

A large, stylized blue swirl graphic that starts from the top left, loops around, and ends in a smaller swirl at the bottom right. It has a slight 3D effect with a lighter blue shadow.

Crossing
Borders

A rectangular area with a dense, grainy, grayscale texture, resembling a close-up of a stone or concrete surface.

NCHÉ

National Council for History Education

NIAGARA FALLS, NY
April 21-23, 2016



ROOTS™

EVENT SERIES



MEMORIAL DAY

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National Council for History Education

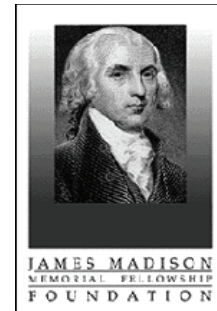


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The History Channel



National History Day



Your Registration Includes

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

Fredrik Logevall, Harvard University

Ian Morris, Stanford University

Yohuru Williams, Fairfield University

Complimentary Opening Night Reception, Buffet Lunches on Friday and Saturday, Registration Materials, Admission to the NCHE Exhibit Hall and Breakout Session Materials (handouts, CDs, lesson plans, history curricula and more).

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Kate Csepegi	Conference Staff

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

Conference Program

Niagara Falls Conference Center

Thursday, April 21

Registration Open

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

Enrichment Excursions

(Pre-registration required)
(All tours depart from and return to the
Niagara Falls Conference Center.)

The Erie Canal & Niagara County

Bus departs at 8:00 a.m.; returns 1:00 p.m.

Old Fort Niagara

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

Buffalo African American Tour

Bus departs at 11:30 a.m.; returns 3:30 p.m.

Experience the Falls

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

Niagara Falls - All American Tour

Bus departs at 1:00 p.m.; returns 5:00 p.m.

**Purchase NCHE Super Raffle Tickets
in the Cascades Foyer.**

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

Note to Elementary Teachers

Past NCHE Conference Participants have told us that, as elementary teachers, they benefited from the content in sessions that were identified as "Cross Level" and "General". They believed they could adapt teaching strategies to the students they teach.

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

Opening Night Reception

5:00 - 7:00 p.m.

Cascades Ballroom

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

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Gordon Wood, Brown University (RI)

Exhibits will be open during the reception

2016 NCHE Conference Session Planning Worksheet

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

Time	First Choice	Second Choice
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Friday, April 22nd		
7:00 a.m. – 8:00 a.m. <i>Connection Session</i>	Elliott West University of Arkansas <i>The Ups and Downs of History in the Curriculum</i>	
8:00 a.m. – 8:50 a.m.		
9:10 a.m. – 10:00 a.m.		
10:15 a.m. – 11:45 a.m. <i>Keynote Session</i>	Yohuru Williams Fairfield University <i>Teaching Black Lives Matter through Black History</i>	
2:00 p.m. – 2:50 p.m.		
3:10 p.m. – 4:00 p.m.		
4:15 p.m. – 5:45 p.m. <i>Keynote Session</i>	Ian Morris Stanford University <i>Each Age Gets the Thought it Needs: Why Tyranny, Inequality, and Sexism Sometimes Seem Fair</i>	

Saturday, April 23rd		
7:00 a.m. – 8:00 a.m. <i>Connection Session</i>	Melissa Mitchell The Catholic University of America <i>An Analysis of the Colloquium Model: A Unique Perspective from NCHE Team Members</i>	
8:00 a.m. – 8:50 a.m.		
9:00 a.m. – 10:45 a.m. <i>Keynote Session</i>	Fredrik Logevall Harvard University <i>The Uses of History: American Presidents and the Past</i>	
11:00 a.m. – 11:50 a.m.		
2:00 p.m. – 2:50 p.m.		
3:10 p.m. – 4:00 p.m.		

Conference Program

Niagara Falls Conference Center

Friday, April 22

Registration Open

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

Cascades Foyer

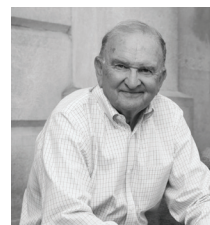
7:00 a.m. Governor's Amphitheater

Connection Session (Continental Breakfast provided to Session Attendees)

Introduction: **James Cameron**, Saline High School

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

Topic: **The Ups and Downs of History in the Curriculum**



NCHE Exhibit Hall

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

Cascades Ballroom

Note Regarding Common Core Sessions

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

8:00 a.m. - 8:50 a.m.

Breakout Sessions

A Season of Crisis: JFK and the 1962 Sino-Indian Border Conflict

Nancy McCoy, John F. Kennedy Presidential Library and Museum

Session Level: High School

Room: Red Jacket

In the midst of the Cuban Missile Crisis, a second crisis loomed large for the Kennedy administration: the Sino-Indian conflict. In this session, explore how JFK faced this crisis involving the CIA in Tibet, rising tensions with Pakistan and the Sino-Indian border war. Go behind-the-scenes through eyes-only letters, a secret oval office recording and other primary sources to uncover this rarely told story. Learn about First Lady Jacqueline Kennedy's role in the diplomatic arena with India and Pakistan and discover the decision-making that helped shape the balance of power, alliance structure, and arms race still in effect in Asia today.

Facilitator: **Julie Daniels**

●● **Exhibiting the Past: Using Historical Newspapers to Document Migration**

Faith Stackhouse Daly, Saratoga High School

Session Level: Cross Level

Room: Porter

Immigration stories are an essential part of most communities. How were immigrants received in their new communities? How did the media either encourage acceptance or stir up anger toward, and resentment of, newcomers? Project-based learning can be an effective way to cover content and address Common Core reading and writing standards. Your students will hone their research and analytical skills as they sift through historical newspapers, creating a mini-exhibit of evidence in support of a claim. While the demo project will focus on nineteenth century immigration to the United States, the project is adaptable across levels and disciplines.

Facilitator: **Jason Daly**

Churchill in Schools: Understanding 20th Century Anglo-American Relations with Primary Sources

Andy Mink, Mink'ED

Session Level: High School

Room: Governor's

Sir Winston Churchill was a master politician, a master orator, and a brilliant diplomatic mind. He played a pivotal role in key modern developments, including the rise of Nazism, two world wars, the Cold War, and nuclear weapons. But how great of a leader was Churchill? Can we rely on his interpretation of history? How important were his role, his speeches, and his relationships? This session will introduce participants to the primary sources of Churchill Archives as a way to answer these key questions and provide greater understanding of his influence and impact.

Facilitator: Jenny Fanelli

Negotiating Borders -- Actual and Perceived:

Teaching Migration with Interdisciplinary Strategies, Materials, and Approaches

Jane McKinzey and **Kay Reeve**, Kennesaw State University and **Daniel Page**, Woodstock High School

Session Level: High School

Room: Olmsted

This session introduces attendees to strategies and sources addressing the universal theme of migration in its historical, geographical, and cultural dimensions. Using case studies based on global, national, and local examples that address multiple perspectives, participants will explore the continuity and change that often accompany the crossing of "borders" – actual and perceived. Music, interactive maps, statistical data, images, and primary documents will augment a session in which attendees participate in sample activities, learn to construct similar lessons, and receive access to a password-protected site that includes instructional materials and resources appropriate for both world and U.S. history curricula.

Facilitator: Kay Reeve

●● Moving Toward College, Career and Citizenship Readiness:

Examining the C3 Framework in K-12 Classrooms in New York State

Paul Vermette and **Laura Kish**, Niagara University, **Betsy Bloom**, Hartwick College,
Greg Ahlquist, Webster Thomas High School and **Matt Vermette**, Lockport High School

Session Level: General

Room: Schoellkopf

The movement toward College and Career Readiness has been seen as downplaying the critically important role of developing citizenship in a democracy through Social Studies. The addition of Civic Life resulted in the C3 framework, and this session seeks to inform participants about the structure and implementation of this framework. Unlike tightly controlled curriculum, the K-12 C3 approach expects teachers to be creative, thoughtful, and responsive to students. Participants will be expected to (1) analyze suggested practices, (2) generate applications to their own situations, and (3) assess the framework for its value to democratic citizenship.

Facilitator: Albert Robertson

Taking Back Elementary Education: Advocating for History to Improve Reading Comprehension

David Klemm, Muskegon Area Intermediate School District

Session Level: General

Room: Whitney

For more than a decade, history has been pushed across a virtual border, relegated to irrelevance in an elementary education world dominated by reading instruction. The result is a frightening lack of historical knowledge while reading comprehension levels remain at unacceptable levels. It's time to join with natural allies and push back. Research demonstrates that comprehension requires sufficient foundational knowledge, but this is unknown to most local decision-makers in schools. Come to look at the evidence and discuss ways to advocate with local decision-makers. Their goals for students are right; we have what they need to reach them.

Facilitator: Dean Pinos

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

Be sure to visit our Exhibitors in the Cascades Ballroom

Breaking Racial Barriers:

African Americans in the Harmon Foundation Collection at the National Portrait Gallery

Briana Zavadil White, Smithsonian's National Portrait Gallery

Session Level: Cross Level

Room: DeVeaux

Integrating portraiture into the classroom provides exciting opportunities to connect students with history, biography, visual art, and many other subjects. In 1944 the Harmon Foundation organized an exhibition "Portraits of Outstanding Americans of Negro Origin," with the express goal of reversing racial intolerance, ignorance and bigotry by illustrating the accomplishments of contemporary African Americans. The exhibition traveled the United States for ten years, and shortly thereafter the collection of portraits was given to the National Portrait Gallery. Utilizing an interactive approach, Portrait Gallery educators will model a variety of looking strategies through the lens of this collection of mid-twentieth century notable African Americans.

Facilitator: Wyse Roderick

Teaching Strategies for Success in AP U.S. History

Billie Jean Clemens, Swain County High School

Session Level: High School

Room: Hennepin

The redesigned AP U.S. History course now explicitly focuses on the development of historical thinking skills. The presenter, a member of the AP U.S. History Development Committee, will discuss the specific teaching strategies she uses to help students become proficient thinkers in the context of different historical topics. In particular, she will explore ways to engage students in analyzing, interpreting, and making historical arguments around the analysis of written and visual primary source texts.

