



NCHÉ

National Council for History Education

2019

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MARCH 14-16

**EXERCISING POWER:
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REGISTRATION INCLUDES

Admission to over 70 sessions
including these Keynote Speakers:

Elizabeth Cobbs,
Texas A&M University
Hasan Jeffries,
The Ohio State University
John McNeill,
Georgetown University

The Opening Night Reception,
Breaks on Friday and Saturday,
Registration Materials, Admission to
the NCHE Exhibit Hall, and Breakout
Session Materials.

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

THURSDAY, MARCH 14

Registration Open

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

Grand Registration Desk

Enrichment Excursions

(Pre-registration required)

(All tours depart from and return to the Crystal Gateway Marriott.)

An Unlikely Memorial:

Ford's Theatre and the Lincoln Assassination

Group departs at 7:15 a.m.; returns 1:15 p.m.

George Washington's Mount Vernon

Bus departs at 7:45 a.m.; returns 12:30 p.m.

National Museum of African American History and Culture

Bus departs at 8:00 a.m.; returns 12:00 p.m.

The National Portrait Gallery

Group departs at 8:15 a.m.; returns 12:00 p.m.

The Library of Congress

Bus departs at 8:15 a.m.; returns 12:30 p.m.

The National Archives

Group departs at 12:45 p.m.; returns 4:00 pm.

Using DBQs to Engage Students in Authentic Historical Inquiry

Room: Salon J

Workshop starts at 1:00 p.m.; ends 5:00 p.m.

The Newseum:

The Civil Rights Movement and the 1st Amendment

Group departs at 1:15 p.m.; returns 5:00 p.m.

Building a World History Curriculum:

Challenges and Opportunities

Room: Salon K

Panel starts at 2:00 p.m.; ends 5:00 p.m.

The Monumental City: Washington, DC at Night

Bus departs at 6:00 p.m.; returns 9:30 p.m.

Opening Night Reception

5:00 - 7:00 p.m.

Salon A/B/C

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

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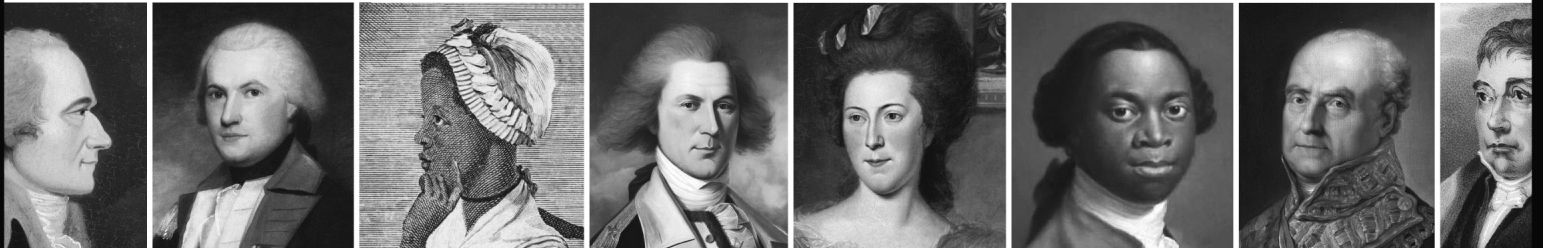
Gordon Wood, Brown University (RI)

NCHE Exhibit Hall

Salon A/B/C

- | | | | |
|----|--|----|--|
| 1 | The DBQ Project | 16 | Veterans Legacy Program |
| 2 | American Numismatic Association | 17 | IEEE History Center (REACH) |
| 3 | Echoes and Reflections | 18 | National Portrait Gallery |
| 4 | Federal Reserve Bank of St. Louis | 19 | American Sikh Council |
| 5 | The American Revolution Institute | 20 | National Women's History Museum |
| 6 | Sons of the American Revolution (SAR) | 21 | American Civil War Museum |
| 7 | The Ronald Reagan Presidential Foundation | 22 | Teaching Tolerance |
| 8 | George Washington's Mount Vernon | 23 | Witness to War Foundation |
| 9 | Civics Renewal Network | 24 | U.S. Army Heritage & Education Center |
| 10 | James Madison Memorial Fellowship Foundation | 25 | Mineta Legacy Project |
| 11 | TeachingAmericanHistory.org | 26 | Freedoms Foundation at Valley Forge |
| 12 | Bill of Rights Institute | 27 | Gilder Lehrman Institute of American History |
| 13 | iCivics, Inc. | 28 | USA Vietnam War Commemoration |
| 14 | Center on Representative Government | 29 | Foundation for Teaching Economics |
| 15 | National History Day | 30 | Bedford, Freeman & Worth |

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FRIDAY, MARCH 15

Registration Open

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

Grand Registration Desk

7:30 a.m. Salon H

Connection Session (Continental Breakfast provided to Session Attendees)

Introduction: **Laura Wakefield**, National Council for History Education

Speakers: **Julie Silverbrook**, The Constitutional Sources Project

Lee Ann Potter, The Library of Congress

Tim Bailey, The Gilder Lehrman Institute of American History

Allison Wickens, George Washington's Mount Vernon



Topic: **Bringing Together the History and Civics Education Communities**

NCHE Exhibit Hall

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

Salon A/B/C

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

Breakout Sessions

Before *Brown v. Board of Education*: The Power of Individuals and Institutions in the Struggle for Equality in Education

Jessica Maul, New York State Archives Partnership Trust, **Kristi Fragnoli**, The College of Saint Rose, and

Julie Daniels, New York State Office of Cultural Education

Session Level: Cross Level

Room: Salon D

"How did individuals and institutions use their power to achieve equality in education?" In 1943, a group of parents in Hillburn, NY petitioned the New York State Commissioner of Education to desegregate the elementary schools in their community. With the assistance of the NAACP and Thurgood Marshall, the parents won their case and a better education for their children. *The Commissioner's Case Files* provide the historical evidence for students to explore the role of individuals and institutions in bringing powerful change to their community. Participants will analyze documents and learn strategies for differentiated instruction.

Facilitator: **Julie Daniels**

Barbados: The Sugar Mill, the Sea, and Society

Caroline Bare, Hanover High School, **Chris Bunin**, Albermarle High School, **Elizabeth Mulcahy**, Western Albermarle High School,

Lisa Coates, Chesterfield County Public Schools, **Kristen Fallon**, Atlee High School, and **Andrew Payne**, National Archives

Session Level: High School

Room: Salon E

In 2018, a 17-member team explored the rich cultural landscapes, histories, and global connections of Barbados through an experiential and geographic lens thanks to a Virginia Geographic Alliance grant. Our summer institute included various content teachers from across Virginia. In this session, we will introduce you to *Barbados Connects*, a resource of lesson plans inspired by our studies and travels. Lessons can be used as a cross-curricular unit connecting the various disciplines at your school or used independently. Some of the topics include George Washington, sugar, Bussa and the slave rebellion, Rihanna, fish, water, and more! This session will be hands-on, where presenters will model activities in the lessons. Teachers will leave with ready to implement lessons, ideas, and strategies.

Facilitator: **Mikki Cardella**

Hollywood or History?**Charles Elfer**, Clayton State University and **Scott L. Roberts**, Central Michigan University*Session Level: High School**Room: Salon F*

In this interactive presentation, session leaders will engage the audience in an exploration of the Spielberg film, *Lincoln* (2012). The intent of the session is to introduce the audience to a structured, inquiry-based strategy for using film in the history classroom. In tandem with selected scenes from the film, audience members will utilize a document collection to evaluate Hollywood portrayals of Lincoln, his abolitionist sentiments, and executive power.

*Facilitator: Isabel Morales***The Games People Play! Library of Congress Primary Sources Tell the Story****Cynthia Szwajkowski** and **Sherry Levitt**, Library of Congress/TPS Program*Session Level: General**Room: Salon G*

Engage students with high-interest topics and intriguing materials from the Library of Congress. Hands-on activities using easy-access primary sources will demonstrate how a topic like baseball can propel students toward superior projects and research. America and baseball grew up together, and our national pastime can provide a lens through which to view transformative periods of U.S. history. Heroes like Jackie Robinson and Jim Thorpe illustrate the interconnection between sports and social change. Whether player or fan, baseball now fosters a sense of inclusion. Extended across the globe, baseball has boosted cultural diplomacy. Join us for sports, heroes, and games!

*Facilitator: Cynthia Szwajkowski***Eyes on History: Engaging Students in the Civil Rights Movement using Powerful Images****Darla Mallein** and **Amanda Simon**, Emporia State University*Session Level: Cross Level**Room: Salon H*

With the explosion of digitized primary sources at repositories such as the Library of Congress, it is easier than ever for teachers to incorporate visual primary sources into lessons. During this hands-on, interactive session, presenters will demonstrate multiple differentiated strategies that teachers can use to spark discussions and develop critical thinking skills while pursuing historical inquiry questions such as, "Who were the participants in the Civil Rights Movement and how did they participate?" Attendees will leave with resources that focus on multimodal strategies in the form of a handout that they can access online for immediate use in their classrooms.

*Facilitator: Rebecca Gomez***"If We Live in the Present, Why Should We Care About the Past?" Connecting Past and Present Struggles for Power****Jessica Ellison**, Minnesota Historical Society*Session Level: Cross Level**Room: Jackson*

Should [insert group here] vote? The answer to this question varied in 1970, 1919 and 1868, as those without power fought for a seat at the table. Today, that question is relevant again as 16-year-olds agitate for the vote. Using current and historical struggles for suffrage as an example, this session will align political advocacy of today to movements of the past, highlighting ways educators can connect current events to history. We'll examine Library of Congress and other sources about the fights for the 15th, 19th and 26th amendments and share strategies to extend the inquiry arc into civic engagement.

Facilitator: Lynn McClary

Come in. WE'RE
OPEN

Our Exhibitors are a vital component of the NCHE Conference.**Be sure to visit our Exhibitors in the Salon A/B/C.**

How did Birds Gain Political Protection?

Ann Canning, TPS Eastern Region and **Sue Wise**, Waynesburg University

Session Level: Middle School

Room: Lee

Powers of persuasion will be the focus of this cross-curricular investigation to highlight how Minna Hall and Harriet Hemenway led grassroots efforts to pass the Migratory Bird Act of 1913, changing federal environmental policy forever. Primary sources from Library of Congress online collections will include advertisements for elaborate feathered hats, a newspaper article sympathetic to the birds, a film featuring a young Teddy Roosevelt, and a political cartoon on the issue. Small groups of participants will analyze these historic sources to identify methods of persuasion used to change minds and impact operations of different interest groups.

Facilitator: Sue Wise

Exercising Power: The Struggle for Citizenship through Historical Sites

Rachael Yaden, Lincoln County School District

Session Level: General

Room: Jefferson

In this session, educators will learn how to utilize specific historical sites and their resources to explore the impact of famous Americans such as Washington, Jefferson, and Madison on citizenship. They will also explore how "ordinary" Americans struggled for the unalienable rights detailed in Declaration of Independence. Educators will learn how to use these sites in conjunction with the C3 inquiry arc to create engaging, meaningful lessons that can be implemented at any grade level.

Facilitator: Joan Musbach

Susan B. Anthony and the Suffrage Movement: Speaking Truth to Power

Gennie Westbrook, Bill of Rights Institute

Session Level: Cross Level

Room: Madison

This session presents demonstrations of classroom-ready lessons regarding Susan B. Anthony and her courageous struggle to win the right to vote for women. She used constitutionally guaranteed freedoms to correct institutional flaws, exhibiting courage, independence, perseverance, and initiative throughout her lifelong crusade for justice. Participants will use a narrative to analyze Anthony's actions and primary sources to experience her powerful words as she sought to reshape American institutions.

