals will be evaluated on the basis of their intellectual content—that is, whether they are historically accurate and address interesting and important questions appropriate to historical inquiry and teaching—as well as their ability to engage the audience.

Join NCHE in historic St. Augustine, Florida March 19-21, 2015 to commemorate the 450th anniversary of the oldest permanent European settlement in the United States.

We invite proposals for sessions in three different formats:
Breakout Sessions, Poster Sessions and, new this year, Mini Sessions.

Breakout sessions:

Breakout sessions are typically interactive “how to” sessions designed for the K-12 educator. The teacher workshops are 50 minutes in length. A maximum of 4 presenters is recommended plus a facilitator.

Poster Session:

Poster Session topics range from teaching ideas to research reports. Each poster presenter or small group displays their poster on a table simultaneously in a 60 minute session and interacts with interested attendees. Presenters are expected to remain with their posters to engage in discussion with the audience. Each poster session period may include 8-15 posters.

Mini Sessions:

Mini Sessions provide individuals with 15 minutes to present their information and answer questions. Mini Session topics range from teaching ideas to research reports. Mini Sessions are grouped by topics in a 50 minute session. Each mini session typically includes 3 regular presentations by different presenters.

Call for Conference Session Proposals

2015 NCHE Conference
Encounters in History
St. Augustine, FL ♦ March 19-21, 2015

2015 NCHE National Conference

- ♦The National Council for History Education invites proposal submissions for the 2015 program.
- ♦Submission guidelines are found below. Please visit www.nche.net/conference for complete details.
- ♦All proposals must be submitted ELECTRONICALLY at www.nche.net/conference.
- ♦All proposals must be received by 5:00 pm on September 22, 2014. Late submissions WILL NOT be accepted.

Criteria for Program Selection

The Conference Committee will look at the following:

- ♦Does the proposal exhibit historical accuracy and show appropriate historical inquiry?
- ♦Does the proposal offer audience interaction and engagement?
- ♦Does the proposal offer a meaningful contribution to the teaching of history?

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

Important Notes

- ♦LCD Projectors, Screens and a WiFi Connection will be provided in each session room.
- ♦All accepted presenters and facilitators must pre-register for the conference.
- ♦All submissions will be notified of acceptance or rejection via email by November 24, 2014.

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

November 24, 2014

The National Council for History Education's

Paul A. Gagnon Prize



Paul A. Gagnon
January 6, 1925 - April 28, 2005

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

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

Paul emphasized that in a people's democracy, knowledge of the nation's political system and history are essential for all citizens. He wrote, "As the years pass, we become an increasingly diverse people, drawn from many racial, national, linguistic and religious origins. Our cultural heritage as Americans is as diverse as we are, with multiple sources of vitality and pride. But our political heritage is one--the vision of a common life in liberty, justice and equality as expressed in the Declaration of Independence and the Constitution two centuries ago."

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 **2015 Gagnon Prize** will be given to a K-12 history teacher exhibiting historical scholarship and classroom excellence.

Criteria for the 2015 Paul A. Gagnon Prize *presented to a* ***K-12 History Teacher Exhibiting Exceptional Historical Scholarship***

- ♦ 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.

The National Council for History Education's **Paul A. Gagnon Prize**

Submission of Application Materials for the 2015 Prize

Applicants should submit five copies of each of the following to the Paul A. Gagnon Prize Committee:

- ♦ A cover letter of not more than two pages indicating why the individual 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. (Not more than two pages)
- ♦ Three letters of support written by individuals familiar with the applicant's work.
(Not more than two pages for each letter)

Significant Dates for the 2015 Prize

- ♦ Completed applications and supporting materials must be received at the NCHE Office by December 5, 2014.
- ♦ The 2015 Paul A. Gagnon Prize winner will be notified by the NCHE Office by January 16, 2015.
- ♦ The 2015 Paul A. Gagnon Prize will be officially awarded to a ***K-12 History Teacher Exhibiting Exceptional Historical Scholarship*** at the 2015 NCHE Conference in St. Augustine, FL.

The Prize

The 2015 Paul A Gagnon Prize winner will receive:

- ♦ A Plaque
- ♦ A \$1,000 cash prize
- ♦ Complimentary registration for the 2015 & 2016 Conference
- ♦ A presentation spot on the program at the 2016 NCHE Conference

National Council for History Education, Inc.

Leading in Teaching and Learning of History

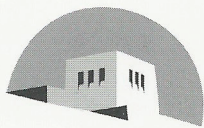
13940 Cedar Road, #393 ♦ University Heights, Ohio 44118 ♦ 240-696-6600 ♦ 240-523-0245 (FAX)
nche@nche.net ♦ www.nche.net

Conference Notes

Conference Notes

Conference Notes

Conference Notes



The University of New Mexico

FLOOR PLANS

FIRST FLOOR



SECOND FLOOR

