

HISTORIES SEEN AND UNSEEN



NCHÉ

National Council for History Education

MARCH 30 – APRIL 1, 2017

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Changing Technology in a Changing
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Saturday, April 1 2:00 p.m. - 2:50 p.m.
Room: Atlanta 4**



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NCHE STAFF

TABLE OF CONTENTS

Admission to over 70 program sessions, including these Keynote

Session Speakers:

Edward Larson

Pepperdine University

Bruce Lesh

Author/Educator

Micki McElya

University of Connecticut

Complimentary Opening Night

Reception, Buffet Lunches on Friday

and Saturday, Registration Materials,

Admission to the NCHE Exhibit Hall,

and Breakout Session Materials.

Justin Jakovac

Executive Director

John Csepegi

Director of Conferences & Events

Kate Csepegi

Conference Staff

Conference Program

3-33

Planning Worksheet

4

Exhibitor List

34

Raffle Contributors

36

Gagnon Prize Information

37-38

2018 Information

39-41

Atlanta Sheraton Map

Back Page

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

CONFERENCE PROGRAM

ATLANTA SHERATON

THURSDAY, MARCH 30

Registration Open

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

Capital Pre-Function

Enrichment Excursions

(Pre-registration required)

(All tours depart from and return to the Atlanta Sheraton.)

Democracy Restored: The Georgia State Capital

Bus departs at 8:30 a.m.; returns 11:30 a.m.

The Carter Center

Bus departs at 9:15 a.m.; returns 11:30 a.m.

National Center for Civil and Human Rights

Group departs at 12:00 p.m.; returns 5:00 p.m.

Martin Luther King, Jr. National Historic Site

Bus departs at 1:00 p.m.; returns 4:30 p.m.

Atlanta Monetary Museum at the Federal Reserve Bank

Group departs at 1:45 p.m.; returns 4:30 p.m.

4:30 p.m. *Capital Ballroom*

Welcome to Atlanta Session

Introduction:

Beth Scarbrough, Georgia Council for History Education

Speaker:

Sandra Deal, First Lady of Georgia



Opening Night Reception

5:00 - 7:00 p.m.

Georgia Ballroom

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

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2017 NCHE Conference Session Planning Worksheet

Use this worksheet and the Conference at a Glance sheet to plan your time at the conference.
The Breakout Session schedule is subject to change.

Time	First Choice	Second Choice
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Friday, March 31 st		
7:30 a.m. – 8:20 a.m. <i>Connection Session</i>	Mary Lopez Schaumburg High School <i>Revisiting “Over There”: Teaching the Great War across the Histories</i>	
8:30 a.m. – 9:20 a.m.		
9:40 a.m. – 10:30 a.m.		
10:45 a.m. – 12:15 p.m. <i>Keynote Session</i>	Edward Larson Pepperdine University <i>The Scopes Trial as History Seen and Unseen</i>	
2:00 p.m. – 2:50 p.m.		
3:10 p.m. – 4:00 p.m.		
4:15 p.m. – 5:45 p.m. <i>Keynote Session</i>	Bruce Lesh Author/Educator <i>Creating a Classroom Culture that Fosters Literacy, Engagement, Historical Thinking and Learning</i>	

Saturday, April 1 st		
7:30 a.m. – 8:20 a.m. <i>Connection Session</i>	Diana Williams BackStory/VFH <i>Now Hear This!: NCHE and BackStory in Your Classroom</i>	
8:30 a.m. – 9:20 a.m.		
9:40 a.m. – 10:30 a.m.		
10:45 a.m. – 12:15 p.m. <i>Keynote Session</i>	Micki McElya University of Connecticut <i>Hidden in Plain Site: The Common Ground of Arlington Cemetery</i>	
2:00 p.m. – 2:50 p.m.		
3:10 p.m. – 4:00 p.m.		

CONFERENCE PROGRAM

ATLANTA SHERATON

FRIDAY, MARCH 31

Registration Open

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

Capital Pre-Function

7:30 a.m. *Atlanta 1*

Connection Session (Continental Breakfast provided to Session Attendees)

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

Speaker: **Mary Lopez**, Schaumburg High School

Topic: **Revisiting “Over There”: Teaching the Great War across the Histories**

 **CollegeBoard**

AP[®]

NCHE Exhibit Hall

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

Georgia Ballroom

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

Breakout Sessions

How K-12 Teachers Can Make the Most of Digital Resources for Classroom and National History Day

Joseph R. Phelan, National Endowment for the Humanities, **Laura T. McCarty**, Georgia Humanities Council,

Heather McKenzie, Henry County Middle School, and **Chris Dobbs**, New Georgia Encyclopedia

Session Level: *Middle School*

Room: *Atlanta 1*

From Andersonville to Warm Springs, learn where to uncover the unseen history you need with this fast-paced deep dive into free, high-quality digital K-12 resources from the National Endowment for the Humanities, EDSITEment, and the New Georgia Encyclopedia.

Representatives of these organizations as well as a veteran classroom teacher who is also a veteran of National History Day will demonstrate how to use these resources and engage the audience with hands-on activities.

Facilitator: **Laura T. McCarty**

In Between Seen & Unseen: The French Colonial Fur Trade Middlemen

Amy Sotherden, Center for the Study of Canada, SUNY Plattsburgh

Session Level: *Elementary (K-5)*

Room: *Atlanta 2*

The fur trade is a primary factor for the exploration and colonialization of North America. Beyond the elites who directed this trade, this session will highlight some of the seen and unseen people responsible for collecting and transporting furs through French colonial territory: the coureurs des bois, voyageurs, and their important Algonquin partners. In addition to examining teachable case studies about these middlemen, this presentation will conclude with a discussion of why the myth of the coureur des bois, and the heroism of the voyageur, continues to be celebrated in North American history today. Teaching resources provided.

Facilitator: **Elizabeth Arntzen**

APUSH--Focus on the Skills**Suzanne Williams** and **Samantha Bowman**, Florida Virtual School*Session Level: High School**Room: Atlanta 3*

Analyzing images and documents is nothing new, for an AP or IB teacher especially. Yet it's no longer enough for students to be able to interpret the images and text. Even in multiple choice and short-answer questions, students must not only analyze the document but apply the various Historical Thinking Skills to it. This session will focus on leveraging existing resources and technology to teach these Historical Thinking Skills. Teachers will see how they can integrate the skills into their content instruction, increasing understanding while maintaining efficiency using rich and often unseen case studies.

*Facilitator: Rhonda Benton***Hidden History: A Toolkit for Discovering the Stories in Statistics (Without Math)****Eva Johnston** and **Genevieve Podleski**, Federal Reserve Bank of St. Louis*Session Level: Cross Level**Room: Atlanta 4*

What stories are hidden in tables and charts? Historians are experts at assessing and analyzing documents to build a narrative, but may be stymied by numbers. At this session, attendees will learn what questions to ask about charts and graphs in primary and secondary sources. A toolkit for bringing statistics into historical analysis and synthesis in compliance with C3 standards will be introduced for multiple grade levels. Participants will also see an example of how the same numbers – in this case, women's hours and wages in the Progressive era – were historically interpreted and used for different purposes.

*Facilitator: Genevieve Podleski***2016 Paul A. Gagnon Winner****A New and Unique Approach to Teaching Civil War America****James Percoco**, Civil War Trust*Session Level: General**Room: Atlanta 5*

Learn how the free resources of the Civil War Trust can help you improve your students' knowledge of Civil War Era America through a wide range of digital and hands-on activities covering The Furious 1850s through Reconstruction.

*Facilitator: Mike Pritts***Seen and Unseen Perspectives on the Mountain Meadows Massacre****Jeffery D. Nokes**, Brigham Young University*Session Level: High School**Room: Georgia 2*

On September 11, 1857, Mormons and Paiute Indians massacred an emigrant party on the Old Spanish Trail near "Mountain Meadows" in southern Utah. This event, known as the Mountain Meadows Massacre, remains controversial. This presentation considers how students can be taught about the Mountain Meadows Massacre from multiple perspectives, including modern Latter-Day Saints and descendants of the victims. Participants will be given lesson materials that they can use with students to explore the context, causes, events, and aftermath of the massacre and to teach students how historians use evidence, though biased and fragmented, to construct interpretations of the past.

*Facilitator: Jennifer Jolley***Our Exhibitors are a vital component of the NCHE Conference.****Be sure to visit our Exhibitors in the Georgia Ballroom**

Come in, WE'RE
OPEN

A Presidential Leadership Journey: Behind the Scenes in the Oval Office

Janet Tran and **Rebekah Harding**, Ronald Reagan Presidential Foundation & Institute

Session Level: Cross Level

Room: Georgia 7

Through the lens of the executive office, the Ronald Reagan Presidential Foundation & Institute engages students on a Presidential Leadership Journey. Take a step behind the curtain of the Reagan Institute's experiential learning programs and uncover the paths that Presidents have taken to provide a spark in their own leadership development. Examine primary source documents from the Presidential archives that reveal decision-making at the highest level. Participants will leave with captivating course materials and a better understanding of what really happens in the White House.

Facilitator: Rebekah Harding

Whose "Reflection"? Disney's Mulan and Depictions of Confucian Women

Jeannie Logan, Glenbrook South High School

Session Level: High School

Room: Georgia 8

Thanks to Disney, people around the world are familiar with the story of Mulan, the legendary Chinese woman warrior. The animated film celebrates the extraordinary actions of someone who would otherwise be silent and hidden, as was the expectation for women in Confucian society. This session will compare the popularized American version of this story to traditional Chinese accounts, analyzing the cultural ideals embedded in each. Participants will leave with a deeper understanding of Confucian values and gender roles, as well as strategies to help students become more critical consumers of popular media.

Facilitator: Spiro Bolos

American Athletes and Musical Artists as Contributors to the Civil Rights Movement:

The Unseen Battles for Equality in Arenas and Lyrics

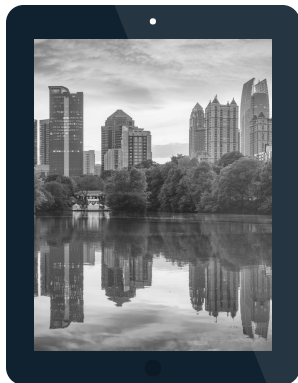
Vicki Shields, M.A.T.H

Session Level: Cross Level

Room: Georgia 13

Music and sports have been a pastime for many since America's founding. In this interactive session, participants will encounter sources to help students discover the role music and sports figures played in contributing to Civil Rights. From an integrated baseball league to Motown, black and white artists and athletes came together to break down segregation and lay the groundwork for integrating America. This session includes a historical background of the achievements and challenges of the Civil Rights Movement.

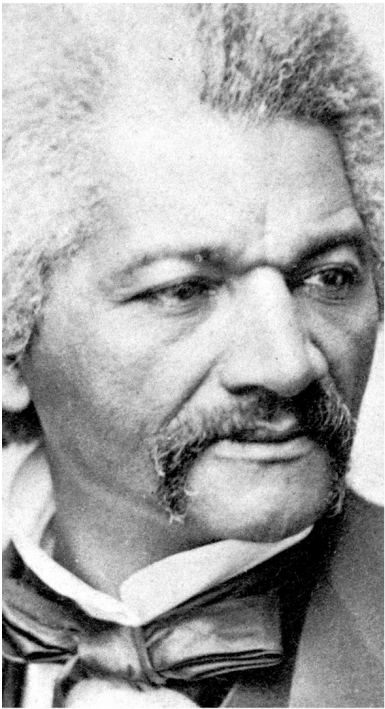
Facilitator: Leticia Citizen



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Free NCHE Conference App!**

Download Directions can be Found in Your Tote Bag.