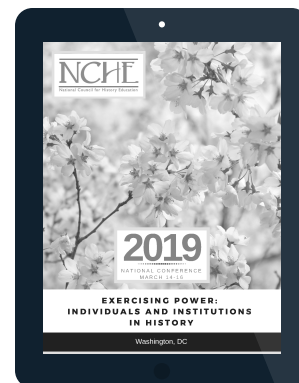
Facilitator: Monika Fleming

Mid-Morning Break

9:30 - 10:00 a.m.

Salon A/B/C

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HISTORY SALUTES NCHE



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

Breakout Sessions

America’s Oldest Patriotic Organization, America’s Cincinnatus, and America’s War for Independence

Nicholas Costa, Gouverneur Middle School and **Stacia Smith**, Society of the Cincinnati American Revolution Institute

Session Level: Cross Level

Room: Salon D

The Society of the Cincinnati was established in 1783 to perpetuate the ideals of the American Revolution. Namesake Lucius Quintus Cincinnatus twice led Rome’s republic during crisis, then promptly resigned power; “American Cincinnatus” George Washington, who echoed this selfless sense of civic virtue, served as the Society’s first President-General. The American Revolution Institute’s mission is to renew appreciation for the ideals of our revolutionary generation and that “vast event”—the American Revolution—that set our nation, and the world, on the path to universal liberty. Bring these ideals to life for your students with our new website and classroom toolkit.

Facilitator: Stacia Smith

Islam in the Americas: The First 350 Years

Steven Buenning, William Fremd High School (retired) and **Elizabeth Buenning**, Lake Zurich Middle School (retired)

Session Level: High School

Room: Salon E

Religious diversity is central to the history of the Americas. Islam is not new in the Western Hemisphere. Muslims comprised about 10-20% of the estimated 12.5 million Africans deported to the Americas in the largest forced migration in world history: the transatlantic slave trade. The second monotheistic religion brought to the Americas, Islam was practiced by enslaved Africans who struggled, against great odds, to keep their faith alive. Their stories will be introduced, along with an extensive variety of primary and secondary sources, suitable for differentiated instruction. Participants will be invited to explore ideas for teaching about religious diversity.

Facilitator: Elizabeth Buenning

A Civil Rights Investigation: Mississippi Burning

Mallory Lineberger, LBJ Presidential Library

Session Level: High School

Room: Salon F

During this guided discussion, participants will investigate the disappearance of three civil rights workers in Mississippi during the Freedom Summer of 1964 using telephone conversations, oral histories, and documents from the LBJ Presidential Library's archives. Lesson plan and primary sources will be provided to session attendees.

Facilitator: Kevin Krahenbuhl

The Power of Agentic Women and SOURCES

Tammara Purdin, Florida Council for History Education

Session Level: Elementary (K-5)

Room: Salon G

Women’s influence on civic participation throughout history rarely gets mentioned in textbooks. This session focuses on fostering awareness of women in history, as well as an effective approach to learn about the importance of these women, through primary sources, children’s literature, and online resources.

Facilitator: Jennifer Jaso

Purchase tickets at the Registration Desk

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



Mini Session*Salon H***Navigating Contested Terrain: Using the Inquiry Design Model (IDM) to Teach the Causes of the American Civil War****Ricky Mullins** and **David Hicks**, Virginia Tech and **Kevin Caprice**, University of Virginia

The first part of this session is a brief research report on the memories of the American Civil War, from the end of the conflict to the present day. Following this report, we introduce an Inquiry Design Model (IDM) that supports teachers and students as they explore the causes of the Civil War. We will provide teachers with primary and secondary sources, along with scaffolds, to guide students in source analysis. We argue that understanding the causes of the Civil War cannot be achieved without considering the ways in which memory and history have intersected over the last 150 years.

Distance Learning with the National Archives**Katie Munn**, National Archives

Discover how you can bring the Declaration of Independence, the Constitution, and the Bill of Rights to life for your students by connecting with the National Archives for interactive, primary source-based distance learning programs! National Archives' distance learning programs help students learn about democratic principles and the branches of government by analyzing primary sources that tell the stories of real people. Learn about the different program offerings and how you can connect your classroom!

"Who's the guy on a horse by the Whataburger?"**Integrating Race, Local History, and Public Art in the Middle School Classroom****Anna Busse**, Bishop Garriga Middle School

Although most of our students have likely lived in the same city for most of their lives, at the middle school level they can be woefully unexposed to the rich historical legacy their hometowns have to offer. After hearing the question in the title from a student during an errant discussion on memorials, we made it our mission to take a deep dive into the history of our town, Corpus Christi, Texas, as we studied the broader history of the United States. Across time periods, concepts, and analytical skills, students come to understand how their hometowns play a role in the pageant that is American History by studying the statues, monuments, and murals they pass every day.

Facilitator: **Claire McCaffery Griffin****2018 Paul A. Gagnon Prize Winner****The Worst Misuse of Executive Power in U.S. History: President Franklin D. Roosevelt's Signing of Executive Order 9066, Forcing the Removal of 120,000 Japanese, Mostly U.S. Citizens, into Prisons****Sam Mihara**, University of California*Session Level:* Cross Level*Room:* Jackson

On February 19, 1942, Franklin D. Roosevelt approved an executive order that gave authority to local military commanders throughout the U.S. to remove anyone for military reasons. Of the five military districts at that time, the only Army officer who exercised that authority was Lt. Gen. John DeWitt of the Western U.S. Military District. He declared that anyone with a "drop of Japanese blood" shall be removed from homes and moved to desolate prison camps far from the West Coast to stay for the duration of the war. Sam describes the conditions in the White House that led to the unconstitutional decision and the degree to which the administration's advisors recommended support or non-support of the controversial exercise of power. In the end, the basis for FDR's final decision is discussed. Sam also describes the lessons learned from this example of executive power that apply to today's problems in immigration and registration of religious groups.

A DVD containing a full presentation with PowerPoint charts and an autobiography of Sam's life during his imprisonment are available.

Facilitator: **Isabel Morales**

How Can Place Based Education Inform Children of Their Historical Roots?

Ted Green and **Thomas Zinselmeyer**, Webster University

Session Level: Middle School

Room: Lee

During this session, we will explore the tenets of place based education and how collaboration between museums, educators, and historical societies can be used to engage early adolescent learners. This case study will highlight social justice issues within the context of the *Dred Scott* decision, nationally significant historical sites built with slave labor, local turn of the 19th century privileged neighborhoods, and exploration of religious tolerance in public and private educational institutions during the 1920's-1960's using archival research. This project encourages students to develop historical empathy while engaging them in social justice issues to improve their historical literacy skills.

Facilitator: Rebecca Gomez

Teaching Literacy Through Civil War Maps and Slave Narratives

Keith Patterson and **Kile Clabaugh**, Teaching with Primary Sources at MSU Denver

Session Level: High School

Room: Jefferson

By analyzing excerpts of slave narratives from the Federal Writers Project of 1936-1938, students will learn about empathy, perspective, bias, and historical context from first-person accounts of former enslaved persons. Pairing this content with Civil War battle maps, census data, and geographical data representations of the time allows students to make purposeful connections visually and analytically. Understanding how individuals personally reacted to and were affected by legislation during and after Reconstruction gives students both content knowledge and critical thinking skills. In this session, educators will dive into an innovative and enlightening approach to learning about how Reconstruction shaped modern America.

Facilitator: Peggy O'Neill-Jones

The Challenge of Truth: Fact Checking Historical Heroes

Jessi Hollis McCarthy, Newseum Education

Session Level: Cross Level

Room: Madison

Individuals and organizations throughout history have encouraged myths and misconceptions to better achieve the change they sought. Get practical tools and strategies for helping students spot misinformation and use them to check historical change-makers such as Nelson Mandela, Sojourner Truth and Susan B. Anthony. Explore how this activity can be used to craft conversations and bolster analysis of history in the classroom.

Facilitator: Mikki Cardella

BOOK SIGNINGS

GRAND FOYER/REGISTRATION DESK

Friday, March 15 (1:15 - 1:45 p.m.)

Elizabeth Cobbs

The Hello Girls: America's First Women Soldiers

Friday, March 15 (3:00 - 3:30 p.m.)

Hasan Jeffries

Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt

Saturday, March 16 (12:15 - 12:45 p.m.)

John McNeill

The Great Acceleration: An Environmental History of the Anthropocene since 1945

All books can be purchased at the Registration Desk.

11:00 a.m. Salon J/K

Keynote Session

Welcome: **Sarah Drake Brown**, Ball State University

Sponsor: **Kevin Butterfield**, Fred W. Smith Library for the Study of George Washington

Introduction: **Fritz Fischer**, University of Northern Colorado

Speaker: **Elizabeth Cobbs**, Texas A&M University

Topic: **The Hello Girls: World War One, the Vote, and America's First Women Soldiers**



Q & A with Conference Participants

Elizabeth Cobbs is a historian and novelist. She is the author of seven books, most recently *The Hello Girls: America's First Women Soldiers* and *The Hamilton Affair, A Novel*. She is the winner of four literary prizes, and has written for the *New York Times*, *Washington Post*, *Jerusalem Post*, *China Daily Forum*, *Los Angeles Times*, *San Diego Union*, and *Reuters*. Her first documentary film, *American Umpire*, debuted on public television in 2016. Cobbs has served on the Historical Advisory Committee of the U.S. State Department and the jury for the Pulitzer Prize in History. She holds the Melbern Glasscock Chair in American History at Texas A&M and is a Senior Fellow at Stanford's Hoover Institution.

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Annual Conference
with:

Teaching focused panels

Special events for K-12
teachers

Teaching resources

May 2019 in
Columbus, OH

12:15 p.m. - 1:15 p.m.

Lunch Break

**Lunch on your own.*

1:15 p.m. - 2:00 p.m. *Salon A/B/C*

Exhibit Hall Time

1:15 p.m. - 2:00 p.m.

Poster Sessions

Grand Foyer

Teaching with Primary Sources Midwest Region

Judy Bee and Richard Satchwell, TPS Midwest Region

**The Library of Congress for Badgers: Maps and Images
as Primary Documents for Wisconsin Educators**

Mark Bockenhauer, St. Norbert College

You Can't Teach What You Don't Know

Ruth Busby, Troy University

**What Do Library of Congress Primary Sources
Tell Us About Theodore Roosevelt's Individual and
Presidential Exercise of Power?**

Ann Canning and Gay Thistle,

TPS Eastern Region Waynesburg University

TPS Teachers Network

Kile Clabaugh, TPS Western Region

**Trails West: Inquiries into Missouri's Geo-History,
Migration, and Immigration**

Sarah Coppersmith, Lindenwood University

Exploring Kansas History: Teaching with Primary Sources

Scott Davis, Turner School District #202

Culturally Relevant Pedagogy with Primary Sources

Jessica Ellison, Minnesota Historical Society

Thomas Nuttall's Journey across

Arkansas and into Oklahoma -

A Cross-curriculum STEM Teaching in the Classroom

Umadevi Garimella, University of Central Arkansas

Unlocking History's Mysteries

Jane Garver, Little Traverse Historical Society

Using Primary Sources Around the World

Whit Grace, Tunica County Schools

Inquiry and the Online Collections

from the Library of Congress

James Hartwick, University of Wisconsin-Whitewater

**Citizen U: Transforming Teacher Civic Mindedness
with Teaching with Primary Sources**

Donna Kiel, DePaul University & Barat Education Foundation
and **Sheila Smith**, Barat Education Foundation

Business Leadership Lessons from Historical Events

Michelle Kowalsky, Rowan University

**Eyes on History: Engaging Students with Powerful Images
from the Library of Congress**

Darla Mallein, Emporia State University

Arkansas Primary Source Sets:

Connecting the Local to the World

Kristin Mann, UA Little Rock Department of History

**Using Library of Congress Resources to
Teach Civil Rights in Indiana**

Briana Miles, Indiana Council for the Social Studies

Humanities in Class: Four Online Courses

Explore Library of Congress Collections

Andy Mink, National Humanities Center

1:15 p.m. - 2:00 p.m.