Facilitator: Taylor Wilkesmore

Crossing Borders: The New Immigrants iPad App

Brian Carlin and **Norah Lovett**, NYC Department of Education

Session Level: Cross Level

Room: Adams

The New York City Department of Education partnered with four cultural institutions: the National Archives at NYC, the Museum of Jewish Heritage, the Museum of the City of New York and the Lower East Side Tenement Museum to curate immigration primary and secondary source documents from their extensive collections. Primarily intended for classroom instruction, this collection provides teachers, students and history buffs alike with digital or print sources that foster a deep understanding of the complex topic of immigration. In this session, participants learn more about the content of the app and how to apply it in the classroom.

Facilitator: Jessica Kaplan

Legacies of New France and Tools for Understanding Contemporary Quebec

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

Session Level: Cross Level

Room: Tubman

For over 400 years, Quebec and francophone North America have evolved from several French explorers to several hundred French colonists at Champlain's Quebec City habitation in 1635 to the bi-lingual country of Canada containing the second largest French-speaking city in the world, Montreal. To understand the modern day Quebec, Canada's largest province, this presentation will explore key historical and cultural aspects important to understanding its contemporary identity. Key concepts to be discussed include regionalism, population and identities, New France, the Conquest, Quiet Revolution, French language, and nationalism. A briefing on current political topics will conclude the presentation. Resources provided.

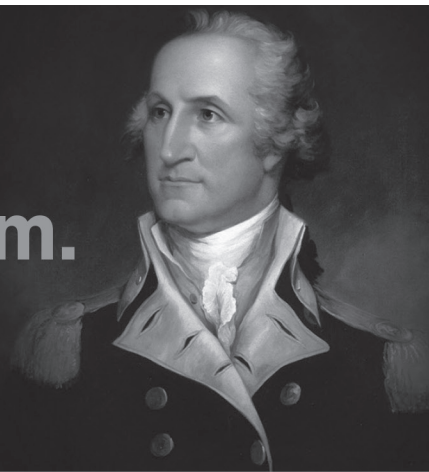
Facilitator: Tina Storer

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Bring your new ways of teaching into the past. Join us this fall for one of the George Washington Teacher Institute's signature programs. Choose one of the following topics: *George Washington and the Founding of the U.S. Government* or *George Washington at War: From Solider to Commander in Chief*.

Institutes will be held on October 27–30 and November 10–13, 2016.

Applications are due on May 16, 2016.

Full scholarships, that include a transportation stipend, are available to qualified teachers from select states. All educators (K–12), regardless of state, are eligible to attend and will be responsible for their own travel and \$1,200 for room, board, and supplies. Limited spots are reserved for program alumni.

mountvernon.org/teacherresidentials



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9:10 a.m. - 10:00 a.m.
Breakout Sessions

●● **Quick Writes as a Tool for Assessing Students' Historical Thinking**

Bruce Lesh, Teacher

Session Level: High School

Room: Red Jacket

Participants will explore methods teachers can use to assess students' understanding of historical thinking skills. Using student work from three historical investigations, participants will develop facility with the use of Quick Writes as a tool to measure students' knowledge of, and ability to employ, historical thinking skills.

Facilitator: Deborah Corll

2015 Paul A. Gagnon Winner

Teaching American and National Identity

Ted Dickson, Providence Day School and **Rebecca Edwards**, Vassar College

Session Level: Cross Level

Room: Porter

Participants will examine documents from throughout United States History to explore the theme of American and National Identity. The presenters will also discuss how to use these documents to develop historical thinking skills including periodization, comparison, continuity and change, and synthesis. The handouts that will be provided can also be used for review for the AP exam. While this presentation focuses on aspects of the AP US History course, it will be useful to anyone who is teaching a US History survey.

Facilitator: Albert Robertson

●● **The Great Migration Crossing State Borders: Why Go?**

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

Session Level: High School

Room: Governor's

What does the research say? Give your students the opportunity to practice historical thinking with case studies about African-American migration compiled by the U.S. Department of Labor, Division of Negro Economics in 1919. Find contextual support with maps from the Statistical Atlas of 1914. This session shows how to access these and similar documents in FRASER (the St. Louis Federal Reserve Bank's digital library of economic history) and ways to use them in the classroom to meet Common Core and C 3 Standards. Additional historical inquiry activities using contextualized primary source documents in FRASER will be shared.

Facilitator: Genevieve Podleski

Lines of Secession, Occupation, and Freedom: African Americans, Women and Civil War Memory

Thomas Connors, University of Northern Iowa

Session Level: Cross Level

Room: Olmsted

The session presents three activities about the complicated boundaries in the Civil War, developed with the resources of the National Cemeteries. One examines the African American experience of emancipation and military service, including the 54th Massachusetts, in Union-occupied coastal South Carolina. Another focuses on Eliza Potter, a Union sympathizer in Confederate Charleston, who lost a son to bullying and built monuments honoring the soldiers she nursed but could not heal. The third traces the divided origins of Memorial Day, and how its later traditions came to reflect a more inclusive holiday.

Facilitator: Emily Manigault

Purchase NCHE Super Raffle Tickets in the Cascades Foyer

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

Mini Sessions

Schoellkopf

Dear Mr. Zinn: Debating Radical History in the Classroom, 1982-2000

Sonia Murrow, Brooklyn College, The City University of New York

This study examines the impact Howard Zinn's *A People's History* had on student learning in one teacher's secondary classroom. It comprises a case study of historical teaching and learning based on students' letters from the 1980s and 1990s and assigned by their 11th grade United States history teacher, Bill Patterson. The existence of the letters calls attention to a unique collaboration between classes of high school juniors, a teacher and a professional historian. The letters are a rich source on historical learning and teaching since they allow us to hear student voices expressed in a largely uninhibited way.

Past Encounters: Understandings of History in the Multi-Cultural Classroom

Ryan Gaston, Georgia Gwinnett College

The exercise of historiography is critical to training professional historians, but notoriously challenges many history majors, who may struggle with isolating an argument or placing it in the context of the other arguments in the field. Studying the obstacles impeding the mastery of this practice, this project asks the question: What understanding do students have of history prior to entering into their undergraduate education? The project explores what Sam Wineburg has called "topographies of historical memory," combing through the cultural perspectives and academic experiences of students in one of the South's most diverse colleges to understand their history with history.

Recasting Presidential History in the Classroom

Sheila Blackford, University of Virginia and **Kathryn Brownell**, Purdue University

American children are required to study the U.S. Presidents: George Washington, Abraham Lincoln, Franklin Roosevelt, and the rest. But the traditional top-down approach of presidential history does little to overcome boundaries between the men who served in government and the other actors in American history. This joint project between Purdue University and the University of Virginia looks to cross boundaries by offering a new way to teach presidential history to make it more inclusive by focusing on other historic influences such as social movements, economic forces, and cultural values.

Facilitator: Dale Steiner

A Look at Angel Island for Elementary Students

Linda Kidd, Los Angeles Unified School District and **Lisa Hutton**, California State University, Dominguez Hills

Session Level: Elementary (K-5)

Room: Whitney

What was it like to be an immigrant at Angel Island Immigration Station? Immigrants faced many challenges coming to America. Between 1910 and 1940, thousands of Chinese immigrants entered California through Angel Island, an immigration station located in San Francisco Bay. Sometimes called the Ellis Island of the West, this gateway to America posed many difficulties for Chinese immigrants. Participants will use historical analysis tools designed specifically for elementary students to engage in historical inquiry about the Chinese experience at Angel Island.

Facilitator: Lynn McClary

1776: Should I Stay or Go?:

1812 Who Won the War? Using Digital Resources to Look at CANAM Relations

Mike Clare, University of Ontario Institute of Technology

Session Level: Cross Level

Room: DeVeaux

Using technology and historical thinking skills, this workshop presents two tablet-based works examining the impact on border relations between the United States and Canada of the American Revolution and the War of 1812. Students must "think and do" history to achieve success. For the Revolution, students must be in character (which is randomly generated) and, based on historical evidence, determine if they will support the Revolution or not. For the War of 1812, learners must determine for themselves who won the war. Both resources use an element of gaming, look at primary documents, and utilize an enhanced digital environment.

Facilitator: Taylor Wilkesmore

Teaching the Russian Revolution 2.0

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

Session Level: High School

Room: Hennepin

Early in April 1917, Lenin crossed the Russian border and returned to his homeland, courtesy of a sealed train arranged by the German government. Almost 100 years ago, the Russian Revolution shook the world--and it still does today. Learn how fresh ideas, websites, group activities, a terrific new book, and a teaching unit from the Choices Program (Brown University)--featuring an exciting role-play--can energize your classroom. See how the Russian Revolution can ignite your students' passion for history!

Facilitator: Steven Buenning

Crossing Borders and the End of the Cold War: Reykjavik, Berlin, and Moscow

Jeff Lockwood and **Anthony Pennay**, Ronald Reagan Presidential Foundation

Session Level: Cross Level

Room: Adams

Join representatives from the Annenberg Presidential Learning Center for a behind-the-scenes look at three history-making presidential trips to Reykjavik, Berlin, and Moscow. One of the most powerful tools in a president's arsenal is the official visit. These visits are an opportunity for presidents to tear down walls, make personal connections, and build relationships. Explore rarely seen presidential documents from the archives of the Reagan Library detailing the end of the Cold War. Attendees will receive a standards-aligned lesson and an Air Force One USB Drive with a wealth of archival material from the Reagan Library.

Facilitator: Anthony Pennay

Rescuers, Righteous and Resistance: Stories from the Holocaust

Jill Rembrandt, Anti-Defamation League

Session Level: Cross Level

Room: Tubman

A well-developed Holocaust curriculum allows students to recognize the complexity of choices made by individuals and gives them the opportunity to define their own roles and responsibilities in society. How did people make the choice to help their fellow human beings? What emotional and physical borders did people cross in order to save Jews from certain death? What led some people to stand by silently or collaborate with the Nazi party? This session will address those questions using visual history testimony from survivors of the Holocaust from the "Echoes and Reflections Resource Guide."