HONORING THE PAST PREPARING FOR THE FUTURE



HISTORY SALUTES NCHE



9:40 a.m. - 10:30 a.m.

Breakout Sessions

Reading Between the Lines: Using Public Speaking and Performance to Develop Deeper Understanding of Historic Speeches

Kathryn Notarpole, Stapley Junior High School, **Georgette Hackman**, Cocalico Middle School,

Cynthia Gertsen and **Jennie Eng**, Ford's Theatre Society

Session Level: Middle School

Room: Atlanta 1

This workshop will focus on the use of performance and public speaking as a strategy to analyze historic speeches and understand the historic context of a selected speech more deeply. Participants will learn a close-reading strategy used by actors that helps students to understand a speaker's perspective, message, and audience. Through performance of a historic speech, students develop empathy for all involved as they consider different points of view and a better understanding of the historic context. As they strengthen speech analysis skills, students are able to answer how, or if, the speech is relevant to their lives today.

Facilitator: Leticia Citizen

Making Army History Available - What is the Best Way to Bring Historical Materials to Teachers?

Karl Warner, US Army Heritage and Education Center

Session Level: General

Room: Atlanta 2

The internet is packed with resources for teachers - lesson plans, photographs, primary sources - the list goes on. The U.S. Army Heritage and Education Center (USAHEC) is the Army's archive for Soldier history, with millions of primary sources ripe for classroom use. Two years ago, Army leaders directed the USAHEC to make historical materials more accessible to teachers. In response, the USAHEC created an online resource for teachers to access digitized materials. This session will showcase primary sources and lesson plans available (with handouts!), discuss the USAHEC's online approach, and discuss best practices for bringing historical materials to educators.

Facilitator: Mike Pritts

The Unseen Constitution

Claire McCaffery Griffin, James Madison Memorial Fellowship Foundation

Session Level: High School

Room: Atlanta 3

Did you know that women could vote in New Jersey after the American Revolution? That the three-fifths compromise originated as an amendment to the Articles of Confederation? That the longer a member of the Founding generation lived, the more likely he (or she) would become famous? That Dolley Madison played a key role in the political life of Washington City? Learn more about these and other "unseen" historical stories by viewing excerpts from the new video series, Constitutional Conversations. Participants will receive online access and discussion guides to accompany the videos.

Facilitator: Lynn McClary

Not Limah: Hamilton, Backward and Forward

Karen Cave, National Humanities Center

Session Level: Cross Level

Room: Atlanta 4

Help your students see beyond the Broadway lights and discover the real Alexander Hamilton-- soldier, economist, politician, theorist, prolific author, flawed human being—the man who helped birth, mold, and confirm our infant nation. Hamilton defies the stereotype of founding father and leaves as his legacy the America that we know today. Participants will explore methods to help students deconstruct, analyze, interpret, and develop arguments from Hamilton's many letters, essays, reports, and writings, including some less well-known.

Facilitator: Andy Mink

Mini Sessions*Atlanta 5***No Small Parts: History, Movies, & Information Literacy****Janalyn Moss**, University of Iowa Library

Based on a remarkable true story...Inspired by real events... How often have you seen this label on a film? Have you ever wanted to know what really happened? Does artistic license trump historical accuracy? This mini-session will examine a course for college freshmen at the University of Iowa that uses feature films to promote information literacy and critical thinking skills to explore the intersection of recent history and feature films, and to determine where fiction diverges from fact.

Whitman's Civil War Poetry: Reunification of North and South**Beth Jensen**, Georgia State University

Between December 1862 until the last Civil War hospital closed in Washington, D.C. in 1866, Walt Whitman experienced firsthand the aftermath of battle. Serving as the "Soldier's Missionary," Whitman describes in horrific detail in letters and journals the atrocities he witnessed. Yet the graphic detail is absent from his Civil War poetry. Instead, he uses his war poems, The Drum Taps poems, as a balm to heal a nation torn apart in a bloody four-year battle. Whitman strives in his poetical voice to reunite a broken nation and to honor the fallen soldiers of both the Union and the Confederacy.

The Use of Visual Primary Sources to Show Cross-Cultural Exchange in the Pre-modern Period**Charles Perrin**, Kennesaw State University

This session will demonstrate how visual primary sources that display the same artistic motif can be used in the classroom to show cross-cultural exchange in the pre-modern period. The first group of visual primary sources concerns the serpopard motif, which spread from Mesopotamia to Egypt sometime in the fourth or third millennium B.C.E. The second group of visual primary sources concerns the dragon and phoenix motif, which spread from China to Italy during the late middle ages. These visual primary sources can be incorporated into lessons on ancient Egypt or the Mongols.

Facilitator: **Nathan McAlister****Seen and Unseen: John Brown's Public Trial in U.S. History****Howard Kaplan** and **Tiffany Middleton**, American Bar Association Division for Public Education*Session Level:* High School*Room:* Georgia 2

John Brown's 1859 trial was arguably the "first modern courtroom event" in American history. How was this remarkably public trial "seen and unseen" in its day? Through commercial telegraphy, on-scene reporters conveyed a sense of immediacy to a national audience. The developing field of courtroom art enabled those not present to "see" inside the trial. How did Brown's performance shape his public image—in 1859 and since? How were his own words at issue? Why does Brown still fascinate? Presenters will engage participants in exploring the trial, and its significance for U.S. History, using key primary sources—text and images.

Facilitator: **Tiffany Middleton**

Purchase tickets at the Registration Desk

Winners will be drawn at 11:00 a.m. on Saturday



Teaching The Hidden History of World War II: A Look At Methods and Resources

Paul Huard, Ashland High School

Session Level: Cross Level

Room: Georgia 7

Those who teach students about United States involvement in World War II often take one of two stereotypical approaches: a “heroes’ history” emphasizing American triumphalism or a “corrective history” emphasizing controversial events such as Japanese internment or the decision to use atomic weapons. However, curriculum and methods that help students intellectually and emotionally connect with WWII, discover the human stories on all sides, and place the war in its global context offer them a richer understanding of one of history’s most important events.

The session will review materials and resources including curriculum from The National World War II Museum.

Facilitator: David Landers

Lincoln, the Union, and the Declaration of Independence

Jeremy Gypton, TeachingAmericanHistory.org

Session Level: High School

Room: Georgia 8

Lincoln, a student of the Declaration of Independence, was guided by its principles as he took part in what many call the "Second American Founding." How were the American Founding and Civil War linked? How can primary documents speak to this connection? This session explores how clustering primary documents to help students think analytically and synthetically, while making clear connections across time in American political thought. Participants will be provided with a packet of primary documents and access to more free, online materials to support the use of documents clusters with students.

Facilitator: Jennifer Jolley

The Stories They Tell: Inquiry & Artifacts at the 9/11 Memorial Museum

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

Session Level: Cross Level

Room: Georgia 13

In the wake of the attacks of September 11, 2001, stories of ordinary people engaging in extraordinary acts of courage, survival, and compassion continue to emerge. What feels like yesterday for some is now a historical event for students. How do we impart the significance of the day, while underscoring its ongoing relevance 15 years later? Discover classroom-ready strategies that challenge students to tackle this difficult and complex content by analyzing artifacts from the 9/11 Memorial Museum to reveal the stories they tell. Explore themes of survival, repercussions, and memorialization through personal stories in this interactive, inquiry-based session.

Facilitator: Rhonda Benton

BOOK SIGNINGS CAPITAL PRE-FUNCTION

Friday, March 31

1:00 p.m. - 2:00 p.m.

Edward Larson:

Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion

Saturday, April 1

1:00 p.m. - 2:00 p.m.

Micki McElya:

Clinging to Mammy: The Faithful Slave in Twentieth-Century America

Bruce Lesh:

Why Won't You Just Tell Us the Answer: Teaching Historical Thinking in Grades 7-12

All books can be purchased at the Registration Desk.

10:45 a.m. Capital Ballroom

Presentation of the 2017 Paul A. Gagnon Prize

Presenter: **Yohuru Williams**, Fairfield University

Award Winner: **Karen Boyea**, Greenwich High School

Keynote Session

Introduction: **Dean Pinos**, New Trier High School

Speaker: **Edward Larson**, Pepperdine University

Topic: **The Scopes Trial as History Seen and Unseen**



Q & A with Conference Participants

Edward Larson holds the Hugh and Hazel Darling Chair in Law and is University Professor of History at Pepperdine University. Originally from Ohio with a Ph.D. in the history of science from the University of Wisconsin-Madison and law degree from Harvard, Larson has lectured on all seven continents and taught at Stanford Law School, University of Melbourne, Leiden University, and the University of Georgia, where he chaired the History Department.

Recipient of the Pulitzer Prize in History and numerous other awards for writing and teaching, Larson is the author of ten books and over one hundred published articles. His books, which have been translated into over twenty languages, include *An Empire of Ice: Scott, Shackleton, and the Heroic Age of Antarctic Science*; *A Magnificent Catastrophe: The Tumultuous Election of 1800, America's First Presidential Campaign*; *Evolution's Workshop: God and Science in the Galapagos Islands*; and the Pulitzer Prize winning *Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion*. Larson's latest book, *The Return of George Washington*, was on the New York Times bestseller list in 2015. His articles have appeared in such varied publications as *Nature*, *Atlantic Monthly*, *Science*, *Scientific American*, *Time*, *Wall Street Journal*, *American History*, *The Guardian*, and dozens of academic journals.

12:30 p.m. - 1:00 p.m. Georgia Ballroom

Networking Lunch

**Lunch is included with your registration.*

1:00 p.m. - 2:00 p.m. Georgia Ballroom

Exhibit Hall Time

THE NETWORKING LUNCH IS SPONSORED BY:



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

Fostering Inquiry in Middle School History--A Case Study of University-Museum-School District Collaboration

Jennifer Hauver, University of Georgia, **Megan Tipton**, Clarke Middle School, and **Sam Thomas** and **Ashleigh Oatts**, Watson-Brown Foundation

Session Level: Middle School

Room: Atlanta 1

This session will focus on teaching middle school history as investigative practice. Presenters will begin by describing the unique collaboration (university, museum, and local school district), which serves as context for their work. Participants will then be introduced to a wide variety of source materials (letters, diary entries, photographs, inventories, news articles, etc.) as well as methods for scaffolding middle school students through the building of evidence-based claims about the past. In the end, presenters will invite participants to reflect with them on the lived experience of tackling inquiry-based learning in the context of standards-based classrooms.

Facilitator: Amanda Fekete

Eagle Eye Citizen: Teaching Civics and History Using Primary Sources

Sara Collini, Roy Rosenzweig Center for History and New Media and **Jessica Kilday**, Harper Park Middle School

Session Level: Middle School

Room: Atlanta 2

How can we effectively engage students with critical thinking? Through a hands-on exploration of Eagle Eye Citizen, participants will solve and create civics and history challenges using primary sources from the Library of Congress. Participants will learn how these challenges promote student development of historical thinking skills and civic understanding, exploring themes such as civil rights and citizenship.

Participants will leave with strategies for using Eagle Eye Citizen in their classrooms. Funded by the Library of Congress,

Eagle Eye Citizen is a project of the Roy Rosenzweig Center for History and New Media at George Mason University.

*Note: Participants are encouraged to bring their own devices to this interactive session, but they are not required.

