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PAST, PRESENT, AND FUTURE:
NCHE at 30



March 19-21, 2020





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- **DESIGNED** with Library of Congress sources using inquiry-based analysis

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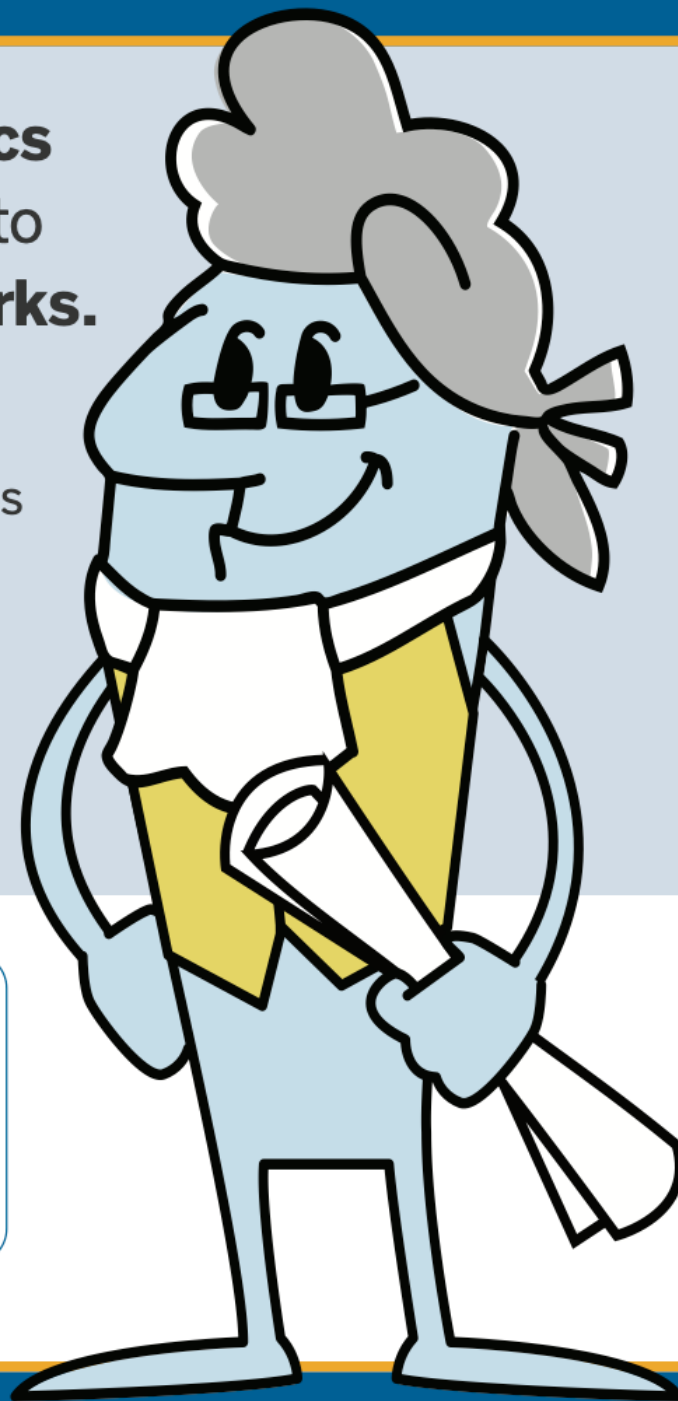
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All sessions are the sole responsibility of the presenters, including any presented by commercial organizations. Ideas, methods, and products presented on the program do not imply endorsement by NCHE.

THURSDAY, MARCH 19

Sponsored Sessions

Bringing History Alive with Newsela

10:00 AM - 12:00 PM

Speaker: Jenna Persico



Using DBQ Online to Support Remote Learning

1:00 - 3:00 PM

Speaker: Imali Kent

The DBQ Project



FRIDAY, MARCH 20

9:00 a.m. – 9:50 a.m.

Breakout Sessions

Your Social Security Number: From the New Deal to a “Big” Deal

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

Session Level: General

Room: Meeting Room 1

Beginning with the New Deal, the Social Security number has evolved into a “big” deal over time. This session analyzes the evolution of the purpose and function of the social security number and how laws and technology have increased its usage. An interactive lesson will be demonstrated to show the past, present, and future significance of the nine-digit number that has become a universal identifier for U.S. citizens. Focusing on historical facts and primary sources, attendees will examine the evolutionary changes that have made this number a “big” deal. FREE resources and door prizes!

Lost Worlds, Vanished Times: Why Study History

Peter Gibbon, Boston University

Session Level: General

Room: Meeting Room 2

Using photographs and images of artifacts, paintings, sculptures, letters and diaries, this interactive presentation will explore reasons to study the past: to develop a sense of everyday life; to increase empathy and diminish self-pity; to appreciate progress; to understand the present; to increase civic literacy; to confront moral dilemmas; and to understand the role of contingency. Following each of these reasons, participants will discuss their reactions. The session emphasizes biography and includes examples from world and American history. Teachers will receive a copy of a PowerPoint and the presenter’s article entitled “Historians Disagree About Everything, or So It Seems.”