Facilitators: Wyse Roderick

Book Signings

Cascades Foyer

Friday, April 22nd

12:00 p.m. - 1:00 p.m.

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

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

Ian Morris *Foragers, Farmers, and Fossil Fuels: How Human Values Evolve*

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

Yohuru Williams *Teaching U.S. History Beyond the Textbook: Six Investigative Strategies*

3:45 p.m. - 4:15 p.m.

Fredrick Logevall *Embers of War: The Fall of an Empire and the Making of America's Vietnam*

All books can be purchased at the Registration Desk.

10:15 a.m. Cataract

Keynote Session

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

Presentation of the 2016 Paul A. Gagnon Prize

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

Award Winner: **The Civil War Trust**, Accepted by **James Percoco**

Introduction: **Beth Scarbrough**, Georgia Council for History Education

Speaker: **Yohuru Williams**, Fairfield University

Topic: **Teaching Black Lives Matter through Black History**



Q & A with Conference Participants

Yohuru Williams is the author of *Black Politics/White Power: Civil Rights Black Power and Black Panthers in New Haven* (Blackwell, 2006) and *Teaching U.S. History Beyond the Textbook* (Corwin, 2008). He is the editor of *A Constant Struggle: African-American History from 1865 to the Present, Documents and Essays* (Kendall Hunt, 2002), and the co-editor of *In Search of the Black Panther Party: New Perspectives on a Revolutionary Movement* (Duke University, 2006), and *Liberated Territory: Toward a Local History of the Black Panther Party* (Duke University, 2009). He also served as general editor for the Association for the Study of African American Life and History's 2002 and 2003 Black History Month publications, *The Color Line Revisited* (Tapestry Press, 2002) and *The Souls of Black Folks: Centennial Reflections* (African World Press, 2003). Dr. Williams also served as an adviser on the popular civil rights reader *Putting the Movement Back into Teaching Civil Rights*.

Dr. Williams' scholarly articles have appeared in *The Black Scholar*, *The Journal of Black Studies*, *The Organization of American Historians Magazine of History*, *Delaware History*, *Pennsylvania History*, and the *Black History Bulletin*.

12:00 p.m. - 1:00 p.m. Cascades Ballroom
Networking Lunch

**Lunch is included with your registration.*

1:00 p.m. - 2:00 p.m. Cascades Ballroom
Exhibit Hall Time

The Networking Lunch is Sponsored by:



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

Mr. Jefferson’s Wall: Borders Between Church and State

Claire McCaffery Griffin, James Madison Memorial Fellowship Foundation

Session Level: High School

Room: Red Jacket

From Thomas Jefferson’s letter to the Danbury Baptists to religious exemptions for provisions of the Affordable Care Act, the Constitutional border between church and state has been a subject of contention: Is the border a solid wall? A permeable membrane? A picket fence? To what extent is civic life enriched by this border? To what extent is civic life diminished by this border? Does this “fence” make good neighbors? Join James Madison Fellows as they present lessons about the First Amendment’s Establishment and Free Exercise clauses.

Facilitator: Leticia Citizen

Who Should We Let In? A Primary Source Inquiry Focusing on U.S. Immigration

Julie Daniels and **Jessica Maul**, NYS Archives, and **Kristi Fragnoli**, The College of St. Rose

Session Level: Cross Level

Room: Porter

This workshop introduces participants to historical records that reveal the many facets and changing nature of immigration in the United States. Inquiry-based lessons allow students to investigate the history of immigration through the eyes of those who experienced it. The historical records in these lessons date from the late 19th to early 20th century and reveal the immigration experiences of adults and children from Denmark, China, Cuba, and Mexico. Participants will receive copies of all documents and lessons.

Facilitator: Julie Daniels

Crossing Borders of Law:

Teaching about the Constitutional Origins of Native American Tribal Sovereignty

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

Session Level: High School

Room: Governor’s

American history textbooks typically treat the Indian Removal Act of 1830 and the Trail of Tears and may even briefly mention Worcester v. Georgia. Behind this landmark 1832 case is a dramatic and significant story about borders—territorial, racial, legal, constitutional, and sovereign. It begins with Reverend Samuel Worcester’s transgression for literally crossing a border, violating Georgia state law by “Residing in the Cherokee Nation without License.” Worcester becomes, however, an even larger story of the constitutional origins of Native American tribal sovereignty. Presenters will engage participants in an interactive session, using key primary sources to explore Worcester in depth.

Facilitator: Tiffany Middleton

●● Teaching Literacy through History: Crossing the Curricular Border

Nathan McAlister, Gilder Lehrman Institute of American History

Session Level: Cross Level

Room: Olmsted

One of the most important borders history teachers can cross is the one across the hall. When history teachers cross this curricular border, they are on a journey of curricular integration that is mutually beneficial, to themselves and their students. Teaching Literacy through History (TLTH) incorporates history, civics, and ELA, while targeting the skills and strategies students must learn before they can gain academic independence. Each unit develops key literacy skills, such as examining vocabulary text, discerning argument construction, analyzing non-fiction texts, and writing critical analysis. Participants will explore various aspects of TLTH curricular design and examine a sample unit.

Facilitator: Mike Clare

Mini Sessions

Schoellkopf

Crossing the Border of Memory: Using Oral History and Interdisciplinary Methods to Connect Historical Events and Contemporary Analysis

Pattie Dillon, Spalding University

This session will explore how the function of memory serves as a border between historical events and contemporary perception of the events. The context for this exploration will be discussion of a family oral history assignment conducted by students in an American history class. Students used historical and interdisciplinary methods to cross the border of memory to examine how historical events and memory of those events shaped their families and their own lives.

The Deep Value of Historical Understanding:

How the Lessons of History Can Help Educators in All Fields

James Wolfinger, DePaul University

My paper explores how and why DePaul University's College of Education formed a collaboration with the organization Facing History and Ourselves to use lessons drawn from history (the Holocaust, the Civil Rights Movement, immigration) to emphasize the historical roots of contemporary social problems. Course presentations, a summer institute, and other programming help teachers from all fields, counselors, and school leaders understand the historical roots of social problems and equip them to create more socially just school environments. Our collaboration brings history out of the social studies classroom--breaks down borders between disciplines--and shows how all educators need historical knowledge.

The American History Textbook Project: Using Textbooks to Cross Borders

Jordan Reed, Drew University and **Christina Connor**, Ramapo College of New Jersey

This session seeks to expand educators' use of American history textbooks beyond a simple survey of American history. Presenters will explore how these books can be utilized to get students thinking about sophisticated historical issues and historiography. Alexander Urbiel will open with an overview of how textbooks can be used to cut across borders—both intellectual and pedagogical. Christina Connor will explore how educators can structure an exercise based on the model utilized at Ramapo College of New Jersey. Using a contemporary issue related to borders, immigration, Jordan Reed will examine student response to these pedagogical tools.

Facilitator: Jim Cameron

●● **We DBQ...Do You? Using Document Based Questions in the Elementary Classroom**

Heather MacKenzie, Regina Holland and **Tony DiSario**, Henry County Schools

Session Level: Elementary (K-5)

Room: Whitney

“What’s the difference between a TDA & a DBQ?” Text-dependent answers are sweeping the nation in English/Language Arts (ELA), but social studies teachers have been integrating documents as a means for critical thinking and inquiry-based learning for decades. Join us for a fun session to learn practical and engaging strategies for introducing and incorporating document-based questions into the elementary classroom.

Facilitator: Beth Scarbrough

‘Oh Freedom, Sweet Freedom’: Using Music to Teach U.S. Abolitionist History

Rebecca Edwards, Vassar College and Mid-Hudson Antislavery History Project and

Peter Bunten, Historic Hudson Valley and Mid-Hudson Antislavery History Project

Session Level: Cross Level

Room: DeVeaux

Between 1830 and 1865 American abolitionism grew into a powerful interracial movement for social justice. It crossed borders of race, gender, and religion and united Northern reformers with Southerners who bore witness in exile to their experiences. This session will provide teachers with an array of creative resources for teaching the movement’s history through its music, including lyrics, scores, illustrations, videos, and a dramatic script based on primary documents. We will brainstorm ways to adapt these materials to diverse classrooms and end with a brief performance (participation welcome).

Facilitator: Rebecca Edwards

The Final Frontier: Building Historical Literacy in 3 Acts

Leah Vomhof, Mill Valley High School

Session Level: High School

Room: Hennepin

Space exploration is limitless and brings wonder and challenge to pioneers. Through historical documents released by NASA and other sources, the Challenger space shuttle disaster will be explored, crossing the border from science into history and English Language Arts. The 3-Act Framework (Dan Meyer, modified for social studies instruction), an inquiry model, will be taught, weaving historical documents, multiple pieces of evidence, and the use of group investigation to leave participants wanting to know even more about the Challenger disaster. Then explore other events and man-made disasters in history that will work with the 3-Act Framework.

Facilitator: Kevin Knickman

La Florida: A Spanish Borderland and the 14th Colony

Jennifer Jaso and **Kacie Nadeau**, Sarasota County Schools

Session Level: Cross Level

Room: Adams

The expansion of empires and colonization in the “New World” are integral parts of America’s historical narrative. The North American continent became a junction of cultures, ideas and values, social issues, and geographical influences. In 2015, St. Augustine celebrated its 450th anniversary as the oldest continuously occupied European settlement in the continental U.S., yet La Florida continues to remain silenced in national historical conversations. Situating this history of the Atlantic, as an emerging system of commerce, communication, and cultural exchange, through historical thinking skills, facilitates a broader understanding of Spanish Florida, transforming traditional discourses in history classrooms.