Poster Sessions

Grand Foyer

LOC Sources for Teaching Civil Rights

Elizabeth Osborn, Indiana Council for the Social Studies

Teaching with Primary Sources Western Region

Keith Patterson, TPS Western Region

Utilizing Library of Congress Digital Resources to Teach About Historical Controversies

Harris Payne, Nebraska Department of Education

Engaging Congress

Valerie Pena, Center on Representative Government

Aligning Primary Sources to State Standards

Beth Ratway, AIR

Books as Hooks: Enid Public Library Does a

TPS Midwest Region LOC Grant

Jenny Regier, Public Library of Enid and Garfield County

Teaching Through Primary Sources

Tracie Rushing, University of Central Arkansas

Literacy Rocks!

Social Studies Rules! Key Methods for Integration

Rolly Schendel, TPS Western Region

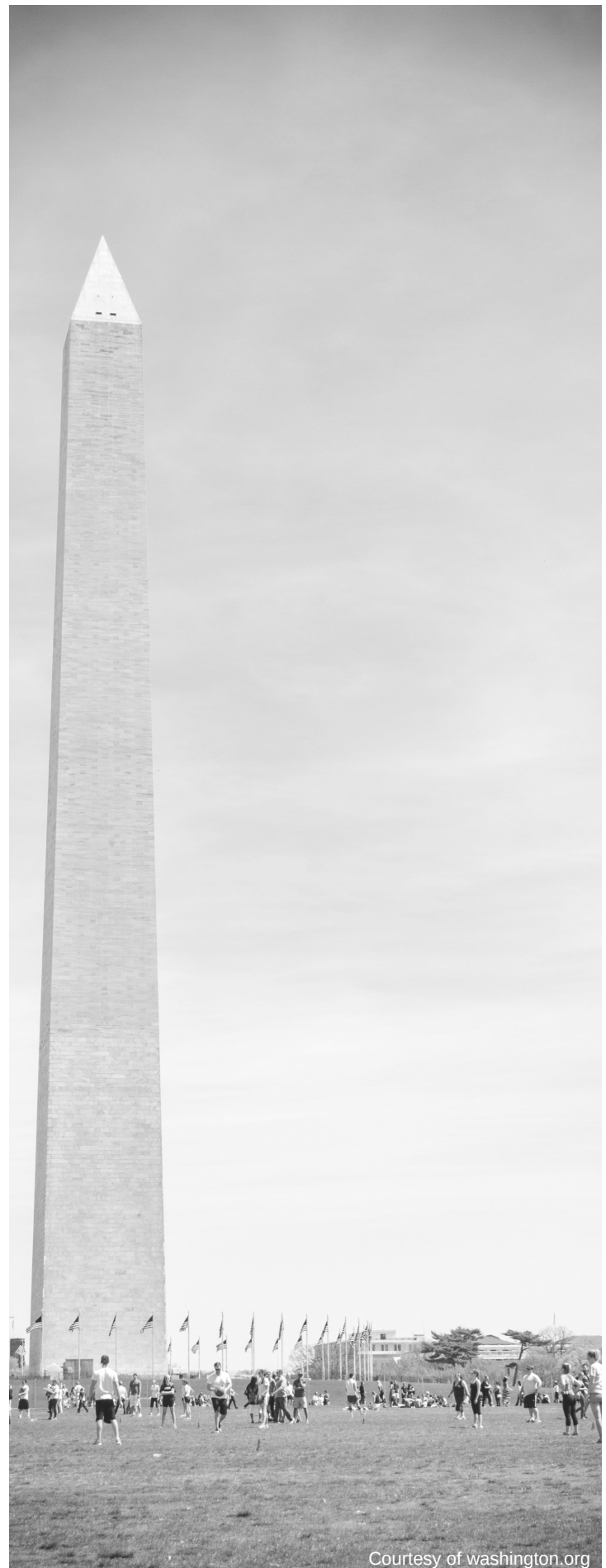
Fostering Historical Thinking and Imagination

James Schul, Winona State University

NCHÉ

National Council for History Education

**More History,
Better Taught**



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

The Fight for Women’s Voting Rights in the Records of the National Archives

Katie Munn, Martha Grove, and Corinne Porter, National Archives

Session Level: Cross Level

Room: Salon D

This session will highlight records featured in the National Archives’ new exhibition, *Rightfully Hers*, that can be used in the classroom to help students understand how women took on the legislative, executive, and judicial branches of government in the fight for the right to vote. Discover and try out resources from the Center for Legislative Archives and learn how DocsTeach.org can connect you and your students to primary sources featuring women’s voices in the decades-long struggle for suffrage.

Facilitator: Katie Munn

Civil Rights and the Cold War:

Using Primary Sources to Explore How Texts, Images, and Messaging from the

Soviet Union Helped Spur Racial Justice in the United States in the 1960s

Jason Butler, DeKalb County School District

Session Level: High School

Room: Salon E

The Edmund Pettus Bridge in Selma. The 16th Street Baptist Church in Birmingham. And the offices of Izvestia in Moscow? Among the many flashpoints in the Civil Rights Movement, there were a host of unheralded ones related to the Soviet Union. In this hands-on session, which aligns well with the C3 Framework, participants will explore and practice strategies for using primary sources to help students understand how saving face in the Cold War was an important factor pushing the U.S. toward progress in its treatment of African-Americans.

Facilitator: Deborah Rowland

Individual Experiences, Collective Questions: Teaching 9/11 in a Changing World

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

Session Level: High School

Room: Salon F

Explore how the personal narratives of diverse individuals connected to 9/11 offer entry points into both the events of the day as well as controversial topics, such as the enduring mental and physical health effects of the attacks and the rise of Islamophobia. Discover a range of classroom-ready lesson plans and digital tools to help your students engage with this complex content.

Facilitator: Julie Daniels

Primary Sources in the Elementary School

Tom Bober, Clayton School District

Session Level: Elementary (K-5)

Room: Salon G

How can using primary sources in student learning pique curiosity, promote collaboration, and elevate engagement? When you think of students analyzing historical documents and images, you may think of middle and high school, but elementary students as young as kindergarten can analyze primary sources and learn from them. This interactive session will focus on simple analysis strategies as well as practical tips and illustrative examples to successfully incorporate learning with primary sources into your elementary school library.

Facilitator: Eirik Harteis

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Mini Sessions*Salon H***The Power of the People: Introducing Forgotten Voices into America's Historical Narrative****Matt Shomaker**, Clinton Middle School

Many students aren't interested in American history because they don't see themselves in the traditional narrative. By employing microhistories and modern historical scholarship, we can reverse this trend. This session will provide concrete examples of how to alter the way America's history is taught through the introduction of forgotten influential men, women, institutions, and organizations and helping students uncover their role in shaping society. Covering North American history from before Columbus' arrival to the modern day, you will learn how to include African-American, American Indian, LGBTQ, women, and dissenting voices into a shared story.

The Power of Division**Craig P. Howard**, Independent Historian

Recent research reveals how Louis XIV's effort to take over most of North America in the 1600s was largely sabotaged by factionalism – commercial, religious, and tribal. The power of social division to disrupt a country's unity of purpose has been seen in many historical contexts. This new vista on early America suggests classroom study of the effects of these divisions on national progress, including events shaping the United States today.

Naming Is Claiming: How City Naming Reflects Changes in Power Structures**Andrew Martin**, St. Mary's High School

As possessions in the Americas shifted hands among Europeans, the colonizing institutions left indelible cultural and political influences. A city's naming reveals the institutions in power when land changed hands. For instance, the naming of Stockton, CA (the first city in California with an Anglo-American name) shows the displacement of Spanish-speaking Mexicans and the settlement of white Anglo-Americans. Through the naming, we can discover which institution was being displaced/doing the displacing. We will examine the names of the first ten cities in California and historical maps, share observations, note names of other cities in the Americas, and discuss implications.

Facilitator: **Andy Mink****Studying the World's Most Famous Address: Using the White House as a Lens for Viewing Executive Power in History****Whitney Hayne**, White House Historical Association*Session Level:* Cross Level*Room:* Jackson

Students and educators across the world recognize the White House and connect the building with the President of the United States. However, few understand the rich past of the Executive Mansion which contributes to its current powerful status and how that history may shape the future events happening within its walls. Participants who attend this session will learn the history behind president's home and be provided with the skills and free resources to contextualize the White House for their students. To complete the session, attendees will brainstorm together using a storyboard template that incorporates content, primary sources, and creativity.

Facilitator: **Joanna Capps**

Primary Documents for All Learners

Grace Leatherman and **Mike Kuethe**, Maryland Humanities

Session Level: Middle School

Room: Lee

Students of all backgrounds and abilities are capable of analyzing primary sources and using them in project-based learning. Funded by a grant from the Library of Congress Teaching with Primary Sources Program, Maryland Humanities and Maryland Public Television have created 160 digital US and World History Inquiry Kits (www.thinkport.org/tps) designed to make fascinating documents accessible to all types of learners. Session participants will interact with documents, brainstorm their own creative projects, and discuss how to use accessible documents in the classroom.

Facilitator: Grace Leatherman

Africa in Alabama and Alabama in Africa:

The Cultural and Institutional Boundaries of Slavery and Free Labor in the Nineteenth and Early Twentieth Century Atlantic

Paul Horton, The University of Chicago Laboratory Schools

Session Level: College

Room: Jefferson

This session will make use of the American Colonization Society Papers, Zora Neale Hurston's recently rediscovered *Barracoon*, Sylviane A. Diouf's pathbreaking study of the slave ship *Clotilda*, and Andrew Zimmerman's *Alabama in Africa* to trace the cultural continuities and discontinuities between the nineteenth century South before and after emancipation and West Africa. Primary and secondary sources will be shared that tell the stories of West Africans in the South under slavery, freed blacks sent from Alabama to Liberia, and of the attempt of the Tuskegee Institute to introduce a free labor cotton regime to German Togo. Members of the audience will engage in group activities that make use of and analyze primary source documents.

Facilitator: Kevin Casey

Freedom 'Riters: John Dolan's Story

Spiro Bolos, New Trier High School

Session Level: High School

Room: Madison

The activists of the Civil Rights Movement can often appear unrelatable to today's students, in that the former have achieved nearly legendary status in American history. By putting the focus on a single individual (John Dolan), who was not much older in 1961 than our students are today, and who had significant conflict within his own family over his activism with CORE, students can connect more with the events that surrounded him. Audience members will be assigned one of six rotating stations where they will analyze and interpret a variety of primary sources in preparation for the summative assessment.

Facilitator: Jeannie Logan

Afternoon Break

3:00 - 3:30 p.m.

Salon A/B/C

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Session Evaluations

USE THE APP OR PICK-UP A
FORM AT THE REGISTRATION DESK

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

Exploring Runaway Art: New Strategies for Teaching about Enslavement

Margaret Hughes, Historic Hudson Valley and **Peter Buntin**, Mid-Hudson Antislavery History Project

Session Level: Cross Level

Room: Salon D

This workshop addresses the need for more teaching and learning about enslavement in American history. Workshop participants will explore 18th-century runaway slave advertisements, primary-source documents which indicate the size and scope of enslavement in the North—and also serve as documentation of acts of resistance taken by individuals in response to enslavement. Through document analysis, critical thinking, and creative response, participants will feel more confident in engaging with this difficult but critical content. Classroom materials will be provided. This workshop is presented by Historic Hudson Valley, which for 20 years has interpreted the story of slavery in the colonial North.