Catalyst for Change: The Government or the People?

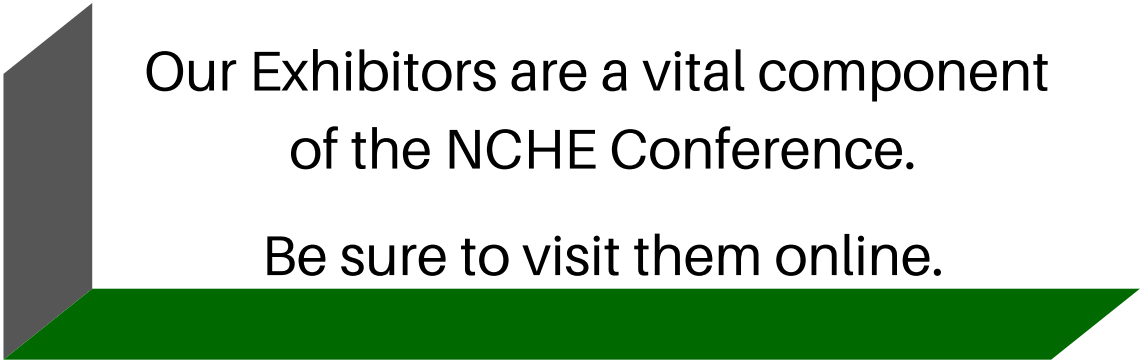
Jordan Maul, New York State Archives Partnership Trust, **Kristi Fragnoli**, The College of Saint Rose and

Julie Daniels, NYS Office of Cultural Education

Session Level: Cross Level

Room: Meeting Room 3

Join us as we explore the role citizens and governments play in the development of environmental policy. Who is the real catalyst for change: the law makers or the citizens? Using documents from the 20th and 21st century, participants will investigate the role of government and citizens, and compare multiple perspectives related to environmental issues, such as water scarcity, light pollution and clean air. The importance of civic engagement in the creation of past, present, and future environmental policy will be discussed. Participants will receive copies of documents and a graphic organizer for comparing multiple perspectives.



Our Exhibitors are a vital component
of the NCHE Conference.

Be sure to visit them online.

Investigating Culture and Communities through Visual Images

Laurie Boulden, Warner University, **Jennifer Cooley**, State Historical Museum of Iowa, **Jessica Ellison**, Minnesota Historical Society, and **Anna Keneda**, Maryland Humanities

Session Level: Cross Level

Room: Meeting Room 4

In this session, learn how various cultural and educational institutions address needs within the K-12 community by combining primary sources from communities in Florida, Iowa, Maryland, and Minnesota with those from the Library of Congress to bring a local perspective and more inclusive historical narrative to national events and trends. Laurie Boulden explores perception through photography using a series of photographs documenting the rich heritage of the Seminole Indians in Florida. Jessica Ellison leads an interactive analysis of historical images of Native Americans, with a focus on photograph curation, context, and the perspectives of both the photographer and the indigenous people featured.

Humanizing History: Revealing Personal Experience through Primary Sources and the Arts

Jena Sibille, Fulton County Schools, **Lisa Landers**, Georgia Historical Society, **Jeffery Gleaves**, Poets.org, **Lynne Tuttle**, National Association for Music Education (NAfME), **Cate Cooney** and **Stormy Vogel**, University of the Arts

Session Level: Cross Level

Room: Meeting Room 5

Join this lively discussion, led by staff of four organizations, representing a variety of artistic disciplines and educational approaches, about how to support historical inquiry through the study of the arts, arts-integration strategies, and teaching with Library of Congress primary sources. Accessing the human experience is key to a full understanding of a historic event or era. The Fine Arts, and the primary sources of experience and expression they produce, provide compelling, authentic connections to lived history. Panelists share information and resources on methods of incorporating arts-related primary sources to support historical inquiry, reflect on lessons learned and the educational value of this approach, and provide corresponding materials and resources.

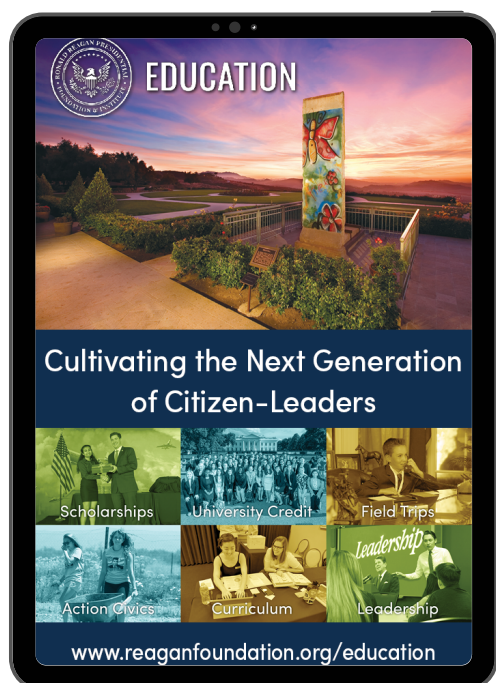
Engaging Students with Primary Sources: Key Moments in U.S. History

Victoria Pasquantonio, PBS NewsHour

Session Level: Cross Level

Room: Meeting Room 6

Presenters discuss online resources and strategies for engaging middle and high school students using Library of Congress primary sources representing key moments in U.S. History. Victoria Pasquantonio highlights a new interactive website by PBS NewsHour Extra based on the Library's primary sources to guide participants in discovering how journalists covered past events and how they connect to today.