Facilitator: Jennifer Jaso

Were the “Robber Barons” Truly Crooks or Just Good Entrepreneurs

Doug Young, Council for Economic Education

Session Level: High School

Room: Tubman

During the late 19th century, industrialization proceeded rapidly in the United States. Men like Carnegie, Rockefeller and the Vanderbilt’s pioneered the way. Accumulating great wealth through entrepreneurial activity and innovation, these men became recognized leaders in industry and business circles.

Their achievements yielded benefits such as innovating new production and managerial techniques, improved efficiency, division of labor, and cheaper goods. There were also costs such as business consolidations, poor working conditions, under cutting competitors, long hours and low wages.

So, were these men “Robber Barons” or good entrepreneurs?

Facilitators: Mary Wood

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

Voices from Behind the Wire:

Using Japanese-American Internment to Explore Questions of Race and Citizenship

Dave Bates, DePaul University

Session Level: High School

Room: Red Jacket

What does it mean to be an American? Who gets to decide? How does the definition change during turbulent times? These questions are central to any social studies curriculum, but they can be daunting for students. In this interactive session, teachers will confront these questions and others through an analysis of primary sources related to Japanese-American internment. By exploring photos, articles, and oral histories, teachers will learn how to ignite student inquiry and critical thinking regarding issues like racism, citizenship, and protest. A variety of analysis tools, as well as a review of free online resources, will be provided.

Facilitators: Leticia Citizen

Collaborating with Schools, Colleges and Local and National Museums to Encourage Project Based Learning

Stanton Hudson and **Mark Lozo**, Theodore Roosevelt Inaugural Site, **Drew Kahn**, Buffalo State College, **W. Charles Brandy**, Buffalo Public Schools and **Rich Pyszczyk**, Niagara Frontier Council for Social Studies

Session Level: Cross Level

Room: Porter

The Niagara Frontier Council for the Social Studies, Buffalo Public Schools, Ann Frank Project & TR Site have collaborated on a project-based learning endeavor. It is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. Because project-based learning is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they're studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work.

Facilitator: Rich Pyszczyk

Gaming the Divide: Border Crossings and Human Rights

Owen Cegielski, STEM School and Academy

Session Level: High School

Room: Governor's

"Gaming the Divide" introduces participants to how serious educational games can foster students' awareness of how human rights violations occur during border crossings. This hands-on session will feature three objectives: 1) Identify how the U.N. Declaration of Human Rights can leverage students' understanding of the basic rights of migrants and refugees, 2) Evaluate the effectiveness of such games as Darfur is Dying, Against All Odds, Homeland Guantonomos, Sweatshop, Iced and Minecraft in simulating rights violations, 3) Provide takeaways to assess learning through lab reports, class discussions and research papers. Free lifelong membership to "Learning through Leveling Up" online program also provided!

Facilitator: Kristi Fragnoli

In Pursuit of Ordinary Equality: U.S. Women's Suffrage History Lesson Plans

Kristina Myers and **Taylor Gilbert**, Alice Paul Institute

Session Level: Cross Level

Room: Olmsted

We will provide three lesson plans on the U.S. Women's Suffrage movement (1848-1920). These lesson plans cross traditional social studies borders by connecting history with themes of citizenship, leadership and social activism. "Alice Paul and the Leadership Parade" is a 1st-3rd grade social studies and character education program that teaches students about the 1913 women's suffrage parade in Washington, D.C. Students then develop their own sashes for their own parade featuring leadership words they learned in the historical parade. "SHOUT!" is a 6th-8th grade social media project that honors the legacy of women from history. "The Woman Question," a 6th-12th grade history debate program, utilizes political cartoons for students to explore pro- and anti-suffrage arguments.

Facilitator: Kristina Myers

The Border Between the Urban and the Wild:

Reinterpreting the Gilded Age and Progressive Era from the Perspective of the Wilderness

Kevin Sheets and **Randi Storch**, SUNY Cortland and **Caitlin Goodwin**, McGraw High School

Session Level: Cross Level

Room: Schoellkopf

Take a walk on the wild side! This session presents a "cross borders" methodology for teaching that challenges the traditional urban focus of the Gilded Age and Progressive Era. Using New York's six million acre Adirondack Park as a lens, this session reinterprets the period by exploring how and why individuals, ideas, and commodities crossed borders between America's urban and wilderness landscapes. We see how the period's gender, economic, political, and cultural assumptions were both challenged and affirmed. This "borderlands" methodology helps students develop dynamic interpretations emphasizing systems of exchange and reciprocal relationships between and among regions.

Facilitator: Jenny Fanelli

●● **How Did the U.S. Flag Evolve**

Tammara Purdin and **Dawn Vittorio**, Lamarque Elementary School

Session Level: Elementary (K-5)

Room: Whitney

There is a fascinating connection between the Ft. Niagara flag and the Star Spangled Banner. This session will demonstrate how to teach students to think like a historian by having the students source, corroborate, and contextualize, using different primary sources to discover the rich history behind the United States flag. This lesson encourages students to form their own opinions and support their opinions by using text evidence from primary source documents. Attending participants will receive various pre-made flag lessons, including historical documents, and the session will serve as an informative look at various teaching methods.

Facilitator: Tammara Purdin

Google Maps in the History Classroom: Easy, Effective, Engaging

Glenn Wiebe, ESSDACK

Session Level: Cross Level

Room: DeVaux

Robert Louis Stevenson once described maps as having the “power of infinite, eloquent suggestion.” Google Maps, Google Earth, and Google Tour Builder are incredibly effective, yet easy-to-use, tools for engaging our students in understanding relationships between people and place. During this session, we’ll share tips, tricks, strategies, and resources for integrating these tools into your instruction. You leave with a completed map, a useable tour, and ideas that can be immediately implemented in your classroom.

Facilitator: Kevin Knickman

**White Kids Become Politicized through Music, Sports and TV During the Civil Rights Movement:
Crossing the Borders of American Segregation**

Victoria Shields, Parkridge Community Center

Session Level: High School

Room: Hennepin

A “how to” workshop that is exciting, informative and practical. The Civil Rights movement brought Black and White people together from ghettos and suburban neighborhoods to work for the common cause of equality. Victoria provides participants with useful lesson plans, that include a song list from Stax, Motown and DefJam Records. Teachers with an “at-risk” student population and districts working to close an achievement gap will greatly benefit from this interactive workshop that provides a safe environment to create and discuss challenges and strategies in teaching diverse student populations.

Facilitator: Anyse Malcolm

Crossing the Veil: A Young W.E.B. DuBois in Rural Tennessee

Kira Duke, Teaching with Primary Sources, **Taylor McDaniel**, Whitwell Middle School and **Barbara Marks**, Watertown High School

Session Level: Cross Level

Room: Adams

W.E.B. DuBois was profoundly influenced by his experiences teaching in a rural one-room schoolhouse in middle Tennessee during the summers of his years studying at Fisk University (1885-1888). Working with the rural African American community, which was vastly different from his childhood home in Massachusetts, strengthened his convictions about the importance of education for uplifting the community and highlighted the challenges for those just a generation removed from slavery. This session will examine DuBois’s writings, including *Souls of Black Folk* (1903), and explore the historic landscape to show how these early years shaped his racial identity.

Facilitator: Kira Duke

Fannie Lou Hamer and the Mississippi Freedom Democratic Party

Bonnie Belshe, Monta Vista High School

Session Level: High School

Room: Tubman

In 1964, former sharecropper Fannie Lou Hamer and the Mississippi Freedom Democratic Party forced the Democratic National Convention to acknowledge the divide between the Southern Democrats and the mainstream arm of the party as they highlighted the need for voter protection. Using primary sources, including newspapers, photographs, and oral history from the Library of Congress, this lesson is designed to help students bridge the gap between the passage of the Civil Rights Act of 1964 and the necessary Voting Rights Act of 1965. This session will include all primary sources of the lesson, optional technology sources, guiding questions, graphic organizers, and rubrics.

Facilitator: Mary Wood

**4:15 p.m. Cataract
Keynote Session**

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

Speaker: **Ian Morris**, Stanford University

Topic: **Each Age Gets the Thought it Needs:
Why Tyranny, Inequality, and Sexism Sometimes Seem Fair**



Ian Morris is interested in understanding why the west has dominated the earth for the last few centuries. He began his career as an archaeologist and historian of ancient Greece, studying early texts and excavating sites around the Mediterranean Sea, but in recent years he has moved toward larger-scale questions and an evolutionary approach to world history. He has written or edited more than eleven books. His book, *Why the West Rules—For Now*, asks how geography and natural resources have shaped the distribution of wealth and power around the world across the last 20,000 years and how they will shape our future. The book was named one of 100 Notable Books of 2011 by the New York Times and as one of the best reads for 2011 by Nature.

Morris came to Stanford from the University of Chicago in 1995, and since then has served as Associate Dean of Humanities and Sciences, Chair of the Classics Department, and Director of the Social Science History Institute. He also founded and has directed the Stanford Archaeology Center. His teaching includes classes on world history, ancient Greece, slavery, and archaeology. He has appeared on numerous television shows and his prizes and awards include fellowships from the Guggenheim Foundation and National Endowment for the Humanities.

Friday Night at The Niagara Falls Culinary Institute

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

Join NCHE for an evening at the Niagara Falls Culinary Institute. The event will include access to the school including guided tours and their retail space. You'll enjoy heavy hors d'oeuvres and a cash bar as you mingle with fellow attendees. It's the perfect way to unwind after a fulfilling day at the conference.

(Pre-registration required for this event)



Conference Program
Niagara Falls Conference Center
Saturday, April 23

Registration Open
7:00 a.m. - 4:00 p.m.
Cascades Foyer

7:00 a.m. Governor’s Amphitheater
Connection Session (Continental Breakfast provided to Session Attendees)

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

Speaker: **Melissa Mitchell**, The Catholic University of America

Topic: **An Analysis of the Colloquium Model: A Unique Perspective from NCHE Team Members**



NCHE Exhibit Hall
8:00 a.m. - 3:00 p.m.
Cascades Ballroom

8:00 a.m. - 8:50 a.m.
Breakout Sessions

The Personal Touch: Using Presidential Doctrines to Teach U.S. History and Foreign Policy

Lee Eysturlid, Illinois Mathematics and Science Academy

Session Level: *High School*

Room: *Red Jacket*

This session will explore the establishment of the precedent, originating with Harry Truman, for the creation of a “Presidential Doctrine,” whether announced or informal, for every US executive since. Within each of these specific doctrines are the keys to teach that time period’s greatest foreign policy concerns, especially as expressed in executive constitutional authority. The goal for the session is to give attendees the theory and the specific tools (materials and sources) to be ready to make use of this specific pedagogical tool to the degree needed.