Facilitator: Peter Buntin

The Egyptian Women's Movement: The Vision of Huda Shaarawi

Joan Brodsky Schur, Curriculum Developer

Session Level: High School

Room: Salon E

In 1919 the streets of Cairo were flooded with protestors from every walk of life, including women. The struggle was to overthrow British rule and establish an independent Egypt in the aftermath of World War One. Huda Shaarawi, founder of the Egyptian Feminist Union, seized this moment to advocate for the rights of Egyptian women. Nation building and feminism thus became part of the same anti-colonial vision. We will analyze how Shaarawi projected herself in an array of photographed images and analyze her words, including excerpts from her teachable autobiographical classic.

Facilitator: Kevin Krahenbuhl

"Not Another Essay!": Exploring Alternative Assessments for United States and World History Classrooms

Bruce Lesh, Maryland State Department of Education and **Catherine J. Desmond**, Baltimore County Public Schools

Session Level: High School

Room: Salon F

Assessing both historical thinking and content knowledge can be achieved without always having students write a five paragraph essay. Explore multiple options for formative and summative assessments for both World History and United States History courses. Participants will explore student work and leave with multiple ways to assess student thinking and knowledge.

Facilitator: Bruce Lesh

Who Tells Your Story? Shaping (and Reshaping) Historical Narratives

Tally Botzer, American Civil War Museum and **Mark Summers**, Jamestown Rediscovery

Session Level: General

Room: Salon G

Life happens, and history is the story that's told. But who creates that narrative, and how do memory, bias, and race affect the account? Explore how individuals and organizations crafted strategic narratives of some of the core events in American history from the colonial era to today, and uncover how politicized issues like slavery and whiteness shaped those stories. Join staff from the American Civil War Museum and Jamestown Rediscovery to analyze how myths become entrenched in history—and practice using historical thinking skills and asking critical questions about the story history tells.

Facilitator: Kevin Casey

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Technology's Impact in American History Session

Remembering War through the Eyes of the Civil War Cameraman

Andrew Dangel, Old Mill Middle North, IB World School

Session Level: Cross Level

Room: Salon H

The American Civil War is often described as a collision between society, point of view, and technology. This was as true for the view of the war on the home front as it was on the battlefield. This session explores how the new technology of photography brought home the reality of war. Using primary source materials from the Library of Congress and the U.S. Army Heritage and Education Center, participants will discover the technology of wet plate photography, its limitations and impact on society, and how to bring it into the classroom.

Facilitator: Beth Scarbrough

Women Change Politics: Resources to Teach 19th and 20th Century Intersectionality in Women's Activism

EY Zipris, Museum of the City of New York

Session Level: Cross Level

Room: Jackson

Trace women's political activism from past to present through the stories of a diverse range of activists – including Sojourner Truth, Pauli Murray, Mabel Lee, and Sylvia Rivera – in this interactive workshop led by educators from the Museum of the City of New York. Learn how to use resources from the exhibition, *Beyond Suffrage: A Century of New York Women in Politics*, to explore the history of intersectionality and understand how related power dynamics of race, class, gender, and sexual orientation have shaped the goals of many women's rights activists. Design a mural highlighting their stories and receive resources for your classroom.

Facilitator: Carla Smith

Independent Institutions: Understanding Institutional History with Primary Sources

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

Session Level: Cross Level

Room: Lee

What makes an institution independent? Who makes an institution independent? How do you assess whether independence is a good thing for an institution? Explore specific research methods for historical analysis of institutions with primary sources in this session. Presenters will share a new toolkit for studying the history of institutions and demonstrate its use by applying it to the Federal Reserve and some of the Fed's most influential leaders. Participants will be given practical suggestions for how the toolkit can be applied to classroom activities and project learning.

Facilitator: Genevieve Podleski

Eichmann on Trial: Teaching about Power, Responsibility, Law, and Justice

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

Session Level: High School

Room: Jefferson

The 1961 trial of Adolf Eichmann—the first to be globally televised—was one of the seminal events of the twentieth century. Captured in Argentina, Eichmann was tried in Jerusalem District Court in 1961, charged under Israel's Nazis and Nazi Collaborators (Punishment) Act with crimes against the Jewish people and crimes against humanity. Presenters will focus on how to use this enduringly controversial trial to teach about themes of power, law, justice, and individual and collective responsibility. They will use key primary sources—text, images, and video—to engage participants in examining the trial and its significance for world history.

Facilitator: Eirik Harteis

The Poetry of Decolonization: Pan-Africanism through Poetry**Mark Johnson**, University of Notre Dame*Session Level: High School**Room: Madison*

Seeking to free themselves from colonial control, many African leaders resisted colonialism, expressing themselves through poetry, short stories, and novels. Through an examination of these expressions and the individual leaders' goals and methods, teachers will be prepared to teach African history in new ways, helping students to see leaders of de-colonization movements with agency and empowerment. In this session, connections to global de-colonization movements will stretch beyond Africa as well. Finally, teachers will explore techniques to use poetry to help students address issues in their own time/place.

*Facilitator: Brian Collier***4:30 p.m. Salon J/K****Presentation of the 2019 Paul A. Gagnon Prize**Presenter: **Yohuru Williams**, University of St. ThomasAward Winner: **Sari Beth Rosenberg**, High School for Environmental Studies**Keynote Session***Introduction:* **Yohuru Williams**, University of St. Thomas*Speaker:* **Hasan Jeffries**, The Ohio State University*Topic:* **Teaching Hard History during Hard Times***Q & A with Conference Participants*

Hasan Kwame Jeffries lived periodically in Montgomery, Alabama, the birthplace of the modern the civil rights movement, while completing his graduate work at Duke University. In 2002, he relocated to Tuscaloosa, Alabama, where he served as the Bankhead Fellow in the History Department at the University of Alabama. He spent one year at Alabama, teaching American history and African American history.

After time well spent in the “Heart of Dixie,” Hasan crossed the Ohio River and joined the faculty at The Ohio State University in the History Department. Since arriving at Ohio State, Hasan has taught graduate and undergraduate seminars on the Civil Rights and Black Power Movement, and surveys in African American and American history.

He has received several fellowships in support of his research, including a Ford Foundation Post-Doctoral Fellowship. He has also regularly shared his expert knowledge of African American history and contemporary black politics with the general public through lectures, teacher workshops, and frequent media appearances.

In 2009, Hasan published his first book, *Bloody Lowndes: Civil Rights and Black Power in Alabama’s Black Belt*. His current book project is entitled *Stealing Home: Ebbets Field and Black Working Class Life in Post-Civil Rights New York*.

FRIDAY NIGHT AT THE ANDERSON HOUSE

Tickets available at the Registration Desk.

Bus departs at 6:30 p.m.; returns at 9:30 p.m.

Join NCHE and the American Revolution Institute for an evening at Anderson House, its headquarters on Embassy Row. The Society of the Cincinnati (America's oldest patriotic organization —George Washington and Alexander Hamilton were its first presidents) founded the Institute in 2012 to promote and support effective education on the American Revolution. The Institute offers a wide range of products and programs, at little or no cost to educators, to enrich learning on the Revolution and its legacy. The Institute's headquarters is located in one of the city's most elegant mansions, completed in 1905. Today, in addition to some of Washington's most beautiful interiors (President Taft preferred the dining room over the State Dining Room in the White House), the mansion houses one of the world's most important special collections libraries on the American Revolution and a major collection of art and artifacts from the Revolution as well as the Anderson's collection of art from all parts of the world. The Society has hosted presidents, kings and prime ministers at Anderson House, and is looking forward to welcoming you for a reception with plenty of hors d'oeuvres (no one should leave hungry) and a bar hosted by the Society, which has been entertaining continuously since its members began celebrating their victory in the Revolutionary War in 1783 (you should see the bar bill from that one!). Jack D. Warren, Jr., the Society's Executive Director, will deliver a welcome address and describe how educational professionals can enlist to help the Institute protect the memory, ideals and legacy of the American Revolution.



SATURDAY, MARCH 16

Registration Open

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

Grand Registration Desk

7:30 a.m. Salon H

Connection Session (Continental Breakfast provided to Session Attendees)

Introduction: **Laura Wakefield**, National Council for History Education

Speaker: **James Zucker**, Loyola High School

Jennifer Foray, Purdue University

Topic: **Formative and Summative Assessment in College and AP History Courses: Why and How to Use It**




NCHE Exhibit Hall

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

Salon A/B/C

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

Breakout Sessions

Signature Thinking in History: Cultivating Creativity and Improving Learning

Kevin Krahenbuhl, Middle Tennessee State University

Session Level: *Cross Level*

Room: *Salon D*

This session will introduce the Signature Thinking Framework, which is a product of systematic reflection on research in cognition developed by Dr. Krahenbuhl and his colleague, Dr. Carter. The framework has been adapted into multiple disciplines including history. After an overview of the framework, specific examples from history will be shared and paralleled to historical thinking skills. We will engage in discussion and have work time to pivot your own historical work to cultivate creativity and enhance learning.

Facilitator: **Jenny Nicholas**

Cult of Personality: Individuals Using Institutions to Consolidate Power in China and Russia

Diane Haleas, Saint Ignatius College Prep

Session Level: *High School*

Room: *Salon E*

How does one individual amass so much power even in the 21st Century? Through an analysis of historical figures in Russia and China such as Peter the Great, Stalin, Putin, Mao and Xi, this session will connect their public personas to political culture and manipulation of institutional structures to establish and maintain political power. The session will incorporate History's Habits of Mind to frame the discussion. This interactive session will use visuals, details of historical events, and provide a variety of teaching materials.

Facilitator: **Darcy White**

Story Maps: Connecting Primary Sources with Space, Place, and Time

Chris Bunin, Albemarle High School, **Andy Mink**, National Humanities Center, and **Kameron Schaefer**, Warhill High School

Session Level: High School

Room: Salon F

Story maps are interactive WebGIS tools that help connect the story of individuals with the places, spaces, primary sources, and events that made history. Attendees at this session will be introduced to the free story map platform and will access twelve best practice Library of Congress Teaching with Primary Sources story maps. Free software and lesson plans will be provided.

Facilitator: Andy Mink

Black Citizenship in the Age of Jim Crow

Lee Boomer, New-York Historical Society

Session Level: General

Room: Salon G

Explore the contested efforts toward full citizenship and racial equality for African Americans that transpired following the Civil War. This session draws on the New-York Historical Society's groundbreaking exhibition, "Black Citizenship in the Age of Jim Crow," to consider how African Americans championed their rights in the face of legal discrimination and violence. Through an interactive examination of primary sources and mini-biographies, consider how ideas of freedom and citizenship were redefined by government and citizen action during the period between the end of slavery in 1865 and the end of World War I in 1919. Free curriculum materials.

Facilitator: Michael Williams

"An Act of Charity": Teaching about Military Pensions in the Early Republic Using Online Primary Documents

Christopher Hamner, **Megan Brett**, and **Alyssa Fahringer**,

Roy Rosenzweig Center for History and New Media, George Mason University

Session Level: Cross Level

Room: Salon H

Between 1784 and 1800, the War Department provided pensions to the widows and orphans of soldiers from the Continental Army: the first federal program aimed at citizens' welfare in American history. This workshop draws on the online *Papers of the War Department* archive (a digital repository that offers tens of thousands of documents from the Early Republic) to examine questions related to gender, service, and the relationship between the embryonic government and its citizens in the first years under the new Constitution. Participants will transcribe documents related to pensions to answer questions about the legacy of the War of Independence.