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

Download Directions can be found on page 38.



2020 CONFERENCE SPONSOR



Poster Sessions

NCHE Website

Case Maker:

Customized Story-Driven Challenges for Middle Schoolers Using Library of Congress Primary Sources
Layla Masri, Bean Creative

Celebrating Mother's Day with Rosa Parks: Engaging Young Children in Historical Inquiry with the KidCitizen Interactive
Ilene R. Berson and **Michael J. Berson**,
University of South Florida, and **Bert Snow**, Snow & Co

Expanding Citizenship: What Does It Mean to be an American
Kira Duke and **Layla Smallwood**,
Middle Tennessee State University

Free Civics Interactives for Your Classroom: Play Engaging Congress
Elizabeth Osborn, **Anne Bono**,
Casey Brinegar, and **Valerie Peña**,
Indiana University Center on Representative Government

Performative Argumentation: Primary Sources in the Music Classroom
Noah Goodman, Education Development Center and
Lynn Tuttle, National Association for Music Education

Primary Sources for Mexican American History
Omar Valerio-Jimenez, University of Texas San Antonio

Remembering America's Past, Creating America's Future
Julie Schaul, Barat Education Foundation - Citizen U®

Supporting Students Who Are English Learners to Participate in Historical Inquiry
Mina Hernandez-Garcia and **Mary Schleppegrell**,
University of Michigan

Language as Evidence: Using Swahili to Understand East African History
Eric Beckman, Anoka High School

Teaching American History through Presidential Elections
Michael Ferguson, Post University

Teaching with Primary Sources (TPS) Teachers Network
Mary Johnson,
Teaching with Primary Sources (TPS) Teachers Network

Are Computers Good for Humans? A Historical Look at the Development of the Computer and Its Impact on Society
Gay Thistle, TPS Eastern Region

Blending Best Practices in Teaching with Primary Sources and Technology to Improve Student Engagement and Outcomes
Victoria (Tory) Van Voorhis, Second Avenue

Book Bentos: Using Historical Fiction to Increase Relevancy of Primary Source Materials
Emily G. Miller, University of Indianapolis

Bring Primary Sources to Life with Students' Questions
Andrew Minigan and **Sarah Westbrook**,
The Right Question Institute

Busting Rhymes and Changing Minds: How Primary Sources Can Take Center Stage in Your Classroom
Leigh Hallisey, FableVision

Communicating with Music Primary Sources in the History Classroom
Carolyn Bennett,
Former Library of Congress Teacher in Residence

Teaching Civil Rights Using Primary Sources from the Library of Congress and Local Archives
Elizabeth Osborn and **Susan Tomlinson**,
Indiana Council for the Social Studies (ICSS)

Indian Education for All--NOW!
Jacqueline Dukes, Hudson City School District

Your Vote, Your Voice, Our Democracy: The 19th Amendment at 100
Tiffany Middleton and **Howard Kaplan**,
American Bar Association

Poster Sessions

NCHE Website

Connecting Literature and Primary Sources

NCTE Staff, National Council of Teachers of English (NCTE)

Cotsen Family Foundation for the Art of Teaching and UCLA Lab School:

Using Primary Sources to Create Communities of Curious Critical Thinkers in Elementary Schools
Judith Kantor and **Sylvia Gentile**, UCLA Lab School

Cultivating Curiosity: Engaging Students with Primary Sources through Arts Integration

Jena Sibille, Fulton County Schools

Culturally Relevant Pedagogy with Primary Sources

Jessica Ellison and **Kara Knight**, Minnesota Historical Society

Decide and Design: Wise-Practice Use of Historical Photographs from the Library of Congress

Cory Callahan, The University of Alabama

Driving Student Research and Teaching Historical Argumentation with Library of Congress Resources

Cathy Gorn and **Lynne O'Hara**, National History Day

Eagle Eye Citizenship: Online Interactives, Historical Thinking, and Civics in a Digital Age

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

Educating with Evidence en Español: Primary Sources and Artifacts Curriculum

Grant Miller and **Salvador Gonzalez**, Southern Illinois University

Women's Rights and the White House:

A Historical Examination of Presidents and First Ladies and Ratifying the Nineteenth Amendment
Jess Gagliardi, Adams State University

Viewing the History of the Abolition of Slavery in North America through an Economic Lens