Facilitator: **Jennifer Wise**

Hero or Traitor? Crossing Borders with Zebulon Pike

Jeffery Nokes and Jay Buckley, Brigham Young University

Session Level: *Cross Level*

Room: *Porter*

American explorer Zebulon Pike crossed borders into British Canada, Indian Country, and the Spanish Southwest. Questions remain about Pike’s involvement in James Wilkinson and Aaron Burr’s plot to secede from America and create a trans-Appalachian nation. Did Pike cross the ethical border from patriot to traitor by facilitating that plot during his southwestern exploration? Or was he unaware of his role as a pawn of his mentor’s conspiracy? This session models and provides materials for a lesson analyzing primary sources to explore Pike’s role in the Spanish Conspiracy, one of the most infamous and controversial conspiracies in U.S. History.

Facilitator: **Jeffery Nokes**

Enlightened Bewilderment

Todd Wigginton, Metro Nashville Public Schools

Session Level: *High School*

Room: *Governor’s*

The Enlightenment Philosophes formulated ideas and demands that ultimately allowed many to cross borders of privilege previously reserved for the few. In this session, participants will engage in a Socratic Seminar used in a classroom that helped students make connections between the rights they enjoy today and events that happened over 225 years ago. Participants will also see and hear about other activities that students engaged in during a project-based learning experience that required them to analyze sources and make arguments as to the effectiveness of the French Revolution.

Facilitator: **Nathan McAlister**

Experiencing History from Different Points of View: Native Americans and the Lewis and Clark Expedition

Carol Buswell, National Archives, **Rose Honey**, Applied Engineering Management and **Meghan Doyle**, Montana State University

Session Level: Cross Level

Room: Olmsted

What little-known roles did American Indian tribes play in the Lewis and Clark Expedition? What elements of Native American historic and contemporary culture, language, or geography play a part in our lives today? How can we incorporate these concepts into classrooms and help students learn to cross borders between cultures?

Come participate in a discussion centered around the principles put forth in the new Honoring Tribal Legacies Handbook and Sample Curriculum (2015), produced by the National Park Service Lewis and Clark Historic Trail and University of Oregon. All materials are available for free at www.honoringtriballelegacies.com.

Facilitator: Laura Wakefield

●● Visual Thinking is Critical Thinking: Explore the Middle Passage Visually

Suzanne Loepker, **Christina Sego** and **Becky Jones**, Sullivan Middle School

Session Level: Middle School

Room: Schoellkopf

African Americans were forced to make the Middle Passage journey to America. They had no idea the conditions they would be forced to suffer through during the journey. They crossed a border that would change America forever and how individuals view them. Explore the Middle Passage through primary source visuals and learn multiple visual thinking strategies to use in your classroom. Watch your students begin to think like historians. Visual thinking is critical thinking.

Facilitator: Suzanne Loepker

Teaching Economics and History Through Children's Literature

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

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

Session Level: Elementary (K-5)

Room: Whitney

Come and see how to build the bridge between economics and history using children's literature! Participants will be guided through three interactive lessons based on the books "10 Mile Day", a story about the building of the transcontinental railroad, and two stories about Depression-era families: "Saving Strawberry Farm" and "Potato: A Tale from the Great Depression". Each lesson has engaging, hands-on activities with whiteboard applications to bring history and economics alive for your students. Participants will receive printed copies of classroom-ready lessons and copies of the books will be raffled off as prizes.

Facilitator: Jeannette Bennett

●● History Relevance with Primary Sources

Jackie Jecha, George Washington's Mount Vernon

Session Level: Cross Level

Room: DeVeaux

Learn about the different primary source analysis techniques that are used to both engage young learners and deepen older students' relationship with events of the past. Diverse types of source material, including documents, places, artwork, and objects will be used to show how this type of analysis helps teachers build relevance between their content and the lives of their students. The presenter will also provide information about the History Relevance Campaign and its Values of History Statement.

Facilitator: Christine Bacon

Crossing the Border between Imagination and Reality to Explore Experiences of the Great Depression - A Practical Classroom Activity

Robert Lewis, Independent Educational Resource Developer

Session Level: High School

Room: Hennepin

This session shows how history teachers can use a pedagogical "border crossing," linking imagination with the historical reality of the Depression era through the "bridge" of empathy. This bridge helps students put themselves in another's position, but in a historically accurate way. This session will take participants through a practical classroom methodology that involves them "creating" families, and giving them characteristics, jobs, values, resources and skills. These 'families' then face a set of typical Depression-era realities and have to respond in a way that is appropriate for that family. The hands-on evidence-based activity uses the Australian Depression experience, but participants will see how it can be easily adapted to suit local needs and circumstances.

Facilitator: Jo Rocca

World Historical Thinking: Comparison, Connectivity, and Scale

Tim Keirn and **Eileen Luhr**, California State University, Long Beach

Session Level: Cross Level

Room: Adams

Historical thinking dominates the current scholarship in history education. Almost all of this research is focused upon the teaching of American history. This session will address the extent to which the teaching of world history requires distinctive ways of historical thinking. The presenters will argue that historical reasoning associated with comparison, connectivity and scale are essential for student understanding of world history in a global perspective. In addition, shifting thinking in this way also engages students with scholarly and interpretive texts – not just primary sources and the textbook. Lessons and activities for the pre-service and secondary classroom will be provided.

Facilitator: **Kathleen Barker**

9:00 a.m. Cataract Room

Keynote Session

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

Speaker: **Fredrik Logevall**, Harvard University

Topic: **The Uses of History: American Presidents and the Past**

Q & A with Conference Participants

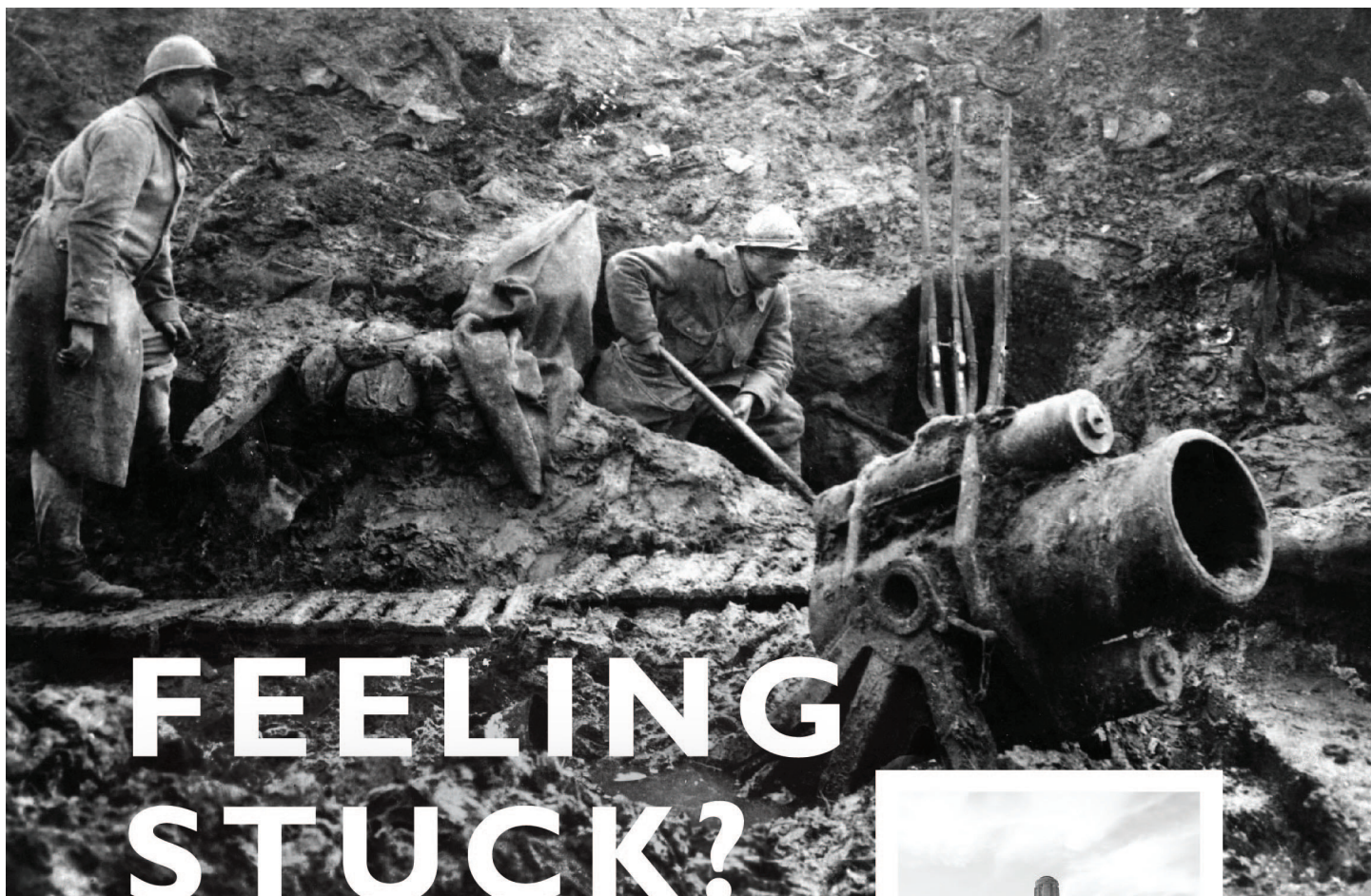


Fredrik Logevall is the Laurence D. Belfer Professor of International Affairs at the Harvard Kennedy School and Professor of History. A specialist on U.S. foreign relations history and modern international history, he was previously the Anbinder Professor of History at Cornell University, where he also served as vice provost and as the director of the Mario Einaudi Center for International Studies. Before that he taught at the University of California, Santa Barbara, where he co-founded the Center for Cold War Studies.