Facilitator: Sara Collini

March: Using Graphic Novels to Teach the Stories of the Civil Rights Movement

Richard Hughes, Illinois State University

Session Level: High School

Room: Atlanta 3

March, the three-part graphic novel series about the life and struggles of John Lewis during the Civil Rights Movement, includes rich content, relevant events, discussion-worthy information, and the opportunity to teach a variety of literacy and life skills to high school students. This breakout session discusses the benefit of using these civil rights-focused graphic novels in a high school US History course.

It also includes the diverse teaching strategies used alongside the content.

Facilitator: Mary McCullagh

Saving Washington: Women and the Building of the New Republic

Mia Nagawiecki, New-York Historical Society

Session Level: Cross Level

Room: Atlanta 4

We have all heard that Dolley Madison rescued Washington's portrait during the War of 1812, but she did much more than save a painting. Dolley and other women of her cohort made the lofty ideals of the Constitution function "on the ground" and helped make the new republic into a democracy. Then, a new generation of women activists advocated for a more inclusive democracy and reshaped the young nation. This session will investigate the lives of early American women—both revered and little-remembered—to demonstrate that women's history is American history, and American history is women's history. Free curriculum materials.

Facilitator: Karen Blackshear

Mini Sessions*Atlanta 5***One Work, Many Voices: Using Art as a Springboard for Historical Research****Laura Burke**, Gulfview Middle School

From "The Landing of Columbus" to "Washington Crossing the Delaware," the legacy of American historical narrative is captured big and bold on the canvas. Look more closely, though, and students will notice a vitality in the background subjects of these iconic paintings. In this session, teachers will learn how to use a singular painting as a springboard for historical research and bring these background stories to life. They will learn a variety of creative ways for students to present these findings so that one work yields many voices. Participants will receive a detailed explanation of lesson procedures, including student handouts, for four paintings.

Lessons from the Grave: Inquiry, Local History, & Service-Learning in Cemeteries**Mark Johnson**, University of Notre Dame and **James Cahill**, St. Francis Xavier School

Are you interested in using inquiry-based learning to investigate local history, with the opportunity to craft a service-learning project? Look no further than your local cemetery! Join us to learn approaches to using cemeteries to study trends in immigration, religion, life expectancy, epidemiology, and controversies surrounding land use. Additionally, investigating local cemeteries opens possibilities for service learning, empowering students to engage with local communities, learning through giving back even when the beneficiaries of the service have passed on.

Seeing Beyond World War II when Considering the Morality of War**Will McCorkle**, Clemson University

Due to its all-encompassing nature and how its aftermath shaped the modern world, World War II is probably the most studied war. However, there is a danger in using the lens of World War II when looking at the justifications and morality of war overall. Most wars do not have the clear "good vs. evil" elements present. Most conflicts are more nuanced with more suspect justifications. This session looks at how teachers can explore World War II as an anomaly when it comes to war and problematize it as a framework for basing our understanding of conflict.

Facilitator: **Dean Pinos****Martin Luther King, Jr. Goes to Chicago: Untold Stories****Mary Lou Finley**, Antioch University Seattle, **James Ralph**, Middlebury College, **Bernard LaFayette**, Emory University, and**Pam Smith**, 106 Group*Session Level:* High School*Room:* Georgia 2

In the mid-1960s Martin Luther King, Jr. went to Chicago to build a movement to fight poverty, housing discrimination, and poor housing conditions, joining with a strong coalition of Chicago civil rights activists. In this workshop, participants will explore stories from the Chicago Freedom Movement's organization of tenant unions, marches against housing discrimination, and campaigns to gain new job opportunities for African Americans. The session will consider how role plays and other interactive teaching strategies can engage students with movement issues, decisions activists made, and the movement's impact on Chicago and the nation. Handouts with stories useful for teaching will be provided.

Facilitator: **Mary Lou Finley**

Mass Imprisonment in the U.S. - Seen and Unseen, Then and Now

Sam Mihara, University of California at Berkeley

Session Level: Cross Level

Room: Georgia 7

In my lifetime, I have experienced two mass imprisonment of races. One happened during WWII when I was a prisoner in a desolate prison camp in Wyoming for Japanese. And the other is today's case when I visited the mass detention of Latino immigrants in Texas. In this session, I describe why the Japanese were incarcerated and the unseen story of how the local citizens demanded converting camps into secure prisons. Today's family detention facilities for Latinos in Texas are described including how the locals view the detention of immigrant mothers and children. The speech concludes with the question - does the unseen civil rights lessons learned from WWII apply to today's problems on immigration?

Facilitator: Tiffany Middleton

All Quiet on the Western Front?

Karen Snyder, Forest Hills High School

Session Level: High School

Room: Georgia 8

All Quiet on the Western Front? studies the visible and unseen impacts of World War I. This three-day lesson uses the original film, *All Quiet on the Western Front*, contemporary poetry, oral histories, and excerpts from various scholarly works. It can be considered Common Core on steroids. This will allow students to analyze, interpret, and develop historical arguments based on written and visual sources. This can be used for both global and American history. The film and all materials will be supplied.

Facilitator: Ruth Terry Walden

What do You See? Using the Lens of Art to Discover Hidden History

Pamela Rickman, St. John Catholic School and **Stephanie Lash**, The STEM Academy

Session Level: Cross Level

Room: Georgia 13

Do you want your students to be critical thinkers? Do you want to integrate art into your lessons but don't know how? This workshop will help you see how art can empower your students to critically examine "histories seen and unseen" . . . and can provide insight into their thinking. The presenters, middle-school teacher alumni of Smithsonian American Art Museum's summer institute, will share an amalgam of teaching strategies and art resources. This workshop is interactive, so bring your curriculum knowledge and your spirit of adventure.

Facilitator: Phoebe Hillemann

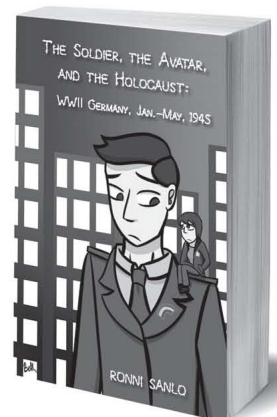
The Soldier, the Avatar, and the Holocaust: WWII Germany January – May, 1945

by Ronni Sanlo

ISBN 978-0692757154, 212 pages. On Amazon, kindle.

Signed books available at www.ronnisanlo.com

Beth, 17, time-travels back to 1945 to accompany her 19 year-old Jewish great-grandfather through the last five months of WWII. She sees what happens to the Jews, engages German teen girls, and witnesses the liberation of Dachau. Beth discovers the insidiousness of hate and the power of love. This book presents the Holocaust to a new generation of readers so they remember and tell...



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

A Whale of a Time: Investigating and Creating Whale Ship Logbooks

Chris McGinley, Sayre School

Session Level: Middle School

Room: Atlanta 1

Historians can explain the importance of whale oil to the nineteenth century American economy. Indeed, harvested oil and whale parts were used to lubricate factory machines, light lamps, fuel candles, and fabricate everyday products. But few recognize the important work of the seamen on the vessels who sought such dangerous prey. Nowadays, climate experts are turning to old whale ship logbooks, a heretofore “unseen” history, in an ongoing investigation of global climate change and ocean currents. My session will show teachers how to enable the close study of primary source logbooks for middle school students who transliterate these documents and create mock logs using quills of their own making. Finally, I will explain how students carve whale stamps with linoleum cutting tools to adorn their own productions.

Facilitator: Julie McGinley

"Faith Alone, Grace Alone": Martin Luther and the Protestant Reformation

Sandra Czernek, West Liberty University

Session Level: General

Room: Atlanta 2

In 1517, German monk Martin Luther posted "Ninety-five Theses on the Power of Indulgences"- an event usually seen as the start of the Protestant Reformation. The Roman Catholic Church had provided the foundation for Western civilization for over a thousand years. Luther's challenge to the institution that controlled life from cradle to grave took incredible courage. This program will examine the unseen struggles behind Luther's defiance. Issues of faith, conscience, and the individual's relationship to authority resonate as much today as they did five hundred years ago.

Facilitator: Amanda Fekete

Democratizing History: Conceptual Modeling as a Means to Deep, Permanent, and Transferable Understanding

Robert Coven, Cary Academy

Session Level: High School

Room: Atlanta 3

This workshop will give educators the opportunity to experience an abbreviated version of a modeling unit. Conceptual modeling is experiential and constructivist in nature, providing students the opportunity to come to their own understanding of the underlying structure of historical events through the development of a historian's habits of mind. Modeling works well with all types of historical data: e.g. primary sources, statistics, material artifacts; thus, it allows for more democratic analyses and theories-providing a more complete and nuanced picture of the history lived by all people. Ultimately, the modeling pedagogy fosters a deep, permanent, and transferable knowledge.

Facilitator: Justin Chen, Anjali Velu and Maddie Mizelle

History Comes to Life: How First Person Interpretation Can Work For You

Emily Cobb, Atlanta History Center

Session Level: Cross Level

Room: Atlanta 4

Do you ever wish you could make history come to life for your students in an exciting way? Need fresh ideas for new methods and approaches that are easy and effective in your classroom? In this workshop, discover how first person historical interpretation is not only a great method to teach history and capture interest from your students, but also easy for anyone to incorporate into their classroom. Watch a first person demonstration and gather strategies to engage your students and increase interactive participation while still adhering to the history education standards.

Facilitator: Karen Blackshear

It's Electric! How the TVA Transformed a Region

Jan Hansen, McIntosh High School

Session Level: High School

Room: Atlanta 5

Teachers will add to their knowledge of the TVA and electrification of the South in general in the 1930's, leaving with 3 different lessons concerning the creation and impact of the TVA. Teachers will receive primary documents that can't be found online, and a better understanding of the environmental and social impacts of the TVA. The research focuses specifically on the Norris Dam in 1936, analyzing job creation, displacement, and environmental concerns. These lessons are appropriate for high school US History, Government, and Economics.

Facilitator: Ruth Terry Walden

Casing History: Student Analysis of Pivotal Court Cases in US History

Rhonda K. Webb, Lassiter High School

Session Level: High School

Room: Georgia 2

"Casing History" transforms legal history into dynamic opportunities for student analysis of critical Supreme Court decisions. Students often memorize rudimentary phrases associated with key Supreme Court decisions without actually understanding why each ruling was a turning point in history (i.e. - *Plessy v. Ferguson* established "separate but equal"). The "Casing History" framework promotes student analysis of contending legal perspectives through the examination of key excerpts from both majority and dissenting Supreme Court opinions. Session participants will receive the "Casing History" framework and access to 20 different ready-to-use Supreme Court case studies intended for use in US History courses.

Facilitator: Chara H. Bohan

Beyond Superheroes: Using Non-Fiction Graphic Novels as Serious Texts for Biography and History

Quinn Rollins, Granite School District

Session Level: Cross Level

Room: Georgia 7

If it's been a while since you've read a comic book, you're in for a surprise. There's been an explosion in non-fiction graphic novels in the last decade, and much of that is in the fields of history and biography. From the biggest names in history to the forgotten faces, these graphic novels have the potential to reach students who struggle with traditional texts. Come discover the greatest history books you're not reading in this hands-on session where we'll look at the best of these books and concrete strategies to use them with your students.