Anthony Zambelli, San Diego Center for Economic Education

Expanding Audiences: English Learners, Students with Disabilities, & Grades K-5

Rich Cairn and **Alison Noyes**, Collaborative for Educational Services

Folk Songs of the Western United States: Building a Unique Resource for Teachers

Anne Laskey, Kodály Center for Music Education

Free, Downloadable K-12 Primary Source Sets

Jennifer Cooley, State Historical Museum of Iowa

From Jamestown to Yesterday:

LGBTQ History in the Classroom

Kathleen Barker, History UnErased

TPS **TEACHING WITH
PRIMARY SOURCES**
LIBRARY OF CONGRESS



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

Athletic Protests of 1968, 2016, and of the Future

Jeffery D. Nokes, Brigham Young University

Session Level: Cross Level

Room: Meeting Room 1

Using primary source documents that include interviews, images, video recordings, and official statements, participants will compare Tommie Smith and John Carlos' protest during the national anthem at the Mexico City Olympic Games in 1968 with more recent protests by Colin Kaepernick and other players of the National Football League, also during the national anthem. Evidence of the public reaction to the protests, past and present, will also be analyzed. Participants will discuss how they can help students think deeply about these protests and use demonstrations as an effective tool for civic engagement now and into the future.

"Great/Not so Great": A Framework for Evaluating U.S. Presidents in Lower Elementary Social Studies

Scott L. Roberts and **Meghan K. Block**, Central Michigan University and **Stephanie L. Strachan**, Western Washington University

Session Level: Elementary (K-5)

Room: Meeting Room 2

There has been much written to help elementary level students engage in inquiry based strategies; many of these suggestions tend to focus on students in the upper elementary age range, while lower elementary students are usually not offered the opportunity to think about history in a more critical fashion. The purpose of this "hands-on" presentation is to discuss a framework for helping teachers work with younger students to determine the strengths and weaknesses of the historical figures (U.S. Presidents) they learn about in grades K-3 social studies.

Engaging Young Learners with Primary Sources

Tom Bober, Missouri Association of School Librarians, **Ilene R. Berson** and **Michael J. Berson**, University of South Florida

Session Level: Cross Level

Room: Meeting Room 8

A school librarian and professors of education discuss strategies and considerations for using primary sources with young children in early childhood and elementary classrooms. Tom Bober explores how the pairing of primary sources and picture books can enhance the awareness of a historical event or individual, the research process taken by authors of historically based picture books, as well as the author's or illustrator's portrayal of history. Ilene Berson and Michael Berson highlight a new KidCitizen episode that engages young children in analyzing resources from the Library of Congress Rosa Parks Collection. KidCitizen is a freely available digital interactive designed to foster young children's inquiry with primary sources. The focus of the digital episode is to facilitate a developmentally appropriate process of careful looking, historical thinking, and evidence-informed analysis that is at the center of disciplinary literacy.



**NCHE
Raffle**

**Complete the
Session Evaluations**

One entry per evaluation.
Different prize list each day.

Teaching Civic Ideals through Primary Sources

Cheryl Lederle-Ensign and **Jennifer Reidel**, Library of Congress Learning and Innovation Office

Session Level: Cross Level

Room: Meeting Room 4

What do civics and primary sources have to do with one another? Everything! This interactive session demonstrates how the use of primary sources can offer students specific examples of civic principles highlighting how a civic ideal has been tested, interpreted, and applied throughout American history. Participants engage in whole and small group strategies to analyze primary sources using a civics lens. They also discuss how to adapt and modify strategies to use in their own classroom. In addition, participants learn about the general Library of Congress collections, teacher materials and resources, and gain practical tips to find materials and resources to specifically teach civic ideals.

Group Libel and Hate Speech: Law's Past, Present, and Future

Howard Kaplan and **Tiffany Middleton**, American Bar Association Division for Public Education

Session Level: High School

Room: Meeting Room 5

American law presently affords wide protection to "hate speech." In 1952, however, the U.S. Supreme Court upheld the constitutionality of an Illinois "group libel" statute under which white separatist Joseph Beauharnais was convicted for publishing a pamphlet in Chicago opposing "the further encroachment, harassment and invasion of white people, their property, neighborhoods and persons, by the Negro." Beauharnais v. Illinois has never been explicitly overturned. Yet, today, its legal values appear more "European" than "American," restricting speech that harms. Might it also point to American law's future? How can history educators use this case to explore these issues with students?

Recalling the U.S.-Mexican War to oppose the Vietnam War

Omar Valerio-Jimenez, University of Texas at San Antonio

Session Level: Cross Level

Room: Meeting Room 6

During the U.S.-Vietnam War, Chicana/o activists drew parallels between the historical experience of the Vietnamese and Mexicans who sought self-determination but experienced U.S. foreign interventions. Chicana/o anti-war activists encouraged Mexican American men to oppose the draft and to recognize that the U.S. had long considered them "foreigners" in their native lands. The activists popularized the rallying cry, "la batalla esta aqui" (the battle is here), to urge young Mexican-American men to fight for their communities rather than in a foreign war, and to remember that war expenditures took money away from domestic programs. This session will describe this episode using primary sources from the Library of Congress and other online sources.