Logevall is the author or editor of nine books, most recently *Embers of War: The Fall of an Empire and the Making of America's Vietnam* (Random House, 2012), which won the 2013 Pulitzer Prize for History and the 2013 Francis Parkman Prize, as well as the 2013 American Library in Paris Book Award and the 2013 Arthur Ross Book Award from the Council on Foreign Relations. His other recent works include *America's Cold War: The Politics of Insecurity* (with Campbell Craig; Belknap/Harvard, 2009), and the college-level textbook *A People and A Nation: A History of the United States* (with Mary Beth Norton et al; 10th ed., Cengage, 2014). A native of Stockholm, Sweden, Logevall holds a PhD in History from Yale University. He is immediate past president of the Society for Historians of American Foreign Relations.

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

Be sure to visit our Exhibitors in the Cascades Ballroom



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

Liberty and Equality: Persevering from Selma to Montgomery

Gennie Westbrook, Bill of Rights Institute

Session Level: High School

Room: Red Jacket

The twentieth-century Civil Rights Movement grounded its appeals in the Declaration, the Constitution, and the principle of civic virtue. Participants will discuss the significance of the Selma to Montgomery march during the Civil Rights Movement, and they will be able to present this lesson to students, enabling them to evaluate the importance of civic virtue and how it related to the Civil Rights Movement using primary sources. Participants will understand the importance of civic virtue in protecting liberty and equality and will evaluate how the Selma to Montgomery marchers acted with perseverance.

Facilitator: Suzanne Wooton

From Crossing Borders to Mass Imprisonment - The Japanese Immigration Story

Sam Mihara, University of California, Berkeley

Session Level: Cross Level

Room: Porter

Sam Mihara and his family of immigrants and U.S. citizens were among the 120,000 people of Japanese ancestry who in 1942 were forced to leave their homes and move into desolate prison camps. This is the story of Sam and his family, what happened to them, and why the camps were created. And he answers the question - could it happen again?

Sam's latest work is a study of two new detention centers in Texas for undocumented immigrant families from Central America. He discusses findings from this recent study.

At the conclusion of the session, Sam will provide attendees with a DVD including a video of his presentation and Powerpoint charts of the materials shown.

Facilitator: Tiffany Middleton

New Media, New Resources: Teaching with Primary Sources

Caryn Koplik, National Humanities Center and **Laura Wakefield**, Florida Virtual School

Session Level: High School

Room: Governor's

Looking for innovative lessons based on primary sources with background information and discussion strategies built around a framing question? This interactive session showcases America in Class® Lessons, free online lessons developed by leading scholars in accordance with Common Core Standards and focused around selected texts complete with close reading questions and interactives. Together, we will explore the AIC lesson on The Underground Railroad to learn effective strategies to engage students. Participants will also receive copies of another classroom-ready AIC Lesson and information about the National Humanities Center programs.

Facilitator: Caryn Koplik

Immigration Myths and Realities: A South Asian Perspective

Gwen Neu, Maple Creek Elementary School

Session Level: Middle School

Room: Olmsted

Are you looking for a way to make the abstract idea of immigration concrete for your students? Do your students need to practice analyzing primary source documents? During this interactive session, you will learn one way to teach your students to distinguish between the myths and realities of South Asian immigration to the United States during the New Immigration Era, 1900 - 1925. You will access a comprehensive lesson plan that contains background knowledge about Ellis and Angel Islands and the history of South Asian immigration, hands-on activities for your students, and rubrics for scoring student work.

Facilitator: Lynn McClary

“Internet of Antiquity”: The Silk Road in World History

Rylan Sekiguchi, SPICE, Stanford University

Session Level: Middle School

Room: Schoellkopf

Centuries before eBay, smartphones, and blogs, the Silk Road was a major conduit of globalization, connecting societies across Europe and Asia into a network that spread goods, beliefs, and technologies far from their areas of origin. By studying its history, we gain insight into how modern globalization is changing our world today. In this interactive session, participants will be introduced to the “Along the Silk Road” project, engage in a selection of classroom activities covering geography, language, and music, and discuss ways to adapt and incorporate these tools into their own classrooms. Lessons developed with Yo-Yo Ma’s Silk Road Project.

Facilitators: Maryann Nugent

●● Mapping the Constitution

Beth Scarbrough and Kimberley Warrick, Georgia Council for History Education

Session Level: Elementary (K-5)

Room: Whitney

Journey with us to the English colonies, past the Proclamation Line of 1763 and back! You will pick up ideas for teaching about this important time in our history as you go, and our journey will culminate in the writing and ratifying of the U.S. Constitution. Using a large map of the 13 original colonies, participants will not only locate the places and events that led to the ratification of the Constitution in 1788, but will also learn the very interesting stories about the people who were there. Teachers who teach about this period will be able to integrate this mapping and history lesson into their current curriculum. It is a great way to show students how time and place are inseparable! Participants will receive lesson materials.

Facilitator: Beth Scarbrough

Silicon City: Computer History Made in New York

Mia Nagawiecki, New-York Historical Society

Session Level: Cross Level

Room: DeVaux

Long before Silicon Valley became synonymous with all things digital, New York was a hub for imagining, developing, and selling the technology that ultimately reshaped our world. From changing gender roles to global telecommunications networks and much more, this workshop draws on the New-York Historical Society's exhibition "Silicon City: Computer History Made in New York" to trace how the technological revolution blurred important "borders" in American life and history. Engage in primary source analysis and hands-on activities to identify exciting cross-curricular opportunities for social studies, STEM, and the visual arts classrooms. Participants will receive curriculum materials.

Facilitator: Christine Bacon

Grasping the United Nations as Living History:

Using Role Play and Simulations to Understand the UN's Multidimensional Roles

Laurence Peters, Johns Hopkins University

Session Level: High School

Room: Hennepin

The United Nations marked the 70th anniversary of its founding last October 24th. In recent years the organization has been buffeted by controversy that may have deterred some social studies teachers from spending more than a cursory amount of time on the organization. The presentation proposes a fresh way to teach about the UN by contextualizing it as a response to a world historical crisis that caused a major rethinking of some of the key western intellectual traditions concerning the relationship of human rights to peace and justice, the limits of sovereignty, and the relationship of the state to universal moral codes. The presentation will show how these themes can be taught through the use of simulations and role-play.

Facilitator: Jo Rocca

Crossing the Color Line: The Desegregation of Professional Sports in America

David Hjelmgren, New Trier High School

Session Level: Cross Level

Room: Adams

Jackie Robinson's 1947 promotion to the Brooklyn Dodgers from the Montreal Royals of the International League now reigns as Major League Baseball's preeminent moment. This session, which underscores the study of sport as a vital cultural barometer in the social studies curriculum, will examine Robinson's experiences confronting racial discrimination and segregation in conjunction with several less renowned African-American athletes striving for professional equality during the decades following WWII. Participants will contemplate the contemporaneous perspectives of both Canadians and Americans, and will receive a variety of resources - including primary sources - for implementation into the middle and high school classroom.

Facilitator: Dean Pinos

12:00 p.m. - 1:00 p.m. Cascades Ballroom

Networking Lunch

**Lunch is included with your registration.*

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

Exhibit Hall Time

**ANNOUNCEMENT of
SUPER RAFFLE WINNERS
and
SCAVENGER HUNT WINNERS
Posted in NCHE Exhibit Hall**

1:00 p.m. – 2:00 p.m.
Poster Sessions
Cascades Foyer

Play with History: Using Games to Enhance History Instruction

Nick South, Lexington Elementary

What Problems of Practice do Novice History Teachers Identify in their Case Conferences?

Nicholas Orłowski, University of Michigan

Breaking Boundaries:

How to Make Primary Sources Available in Special Collections Available to All

Harrison Wick, Indiana University of Pennsylvania

Understanding U.S. Passports: Legal Documents for Crossing Borders

Howard Kaplan and Tiffany Middleton, American Bar Association

The Black Death: Silent but Deadly

Sarah Duenas, School District of Philadelphia and Jennifer Luneau, First Philadelphia Preparatory

Night of the Living Museum-

Bringing History to Life While Combining ELA Skills and Content in your Classroom

Christina Sego, Becky Jones and Suzanne Loepker, Sullivan Middle School

Portraiture in History Education: Interdisciplinary Approaches to Instruction

Julie Anne Taylor, University of Michigan-Dearborn

Coming to Know Others: Teaching Opposing Historical Narratives to Foster Empathy, Identity, and Critical Thinking in a Conflict Environment

Anne Bordonaro, University of Michigan

STEM Lessons in Social Studies for Native American Studies: Help Them Remember with STEM

Cyndi Rymer and Breena Edwards, Chesterfield County Public School

“Methods Short of War”: The United States Reacts to the Rise of the Third Reich

Charles Negy, University of Central Florida

Incorporating the National History Day Curriculum into your Classroom

Rich Pyszczyk, Niagara Frontier Council for the Social Studies, Kevin Doucet and Dave Howson, BPS #195

Mini Sessions

Schoellkopf

The Infrastructure of the Fur Trade in the American Southwest, 1821-1840

Hadyn Call, Utah State University

Careful study of the published history of the American Southwest reveals that historians have not provided a comprehensive analysis of the infrastructure that enabled the fur trade in the American Southwest to thrive. Examination of that infrastructure unveils an amalgamation of blended characteristics derived from the French, British, and American systems, contributing to the Southwest's unique cultural and historical development and the concept of crossing borders. Trappers and traders of the American Southwest were border crossers, seeking to better themselves economically. This article brings to light their story, and the story of crossing the border from north to south.