Facilitator: Pamela Rickman

Remembering the Holocaust: Terezin Concentration Camp and the Art of Friedl Dicker-Brandeis

Joe Tribble, The Westminster Schools

Session Level: High School

Room: Georgia 8

This session examines the life and work of celebrated Bauhaus artist Friedl Dicker-Brandeis (1898-1944). With the rise of the Nazis, Friedl fled to Czechoslovakia but was later arrested and deported to Terezin Concentration Camp along with many prominent Jewish intellectual and artistic figures. For two years before her deportation and murder at Auschwitz, she taught art to the children at Terezin providing guidance, light, and love amidst tyranny and evil. A few of her students survived the Holocaust, preserving the memory of her lessons and techniques. These remnants of her teaching, along with her essays written at Terezin, form the foundation of modern art therapy.

Facilitator: Mary McCullagh

Note to Elementary Teachers

Throughout this program you will find numerous sessions that have been labeled as Cross Level, General and Elementary K-5 during each session block. Past NCHE Conference Participants have told us that, as elementary teachers, they benefited from the content in sessions that were identified as "Cross Level" and "General". They believed they could adapt teaching strategies to the students they teach.

The Obvious Joke and the Underlying Message:**Historical Thinking with Political Cartoons****Betsy Arntzen**, Canadian-American Center*Session Level: Cross Level**Room: Georgia 13*

Editorial cartoons are a snapshot of a moment in history. This session will explore Canadian and American political cartoons. Participants will engage in the historical thinking practices of examining cartoons as primary sources. Through guided practice and with worksheets provided, the participants will examine the problems illustrated in the cartoons within their historical context, and will discuss points of view. Then, the session will lead participants to go further to interpret visual information by identifying how the cartoonist communicated the problem with symbols, metaphors, visual distortion, and irony. Example cartoons and handouts provided.

*Facilitator: Amy Sotherden***Afternoon Break
Sponsored by:**
**FEDERAL
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4:15 p.m. Capital Ballroom**Keynote Session***Introduction:* **Fritz Fischer**, University of Northern Colorado*Speaker:* **Bruce Lesh**, Author/Educator

Topic: **Creating a Classroom Culture that Fosters
Literacy, Engagement, Historical Thinking and Learning**

Q & A with Conference Participants

Bruce Lesh taught high school for twenty-two years in Baltimore County Public Schools. A past president of the Maryland Council for the Social Studies, founder of the Center for History Education and the Maryland Council for History Education, he has also served as vice-chair of the National Council for History Education. Bruce published three units on teaching American history using primary sources through the Center for Learning and has also been published several times in the *OAH Magazine of History* and written book reviews for *The History Teacher*. In 2008 he was recognized as the pre-collegiate Teacher of the Year by the Organization of American Historians and in 2013 was named the Maryland Social Studies Secondary Teacher of the Year by the Maryland Council for the Social Studies. In 2011 he published "*Why Won't You Just Tell us the Answer?*": *Teaching Historical Thinking in Grades 7-12*. Bruce received his bachelor's degree in history and political science from Salisbury University and his master's degree in history from Villanova University. He is currently the Coordinator of Social Studies for the Maryland State Department of Education.

Dinner at Atlanta History Center

6:00 p.m. - 9:00 p.m.

Join NCHE for dinner at the Atlanta History Center. You'll enjoy a southern buffet in the Grand Overlook Ballroom while viewing Gatheround Interpreters who will present *Stories of Atlanta*. After dinner, you'll have time to explore the exhibits in the history center. These include: *Turning Point: The American Civil War*, *Shaping Traditions: Folk Arts in a Changing South*, *Down the Fairway with Bobby Jones*, and the *Centennial Olympic Games Museum*. It's the perfect way to unwind after a fulfilling day at the conference and mingle with fellow attendees.



Registration to this event will include the buffet dinner, two drink tickets, the interpreter performances and access to the exhibits at the Atlanta History Center.

(Pre-registration required for this event)

CONFERENCE PROGRAM
ATLANTA SHERATON
SATURDAY, APRIL 1

Registration Open

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

Capital Pre-Function

7:30 a.m. *Atlanta 1*

Connection Session (Continental Breakfast provided to Session Attendees)

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

Speaker: **Diana Williams**, BackStory/VFH

Topic: **Now Hear This!: NCHE and BackStory in Your Classroom**



NCHE Exhibit Hall

8:00 a.m. - 3:00 p.m.

Georgia Ballroom

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

Breakout Sessions

Ancient Art, Artifacts, and Daily Life

Daniella Garran, Cape Cod Lighthouse Charter School

Session Level: *Middle School*

Room: *Atlanta 1*

This session will explore ways to help students learn about daily life in the ancient world through the examination of art and artifacts. Political, religious, and cultural activities of everyday people in the ancient world will be highlighted through the examination of objects used in daily life. While the session's focus will be on cultural heritage from Mesopotamia, Egypt, Greece, and Rome, the methods and procedures presented will be applicable to any civilization or era. Participants will have the opportunity to walk through exercises and work collaboratively to generate ideas for use in their classrooms. Resources will be provided.

Facilitator: **Robert Brown**

From the Eyes of a Child: The Great Depression

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

Erin Yetter, Federal Reserve Bank of St. Louis-Louisville Branch

Session Level: *Elementary (K-5)*

Room: *Atlanta 2*

Attend this session to analyze the impact the Great Depression had on the children who lived through it via historical fiction. Using children's literature, participants will be guided through three interactive lessons that feature children in Depression-era: *Meet Kit: An American Girl*, *The Pickle Patch Bathtub*, and *Potato: A Tale from the Great Depression*. Each lesson has engaging, hands-on activities with whiteboard applications to bring history and economics alive from the children's view. Participants will receive ready-to-use lesson plans and copies of the books will be raffled off as prizes.

Facilitator: **Jenny Fanelli**

Seeing History: Revealing Personal and Historical Narratives in American Art**Phoebe Hillemann** and **Carol Wilson**, Smithsonian American Art Museum*Session Level: Cross Level**Room: Atlanta 3*

A work of art can illuminate unseen histories often left out of textbooks. In this interactive session, Smithsonian American Art Museum educators will lead an inquiry-based discussion of a painting by the contemporary artist Roger Shimomura, with rich connections to 20th century U.S. history as well as the artist's own biography. Session leaders will introduce related primary source documents, modeling engaging strategies for teaching with art and documents in the classroom. Participants will learn how analyzing art promotes critical thinking and engagement with historical content, and discover SAAM's online resources for teaching history through the lens of American art.

*Facilitator: Laura Wakefield***Reading Can Be Misleading****David Klemm**, Muskegon Area ISD*Session Level: Cross Level**Room: Atlanta 4*

Text alone often leads to misunderstanding, leaving essential historical events unseen by students. Historical literacy requires more. Using the election of 1860 as example, participants will understand the limits of written texts, the need for literacy in non-text sources including charts, graphs, and maps and the importance of providing information in multiple ways. Deeper thinking comes from analysis, but analysis means more than text, especially for struggling learners. Connections will be made with current debate, showing both apologists and proponents for change to the Electoral College create difficult essential questions with their arguments. Come to learn both content and process.

*Facilitator: Darcy White***Get 'Em While They're H.O.T.! Higher-Order Thinking Strategies for the Middle School Classroom****Heather MacKenzie**, **Regina Holland** and **Tony DiSario**, Henry County Schools*Session Level: Middle School**Room: Atlanta 5*

Are you a middle grades teacher looking to increase rigor and engagement in your classroom? Struggling to define rigor in social studies? Then step right up and "Get 'em while they're H.O.T.!" In this interactive session you will be participate in ready-to-use, higher-order thinking strategies and activities sure to heat up the depth of knowledge of your daily lessons! Participants will walk away with research-based, US and World History activities and lesson plans specifically designed for the sixth, seventh, and eighth grade learner, as well as a checklist for analyzing the rigor of your existing instructional toolbox.

*Facilitator: Yanexis Jimenez***From Your Grandfather's Computer to Tupac's 'Record': Exploring the Hidden Histories of Civil Rights in Atlanta****Kay Reeve**, **Randall Patton** and **Seneca Vaught**, Kennesaw State University*Session Level: High School**Room: Georgia 2*

This session will explore the "unseen" histories of 1950s civil rights and a 1990s hip-hop icon's rise to fame to prove the adage "history happens" to everyone." Using the examples of Henry Hudson, a little-known pioneer of workplace desegregation and Tupac Shakur's run-ins with the law, presenters will model ways to excite your students about uncovering history in unexpected places. Attendees will participate in document-based activities; receive access to primary source materials including memoir passages, images, news stories, lyrics, etc. A Lesson Plan Template adaptable to a variety of topics and source materials, with reading level adaptations, is included.

Facilitator: Lawanda Vaught

Imagining the American Revolution

Eleesha Tucker, Society of the Cincinnati

Session Level: Cross Level

Room: Georgia 7

The work of early American artists like John Trumbull and Benjamin West influence how Americans imagine their revolutionary history. Images of the Battle of Bunker Hill, the crossing of the Delaware, the victory at Yorktown and Washington’s resignation are national icons, and shape how we think about those events. In this workshop, teachers will analyze historical images of the Revolutionary War, highlighting its international dynamics, important people, decisive events, and more. Participants will receive all images digitally, along with a printed reproduction of the most important American map of the Revolutionary War.

Facilitator: Patricia Lee

Histories Read and Unread: Using International Textbooks to Teach About Perspective, Bias, and Historical Memory

Rylan Sekiguchi, SPICE/Stanford University

Session Level: High School

Room: Georgia 8

In East Asia, textbook changes can spark massive street protests. The interpretation of history remains extremely contentious. These so-called “history wars” are an area ripe for exploration in the classroom, as they not only introduce students to unfamiliar narratives of the past, but also force students to recognize history textbooks—and history itself—as things that are constructed.

Stanford’s “Divided Memories” project compares different international textbooks and encourages students to consider how these histories are curated and written. What gets included? What gets omitted? Who decides? Students analyze the textbooks, identify bias and perspective, and participate in critical historical inquiry.

Facilitator: Danisha Nelson

Exploring the Digital Public Library of America’s Primary Source Sets

Samantha Gibson, Franky Abbott and Albert Robertson, Digital Public Library of America

Session Level: Cross Level

Room: Georgia 13

This session will introduce the Digital Public Library of America (DPLA) Primary Source Sets and explore strategies for how the sets can support student research, inspire inquiry-based analysis, and enrich classroom experience. DPLA’s 100 Primary Source Sets were created in collaboration with educators and cover topics in US and world history, American literature, history of science and technology, and more. Drawing on DPLA’s rich collections of cultural heritage materials from over 2,000 libraries, archives, and museums, the sets include a broad variety of primary sources including letters, photographs, posters, interviews, videos, and more, and are easily adaptable and classroom-ready.

Facilitator: Franky Abbott



Our Exhibitors are a vital component of the NCHE Conference.