Facilitator: Luis Martínez-Fernández

History and Policy Education Program with the National History Center

Amanda Perry and **Dane Kennedy**, National History Center

Session Level: Cross Level

Room: Jackson

The program aims to foster students' understanding of the value of historical perspectives for policy decision making and to enhance their civic engagement by connecting historical studies to policymaking conversations. HPEP is designed to get students to work collaboratively to select an historical subject that can illuminate the present, conduct research into that history, develop a format for the presentation of findings, identify and invite relevant stakeholders to a briefing, and make a public presentation that reviews their findings and explains its policy implications.

Facilitator: Amanda Perry



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Children of Courage: The Moton School Story**Laurie Thompson Surles**, Chesterfield County Public Schools*Session Level: Middle School**Room: Lee*

Four years before Rosa Parks sat down on the bus, Barbara Johns, a 16-year-old student in Farmville, stood up for equality in education. How did the story of segregation, desegregation, and Massive Resistance in Virginia become part of the 1954 United States Supreme Court decision *Brown v. Board of Education*? Discover how a student-led strike led to a thirteen-year court battle to achieve educational equality in Prince Edward County, Virginia.

*Facilitator: Lynne Bland***Placing America in the Atlantic World:****Understanding and Teaching About the Fortifications and Communities of Colonial Spanish Florida****Lee Eysturlid**, Illinois Mathematics and Science Academy and **Tonya Creamer**, Flagler College*Session Level: High School**Room: Jefferson*

This session will combine the disciplines of history, archaeology, and anthropology in looking at Spain's defensive communities in Florida before 1750. The focus allows for an understanding of military architecture and state strategy, the vibrant and diverse communities that existed in the areas around them (like St. Augustine). and their economic importance. Fort Mose, later to become the first legally-sanctioned free black settlement in the continental U.S., but strategically important due to its defense positioning as the northernmost fort in the Spanish line of defense to the British. Mose lured slaves from the British fields, to freedom in Florida.

*Facilitator: Lee Eysturlid***Teaching U.S. Social History through Alan Lomax's Folk Music Archive****Ben Dumbauld**, Rock and Roll Forever Foundation*Session Level: High School**Room: Madison*

Famed folk music collector Alan Lomax once wrote, "It is the voiceless people of the planet who really have in their memories the 90,000 years of human life and wisdom." In this session, teachers will discover ways Lomax's extensive archive of folk music might introduce students to U.S. history from a "bottom-up" perspective. Participants explore content and activities from the Teachrock.org website that examine the Gilded Age through coal mining songs, the institution of slavery by way of the history of the banjo, and the French and Indian War through Cajun dance music, among other topics.

*Facilitator: Jean Faulk***Mid-Morning Break**

9:30 - 10:00 a.m.

Salon A/B/C

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of the NCHE Conference.**

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

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

Breakout Sessions

The Carrot or the Stick? Using the Framework of Hard and Soft Power to Engage your Students in a World History Curriculum

Jeannie Logan, Glenbrook South High School and **Kathleen Tallmadge**, New Trier High School

Session Level: Cross Level

Room: Salon D

How do individuals and institutions exert influence over others? In this session we will explore a framework that can be used throughout a World History curriculum to help students analyze the nature of power. We will highlight several examples, ranging from Mesopotamia to Chinese philosophies, through the use of primary sources to illustrate coercion and persuasion as different methods of political and social control. Participants will leave with resources as well as instructional strategies to engage students in comparative analysis.

Facilitator: Jeannie Logan

Individuals and Institutions in the Holocaust

Alexander Pope, Salisbury University and **Jeffrey Parker**, United States Holocaust Memorial Museum

Session Level: High School

Room: Salon E

This session introduces strategies for thoughtful and meaningful education about the Holocaust. We begin with the definition offered by the United States Holocaust Memorial Museum — the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. This definition invites explorations into the ways that individuals and institutions exerted their power to carry one of the most inhumane, well-documented, and challenging events in modern world history. Presenters affiliated with USHMM will review new approaches to and rationales for teaching this difficult content in a variety of history classrooms.

Facilitator: Darcy White

A Framework for Teaching American Slavery by Teaching Tolerance

Hoyt Phillips and **Stef Bernal-Martinez**, Southern Poverty Law Center

Session Level: High School

Room: Salon F

Teaching Hard History: American Slavery, a framework by Teaching Tolerance, helps you and your students understand the role of slavery in the development of our country and how its legacies influence us today. Participants will explore key concepts and summary objectives for teaching about American slavery and identify the resources from the framework that they will apply to their teaching practice. Finally, time will be given to collaborate on ways to address common concerns and student resistance when teaching this hard history. Free materials provided.

Facilitator: Hoyt Phillips

Empower the Maker in Your Students: Connecting Makers from History to the Makers in Your Classroom

Kellie Taylor and **Mike Apfeldorf**, Library of Congress

Session Level: Elementary (K-5)

Room: Salon G

This session will look at an early maker movement beginning in the 1700s with innovators such as Benjamin Franklin. Participants will use primary sources to understand the movement for early makers and modern day makers and the empowerment the movements offer through entrepreneurship. Inquiry strategies will be explored by analyzing relevant primary sources, and participants will take away hands-on activities to integrate primary sources and the design process with their students.

Facilitator: Chris Bunin

Mini Sessions*Salon H***World War II in the Philippines****Cecilia Gaerlan**, Bataan Legacy Historical Society

Bataan Legacy Historical Society (BLHS) worked with the California Department of Education for the inclusion of WWII in the Philippines in the Grade 11 U.S. History Curriculum Framework (Chapter 16) which was approved in July 2016. In 2017, BLHS commissioned high school history teachers to create lesson plans. Our goal was to create inquiry-based, engaging, empowering, culturally responsive, and culturally relevant lessons that connect history to current reality. Presenters will share the planning process including the deeper learning strategies embedded in the lessons, the primary documents used, and how the results of their students' works compare with their initial expectations.

“Iran is playing with fire!” Investigating United States and Iranian Relations through Primary and Secondary Sources**Autumn Magliocca** and **Anthony Pellegrino**, University of Tennessee

Is it ever justifiable to violate another nation's sovereignty? This question resonates when considering the relationship between the United States and the Islamic Republic of Iran. In recent decades, the dynamic between these two nations has been wrought with tension and distrust stemming, in part, from a 1953 coup that took place with significant intervention by the United States. Recent declassified State Department documents have shed new light on this event and have provided a means by which we can begin to understand the complexity of the relationship between these nations.

The Power of Maps: How Triangle of Trade Maps Distort the History of Slave Trading**Laura Jeanette Dull**, SUNY New Paltz

In history classes around the world, “triangle of trade” maps are used to illustrate the trans-Atlantic slave trade. This image diminishes the scope of global slaving taking place at the same time, perpetuating the erroneous notions that only Africans were enslaved, and only Europeans were enslavers. I analyzed recent textbooks from several Anglophone countries to find out whether authors contextualized the Atlantic trade among other trades and included representation of non-European traders. Using examples from my findings, I will invite participants to analyze the accounts and consider why some countries tell a more comprehensive story of slave trading than others.

Facilitator: **Mike Clemens**

Purchase tickets at the Registration Desk

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

George Washington's Lessons in Leadership

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

Session Level: Cross Level

Room: Jackson

How did George Washington become one of the most influential leaders in American history? Join educators from Mount Vernon at guided historical inquiry stations to explore Washington's leadership and legacy from his role as General of the Continental Army to Chief Executive of the new United States of America, and how his use and disuse of individual power influenced a founding generation, and continues to influence today's generations throughout the world.

Facilitators: Alissa Oginsky

Using Theatre to Teach Historical Thinking

Jake Flack and **Alexandria Wood**, Ford's Theatre Society and **Angelo Parodi**, John Eaton Elementary School

Session Level: Middle School

Room: Lee

Engaging with multiple perspectives is a fundamental historical thinking skill, and theatre can bring these accounts to life. Using dramatic text from a play produced recently at Ford's Theatre and the first-person accounts that inspired the play, teachers will explore the power dynamics between Frederick Douglass and Abraham Lincoln, as the two great leaders discuss the difficulties of creating and maintaining the U.S. Colored Troops in the middle of the Civil War. Teachers will perform a scene from the play, "Necessary Sacrifices," and read aloud from Douglass's letters and speeches, comparing the two experiences and what is learned from each.

Facilitator: Jake Flack

The Heroic Lone Inventor vs. the Corporation: Free IDM Resources on the History of Innovation

Kelly McKenna and **Mary Ann Hellrigel**, IEEE History Center at Stevens Institute of Technology

Session Level: High School

Room: Jefferson

Social studies educators have long recognized the importance of exploring the relationships among science, technology, and society through history. One theme that occurs repeatedly is the role of the individual scientist or inventor in respect to large institutions. In this workshop, you will learn about a set of free on-line teacher resources on the history of technology, provided in the IDM format, and we will focus on a unit that explores Thomas Edison as the transitional figure between independent inventor and corporate researcher.

Facilitator: Kelly McKenna

Ben Franklin: Highlighting the Printer

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

Session Level: General

Room: Madison

Ben Franklin's portrait on the \$100 note establishes his importance. Using a variety of quotes, facts, and reference to segments of Franklin's life, participants will delve into his life as an inventor and entrepreneur. His role in the paper currency economy will be featured along with information on the Federal Reserve Notes that are currently printed. This session includes historical information about this great American patriot and emphasizes the connection to investment in human capital. Attendees will receive a FREE and complete ready-to-go lesson plan and resources that can bring a powerful inquiry into the economics and US history classroom.

Facilitator: Ann Canning

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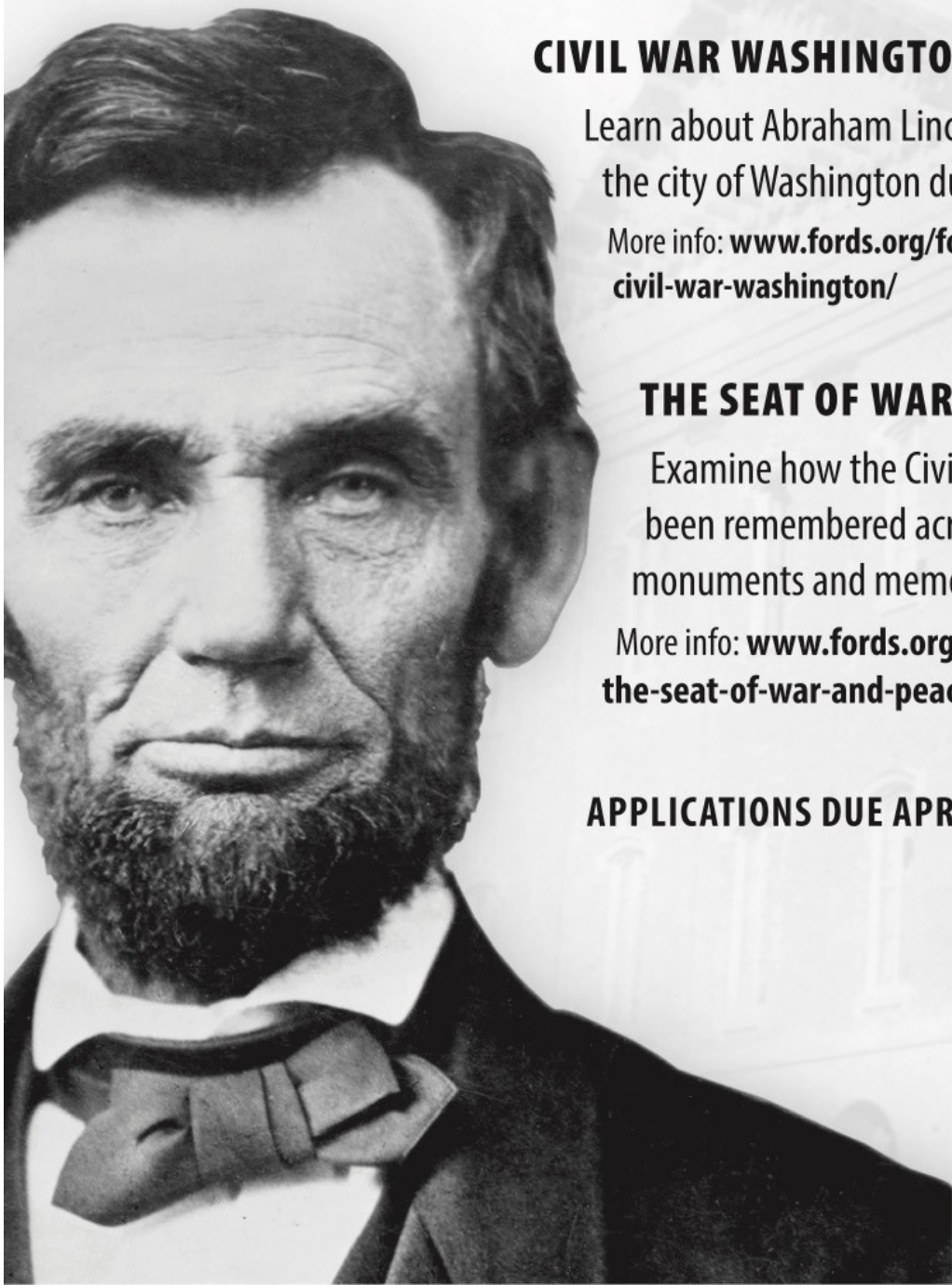
More info: www.fords.org/for-teachers/programs/civil-war-washington/