Remembering Randolph: Race and the Fight Against World War II Segregation in the Civil Service

Jennifer Montooth, UMBC

Although Asa Philip Randolph is known by most as a Civil Rights activist, his specific accomplishments are often not well addressed. Randolph was a lifelong leader who fought for decades, particularly during World War II, to achieve racial, social, and economic equality for all Americans. His political influence and his skillful determination to end desegregation in the military should be recognized by the public. This paper explores refocusing Randolph in the narrative of Civil Rights history for non-specialists that too often begins with the *Brown v. Board* decision in 1954, when the 1940s was a pivotal point in the classic Civil Rights struggle.

The Modern Immigration Debate from a Historical Perspective

William McCorkle, Clemson University

In the current immigration debate, the issue of undocumented immigrants has often caused the most tension. For students to understand this debate, it is necessary to understand the evolving nature of immigration in U.S. History and the relatively recent phenomenon of "undocumented immigrants" due to the increasingly restrictive immigration policies of the twentieth-century. A comparative study of immigration from the fairly open border of the nineteenth-century to the more restrictive policies of the present can help illuminate this contentious, yet often misunderstood topic.

Facilitator: **Jim Cameron**

Pastports: Connecting the "docs" Across Imagined Borders

Koral LaVorgna, University of New Brunswick

Session Level: Cross Level

Room: Whitney

A Pastport contains the documentary paper trail left by people in the past. The immigrant Pastport shows how complex that experience could be, especially for 19th century Irish immigrants. Not every Irish immigrant sailed directly for America; some landed in Canada first. The documents, or "docs," the Irish left behind reveal untold stories of their immigration, including separation, reunion, and the settlement stops made along the way. In this interactive session, participants will assemble immigrant Pastports, and in connecting the "docs," will retrace the steps of Irish immigrants who crossed many borders, both real and imagined, before settling in America.

Facilitator: **Heather Stefan**

Crossing Intellectual Borders: Insights from Educational Philosophers

Peter Gibbon, Boston University

Session Level: Cross Level

Room: DeVeaux

Do Thomas Jefferson's letters encourage an allegiance to meritocracy and Republicanism? Why does John Dewey believe history teachers should celebrate inventors and scientists rather than politicians? Why does E.D. Hirsch insist that the facts of history should precede critical inquiry? How does Howard Gardiner make the case for "disciplinary understanding" and historical habits of mind? This presentation will use insights from significant philosophers of education to enhance history instruction. The session will combine direct instruction with Socratic dialogue and audience interaction.

Facilitator: **Beth Scarbrough**

Parallel Histories? Parallel Lessons? Comparing Canadian and American Immigration Experiences

John Myers, Ontario Institute for Studies in Education

Session Level: High School

Room: Hennepin

Participants will explore highlights and lowlights of Canadian immigration history and policy through interactive teaching activities for comparing Canadian and American experiences past, present and future. They will also be introduced to the work of several national Canadian projects as well as free online resources that allow for detailed comparisons and investigations across a range of history, social studies and social science curricula for grades 7-12.

Facilitator: Laura Kish

Out of the South and Into the North: Contextualizing the Plight of African Americans 1910-1930

Kacie Nadeau, University of South Florida

Session Level: Cross Level

Room: Adams

The Great Migration is often situated through economic, social, cultural, and geographic forces and factors proposing a cause and effect relationship of human migration between 1910 and 1930. Yet, this context often neglects the African American voice and necessary elements of humanity, critical to developing historical empathy. In this unit, students use historical thinking skills to contextualize the crossing of diverse borders through less traditional primary and secondary sources to develop a greater appreciation of the human migration narrative.

Facilitator: Chris Plantone

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

Breakout Sessions

Trade Along the Silk Road: Experiential Learning

Amanda Carroll, Zephyrhills High School

Session Level: High School

Room: Red Jacket

Experiential learning is far more effective than simply reading about something in a textbook. By utilizing simulations in the classroom students are better able to retain the information they learn. The Silk Road was a major player in trade and cultural diffusion for ancient civilizations; it went through multiple civilizations, but most notably Rome, Persia, India, and China. Help students experience trade, religion, language, and disease through the Silk Road simulation!

Facilitators: Heather Stefan

Historic Pursuits: Creating an Experiential History Program for Your Classroom

Chris Blomgren, Historic Pursuits

Session Level: Cross Level

Room: Porter

Experiential education and living history techniques can be both intriguing and daunting for the K-12 educator; this highly interactive workshop facilitates that journey. Participants are immersed in the clothes, food, chores, music and daily lives of Colonial America. And even as role-play and interactive instruction takes them deeper into this paradigm, they are exposed to the skills, theories and practical steps necessary to create their own interactive history curriculum. You will leave with practical resources, real-world tips and hands-on practice in teaching living history; but equally important, you will have another tool to facilitate your students' journey into new territory.

Facilitator: Rebecca Cooner

NEW!

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●● **Crossing to Byzantium:**

A New Analysis of the Boundary Dividing East and West in the Age of Charlemagne

Julie Harper Elb, The Westminster Schools

Session Level: High School

Room: Governor's

This session will sample a lesson showing how Charlemagne's negotiations to unite with the rival Byzantine Empire (and ultimately dissolve the border between them) has shaped our view of the medieval period. The length of the lesson is adaptable. The goal is to demonstrate ways for students to actively participate in historical thinking and engage deeply with primary and secondary sources in order to experiment with and construct arguments from the evidence. The session will provide historical context, an introductory art exercise, appropriate primary and secondary sources, brainstorming questions for students, possible homework assignments and an essay topic with a rubric.

Facilitator: Thomas Connors

Disability History: The Uncrossed Border

Melinda Mohler and **Cort Schneider**, Clark State Community College

Session Level: Cross Level

Room: Olmsted

This interactive session will introduce participants to primary resources and lesson plans designed to place the narratives of those with disabilities in broader historical contexts. Attendees will participate in a lesson on Public Ugliness Laws in America and receive a teaching packet containing lesson outlines, primary documents and teaching methods for integrating disability studies into the history classroom. From the earliest days of British colonization in America, persons with disabilities have played an integral role in our society. Understanding their influence on the American story will inspire students of all ages to cross social borders within their classrooms and communities.

Facilitator: Karen Poulos

Participating in the Past: Research-Supported Teaching Methodologies in Hands-on History Education

Danny Waldo, Bozeman School District No.7 and **Todd Kesner**, Montana State University - Bozeman

Session Level: General

Room: Schoellkopf

Students engaged through experiential teaching methodologies have shown an increased interest in learning history, feel a relevant connection to the past, and see learning history as an important component of their education. Participatory Living History (PLH) places the student in the role of a living historian in dress, events, and experiences. Hands-on activities bring history to life and transports students in time so they can experience what it might have been like to live in an earlier era. This workshop will introduce educators to the many facets of hands-on history through activities and research.

Facilitator: Nureen Savji

Crossing Borders: A Historical Perspective (Rome, America, and Syria)

Robert Kerr, Hastings Senior High School

Session Level: Cross Level

Room: Whitney

What motivates people to cross borders? How do empires or nations respond when a few people crossing become a mass of people crossing? What are the benefits and costs of borders crossings? This session will offer a historical perspective by examining Classical Rome, 20th and 21st century America, and the current crisis of Syrian refugees. Students will strengthen skills regarding cause and effect, continuity and change, and using the past to make sense of the present.

Facilitator: Laura Kish

Crossing the Borders of Freedom's Frontier

Maureen Donegan, Olathe Public Schools 233 and **Elizabeth Hobson**, Freedom's Frontier National Heritage Area

Session Level: Cross Level

Room: DeVeaux

Travel with us as we cross the borders of the Freedom's Frontier National Heritage Area in Kansas and Missouri to visit places that have shaped our past and continue to influence our future. Using the Teaching with Historic Places format, the presenters will discuss the process used in developing lesson plans utilizing primary and secondary sources specific to chosen places to promote historical thinking and literacy skills. Selected sites are all on the National Register of Historic Places and reflect themes related to the Missouri-Kansas Border War, shaping the frontier, and struggles for freedom.

Facilitator: Maureen Donegan

Hollywood or History?: Bootleggers, Border, and the Untouchables

Scott Roberts, Central Michigan University and Charles Elfer, Clayton State University

Session Level: High School

Room: Hennepin

This interactive breakout session explores early twentieth century prohibition policy and domestic and international enforcement in Canada and the United States. The session showcases a structured and inquiry-based approach to teaching about prohibition that incorporates film, specifically *The Untouchables* (1987), and a variety of related primary and secondary historical materials. While the lesson examines the historical relationship between Canada and the United States as it pertains to alcohol, session leaders will also reserve opportunities for discussion of contemporary border issues and the potential for extension activities. Participants will receive a detailed explanation of lesson procedures, including student handouts.

Facilitator: Chris Plantone

Crossing Borders, Bridging Generations: Voices of Mixed Heritage

Shirley Brown Alleyne and Emily Potter-Ndiaye, Brooklyn Historical Society

Session Level: Cross Level

Room: Adams

In this session, participants will learn about the Crossing Borders, Bridging Generations (CBBG) curriculum, “Voices of Mixed Heritage,” which incorporates multimedia, oral histories and primary source research to expose students to race-explicit conversations about structural and institutional inequity. Emily Potter-Ndiaye, Director of Education at Brooklyn Historical Society, will introduce the goals of the curriculum, and explain the imperatives in interrupting postracial and colorblind myths through mixed-genre teaching methodologies and the pedagogical structure of CBBG curriculum and expose workshop participants to the broad swath of intersectional content and resources. Finally, Shirley Brown Alleyne will facilitate participants’ exploration of a curriculum excerpt that examines the pitfalls of a “post-racial” ideology. Participants will leave with materials and lessons that they can use in their classroom immediately to facilitate conversations around identity and race.

Facilitator: Shirley Brown Alleyne



AMERICA in CLASS®
from the National Humanities Center

Looking for innovative lessons based on primary sources with background information and discussion strategies built around a framing question?