NCHE EXHIBIT HALL - NCHE WEBSITE

- Library of Congress Teaching with Primary Sources
- Civics Renewal Network
- Bill of Rights Institute
- George Washington's Mount Vernon
- Indiana University Center on Representative Gov't
- The Gilder Lehrman Institute of American History
- Ursuline College
- InquisiKids
- James Madison Memorial Fellowship Foundation
- TeachingAmericanHistory.org
- iCivics
- Ohio Council for the Social Studies
- Echoes & Reflections
- The American Revolution Institute
- Ronald Reagan Presidential Foundation
- ABC-CLIO
- Teaching with Themes:
Social History Through Primary Sources
- Foundation for Teaching Economics
- Newsela
- The DBQ Project
- StandWithUs

11:00 a.m. Zoom

Keynote Session

Sponsor: **Stacia Smith**, The American Revolution Institute of the Society of the Cincinnati

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

Speaker: **Joanne Freeman**, Yale University

Topic: **Ask the Historian: Alexander Hamilton**

Q & A with Conference Participants



Joanne Freeman is a Professor of History and American Studies at Yale University. A leading expert on early American politics and culture, she is the author of the award-winning *Affairs of Honor: National Politics in the New Republic*, and editor of *Alexander Hamilton: Writings and The Essential Hamilton*. Her most recent book, *The Field of Blood: Congressional Violence and the Road to Civil War* -- a New York Times notable book of 2018 and Lincoln Prize finalist -- explores the impact and implications of physical violence in the antebellum U.S. Congress. Long committed to public-minded history, she has been a historical advisor for writers, documentary filmmakers, the National Park Service, and a playwright; Lin-Manuel Miranda used her work in writing *Hamilton*. A co-host of the popular American history podcast *BackStory*, she is a frequent commentator for major media outlets and history documentaries. Her Yale online course, *The American Revolution*, has been viewed by hundreds of thousands of people in homes and classrooms around the world.

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NCHE WEBINARS

NCHE offers live, interactive professional development webinars FREE of charge through grants from the Library of Congress Teaching with Primary Sources program and the U.S. Department of Education. Registered participants will receive primary sources/educational materials as pre-readings. Following the webinar, participants will receive a certificate that may be submitted to your administrator to request continuing education credits.

www.nche.net/tiahwebinars

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

1:30 p.m. - 2:20 p.m.
Breakout Sessions

The Presidency: The Office, the Powers, and the People

Gary Colletti, The Bill of Rights Institute

Session Level: Cross Level

Room: Meeting Room 1

Presidents are remembered for factors that stretch beyond the policies enacted under their administrations. Diving into the American Presidency, it's worth exploring the system that won them the office, the decisions that were made, what happened as they left, and how their personalities left indelible stamps on the office. In this session, participants will examine events in the administrations of Thomas Jefferson, John Quincy Adams, Theodore Roosevelt, and George W. Bush. Attendees are invited to demo activities to evaluate the role of political parties and the Electoral College, understand the potential of "Bully Pulpit," and the Courts' decisions in the 2000 election.

Feme Sole and Feme Covert: Incorporating Colonial Women's History from Coverture to Activism

Bonnie Belshe, Monta Vista High School

Session Level: High School

Room: Meeting Room 2

This session provides teachers with the content, resources, and lessons to teach key aspects of American Women's History in the high school classroom. Participants will receive lessons, primary sources, differing historical interpretations, visual resources, and historiography on Martha Washington as a case study for colonial women's history using resources from George Washington's Mount Vernon and more. By examining coverture, widowhood, plantation slavery, and historiography of colonial women, the participants will be able to teach the importance of women's history and the inclusion of women's experiences in the colonial era.

The Holocaust & Current Hate Groups: Examining (and interrupting) Paths to Hatred

Mark Johnson, University of Notre Dame

Session Level: General

Room: Meeting Room 3

Beginning with a thought-provoking activity for students to consider the steps that led to the Holocaust, this session connects the past with stories of youth drawn to extremist groups in the present. Examining the factors that current youth find attractive in these groups and how they are able to break free, the goal of the session is to connect what we know about the past with current trends in the present. Recognizing that comparisons to the Holocaust can be problematic, participants will also discuss the trend for such comparisons to arise in our classes and the utility of such comparisons.



2020 NCHE SPONSOR

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It's All in the Cards: Teaching Historical Thinking Concepts in US and World History using "Significance/Explanation Cards"

David Hicks, Suzanne Shelburne, and Brad Kraft, Virginia Tech,

Melissa Lisanti, Radford University and **Ricky Mullins**, East Kentucky State University

Session Level: Cross Level

Room: Meeting Room 4

This hands-on workshop models a series of Universal Design of Learning aligned activities in US and Modern World History that support the learning of content through explicitly introducing the historical thinking concepts of significance, cause and consequence, and continuity and change. Each inquiry-based lesson begins with a compelling question. Students are provided with explanation/significance cards – cards holding specific historical details/content – to lay out, chunk, categorize, order, construct patterns, and analyze as they respond to prompts in order to make evidence-based claims while learning historical thinking concepts that are vital to the doing of and understanding of history.