THE SEAT OF WAR AND PEACE:

Examine how the Civil War and Reconstruction have been remembered across time through the study of monuments and memorials in Washington.

More info: www.fords.org/for-teachers/programs/the-seat-of-war-and-peace/

APPLICATIONS DUE APRIL 2, 2019



NCHE attendees receive a 20% discount for March 15-16 performances of *Into the Woods*.
Use code: **WOODSHISTORY***

Ticket limit of 4 per order. Available on rear orchestra seats. Discounts may not be combined.

Photo of Abraham Lincoln courtesy Library of Congress. Photo of Jade Jones as Little Red Ridinghood by Scott Suchman.

11:00 a.m. Salon J/K

Keynote Session

Introduction: **Elliott West**, University of Arkansas

Speaker: **John McNeill**, Georgetown University

Topic: **Global Environmental History of the Industrial Revolution, 1780-????:
Work in Slow Progress**



Q & A with Conference Participants

John McNeill was born and raised in Chicago and remains passionately devoted to the professional sports teams of the Windy City. He was awarded a B.A. from Swarthmore College and a Ph.D. from Duke University. Since 1985 he has cheerfully served two masters, as a faculty member of the School of Foreign Service and History Department at Georgetown. From 2003 until 2006 he held the Cinco Hermanos Chair in Environmental and International Affairs, until his appointment as University Professor. He teaches world history, environmental history, and international history at Georgetown and writes books and directs Ph.D. students, mainly in environmental history. He lives an agreeably harried existence with his triathlete wife and their four exuberant children. If he had time, he would enjoy hiking, tennis, and travel. He makes the time to enjoy playing basketball with grad students once a week.

12:15 p.m. - 1:15 p.m.

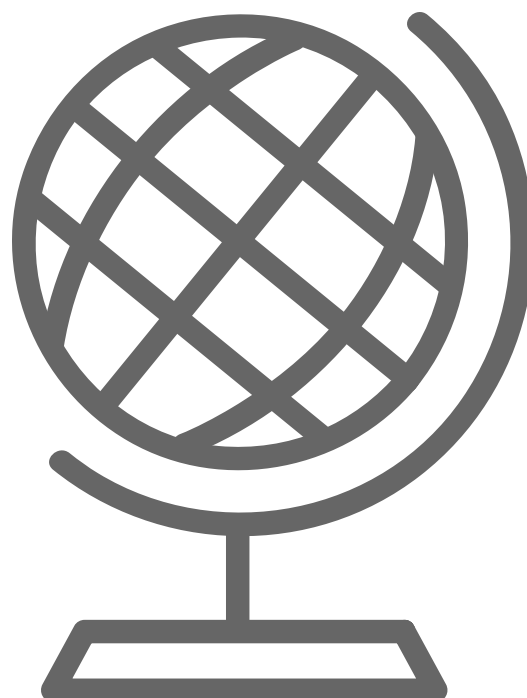
Lunch Break

**Lunch on your own.*

1:15 p.m. - 2:00 p.m. Salon A/B/C

Exhibit Hall Time

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



1:15 p.m. - 2:00 p.m.

Poster Sessions

Grand Foyer

“We Wish to be Fair and Honorable”:

Positioning American Indians in the Civil Rights

Movement through the Occupation of Alcatraz

Alex Barr, Connelly School of the Holy Child

An Examination of Sikhism in Social Studies Texts:

Findings and Implications for History Teachers

Drinda Benge and **Sean Colbert-Lewis**,

North Carolina State University

Using History as a Tool for Peace

Maggie Blake, Saint Francis International School

Pairing Primary Sources and Picture Books:

Connecting Historical Thinking and Literature

Tom Bober, Missouri Association of School Librarians

Women and the American Story

Lee Boomer, New-York Historical Society

Fostering Teacher Education Candidate

Knowledge of Place-Based Educational Strategies

Daniele Bradshaw, Liberty University

Thinking Like a Historian

Tomacine M Crouch, Blue Ridge Juvenile Detention Center

Investigating Technology’s Impact in American History

through History’s Habits of Mind

Sarah Drake Brown, National Council for History Education

Write for History Matters!

Charles Elfer, Clayton State University and

Scott Roberts, Central Michigan University

First Ladies Exercising Power on Capitol Hill:

An Analysis of First Ladies Working with Congress

on Promoting Causes and Programs

Jess Gagliardi, Adams State University

The American Memory is Our Memory

David Hales, Wayne Regional Educational Service Agency

Dungeons, Dragons, & Thrones:

Understanding Medievalism in World History Curriculum

Mark Helmsing and **Andrew Vardas-Doane**,

George Mason University

Making Through History

Samantha Matalone Cook, Educator / Writer

Law Day 2019: Free Speech, Free Press, Free Society

Tiffany Middleton and **Howard Kaplan**,

American Bar Association

Integrating the Arts in Elementary

Social Studies Classrooms

Tiana Nobile, KID smART

Digital Gaming: Engaging Congress—

Play the Game and Learn the Facts

Elizabeth R. Osborn and **Valerie Pena**, Indiana University

Forming School/University Partnerships to

Learn & Teach with Primary Sources

Anthony Pellegrino and **Autumn Magliocca**,

University of Tennessee

The Concord Review: Promoting Student Achievement

in History Research and Writing

Charles Riggs, *The Concord Review*

Middle School Strategies:

Movement, Madness, and Magic

Deborah Rowland and **Carla Smith**,

Lewis and Clark Middle School

The University of Tennessee

Bringing History to Life: Classroom Debates

Caitlan Sheehan, Duxbury Middle School

Using LOC Resources to Create High

Quality Inquiry Design Model Instruction

Glenn Wiebe, ESSDACK

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

Social Movements, Democracy, and Kingian Nonviolence:

The 1960s Chicago Freedom Movement and its Contemporary Reverberations

Mary Lou Finley, Antioch University Seattle, **James Ralph**, Middlebury College,

Pam Smith, Addie Wyatt Center for Nonviolence Training, and **Bernard LaFayette**, Emory University

Session Level: Cross Level

Room: Salon D

We will outline the role of social movements in the democratic process, showing how issues beginning in grassroots movements can have a significant impact on government and other major institutions. We will then present stories from Martin Luther King, Jr.'s Chicago Freedom Movement, showing how issues raised through a nonviolent campaign impacted the actions of government in the years following, as others continued to organize. Materials for teachers will include role plays of Chicago Freedom Movement events and short videos of contemporary movements demonstrating the continuing relevance of King's approach, in order to deepen students' understanding of how change happens.

Facilitator: Mary Lou Finley

"Shall the Tail Wag the Dog?": Teaching Suffrage Through the Women's Anti-Suffrage Movement

Kate Melchior and **Elyssa Tardif**, Massachusetts Historical Society

Session Level: High School

Room: Salon E

We're familiar with the voices of suffragettes like Susan B. Anthony, Lucy Stone, and Ida B. Wells, but what about women who fought against the vote? The idea of women campaigning to deprive themselves of basic civil rights seems unfathomable, but women's anti-suffrage societies strongly feared that "imposition of any further political duties upon women" would destroy family and society values. Using the Massachusetts Historical Society's archive of anti-suffrage societies as well as anti-suffrage posters, leaflets, and petitions, we will explore how the fight for the vote reveals women's complicated relationships to gender and society in the early 20th century.

Facilitator: Patricia Lee

Civil Liberties in Times of Crisis

Rylan Sekiguchi, SPICE, Stanford University and

Norman Y. Mineta, U.S. Department of Commerce and U.S. Department of Transportation

Session Level: High School

Room: Salon F

As a 10-year-old Japanese-American boy in 1942, Norman Mineta was powerless when his country imprisoned him and his family in a fit of wartime hysteria. But nearly 60 years later, he sat at the highest levels of government as the United States reeled from 9/11 and began experiencing a new hysteria. In times of crisis like these, how has the institution of civil liberties been affected by individuals like Mineta whose voices guide government policy, and how have those changes impacted the lives of Americans? Help students explore these questions thoughtfully with a new online curriculum from Stanford.

Facilitator: Joe Ross

John F. Kennedy and Civil Rights: Analyzing Nonfiction Text with Elementary Students

Esther Kohn, John F. Kennedy Presidential Library and Museum

Session Level: Elementary (K-5)

Room: Salon G

On June 11, 1963, following months of escalating violence, President Kennedy delivered a landmark radio and television address in which he condemned racial injustice and called for comprehensive civil rights legislation. This historically significant speech has clear connections to contemporary issues and an important message for students of all ages; however, the language and ideas can be challenging for elementary students. In this session, participants will learn strategies for making a complex primary source accessible to elementary students. Participants practice activities that use movement, graphic organizers, and art materials to help young readers grasp and master challenging nonfiction texts.

Facilitator: Tammara Purdin

Mini Sessions*Salon H***What Were the 1980s? Teaching and Learning the Recent Past****Mark Helmsing** and **Andrew Porter**, George Mason University

This session reveals findings from a study of U.S. History content standards and textbooks that sought to understand common themes and perspectives towards the 1980's as historical content in history education curriculum. The presenters will summarize their research and discuss its implications for thinking about how we do (or do not) approach the 1980s in our U.S. History curriculum. Session attendees will receive suggestions for how to align their teaching of the 1980s to various history and social studies education frameworks (i.e. NCSS, C3).

The Revolution Will be Uploaded: Facebook's Status as an Political Influencer**Anne A. Perry**, University of Houston

Now a titan of Silicon Valley, Facebook has come a long way from the college dorm rooms of Cambridge. When Facebook updated its site to allow users the ability to upload video, little did anyone know how Facebook would revolutionize the political landscape both domestically and internationally. Learn how this social media platform has affected American presidential elections and promoted political protests abroad. Examine Facebook's role using case studies focusing on Obama's presidential race, the Arab Spring, the Umbrella Revolution, and current midterm election runs.