Be sure to visit our Exhibitors in the Georgia Ballroom

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Civil War Washington

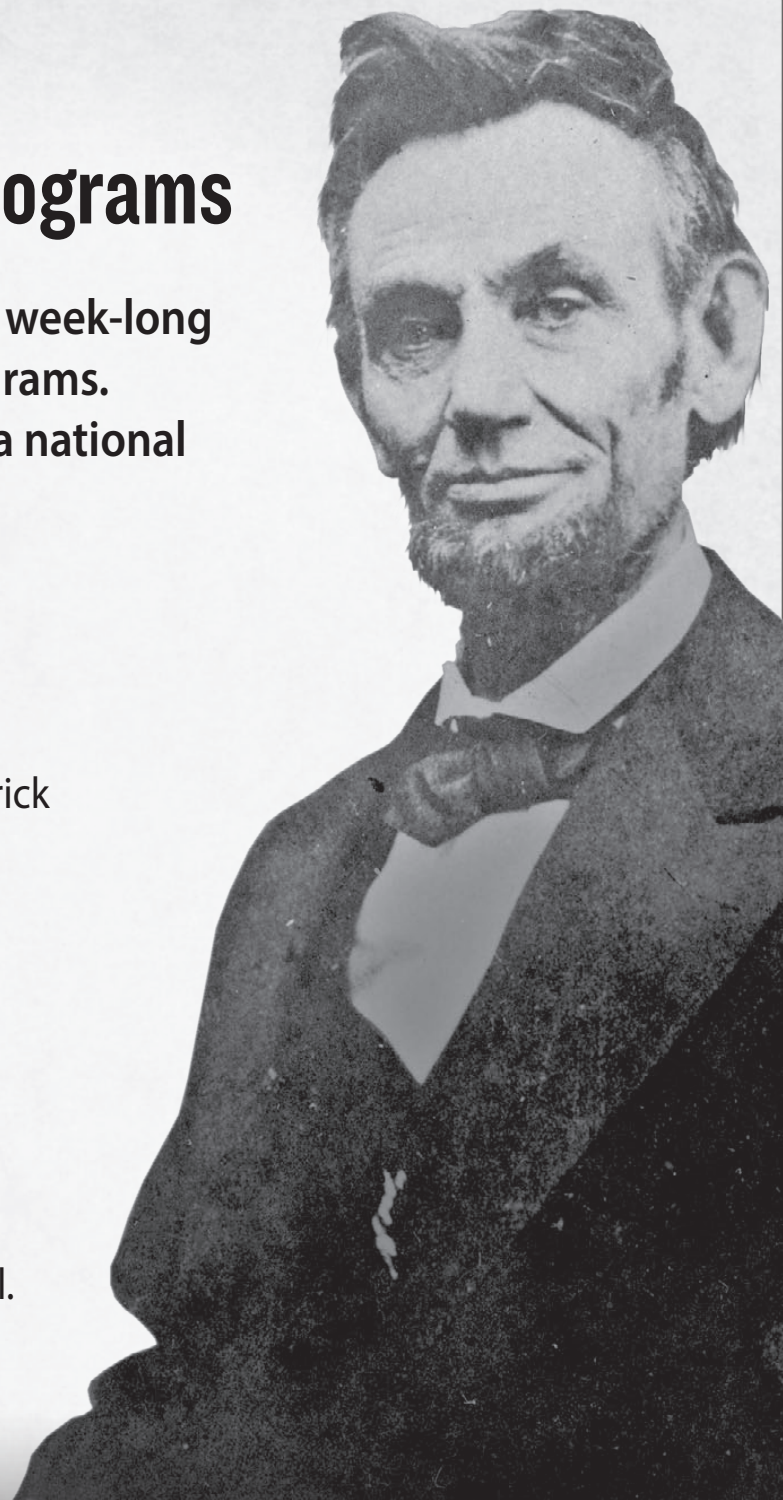
Learn about Abraham Lincoln, Frederick Douglass and the city of Washington during the Civil War.

More info: bit.ly/TeacherFellows

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More info: bit.ly/SeatOfPeace



Applications due April 3, 2017

For more information, email education@fords.org

9:40 a.m. - 10:30 a.m.

Breakout Sessions

A British Ranchero in Old California: The Life of Henry Dalton and Rancho Azusa**Dave Landers**, Azusa Pacific University*Session Level: Middle School**Room: Atlanta 1*

California history often evokes the names of Juniper Serra, John Sutter, and Leland Stanton, ones that students recognize. But many have never heard of the names of the original immigrants and settlers who built the rancheros under the land grant system period between the mission period and the American acquisition of California. No one knows or remembers the name of Henry Dalton and his contribution to the founding of the city of Azusa.

This session will look at using primary sources from the Spanish land grants to court documents to tell the story of an ordinary life that shaped California history.

*Facilitator: Yanexis Jimenez***Hollywood or History?: Using Film to Analyze the “Seen and Unseen” of the Leo Frank Case****Scott L. Roberts**, Central Michigan University and **Charles J. Elfer**, Clayton State University*Session Level: General**Room: Atlanta 2*

One of the more tragic events in Georgia history is the Leo Frank Case. The horrendous murder of Mary Phagan and the unlawful lynching of Frank has been credited for the revival of the second KKK. Due to its cultural and historical significance, there are several films about the case. In this session, we will use the Hollywood or History? strategy to analyze films about the case and compare them to informational texts. Participants will be asked to use these sources to determine if the depictions of the case offer an accurate account of this event and of those involved.

*Facilitator: Jim Cameron***Migrant Mother: The Story Behind the Famous Face****Christi Carlson**, Northern Arizona University*Session Level: High School**Room: Atlanta 3*

Photographs are commonly used as primary sources when teaching history. The stories behind those in even the most famous of photographs are often overlooked however. Such is the case with arguably the most well known photograph from the Great Depression, Dorothea Lange's "Migrant Mother." The story of this woman, and the legacy of the photograph that haunted her forever, has far-reaching implications for the ways in which we use primary sources such as photographs in the classroom. This session will explore ways in which teachers can use these types of sources to teach about historical thinking and public history.

*Facilitator: Danisha Nelson***Challenging Winners History****Peter Gibbon**, Boston University School of Education*Session Level: High School**Room: Atlanta 4*

How has the shift from the famous to the marginalized revolutionized history writing and instruction? Looking at monuments, historical markers, diaries and letters, this session will suggest 10 reasons why history has moved from the center to the periphery, from the elite to the everyday, from a preoccupation with the great to a preference for the oppressed. It will explore how contemporary history teachers give voice to indentured servants, workers, slaves, Native-Americans, and women.

Facilitator: Beth Scarbrough

Mini Sessions*Atlanta 5***Exploring the Lives of Black Americans from the 1800s to the Modern Day Civil Rights Movement: Highlighting Collaborative Research Lessons for Middle and High School Students****Cami Townsel**, Martin Luther King, Jr. Magnet School

The session highlights innovative, collaborative lessons, which focus on Black Americans from the 1800s to the Modern Day Civil Rights movement. In one of the lessons, students learn about black artisans in the antebellum south by analyzing primary sources (photos and letters). Students learn about the contributions these individuals made to our society and how different laws affected Black Americans during that time period. Another lesson will focus on the era of segregation. This lesson involves collaborating with organizations within the community whereby students learn about history by visiting landmark sites in the city.

Invisible Artists of the Holocaust**Lisa Festa** and **Kathleen Froriep**, Georgian Court University

Art created during the Holocaust by children and adults living in ghettos, in concentration camps, and in hiding provides a glimpse into history from these artists' unique perspectives. While these people were often invisible to the rest of the world, their art is a lens through which teachers and students view key concepts and facts in Holocaust education. This session presents examples of this art and instructional activities that can be modified to fit multiple classroom settings.

Exploring Racial Violence through “Unseen” Histories**Pattie Dillon**, Spalding University

While most students know about seminal civil rights atrocities like the murder of Emmett Till, bombing of the 16th Street Baptist Church, and the assassination of Reverend Martin Luther King, Jr., few know of the lynching of Roger Malcom, Dorothy Malcom, George Dorsey, and Mae Dorsey. This session will explore how this lynching illustrates the “seen” history of racial violence through the “unseen” stories of daily racial confrontations. The context for this exploration will be a discussion of a historical creative writing and research assignment based on Laura Wexler's *Fire In a Canebrake: The Last Mass Lynching in America* and primary sources.

Facilitator: Andy MinkSTANFORD PROGRAM ON INTERNATIONAL
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VISIT SPICE AT TABLE #12 AND ATTEND A SPICE WORKSHOP

Saturday 8:30–9:20 AM

Room: Georgia 8

Histories Read and Unread: Using International Textbooks to Teach About Perspectives, Bias, and Historical Memory

<http://spice.fsi.stanford.edu>

NCHE
Super Raffle

Purchase tickets at the Registration Desk

**Winners will be drawn at
11:00 a.m. on Saturday**

Freedom, Responsibility, and Justice: Frederick Douglass and Jourdon Anderson

Gennie Westbrook, Bill of Rights Institute

Session Level: High School

Room: Georgia 2

This session presents demonstrations of two classroom-ready lessons regarding enslaved people and civic virtue. Participants will use a narrative to analyze how Frederick Douglass demonstrated responsibility in his commitment to the abolition struggle, and they will examine a responsibility map activity to help their students apply the concept of responsibility. The second lesson features a primary source document. Participants will review an 1865 letter from Jourdon Anderson, an enslaved man in Tennessee, highlighting the principle of justice. The lesson calls for students to consider their responses to injustice. Each lesson includes a bibliography and cross-curricular connections.

Facilitators: Jeff Nokes

Using Primary Sources to Promote Literacy in History-Social Studies and English Language Arts

Cathy G. Powell, Bulloch County Schools

Session Level: Cross Level

Room: Georgia 7

Primary source documents increasingly are utilized in History–Social Studies and English Language Arts to promote historical thinking and literacy across the curriculum. This is especially significant, given that many K-12 English Language Arts curriculums are featuring more nonfiction texts, including primary source documents. Learn how to help students closely read, analyze, and evaluate primary sources to promote literacy and historical thinking through research-based instructional practices such as project-based learning, cooperative learning, and differentiated instruction, which address multiple learner styles, underscore C3 Framework tenets, and promote 21st century skills. This interactive session features cooperative learning and ready-to-use analysis tools and lessons.

Facilitator: Darcy White

When Terrorism was "Cool": Understanding the Complexity and Diversity of Terrorism Before 2001

Lee W. Eysturliid, Illinois Mathematics and Science Academy

Session Level: High School

Room: Georgia 8

The tragic events of 9/11 often obscure the realities and diversity of terrorist groups and activities that really started in 1960. Study of groups like Baader Meinhof, the Japanese Red Army, the Red Brigade, and the Palestinian Liberation Organization (PLO) give insight to the turbulent political and social changes that occurred outside America after 1960. Beginning in the Cold War and espousing Marxist, anti-capitalist, and anti-imperialist ideologies, these groups, and others, influenced political discourse for a generation. Participants will leave with the knowledge to understand the complexities of the time and the pedagogical tools to facilitate their teaching.

Facilitator: Robert Brown

Legacy: Enslaved African Muslims in the Americas

Steven Buenning, William Fremd High School and **Elizabeth Buenning**, Lake Zurich Middle School South

Session Level: Cross Level

Room: Georgia 13

Among the estimated 12.5 million enslaved African persons deported to the Americas, about 10-20% were Muslims. What were their experiences? How did their actions influence life in the Western Hemisphere? What is their legacy today? Through new scholarship, the Transatlantic Slave Trade Database, primary sources, and geography exercises, we will explore how this topic can enrich your teaching of the history of slavery. In addition, books for young readers about Islam and other world religions will be discussed.