Civil Rights through the Lenses of Gender, Ethnicity, Courts, and Institutions

Daniella Ann Cook and **Karen Gavigan**, University of South Carolina,

Kira Duke and **Layla Smallwood**, Middle Tennessee State University

Session Level: Cross Level

Room: Meeting Room 5

Presenters demonstrate effective, student centered approaches for using a range of Library of Congress primary sources to understand and teach civil rights history more critically and help students do the same. Daniella Ann Cook and Karen Gavigan explore using a variety of primary sources to engage students in historical inquiry of the Civil Rights struggle through six lenses: women, youth, organizing, culture, institutional racism, and the interconnectedness of social movements. Kira Duke and Layla Smallwood examine the struggle for full citizenship by minority groups such as African Americans, women, and Native Americans between 1865 and 1965, using Constitutional amendments, court cases, political cartoons, and other primary source documents.

Facilitating Primary Source Learning with Students' Questions

Sarah Westbrook and **Andrew Minigan**, Right Question Institute and **Ann Canning**, TPS Eastern Region

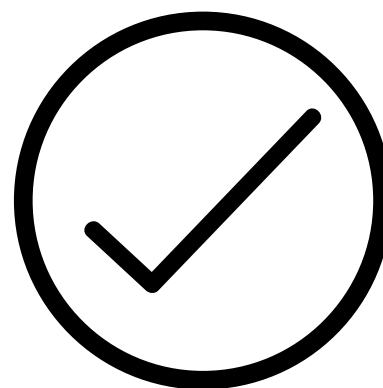
Session Level: Cross Level

Room: Meeting Room 6

Question formulation is a fundamental skill for thinking and learning. As historian David Hackett Fischer wrote, "There can be no thinking without questioning – no purposeful study of the past, nor any serious planning for the future." How can we build the capacity for all students to engage in inquiry and primary source learning through questions? Experience the Question Formulation Technique (QFT), a simple, powerful strategy to teach students how to ask, work with, and strategically use their own questions, prompted by primary sources from the Library of Congress. Explore classroom examples and student work from across grade levels, hear from Ann Canning, TPS Eastern Region, about how this approach supports the work of preservice teachers, and leave with a plan for implementation.

Session Evaluations

Use the App or complete online
after each session.



2:30 p.m. - 3:20 p.m.
Breakout Sessions

Building a Strong Historical Argument with National History Day

Lynne O'Hara and Cathy Gorn, National History Day

Session Level: Cross Level

Room: Meeting Room 1

Using primary sources relating to both world and United States history, National History Day (NHD) will explore the role of citizenship and the individual's relationship to their government. Nations worldwide have used declarations, protests, and other outlets that have reevaluated the role of the individual and the state. Using topics like the French Revolution and Indian Removal, NHD will demonstrate how teachers can work with students to ask questions and use primary source evidence to develop strong historical arguments. The audience will be asked to "do history" and develop an argument supported by reasoning and evidence in our interactive activity.

Women & the American Story: Settler Colonialism and Revolution, 1692-1734

Mia Nagawiecki, New-York Historical Society

Session Level: Cross Level

Room: Meeting Room 2

Women's participation in late colonial society and contributions to the American Revolution are often overlooked in curriculum surveys about early American history. The Settler Colonialism and Revolution, 1692-1783 unit of the New-York Historical Society's Women & the American Story curriculum addresses this gap. Looking beyond women's roles as the wives of important men, this interactive session will use resources from the curriculum to model how educators can bring wide-ranging women's experiences into their classrooms and encourage their students to recognize and appreciate diversity across American history. Curriculum materials provided.

Exploring Historical Conflict with Primary Sources

Rolly Schendel, Metropolitan State University of Denver, **Andrew Askuvich**, Institute for Curriculum Services,
Keith Patterson and **Kile Clabaugh**, Teaching with Primary Sources Western Region

Session Level: Cross Level

Room: Meeting Room 3

Presenters discuss how to deepen students' understanding of historical conflicts by analyzing Library of Congress primary sources. Rolly Schendel, Keith Patterson, and Kile Clabaugh use audio and visual primary sources to evaluate the roles of Adolf Hitler and President Franklin D. Roosevelt in WWII, and to introduce practical teaching strategies and the levels of listening and viewing that make the critical arts of listening and viewing accessible to all students—and applicable to any content. Andrew Askuvich explores the history of the Arab-Israeli conflict and peace process using primary source documents and teaching strategies that support critical analysis of texts. Participants develop content knowledge, experience student activities, and receive ready-to-use resources and links to digital resources with detailed lesson plans.