Religious Non-Violence in a Violent World**Tim Pingel**, St. Lawrence Elementary and Middle School

In 1994, seven Catholic Trappist Monks were killed by an extremist group in Algeria. As brutal civil war raged between the Algerian government and a ruthless Islamist insurgency, these men continued living in their mountain community with their Muslim neighbors. The Abbey was a sanctuary as the Monks provided health care and jobs for the villagers. When given the chance to leave and save themselves from the coming extremist group the Monks stayed. Through a variety of different examples, including early Jesuit missionaries in Canada and Japan, I will elaborate on religious non-violence in response to violent anti-colonialism.

Facilitator: **Ted Green****"Slavery was an Institution of Power:" Teaching "Hard History" in Schools****Tiferet Ani**, Montgomery County Public Schools and **Alison Russell**, Montgomery Blair High School*Session Level:* **Cross Level***Room:* **Jackson**

Historian Ira Berlin argued that "slavery was an institution of power." Recent reports from the Southern Poverty Law Center and Teaching Tolerance have elevated Berlin's words. This session will explore how a public school district revised its early American History curriculum and designed teacher professional development to allow for a deeper and sustained inquiry of the development of slavery as an institution of power. Participants will receive tools for deepening their curriculum's coverage of slavery and its legacy and creating professional development opportunities to support teachers.

Facilitator: **Dean Pinos**

Session Evaluations

USE THE APP OR PICK-UP A
FORM AT THE REGISTRATION DESK

Traveling in Jim Crow America: An Inquiry into the Past**Joshua Kenna**, University of Tennessee*Session Level: Middle School**Room: Lee*

Inspired by the DBQ Project's six-step method, this session introduces an inquiry lesson that secondary teachers can utilize. Focusing on the concept of mobility and travel, the goal of the inquiry is to show students that the Jim Crow era was not only defined by the racial discrimination whites constructed but also by how African-Americans resisted and contested the discrimination, some of which were not always confrontational or overtly political. Attendees will experience the inquiry first hand, which includes analyzing primary source documents and participating in cooperative group discussions. They will also walk away with free, ready to use materials.

*Facilitator: Stephanie Mackenzie***The Soldier's Tale Online: Veterans' Oral History in the Digital-Age Classroom****Mark Franklin**, Department of Defense, Vietnam War Commemoration,**Monica Mohindra**, Library of Congress, Veterans History Project and **Emily Carley**, Witness to War*Session Level: High School**Room: Jefferson*

This discussion considers the ways veterans' oral histories can be applied as teaching tools in the classroom based on past experiences of three different organizations. We summarize how veterans' oral history projects enable students to identify the boundaries between objectivity, subjectivity, and master narrative. We present examples of novel technologies to help improve accessibility to oral history narratives and enhance their value in the classroom. Lastly, we consider the emotional lessons oral history imparts on the interviewers and interviewees. We will provide the audience with printed guides, lesson plans, and recommended digital resources.

*Facilitator: Andrew Ringlee***Filling in the Gaps: Art as Voice and Historical Record****Elizabeth Dale-Deines**, Smithsonian American Art Museum*Session Level: High School**Room: Madison*

How might artworks fill in history's repressed voices? Born enslaved, Bill Traylor defied Jim Crow racial codes by creating artworks that documented his life and times. His artwork offers a perspective on American history from the final throes of slavery to the cusp of civil rights. In this session, educators from the Smithsonian American Art Museum will guide participants as they "read" Traylor's hidden stories through close looking and comparative analysis. Participants will then consider how a period's power structures influence the way history is told. Participants will leave with resources for incorporating art as a primary source document.

Facilitator: Tomacine Crouch

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

Breakout Sessions**Questioning the Delano Grape Strike: “Si Se Puede!”****Lynne Bland**, Chesterfield County Public Schools*Session Level: Cross Level**Room: Salon D*

"Si se puede!" is a phrase connected to an event with a rich history rooted in the struggle to end the exploitation of migrant workers. "Yes we can!" was the battle cry that led thousands to exercise their power to strike against grape growers in Delano, California in September of 1965. In this engaging session, participants will learn how to use the skills of writing, re-writing, and prioritizing questions to better understand this event.

*Facilitator: Tomacine Crouch***Confronting Current Challenges in the EU: Illiberalism, Globalization, and Immigration****Christy Gerst**, University of Chicago Laboratory Schools*Session Level: High School**Room: Salon E*

Transform your classroom using a year-end simulation that empowers students to think historically about themes of liberal democracy and the rule of law; trade and globalization; and language, immigration, and identity. Special attention will be paid to challenges faced in Eastern Europe and former Soviet republics with devolving rule of law and authoritarianism. Using the European Union's member states and external partnerships in China, India, Russia, and Turkey, students assume roles across the academic year, constantly juxtaposing history with current events, and using skills of presentation, writing and negotiation. Simulation video, student reflections, and audience use of technology will be incorporated.

*Facilitator: Rob Good***Wielding Digital Tools at the Intersection of Civics and American History****Carrie Ray-Hill, Taylor Davis, and Amber Coleman-Mortley**, iCivics*Session Level: High School**Room: Salon F*

This session features two free digital resources for teaching a historical event at the intersection of civics and American History - specifically the debate over ratification of the U.S. Constitution. DBQuest is a digital tool for analyzing primary sources. The "Constitution's Cover Letter" module uses carefully curated document sets to model historical thinking and promote student agency as students answer the big question of "How does George Washington sell the idea of the new Constitution?" And iCivics' newest video game covers the debate over ratification by placing students in the role of a pamphleteer seeking to influence public opinion. Bring your own device for an engaging learning experience!

*Facilitator: Todd Wigginton***Great Lessons from the Great War****Cherie Kelly**, National WWI Museum and Memorial*Session Level: General**Room: Salon G*

Join an educator from the National WWI Museum and Memorial to learn about historical deliberation and its use as a tremendous classroom teaching tool. Participants imagine themselves in the fall of 1915, faced with the question of U.S. action in a world at war. Through an interactive forum, the group will decide the nation's best course of action.

Facilitator: Lynn McClary

The Southern Courier: A Civil Rights "Paper for the People"

Scotty E. Kirkland and **Meredith McDonough**, Alabama Department of Archives and History

Session Level: Cross Level

Room: Salon H

The Southern Courier provided activists with a broader sense of community in their ongoing fight for social, economic, and political equality. In publication from July 1965 through December 1968, the weekly newspaper covered local, state, and national debates on voting rights, racial violence, and the War on Poverty, as well as events including the March against Fear, the King assassination, and the Poor People's Campaign. This session will discuss the newspaper's history, its extensive photographic collection held by the Alabama Department of Archives and History, and strategies for using *The Southern Courier* to teach more nuanced stories of the era.

Facilitator: Scotty E. Kirkland

Four Corners: Sourcing and Analyzing Primary Sources for DBQ Success

Rebecca Gomez, Uncommon Schools

Session Level: Cross Level

Room: Jackson

How do we get students to properly source primary source documents to make them come to life? Inspired by the Stanford History Education Group's work around skills of a historian, this session unlocks the deeper meaning of seminal texts so that students can use them to answer engaging historical questions. Students are asked to parse source lines for point of view, historical context, and audience and then use their content knowledge to make their sourcing annotations more robust. They then deep dive into the author's claim of the text to create a sophisticated purpose statement. These four annotations: point of view, historical context, audience, and author's purpose, compose the Four Corners. This technique leads to easier corroboration between documents, sophisticated discourse, and elevated written analysis of evidence. Ultimately, it helps students in writing strong DBQ essays. Audience members will consider models of this technique, practice it, spar with colleagues, and then apply the technique to their own content.

Facilitator: Stephanie Mackenzie

The Politics of Sports: Athletic Protests of 1968

Franklin Stebbins, Arthur L. Johnson High School

Session Level: High School

Room: Lee

Protests have always been a part of the American story. Recently, athletes have been at the forefront of political discourse. However, this aspect of protest came to a head in 1968. Muhammad Ali engaged in a nationwide speaking tour, Lew Alcindor (Kareem Abdul-Jabbar), sat out the Olympics, and Tommie Smith and John Carlos raised their fists in the Olympic medal stand. The session will focus on the events surrounding each of these events, the public reaction, and the legacy. The session will include strategies to engage participants, foster discussion, and answer audience questions.

Facilitator: Joe Ross



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

**Download Directions can be Found in Your Tote
Bag.**

Teaching Contextualization and Complex Argument Development in the AP History Classroom**James Zucker**, Loyola High School*Session Level: High School**Room: Jefferson*

This session will explore how to support students in their understanding of contextualization in history as well as how to move students from entry level evidence based argument and contextualization to more sophisticated and complex historical argumentation.

*Facilitator: Mark Johnson***Edward Snowden – Whistleblower or Traitor?****James Wright**, New Trier High School*Session Level: High School**Room: Madison*

Snowden's massive leaks of NSA documents ignited a firestorm of debates about U.S. government surveillance and privacy/freedom. Was Snowden's decision the act of a whistleblower or traitor? How do we decide whether the institution or the individual was "correct?" From a larger historical perspective, how have Americans reacted when given a choice between security vs. privacy/freedom? We will consider legislation ranging from the Alien and Sedition Acts to the Patriot Act. A sample lesson, including small group discussion, will be taught. Audience member participation expected! Please bring an electronic device providing access to a Google Form.

Facilitator: Tammara Purdin

Saturday Enrichment Excursions*(Pre-registration required)**(All tours depart from and return to the Crystal Gateway Marriott.)***Following in the Footsteps of Suffragists**

Group departs at 3:15 p.m.; returns 7:00 p.m.

Historic Congressional Cemetery

Group departs at 3:30 p.m.; returns 7:00 p.m.

For 29 years the National Council for History Education (NCHE) has built bridges among 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

The NCHE colloquium model of professional development seeks to bring the K-16 history community together in the shared goal of improving history education and historical thinking in our schools. Our colloquium model draws upon the expertise of historians, learning specialists, and master classroom teachers who work collaboratively to create a program built specifically around the requests of the partners whom we serve. Since NCHE's founding, we have brought our colloquium model to over 125 school systems, providing professional development to teachers. We continue our efforts to promote the teaching and learning of history through partnerships that emphasize discipline-specific professional development.

NCHE would like to thank you for attending the 2019 Conference and for helping us celebrate the promotion of history in schools and society.

We hope you will join us to celebrate NCHE's 30th anniversary next year in Cleveland, Ohio March 19-21, 2020.



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THE NATIONAL
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AND MEMORIAL

NCHE Super Raffle Contributors

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Gift Card & Assorted Law and History Books -
American Bar Association

Educator Membership and Assorted Items -
American Civil War Museum

United States Mint Set - **American Numismatic Association**

AP History Teaching Ideas DVD -
Bedford, Freeman & Worth High School Publishers

Gift Basket - **Bill of Rights Institute**

Caravan in a Box: Creative Learning Kit - **Camp Marco Polo**

Assorted Books - **Candlewick Press**

Assorted Books and CD -
Center on Representative Government

History Socks - **Civics Renewal Network**

Guest Room Gift Certificate - **Cleveland Hilton**

Guest Room Gift Certificate - **Crystal Gateway Marriott**

Miniature Guitar - **Destination Cleveland**

Admission Tickets - **Destination DC**

Poster Set - **Echoes and Reflections**

Gift Basket - **Florida Council for History Education**

Scholarship for a 2019 Summer Graduate Program -
Freedoms Foundation at Valley Forge

One Year Family Membership -
George Washington's Mount Vernon

Special Gift - **Gilder Lehrman Institute of American History**

Patriots & Redcoats - **Green Feet Games**

iCivics To Go Binder - **iCivics, Inc.**

Gift Basket - **Illinois Council for History Education**

Assorted Books - **Library of Congress**

2020 Conference Package, Bluetooth Speakers, Portable Chargers -
National Council for History Education

Admission Tickets - **National Museum of Women in the Arts**

NPG Book - **National Portrait Gallery**

First Ladies' Cookbook - **National Women's History Museum**

Admission Tickets - **National WWI Museum and Memorial**

Assorted Books - **New Jersey Council for History Education**

Admission Tickets - **President Lincoln's Cottage**

Divided Memories Curriculum Unit - **SPICE, Stanford University**

Sutori Unlimited Subscription - **Sutori**

Gift Certificate - **Teachers's Discovery**

Core Document Readers - **TeachingAmericanHistory.org**

Teaching Tolerance Film Kits - **Teaching Tolerance**

The West Point History of World War II, volumes 1 & 2 -
Witness to War Foundation

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

Winners will be drawn at 11:00 a.m. on Saturday
and will be posted in the Exhibit Hall at 12:30 p.m.