Facilitator: Elizabeth Buenning

10:45 a.m. Capital Ballroom

Keynote Session

Introduction: **Russ Heller**, Boise School District

Speaker: **Micki McElya**, University of Connecticut

Topic: **Hidden in Plain Sight: The Common Ground of Arlington National Cemetery**

Q & A with Conference Participants



Micki McElya received her B.A. in history from Bryn Mawr College in 1994 and a Ph.D. from New York University in 2003. Before joining the faculty of the University of Connecticut, she was an assistant professor of American Studies at the University of Alabama (2003-2008). Her book, *Clinging to Mammy: The Faithful Slave in Twentieth-Century America*, won a 2007 Outstanding Book Award from the Gustavus Myers Center for the Study of Bigotry and Human Rights. She was named a “Top Young Historian” by the History News Network in 2008. Her latest book, *The Politics of Mourning: Death and Honor in Arlington National Cemetery*, was published in 2016. Micki’s current research is on beauty in politics, radicalism & social change, military culture, capitalism, and emotional economies of the twentieth-century U.S.

“James Percoco shows teachers how to bring history alive within their classrooms.... A wonderful resource.” — Ken Burns

Take the Journey

Teaching American History Through Place-Based Learning

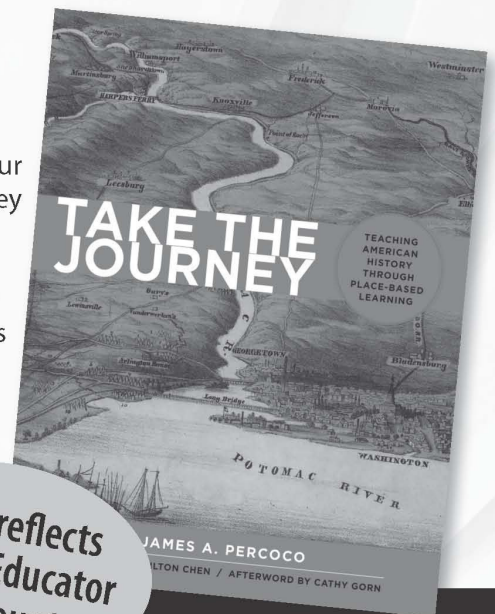
By James Percoco; Foreword by Milton Chen; Afterword by Cathy Gorn

In *Take the Journey*, author, historian, and educator James Percoco invites you and your students to the places where many events in American history happened. The Journey Through Hallowed Ground is a 180-mile National Heritage area encompassing such historic sites as the Gettysburg battlefield and Thomas Jefferson’s home, Monticello. Filled with students’ voices and an enthusiasm for American history, *Take the Journey* offers practical and easy-to-implement lessons, classroom-tested materials, and ways to meet state standards without sacrificing teacher creativity or hands-on learning.

So bring your students along and let them discover the twists and turns offered by history and the Journey Through Hallowed Ground.

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12:30 p.m. - 1:00 p.m. *Georgia Ballroom*

Networking Lunch

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1:00 p.m. - 2:00 p.m. *Georgia Ballroom*

Exhibit Hall Time

**Announcement of
Super Raffle Winners
and
Scavenger Hunt Winners
Posted in NCHE Exhibit Hall**

1:00 p.m. – 2:00 p.m.

Poster Sessions

Georgia Pre-Function

An Overview of Nigerian Educational Development: Pre-Colonial, Colonial to Present Day

Ngozi Priscilla Okoro, Department of Educational Foundations and Management, Federal College of Education and
Edwin Okafor Okoro, Igbiniedion University

Making it All Click!

Connie Fink, University School of Nashville

14th Amendment: Transforming American Democracy

Howard Kaplan and **Tiffany Middleton**, American Bar Association

Traveling the World as an Educator: The Benefits of Teacher Study Tours

Jennifer Lopez, PUC Schools

Recreating History: The First Fort Mose

Tonya Creamer, Fort Mose Historical Society

Perceptual Lesson Planning in Middle School Social Studies: An Application of Deweyian Aesthetics

Frank Jones, Georgia State University

The Era of Terror in Peru

Kenneth Alarcon Negy, University of Central Florida

Historic Places of Our Republic: A Digital Guide for Elementary School Teachers and Parents

Ken Scoville, Historic Places, Talks, Tours & Workshops

Celebrating Up-Standers

Mary Machado and **Thomas Lynch**, The Pike School

History Teachers' Perspectives on Teaching about Race and Racism

Tiffany McBean, Georgia State University

Studying Genealogy, Family History, and Local History in Afterschool Programs

L. Daniele Bradshaw, Liberty University School of Education

Unearthing Chicago's Past - Examining Re-interment and Urban Growth

James Cahill, St. Francis Xavier School

These Honored Dead: Service Learning Through Cemeteries

Mark Johnson, University of Notre Dame

Unsung Heroes: Telling the Histories of those Unseen

Nathan McAlister, Royal Valley Middle School and **Susan Sittenauer**, Seaman High School

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

Learning about African American History through the Green Book & State Archives

Connie Fink, University School of Nashville

Session Level: Middle School

Room: Atlanta 1

Learn about projects that engage students in a “treasure hunt” mindset as primary sources drop clues that lead them to learn how their communities and families have changed over time. Students will go back in time to the 1930s-1960s using Green Books and state archive maps, images, and oral histories to plan for road trip “safe stops.” After closely reading a 1954 *Saturday Evening Post* article about an African American doctor’s perspective on learning how to live in a white world, students interview a family member to learn about the sacrifices and contributions made by their own past generations.

Facilitator: Jenny Winston

Uncovering the History of the Tainos and Columbus Through Critical Readings of Children's Literature

Sara Young, Worcester State University

Session Level: Elementary (K-5)

Room: Atlanta 2

Columbus shows up in Elementary Social Studies Curriculum all over the country, but do the Taínos? As Nancy Shimmel writes in her song 1492, “In fourteen hundred ninety-two Columbus sailed the ocean blue / It was a courageous thing to do/ But someone was already here.” In this workshop we will critically analyze children’s literature and songs to discover and uncover the history of Columbus and the Taínos. Resources and strategies to critically engage elementary students in this work will be included.

Facilitator: Samantha Bowman

"If I've lost Cronkite, I've lost Middle America," The Most Trusted Man in America, LBJ, and the Vietnam War, 1964-1968:

Examining How the Media Shifted Public Perception and the Presidency

Bonnie Belshe, Monta Vista High School

Session Level: High School

Room: Atlanta 3

How did war shape the 20th century? How did the media change the perception of war in the 1960s? This lesson is part of a unit on post-1945 politics and foreign policy/politics and domestic policy and the shift from consensus to dissent. This lesson is built around primary source texts, historical causation, and interpretation. This lesson compares LBJ’s 1964-65 speeches on the Vietnam War with Walter Cronkite’s war reporting of the same years to LBJ’s 1968 resignation speech and Cronkite’s 1968 Vietnam War report. Attendees will receive all primary sources, graphic organizers, background information, and secondary sources.

Facilitator: Ashley Stolhand

Changing Technology in a Changing World: Enhancing the History Classroom with History of STEM

Michael Geselowitz and **Kelly McKenna**, IEEE History Center at Stevens Institute of Technology and

Laurie Bisconti, Heritage Middle School

Session Level: Cross Level

Room: Atlanta 4

A complex interrelationship exists between technology and history; they are not mutually exclusive subjects. Yet the history of technology is often “history unseen” in the classroom. REACH, Raising Engineering Awareness through the Conduit of History, an IEEE History Center Program, provides teachers with free educational resources that bring to life the history of technology in the classroom. REACH resources include: Inquiry Units, Primary Sources, Multimedia, and Hands-On-Activities. Learn about these resources, where to find them, and gain insight from a teacher on best use and practices. Audience will provide guidance for future adaptations and the development of new inquiry units.

Facilitator: Michael Geselowitz

Mini Sessions*Atlanta 5***A Walk in the Park: Lesser Known National Park Service Sites as an Educational Tool****Wyndham E. Whynot**, Livingstone College

Yellowstone, Yosemite, etc., America's great scenic parks are what most Americans respond with when asked to discuss our National Parks, yet over 400 units are within the National Park Service system. Many are small and not well-known, yet provide a great resource for teaching America's history from the pre-Columbian era through the present era. This presentation discusses the availability of in-park and online resources one can incorporate in US history lesson, as well as thoughts on instructor created lessons that involve multiple parks.

What Role Did Spain Play in English Colonization of the New World?**Jennifer Egas**, University of West Georgia/Georgia Virtual School

Spanish conquistadors arrived in the Americas nearly a century before English colonizers. How did Spanish colonization affect the English colonization/settlement of North America? How were the two groups' goals different? How did the indigenous people differ in South/Central/North America? Were the colonizers and indigenous peoples similar? Learn the answers to these questions and more to deepen your students' grasp of the Old World on the cusp of a new age of exploration and discovery. This session will provide teachers with useful materials to take to their classrooms to set the stage for a more in-depth study of United States history.

Using Visual Thinking Strategies to Connect to Unseen Historical Narratives**MaryBeth Clark**, Lowell National Historical Park

Narratives about the lives of ordinary people can be found in historical images if you look deep enough. Sometimes images are the only records we have to learn about the lives of everyday, unseen people. How do we get students to really look at an image and decipher the narrative? Using child labor images from photographer Lewis Hine, participants use Visual Thinking Strategy (VTS), a learning technique used in art museums, to dig deeper into what is happening in an image, and what clues it can give us about historical context.

Facilitator: **Todd Wigginton****Uncovering History at the National Archives: When High School Students Engage in Graduate-Level Scholarship****Patrick Cronin**, THATClass, **Thomas Neville**, American School of Paris and **Brian Davis**, Washington International School*Session Level:* High School*Room:* Georgia 2

Ever wonder what would happen if you replaced the textbook curriculum with archival materials? Two high school teachers tried it with students. The result was that graduate-level research yielded graduate-level scholarship. The students' research projects on the 1968 Riots in Washington, D.C. and Downtime & Debauchery in Civil War Washington were featured in *The Washington Post*. Hear from both students and teachers on what worked, what didn't, and the lasting partnerships that resulted. You will leave with strategies that will enable students and teachers to UNcover history like never before. If you like worksheets do not attend this session!

Facilitator: **Patrick Cronin**

Freedom Summer: Learning about the Civil Rights Movement through the Storypath Approach**Margit E. McGuire** and **Laurie Stevahn**, Seattle University*Session Level: Cross Level**Room: Georgia 7*

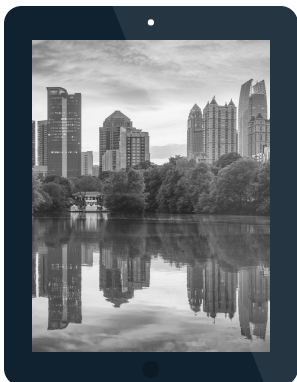
Learn how the Storypath approach uses the narrative structure—setting, characters, and plot—to organize historical events into powerful learning experiences. Through an inquiry process, students create the setting for the events and become the characters in the story. As civil rights workers, they grapple with the events of the summer of 1964, using literacy skills to acquire new information and role-plays to enact the historical events. To make learning meaningful, it is essential that the subject matter is deeply connected to the realities of students' lives; through the Storypath approach, such realities are expressly woven into the experience.

*Facilitator: Christina Ferreira***Examining the Cold War through Primary Sources****Jennifer Jolley**, Palm Bay Magnet High School and **Mary T. McCullagh**, Christopher Columbus High School*Session Level: High School**Room: Georgia 8*

Explore how people around the world were affected by the Cold War. Participants will receive resources from the Victims of Communism Memorial Foundation, LOC.gov, Transatlantic Outreach Program, and SHEG. We will introduce pedagogical strategies and content to enhance historical and political thinking about the Cold War using primary sources. Teachers will learn how to use materials from various resources. Presenters will equip teachers with the tools they need to manage the complexity of teaching the Cold War. Various approaches will be presented: cooperative activities for students, quick formative assessments, and lessons that stimulate inquiry, corroboration, and collaboration.