Scientific Literacy, Citizenship, and History: Analyzing Primary Sources from the Library of Congress

Mike Apfeldorf and **Amara Alexander**, Library of Congress Learning and Innovation Office

Session Level: Cross Level

Room: Meeting Room 4

In this hands-on session, Mike Apfeldorf and Amara Alexander present strategies students can use to analyze Library of Congress primary sources to explore connections between scientific literacy and citizenship. From environmental policy to the regulation of food, drugs, and dangerous materials, scientific literacy is a key skill allowing citizens to understand a range of issues, make informed decisions, and take action. Understanding historical contexts surrounding such issues provides insights into this relationship between scientific literacy and citizenship. How have scientific ideas been communicated, received, and debated? How has societal change been implemented – or resisted – and with what community impacts? Participants leave with concrete strategies for engaging students in primary source analysis to build critical thinking skills and deepen their understanding of scientific issues of importance.

Art as Argument: Linking Past and Present through Visual Rhetoric

Phoebe Hillemann, Smithsonian American Art Museum

Session Level: Cross Level

Room: Meeting Room 5

How have American artists used visuals to bring attention to the pressing issues of their time? Guided by a Smithsonian American Art Museum educator, participants will compare and contrast a 1930s painting about the Dust Bowl with one addressing climate change made in the early 2000s, interpreting them in context to discover continuity and change over time. Through this interactive session, participants will experience practical, inquiry-based strategies for unpacking an artwork's visual language and discover online resources to support teaching with art in the history classroom.

Teaching with Performance and Music-Related Primary Sources

Carolyn Bennett, Former Library of Congress Teacher-in-Residence, **Bridget Morton** and **Tom Destino**, Mars Hill University

Session Level: Cross Level

Room: Meeting Room 6

Presenters share strategies for incorporating music-related Library of Congress primary sources into history instruction. Carolyn Bennett explores ways non-music educators can offer students opportunities to learn and communicate through primary source music. Participants pair Library of Congress primary sources with inquiry strategies that could broadly apply to many historical periods and musical primary sources. Bridget Morton and Tom Destino demonstrate how primary source analysis and performance strategies can be used to engage students in challenging topics. Participants engage in a model inquiry lesson using analysis guides from the Library of Congress and documentary theatre strategies, and learn how students can write and perform original scripts created with primary sources.

4:30 p.m. Zoom

Keynote Session

Sponsor: **Linda Powell**, George Washington's Mount Vernon

Introduction: **Kristy Brugar**, University of Oklahoma

Speaker: **Jill Lepore**, Harvard University

Topic: **Teaching History in a Divided America**



Jill Lepore is the David Woods Kemper '41 Professor of American History at Harvard University. She is also a staff writer at *The New Yorker*. Her latest book is *This America: The Case for the Nation* (2019). Her 2018 book, *These Truths: A History of the United States*, was a *New York Times* bestseller, widely translated and published around the world.

Lepore received a B.A. in English from Tufts University in 1987, an M.A. in American Culture from the University of Michigan in 1990, and a Ph.D. in American Studies from Yale University in 1995. She joined the Harvard History Department in 2003 and was Chair of the History and Literature Program in 2005-10, 2012, and 2014. In 2012, she was named Harvard College Professor, in recognition of distinction in undergraduate teaching.

Lepore is the recipient of many honors, awards, and honorary degrees, and has been a finalist for the National Book Award; the National Magazine Award; and, twice, for the Pulitzer. She has been elected to the American Academy of Arts and Sciences and to the American Philosophical Society. Her research has been funded by the John Simon Guggenheim Foundation, the National Endowment for the Humanities, the Pew Foundation, the Gilder Lehrman Institute, the Charles Warren Center, the Woodrow Wilson Foundation, and the Radcliffe Institute for Advanced Study.

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APPLICATIONS DUE MARCH 31, 2020



"Spending the week reflecting on the present by studying the past."

-Helene Redmond, 8th-Grade Teacher, Gaithersburg, MD

Photo of Abraham Lincoln courtesy Library of Congress. Photo from the African American Civil War Memorial in D.C. courtesy of Brock Elder.

SATURDAY, MARCH 21

8:00 a.m. – 8:50 a.m.

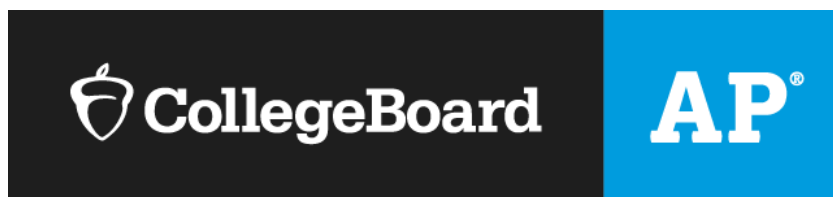
Connection Session

Student-Centered Instruction in the AP History Classroom,

Jose Gregory, Marist High School

Session Level: Cross Level

Room: Zoom



9:00 a.m. – 9:50 a.m.