This interactive session showcases **America in Class® Lessons**, free online lessons developed by leading scholars in accordance with Common Core Standards and focused around selected texts complete with close reading questions and interactives.

Together, we will explore the AIC Lesson on **The Underground Railroad** to learn effective strategies to engage students.

Participants will also receive copies of another classroom-ready AIC Lesson and information about the National Humanities Center programs.

The Underground Railroad

As the Underground Railroad helped guide fugitive slaves to freedom, what dangers and challenges confronted the fugitives and supportive agents?



PLEASE JOIN OUR BREAKOUT SESSION

New Media, New Resources: Teaching with Primary Sources

Saturday, April 23 at 11 am
Niagara Falls Conference Center
Governor's Room

Caryn Koplik, National Humanities Center
Laura Wakefield, Florida Virtual School and
Vice-Chair, Board of Directors, NCHE

Session attendees will receive free enrollment in an NHC webinar of their choice.

NCHE Exhibitor List

Cascades Ballroom

1	George Washington’s Mount Vernon
2	SPICE, Stanford University
3	ABC-CLIO
4	Ashbrook Center at Ashland University
5-6	Pearson
14	American Sikh Council
15	Evolve Tours
16	U.S. Army Heritage and Education Center
17	The Gilder Lehrman Institute of American History

18	Federal Reserve Bank of St. Louis
19	Civil War Trust
20	Freedoms Foundation at Valley Forge
21	Leesta
22	National Council for Geographic Education
23	National Resource Centers on Canada
24	James Madison Memorial Fellowship Foundation
25	Constituting America
26	Echoes & Reflections - Leaders in Holocaust Education



Teacher Ambassador Scholarship

The Department of History at Villanova University is delighted to announce the new Teacher Ambassador Scholarship (TAS) Program. The TAS awards 15 credits towards a Master’s degree in History over a two-year period. The remaining 15 credits will be eligible for a tuition reduction plan for primary and secondary school teachers and administrators. In return, the TAS scholar will assist the graduate director in identifying opportunities to recruit more educators to the graduate programs in History. The waiver of tuition is granted in return for 35 hours of service over the course of the semester at the discretion of the program director. All classes are offered on our beautiful suburban Philadelphia campus.

Application Deadline July 1, 2016

Inquiries should be directed to Graduate Program Director, Professor Judith Giesberg: judith.giesberg@villanova.edu. For further information visit: <http://www1.villanova.edu/villanova/artsci/history/academic-programs/graduate/for-teachers.html>

Qualifications

Applicants must have an undergraduate degree in history or a minimum of 12 upper division history credits and must hold a full-time teaching position.

Application Materials

In addition to the standard application materials, applicants must include a cover letter describing and elaborating on how they will assist in recruiting teachers to apply to the MA program.



Jeffrey Parkinson, (VU, ‘15) U.S. History Teacher at Hopewell Valley Central HS: I chose Villanova’s M.A. program specifically because it seemed geared towards teachers. Class meeting times, ease of access to the campus, and the accessibility of the professors have all made Villanova fit easily into my schedule, and the course assignments often have been directly transferrable to my classroom.

NCHE Super Raffle Contributors:

Raffle items are listed alphabetically by contributing company or organization

Debates in the Federal Convention of 1787 (2) contributed by the Ashbrook Center at Ashland University

Gift Basket contributed by the Atlanta Convention & Visitors Bureau

Aquarium of Niagara Guest Passes contributed by Aquarium of Niagara

Gift Basket contributed by the Buffalo History Museum

Spanning Niagara and Arcadia Revisited contributed by the Castellani Art Museum of Niagara University

Digital Civil War Game contributed by the Civil War Trust

Our Constitution Rocks contributed by Constituting America

Gift Basket contributed by the Federal Reserve Bank of St. Louis

Tuition Scholarship to attend a Medal of Honor Legacy Graduate Program and Selected Books contributed by Freedoms Foundation at Valley Forge

Assorted Items contributed by The History Channel

Hstry Premium Subscription contributed by Hstry

Gift Basket contributed by the Illinois Council for History Education

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

Gift Basket contributed by the Kansas Council for History Education

2017 NCHE Conference Package contributed by National Council for History Education

NHC Webinars contributed by the National Humanities Center

Stone Canada: An Unauthorized History of Canada contributed by the National Resource Centers on Canada

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

Kindle Paperwhite contributed by the NCHE Board of Directors

2017 NJCHE Conference Registrations and Selected Books contributed by the New Jersey Council for History Education

Gift Certificate contributed by the Niagara Falls Culinary Institute

Selected Books contributed by the Niagara County Historical Society

Gift Basket contributed by the Niagara Tourism and Convention Corporation

Gift Basket contributed by Old Fort Niagara

Gift Certificate contributed by the Seneca Niagara Resort & Casino

Selected Books contributed by Pearson

Gift Certificate contributed by the Sheraton at the Falls

Along the Silk Road Curriculum Guide contributed by SPICE, Stanford University

NCHE Super Raffle Prizes and Ticket Sales will be located in the Cascades Foyer.

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

NCHE thanks all the Raffle Contributors for their generous support of the 2016 National Conference.

The National Council for History Education's

Paul A. Gagnon Prize



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

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

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

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

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 **2017 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.

Past Gagnon 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

Significant Dates for the 2017 Prize:

- ♦Completed applications and supporting materials must be received at the NCHE Office by December 9, 2016.
- ♦The 2017 Paul A. Gagnon Prize winner will be notified by the NCHE Office by January 6, 2017.
- ♦The 2017 Paul A. Gagnon Prize will be officially awarded at the 2017 NCHE Conference in Atlanta, GA.

The Prize Includes:

The 2017 Paul A Gagnon Prize winner will receive:

- ♦A Plaque
- ♦A \$1,000 cash prize
- ♦Complimentary registration for the 2017 & 2018 Conference
- ♦A presentation spot on the program at the 2018 NCHE Conference

Criteria for the 2017 Paul A. Gagnon Prize

K-12 History Teachers:

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

Individuals or Groups Who Promote History Educations:

- ♦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.

Submission of Application Materials for the 2017 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)

Local Area Information

The Nearest...

Office Supply

Office Max (716) 283-0180
8329 Niagara Falls Blvd. Niagara Falls, NY 14304

Drug Store

Walgreens (716) 285-0286
1202 Pine Street Niagara Falls, NY 14301

Grocery Store

Tops Market (716) 513-2170
1000 Portage Road Niagara Falls, NY 14301

Urgent Care

NF Memorial Medical Center (716) 278-4000
621 Tenth Street Niagara Falls, NY 14302

Local Restaurants

- | | |
|-------------------------|-----------------|
| ♦Donatello's Restaurant | Pizza |
| (716) 282-2069 | |
| ♦Griffon Gastropub | American Tavern |
| (716) 236-7474 | |
| ♦Koi | Modern Asian |
| (877) 873-6322 | |
| ♦La Cascata | Italian |
| (877) 873-6322 | |
| ♦Red Coach Inn | American |
| (716) 285-9463 | |
| ♦Savor | Modern American |
| (716) 210-2580 | |
| ♦Wine on Third | Wine Bar/Tapas |
| (716) 285-9463 | |

Call for Conference Session Proposals

2017 NCHE Conference

Histories Seen and Unseen

Atlanta, GA ♦ March 30 - April 1, 2017

Between the years 212 and 217 C.E. the Roman Emperor Caracalla oversaw the construction of his eponymous baths. Spread out over nearly sixty-two acres, the complex consisted of multiple hot and cold baths, a large swimming pool, gymnasium, and public libraries divided between Greek and Latin texts. As Roman citizens enjoyed the beautiful sculptures that adorned the grounds, hundreds of slaves toiled beneath the complex to ensure their comfort. Working under oppressive heat, slaves stoked fifty ovens with tons of wood each day to regulate the temperature of the respective baths. Today, scholars and tourists alike marvel at the opulence of Rome's largest bath structure but we must also consider what made such grandeur possible. What was life like in the underground tunnels unseen by the Roman public? How can bringing lesser known stories to life help us to understand the complexity of history with greater empathy?

Recounting the lives of ordinary people as opposed to elites means casting familiar narratives in a new light. Rather than study the military commander drafting the battle plans, we examine the life of the soldiers on the front line enacting them. Instead of discussing the macroeconomic implications of women entering the workforce, we study the changes in family life as women leave the home. This approach means recognizing that history is a lived, personal experience. As famed English historian G.M. Trevelyan has argued, "Every true history must force us to remember that the past was once as real as the present and as uncertain as the future."

Atlanta, with its deep connection to the civil rights movement, provides a perfect setting for our 2017 conference. While the names King and Young are synonymous with the city and its civil rights heritage, less well known is the role of small churches, businesses, and social organizations located in the neighborhood known as "Sweet Auburn". These local institutions, along with the Historically Black Colleges and Universities of Atlanta, created a formidable base of power by which to press for social change and racial equality.

The National Council for History Education welcomes proposals and poster sessions on the theme "*Histories Seen and Unseen*" for the 2017 National Conference. Proposals and poster sessions will be primarily evaluated on their intellectual content. Ultimately, our goal is to provide information that stimulates and provokes discussion and audience engagement with best practices that promote historical inquiry and effective instructional practices.

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

Breakout sessions:

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

Poster Session:

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

Mini Sessions:

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

Call for Conference Session Proposals

2017 NCHE Conference
Histories Seen and Unseen
 Atlanta, GA ♦ March 30 - April 1, 2017

2017 NCHE National Conference

- ♦The National Council for History Education invites proposal submissions for the 2017 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 26, 2016. 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, 2016.

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

November 18, 2016

Histories Seen and Unseen

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Join NCHE for the 2017 Conference in
Atlanta, Georgia
March 30 - April 1, 2017



Submit a Session Proposal!
Theme - Histories Seen and Unseen

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 2017 NCHE Conference!

The **2017 Call for Proposals**, containing topic suggestions and submission details, will be available at www.nche.net/conference. Submission deadline is **September 26, 2016**.

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

Conference Notes

The Niagara Falls Conference & Event Center