*Facilitator: Elizabeth Halverson***In Flanders Fields and Beyond: Lessons on the Great War****Ardyth Watson**, Fayetteville-Manlius High School, **Laura Huffman**, Cannon School, **John Heeg**, Deer Park Middle School, **Carol Huneycutt**, Owl Creek and McNair Middle School, **Bruce Mize**, West Point High School and **Sean Redmond**, Santiago High School*Session Level: Cross Level**Room: Georgia 13*

In the midst of the centennial of the Great War, it is critical that the event, which became the single catalyst for change on a global scale, be acknowledged and understood by students everywhere. The National World War One Museum and Memorial is America's museum dedicated to remembering, interpreting, and understanding the Great War and its enduring impact on the global community. Join National World War One Museum teacher fellows as they share lessons and resources that utilize a wide array of the museum's collection and engage students in the critical examination of Great War topics.

Facilitator: Ardyth Watson

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

Download Directions can be Found in Your Tote Bag.

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

Breakout Sessions

Comparison Study (Lesson) on Slave Narratives in the North and South**Tammara Purdin**, Sarasota County Schools*Session Level: Elementary (K-5)**Room: Atlanta 1*

This session introduces attendees to strategies and sources addressing slave narratives. These texts exhibit how enslaved persons reacted and survived under various circumstances and help to expand knowledge in terms of being able to identify and understand the experiences of others. Reading narratives offers a stronger understanding of what it means to be a slave, from a first-hand experience. Participants will examine documents from Massachusetts and Florida. The presenter will discuss how to use these documents to develop historical thinking skills. Students will gain an understanding of the complexity of history with greater empathy, and recognize history has many perspectives.

*Facilitator: Dawn Vittorio***Courting Liberty: Teaching about Fugitive Slave Cases****Chara Bohan, Robert Baker** and **Charles Hight**, Georgia State University*Session Level: General**Room: Atlanta 2*

In this session, we examine constitutional law with respect to fugitive slaves in 19th century America. Article IV, Section 2 of the U.S. Constitution requires that fugitive slaves be “delivered up on claim of their masters.” In the 1820s, northern states passed personal liberty laws protecting free blacks from kidnapping by slave catchers. Conflicts between federal and state laws produced state and U.S. Supreme Court opinions, state and federal law, and popular action up until the outbreak of Civil War. Our session will survey the development of constitutional principles regarding slavery and equality in antebellum America.

*Facilitator: Jim Cameron***Popular Culture as Historical Text: Using Mass Media Sources to Teach American History****Benjamin Leff**, University of Illinois Laboratory High School*Session Level: High School**Room: Atlanta 3*

What can students learn about 1950s gender ideology by watching *I Love Lucy*? About the rise of conservatism by watching *Rocky*? About race relations by listening to Public Enemy? Using popular culture isn’t merely a “fun” way to study history that creates lively class discussions. More importantly, students hone sophisticated historical thinking skills by performing complex intellectual labor: analyzing popular cultural texts and linking them to their historical context. This session will elucidate a theoretical approach for using popular culture to illuminate American history, as well as provide practical guidance for building lessons and units around mass media sources.

*Facilitator: David Klemm***Northern Sympathizers in the South: Castle Thunder Prison and the Case of William Fitzgerald****Alisa Kesler-Lund**, Brigham Young University*Session Level: Cross Level**Room: Atlanta 4*

“His Excellency, I am ... incarcerated by the Enemies of our Country, in Castle Thunder. Here I shall soon die; but before being consigned to my obscure grave, I desire as a Southern man to applaud and commend your efforts in the holy cause in which you are engaged...”

William Fitzgerald was jailed in 1863 when he penned this letter to Abraham Lincoln. Northern sympathizers in the South are scarcely seen in the Civil War, yet provide nuance to what it meant to be a Southerner. This session explores the plight of these Southerners using primary sources (provided) and inquiry methods.

Facilitator: Andrea Darsch

Using Pop-Up Museums to Uncover History**Kate Lukaszewicz**, Sewickley Academy*Session Level: Cross Level**Room: Atlanta 5*

Because they bring graphic primary sources into the social studies classroom, Pop-Up Museums are an engaging way to teach hidden histories. They allow for discrete differentiation, provide academic rigor, and create opportunities for authentic student collaboration and social-emotional learning. The workshop will include ideas for extending and assessing student learning after the museum “visit.” This workshop models how to facilitate a Pop-Up Museum that addresses the hidden history of 20th century child labor using materials from the Library of Congress. Other topics will also be considered such as World War I and Causes of the American Revolution.

*Facilitator: Lynn McClary***Be the Change!****Emily Williams**, Derby High School and **Charrica Osborne**, Wichita North High School*Session Level: High School**Room: Georgia 2*

How does one turn civil wrongs into civil rights? To help answer this question, teachers will be exposed to the use of narrative story types, Socratic Circles, and Theater of the Oppressed methods, among other pedagogical techniques, for exploring issues related to race and racism, past and present. These approaches, combined with powerful resistance stories of both known and unknown civil rights activists, including the Little Rock Nine, will challenge students to recognize their place in history and their connection between personal empowerment and political activism, thus completing the conduit for change.

*Facilitator: Elizabeth Halverson***Age of Exploration: Setting the Stage for European Colonization in an Age of Discovery****Jennifer Egas**, University of West Georgia/Georgia Virtual School*Session Level: Cross Level**Room: Georgia 7*

To understand New World colonization in the 16th and 17th centuries, teachers must set the stage for students’ deeper understanding regarding the European monarchs’, explorers’, and settlers’ goals in the New World. Students must understand the situation in Europe, Africa, and the Americas prior to colonization as well as the technological advances that facilitated European New World exploration and colonization. This content-rich session will provide secondary teachers and college instructors with primary/secondary sources, strategies for presenting material and engaging activities in student-friendly lessons to set the stage for a more in-depth study of U. S. History. Session includes practical lessons and demonstrations.

Facilitator: Christina Ferreira

For 27 years the National Council for History Education (NCHE) has built bridges between those who share a common passion for historical thinking through outstanding professional development opportunities, thought-provoking annual conferences, publications, and advocacy efforts concerning critical national and local historical issues.

“More History, Better Taught.” – Ken Jackson, 1990 Bradley Commission Report

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

NCHE would like to thank you for attending the 2017 Conference and for helping us celebrate the promotion of history in schools and society.

Shelters In the Schoolhouse: A Study of Cold War Civil Defense Using Primary Sources**Michael Santrock**, Teaching Museum South, Fulton County Schools and **Amanda Smith**, Fulton County Schools*Session Level: High School**Room: Georgia 8*

Following World War II, the United States and the Soviet Union were engaged in a standoff known as the Cold War. With the introduction of thermonuclear weapons, the lines between battlefield and home front became irreversibly blurred. As a result, the United States established a national civil defense policy, which was implemented largely through public education and local school systems. This session will introduce participants to primary sources from Fulton County Schools Archives that demonstrate how the public education system became the front line for defense against the fear of mass destruction and foreign ideologies.

*Facilitator: Michael Santrock***Regular Romans Speak for Themselves: Using Primary Sources to Learn about Marginalized Groups****Bonnie K. B. Fitzgerald**, Metropolitan Community College*Session Level: Cross Level**Room: Georgia 13*

Primary sources are excellent resources for learning about past cultures. The unfortunate reality is that the bulk of our extant sources are written by and about the people thought to be most important: wealthy men. This leaves us with an incomplete picture of the culture. To encounter the rest of Roman society - women, the enslaved, children, the working poor, and their daily lives - can be more difficult, but definitely worth the effort. This session will examine a selection of primary sources from the Ancient Roman world, which can be used to demonstrate and reinforce lessons about Roman culture.

*Facilitator: Taylor Gilbert***REGISTRATION IS NOW OPEN - \$250 TRAVEL AWARDS AVAILABLE**

This professional development program's unique two-nation agenda was developed to highlight the historical ties that bind the US and Canada as cultural cousins, political neighbors, environmental stewards and trade partners.

2017 STUDY CANADA Summer Institute for K-12 Educators

Across the Salish Sea: Canada-US Connections in the Pacific Northwest

Monday, June 26 - Friday, June 30, 2017 • From Seattle, WA to Victoria, BC

Registration fee of \$650 includes fee includes a choice of 3 WWU undergraduate quarter credits (C/AM 410) or 40 WA State-issued clock hours, 4 nights' accommodation at iconic hotels (Edgewater Hotel and Fairmont Empress Hotel), 4 breakfasts, 1 lunch and 1 dinner plus one-way ferry transit across the Salish Sea.

See details at www.k12studycanada.org/scsi.html or contact tina.storer@wwu.edu

*Presented by the Pacific Northwest National Resource Center on Canada,
a Western Washington University—University of Washington consortium
with support from a US Department of Education Title VI grant.*



*Map of the Salish Sea & Surrounding Basin,
Stefan Freelan, WWU, 2009*

NCHE EXHIBIT HALL GEORGIA BALLROOM

- 1 IEEE History Center (IEEE REACH)
- 2 U.S. Census Bureau - Statistics in Schools
- 3 American Numismatic Association
- 4 Gallopade International
- 5 Georgia Council for the Social Studies
- 6 Museum of History & Holocaust Education
- 7 National Park Service
- 8 Digital Public Library of America
- 9 The Atlanta History Center
- 10 James Madison Memorial Fellowship Foundation
- 11 The Civil War Trust
- 12 SPICE, Stanford University
- 13 National Council for Geographic Education

- 14 Ashbrook Center at Ashland University
- 15 Georgia Humanities
- 16 George Washington's Mount Vernon
- 17 Federal Reserve Bank of St. Louis
- 18 Federal Reserve Bank of Atlanta
- 21 Georgia Public Broadcasting
- 22 American Sikh Council
- 23 Dr. Annette Laing's Non-Boring History
- 24 U.S. Army Heritage and Education Center
- 25 Eagle Eye Citizen
- 26 National Resource Center on Canada
- 27 Gilder Lehrman Institute of American History
- 28 Freedoms Foundation at Valley Forge

Please Join NCHE for a New Series of Webinars

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

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

This series of six webinars is a collaboration between the National Council for History Education and the National Humanities Center funded by a grant from the Library of Congress Teaching with Primary Sources program.

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

For more information, including descriptions and times, please visit www.nche.net/webinars

History Matters!

NCHE invites you to submit a 500-1000 word article on history or history education-related topics. Our Publications Committee will read and select up to one submission each month. If your article is selected, we will not only share your voice, you will also receive a free one-year membership extension.

Email inquiries to HMeditor@nche.net



FEELING STUCK?

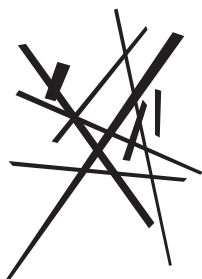
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Learn more at theworldwar.org/learn



**THE NATIONAL
WWI MUSEUM
AND MEMORIAL**



The National World War I Museum and Memorial is America's museum dedicated to remembering, interpreting and understanding the Great War and its enduring impact on the global community.