*NCHE thanks all the Raffle Contributors for their generous
support of the 2019 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 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 **2020 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 2020 Prize:

--Completed applications and supporting materials must be received at the NCHE Office by December 6, 2019.

--The 2020 Paul A. Gagnon Prize winner will be notified by the NCHE Office by January 10, 2020.

--The 2020 Paul A. Gagnon Prize will be officially awarded at the 2020 NCHE Conference in Cleveland.

The 2020 Paul A Gagnon Prize winner will receive:

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

--Complimentary registration for the 2020 & 2021 Conference

--A presentation spot on the program at the 2021 NCHE Conference

Criteria for the 2020 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.

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
- 2017 - **Karen Boyea**
Greenwich High School
- 2018 - **Sam Mihara**
UC Berkeley

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.

Application Submission for the 2020 Prize

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

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

Past, Present, and Future: NCHE at 30

Call for Proposals

Cleveland, OH - March 19-21, 2020

Implicit in the study of history is an awareness of the past, present, and future. Being aware of how things change over time and our ability to develop historical consciousness is, arguably, what makes us human. So, it is fitting that in celebration of its 30th anniversary, NCHE's conference theme explores how the past, present, and future are entwined and how knowledge of history informs, changes, and enriches our lives.

Understanding the past and making sense of the complex flows of history enables us to consider the various paces and patterns through which change occurs. We often evaluate change broadly through the concepts of progress and decline; depending on context and outcomes, change for some people represents progress while others consider such a change a threat. The injustices of the past often motivate women and men of conscience to press for a more inclusive and humane future. Mohandas Gandhi led India to independence through moral actions, resisting colonial oppression while encouraging people of different faiths to find common ground. In the spring of 1903, Mother Jones led the March of the Mill Children to protest child labor, an act that contributed to the creation of the Fair Labor Standards Act of 1938. The struggle to eradicate child labor continues today around the world. In 2018, students at Florida's Marjorie Stoneman Douglas High School started a movement against gun violence as a result of a school shooting. In their case, we know the past and present but not the future ramifications of their response to this event. In 2020, we celebrate the ratification of the 19th Amendment with the awareness that much remains to be done to overcome the sexism and exploitation of women in the United States and internationally. As our knowledge of these issues continues to grow, our conception of time and space also evolves. How has the rise of technology, from the printing press to the 24 hour news cycle, altered what it means to be present at an event? To what extent does having access to events a world away make us more inclined to seek out a better world?

As we return to Cleveland, where NCHE was founded, to celebrate our 30th anniversary, we look back at paces and patterns that have brought change to this industrial city. A port of entry for thousands of immigrants, by 1900, roughly one-third of all Clevelanders were foreign born; the stalls at the famed West Side Market attest to this diversity. The Cleveland Arcade, which opened in 1890, became the first indoor shopping mall in America and served what was then the seventh largest city in the country. Like many Rust Belt cities, Cleveland has seen its share of hard times, but its future is far from preordained. Today, the city is a global leader in health care, boasts some of the finest cultural institutions anywhere, and has redeveloped its downtown core with the addition of restaurants, music venues, and shops. The West Side Market continues to buzz with local merchants and The Cleveland Arcade has been repurposed as a hotel complex. Both make for exciting excursions and offer a glimpse into Cleveland's past, present, and future in a context rich with continuity and change.

The National Council for History Education invites proposals on the theme "Past, Present, and Future" for the 2020 National Conference. All proposals will be evaluated on the basis of their intellectual content, their ability to engage the audience, and their overall contribution to the teaching of history. **We encourage sessions that address world history and those that consider how history teachers make specific contributions to diverse learners and to civic life.**

Breakout Sessions:

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

Mini Sessions:

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

Poster Sessions:

Poster Session topics range from teaching ideas to research reports. Poster Presenters display their information visually on a display board (provided) and interact with interested attendees during the 50-minute session. Presenters remain with their posters. The poster session period may include 10-20 simultaneous presenters.

Past, Present, and Future: NCHE at 30

Call for Proposals

Cleveland, OH - March 19-21, 2020

2020 NCHE National Conference

- The National Council for History Education invites proposal submissions for the 2020 program.
- Submission guidelines are found below. Please visit www.nche.net/conference for complete details.
- All proposals must be submitted ELECTRONICALLY at www.nche.net/conference.
- All proposals must be received by 5:00 pm on September 23, 2019. Late submissions WILL NOT be accepted.

Criteria for Program Selection

The Conference Committee will look at the following:

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

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

Important Notes

- LCD projectors, screens, and a WiFi connection will be provided in each session room.
- All accepted presenters and facilitators must pre-register for the conference.
- All submissions will be notified of acceptance or rejection via email by November 18, 2019.

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 are due by:

September 23, 2019

Past, Present, and Future: NCHE at 30

Cleveland, OH
March 19-21, 2020



Submit a Session Proposal!

Theme - *Past, Present, and Future: NCHE at 30*

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 2020 NCHE Conference!

The 2020 Call for Proposals, containing topic suggestions and submission details, will be available at www.nche.net/conference.

Submission deadline is: **September 23, 2019**

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



Conference Notes

Conference Notes

NCHE FREE WEBINARS

TECHNOLOGY'S IMPACT IN AMERICAN HISTORY: A PRIMARY SOURCE INQUIRY

**"See Your Spaceport":
Tourism at NASA's
Kennedy Space Center
in the Age of Apollo**

March 28, 2019
7:00-8:30 PM

Emily Margolis,
Johns Hopkins University

**To Promote the Progress
of Science and Useful
Arts: A Historical Journey
of Innovation & the
U.S. Patent System**

April 30, 2019
7:00-8:30 PM

**Juan Valentin &
Jorge Valdes,**
*U.S. Patent
& Trademark Office*

**Challenging the Sun:
The Invention and
Adoption of Electric
Lighting**

May 2, 2019
7:00-8:30 PM

Mary Ann Hellrigel
IEEE History Center



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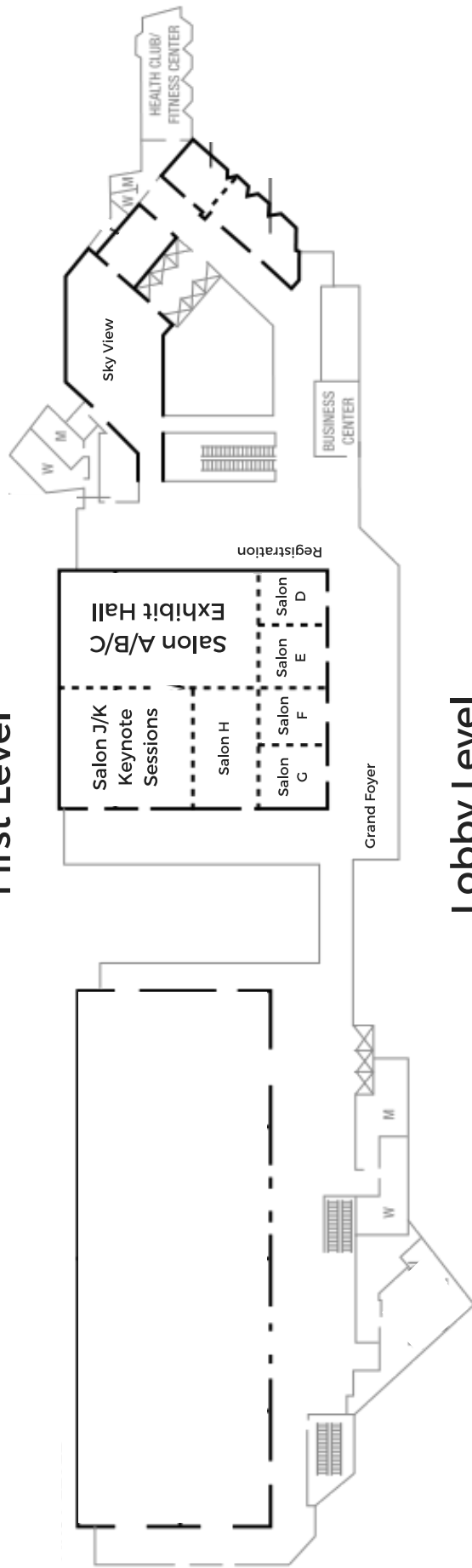
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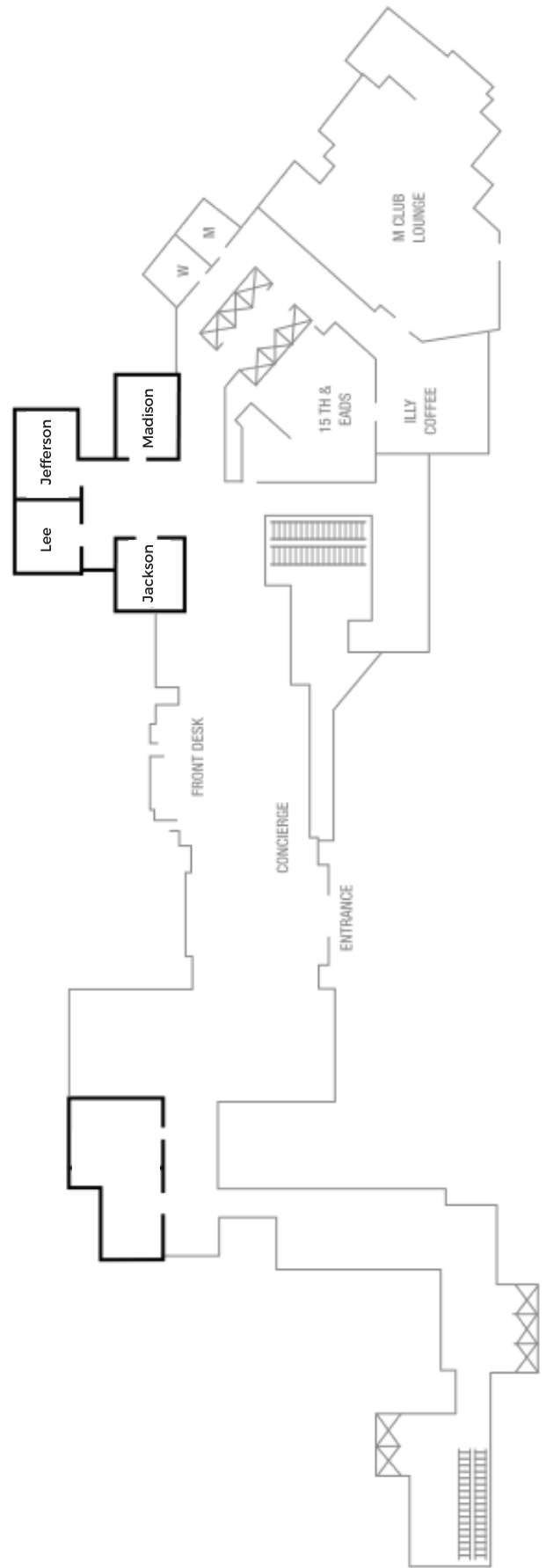
Crystal Gateway Marriott

March 14-16, 2019

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