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NCHE SUPER RAFFLE CONTRIBUTORS:

Raffle items are listed alphabetically by contributing company or organization

United States Mint Set contributed by the American Numismatic Association

Assorted Books and a \$400 Graduate Study Fellowship contributed by the Ashbrook Center at Ashland University

Assorted Items contributed by the Atlanta Convention & Visitors Bureau

Educational Books and Gift Shop Items contributed by The Atlanta History Center

Weekend Stay with Breakfast for Two contributed by the Atlanta Sheraton

Teacher Regiment Gear contributed by the Civil War Trust

College Football Hall of Fame Tickets contributed by the College Football Hall of Fame

Tote Bag w/Assorted Items contributed by the Digital Public Library of America

Delta Museum Guest Passes contributed by the Delta Flight Museum

Gift Basket contributed by the Federal Reserve Bank of Atlanta

Full Scholarship to Attend a 2017 Summer Graduate Program contributed by Freedoms Foundation at Valley Forge

Guest Passes contributed by the Georgia Aquarium

Gift Certificate contributed by the Hilton Palacio del Rio in San Antonio

Assorted Items contributed by The History Channel

Constitutional Poster Sets contributed by the James Madison Memorial Fellowship Foundation

Beyond Rosie: Women in World War II contributed by the Museum of History and Holocaust Education at Kennesaw State University

Guest Passes contributed by the National Center for Civil and Human Rights

2018 NCHE Conference Package contributed by the National Council for History Education

Underground Railroad Package contributed by the National Park Service

Assorted Books contributed by the National Resource Center on Canada

Guest Passes contributed by the National World War I Museum and Memorial

Kindle Paperwhite contributed by the NCHE Board of Directors

The Soldier, the Avatar, and the Holocaust contributed by Ronni Sanlo

Gift Basket contributed by the San Antonio Convention & Visitors Bureau

Divided Memories Curriculum Guide contributed by SPICE, Stanford University

Assorted Books contributed by Stenhouse Publishers

Sutori Unlimited Subscription contributed by Sutori

NCHE Super Raffle Prizes and Ticket Sales will be located in the Capital Pre-Function Area

Winners will be drawn at 11:00 a.m. on Saturday and will be posted in the Exhibit Hall at 12:00 p.m.

NCHE thanks all the Raffle Contributors for their generous support of the 2017 National Conference.

National Council for History Education

Paul A. Gagnon Prize

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

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

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

The **Gagnon Prize** rewards and celebrates excellence in historical scholarship, the teaching of history, and the promotion of historical study at the K-12 level. The **2018 Gagnon Prize** will be presented to either a K-12 history teacher who exhibits exceptional historical scholarship or an individual or group that has made a significant contribution to the promotion of history education.

Significant Dates for the 2018 Prize:

--Completed applications and supporting materials must be received at the NCHE Office by January 5, 2018.

--The 2018 Paul A. Gagnon Prize winner will be notified by the NCHE Office by February 2, 2018.

--The 2018 Paul A. Gagnon Prize will be officially awarded at the 2018 NCHE Conference in San Antonio.

The 2018 Paul A Gagnon Prize winner will receive:

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

--Complimentary registration for the 2018 & 2019 Conference

--A presentation spot on the program at the 2019 NCHE Conference

Criteria for the 2018 Paul A. Gagnon Prize

K-12 History Teachers:

- Commitment to the idea that scholarship and teaching go together and that learning, especially for teachers, must be a lifetime dedication and a source of continuing exhilaration and joy;
- Consistent commitment to the study of history and teaching it to students at the pre-collegiate level;
- Publishing or presenting historical research that advances historical education and scholarship;
- Continuing dedication to advancing historical knowledge and expertise through participation in historical seminars, workshops, and conferences.

Application Submission for the 2018 Prize

Applicants should submit the following to

John Csepegi (john@ncche.net):

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

Individuals or Groups

Who Promote History Education:

- Commitment to the idea that history education is an essential part of every citizen's education and that every student, regardless of ability track, is owed the opportunity to learn U.S. and World history;
- Consistent commitment to the study of history and teaching it to students at the pre-collegiate level;
- Published work, presentations, or other work that argues for the importance of history education and significantly promotes and/or protects history education in schools;
- Continuing dedication to advancement of history education as demonstrated through outstanding teaching performance, curriculum development, presentations at historical seminars, workshops, and conferences or any other endeavors that promote K-12 history education.

Past Gagnon Prize Winners:

2007 - **Phil Nicolosi**

West Morris Central High School (NJ)

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

Founded by Roy Rosenzweig

2009 - **Kevin O'Reilly**

Hamilton-Wenham Regional High School (MA)

2010 - **Julie C. Daniels**

New York State Archives

2011 - **Ron Briley**

Sandia Preparatory School (NM)

2012 - **National History Day**

Accepted by Cathy Gorn

2014 - **Christine Szeluga**

Brooklyn Public Library

2015 - **Ted Dickson**

Providence Day School (NC)

2016 - **The Civil War Trust**

Accepted by James Percoco

Myth, Memory, and Monuments San Antonio, TX

Call For

SA

Conference Session Proposals

April 19-21, 2018

After the murder of President John F. Kennedy, the people of Dallas, stung that some were calling theirs the “city of hate,” debated the fate of the Texas School Book Depository, the building from which Kennedy’s assassin had fired the fatal bullet. Some, hoping to blur out the bloody memory of November 23, 1963, called for its destruction. Others worked successfully to make of it the Sixth Floor Museum. Today visitors often are powerfully moved as they relive details of that terrible day and revisit theories that still spark controversy. In that museum, as in thousands of other sites across the country, Americans struggle to understand how our emotional connection to the past and our intellectual understanding of it continually inform and shape one another.

History and memory overlap, and when they do, they provide a fascinating field of study—one that has garnered growing attention as of late. The 2018 NCHE Conference *Myth, Memory, and Monuments* seeks to explore the history of how people have remembered the past, how they have used those memories to express their beliefs and values, and how memories have become the tussling ground of different peoples and different members of a society. Texas, the site of our 2018 meeting, is a place rich with examples of contested memories. We will gather at a spot less than a mile from the Alamo. To many Texans it is a sacred monument honoring courageous martyrs in the revolution of 1836. Hispanics, however, might see it as part of one of the most painful tragedies in the history of Mexico. African Americans might remember the army of General Antonio Lopez de Santa Anna as a liberating force marching to end slavery on Mexico’s northern frontier, while descendants of Texas’s Indian peoples might recall the Alamo’s original purpose—a Roman Catholic mission that was a beachhead of empire.

Every place is layered with memories and myths that are often historical actors in their own right. NCHE conference presentations may explore a question like who guides the process of remembering and towards what ends? How does commemoration actually shape our society and culture? And how does remembrance carry knowledge and tradition from one generation to another?

The National Council for History Education invites proposals on the theme “*Myth, Memory, and Monuments*” for the 2018 National Conference. All proposals will be evaluated on the basis of their intellectual content, their ability to engage the audience, and their overall contribution to the teaching of history.

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

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

Poster Session: Poster Session topics range from teaching ideas to research reports. Poster presenters display their information visually (ex. poster/display board) on a desktop and interact with interested attendees during the 50-minute session. Presenters remain with their posters. The poster session period may include 8-15 simultaneous presenters.

Call For

SA

Conference Session Proposals

April 19-21, 2018

Myth, Memory, and Monuments San Antonio, TX

2018 NCHE National Conference

- The National Council for History Education invites proposal submissions for the 2018 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 October 16, 2017. 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 December 15, 2017.

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:

December 15, 2017

Myth, Memory, and Monuments

San Antonio, Texas

April 19-21, 2018



NCHÉ
National Council for History Education

Submit a Session Proposal!

Theme - *Myth, Memory, and Monuments*

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 2018 NCHE Conference!**

The 2018 Call for Proposals, containing topic suggestions and submission details, will be available at www.nche.net/conference.

Submission deadline is:

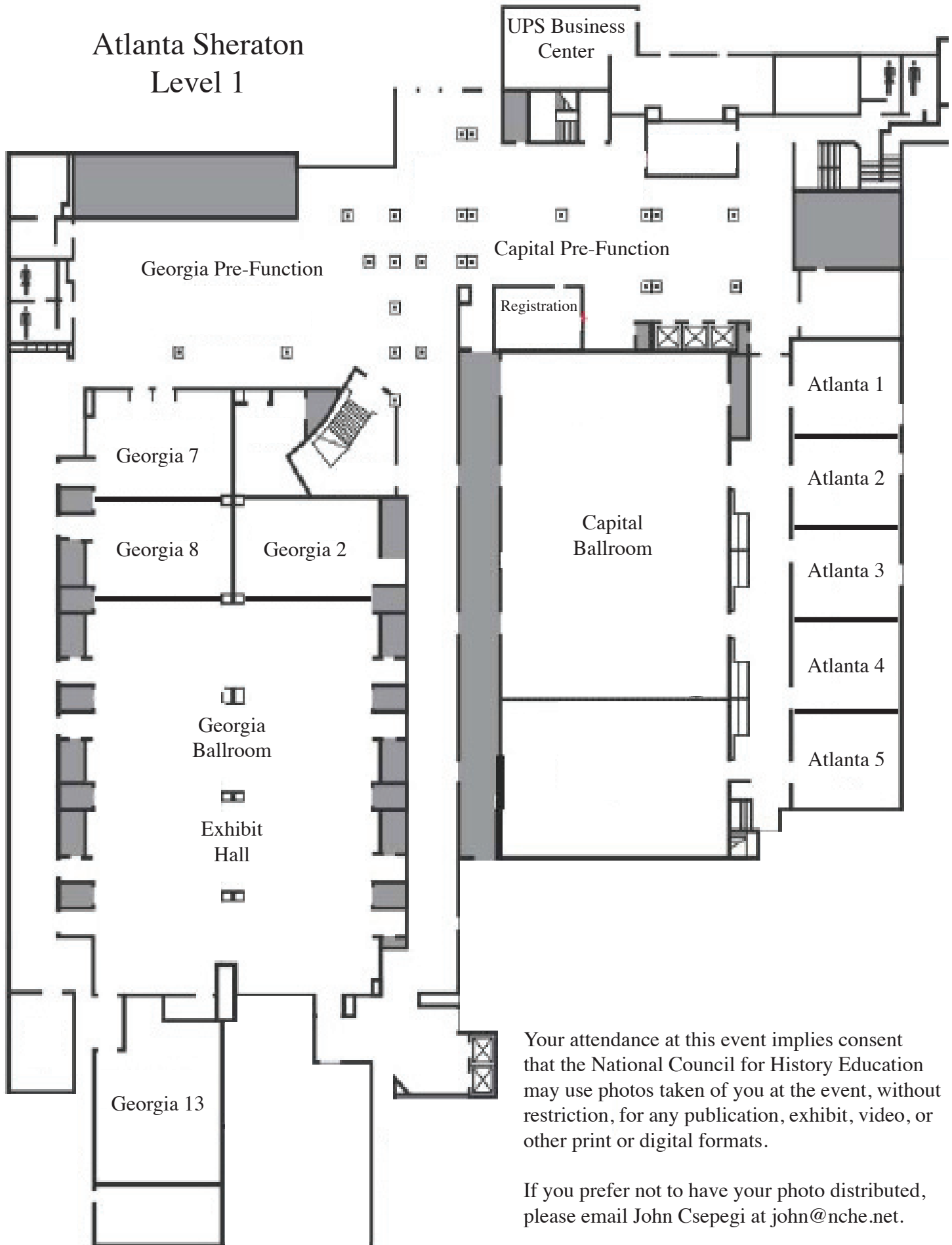
October 16, 2017

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



Conference Notes

Atlanta Sheraton Level 1



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