Breakout Sessions

Hollywood Through Time: The Past, Present and Future of The Great Gatsby

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

Session Level: Cross Level

Room: Meeting Room 1

In this session, participants will take part in an interactive document exercise designed for middle and high school level students which explores three Hollywood productions of the same title, *The Great Gatsby*. In addition to exploring the historical content surrounding the roaring twenties and post-war America, the lesson ideas shared also highlight (a) the manner in which contemporary social and cultural moods shape motion pictures and (b) shift over time. The lessons also illustrate the value of film as an instructional tool in the history classroom. Lesson materials will be shared.

Using DBQs to Engage Students in Authentic Historical Inquiry

Chip Brady and **Imali Kent**, The DBQ Project

Session Level: General

Room: Meeting Room 2

The DBQ Project was created to help teachers help students at ALL grade levels read with understanding, think straight, and write clearly. Our engaging questions and use of primary and secondary sources give students the opportunity to investigate history from a variety of perspectives and support discussion and debate as students clarify their own ideas and write evidence-based arguments. Highlighting our unit on Mahatma Gandhi – “What Made Gandhi’s Nonviolent Movement Work?” – participants will gain a solid overview of how our resources and pedagogy aligns with the current shifts in history education through lively discussion, modeling, and connections to today.

Freight Car Loadings and Mail Order Sales: Measuring the Economy During the Great Depression

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

Session Level: Cross Level

Room: Meeting Room 3

Did people in the Great Depression know how “great” it was? Part of how we understand the economy is through standard measurements of things like unemployment and the country’s income – but many of the measurements now used by economists and lawmakers were developed during the Great Depression because the scope of the crisis was hard to measure with the tools they had. This session will explain the differences between historical and modern economic measurements, offer an activity on data revision and reconstruction, and provide a lesson with primary source materials from FRASER®, the digital library of economic history.

Art for Inclusion and Engagement: Enriching History Curriculum with Artworks

Julie Griggs and **Heather Hooks**, Engaging Empathy

Session Level: High School

Room: Meeting Room 4

Join us for three arts enriched lessons to promote engagement and strengthen critical thinking. We will use Ward's "We the People" as an anticipation set for analyzing the Preamble to the Constitution, offering a model for connecting art to primary source documents. Next, we will analyze Noguchi's response to his internment during WWII, "Gregor," as a model for incorporating art to encourage deeper research. Finally, we will explore two works by current artists who incorporate historical images/texts: Kara Walker's "A Warm Summer Evening in 1863" and Titus Kaphar's "Cost of Removal." Their reimaged art exposes bias and amplifies marginalized voices.

Remember(ing) the Ladies: The Rights of Women and the Legacy of the American Revolution

Stacia Smith and **Evan Phifer**, The American Revolution Institute of the Society of the Cincinnati

Session Level: Middle School

Room: Meeting Room 5

Abigail Adams' famous eighteenth century plea to the leaders of Revolutionary America made clear that the republican ideals espoused by the patriot cause held a promise for the future of all Americans—the Declaration of Sentiments and the fight for the 19th Amendment revived this rhetoric and demonstrated how the ideas and events of the American Revolution inspired the movement for civil liberties for American women; this session will trace the impact of the Revolution on the campaign for women's rights using paintings, prints, and documents from the Institute's collection.

Building Student Reflection with Primary Sources

Peggy O'Neill-Jones, Teaching with Primary Sources Western Region, **Amy Wilkinson**, Southern Illinois University Edwardsville,

Judy Bee, Teaching with Primary Sources Midwest Region, and **Elizabeth James**, Marshall University

Session Level: Cross Level

Room: Meeting Room 6

Presenters discuss cross-level approaches for reflecting on and evaluating students' ability to analyze Library of Congress primary sources. Peggy O'Neill-Jones, Amy Wilkinson, and Judy Bee explore the dual inquiry process that guides educators through the thinking process – "teacher as learner" and "teacher as teacher." Participants engage in a reflective activity to gain a better understanding of continual reflection and leave with a guide for teachers to help students to become better inquirers. Elizabeth James introduces and models reflective exercises that can serve as assignments, a method of assessing student learning, a method of assessing the exercises that facilitate learning, and to evaluate the exercises themselves. Participants execute and discuss primary source-focused reflection activities, and leave with activity/idea lists on how to incorporate student reflection into assignments, assessments, and evaluation of activity effectiveness.



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Poster Sessions

NCHE Website

From Slavery to Freedom, Using Slave Narratives to Activate Literacy

Roland Schendel, Metropolitan State University Denver

Hey, Hey! Ho, Ho! Picture Books & Primary Sources Are the Way to Go!!

Jan Davis and **Janet Bass**,

Oklahoma Department of Libraries

Inspiring Inquiry through Online Text

Ashanté Horton, National Council for the Social Studies

Introducing Students to Primary Sources

Anthony Saliccioli,

Michigan Council for History Education

Journalism Matters: Key Moments in U.S. History Using News-Based Primary Sources

Vic Pasquantonio, PBS NewsHour

Learning to Teach All Over Again: Teachers' Reflections on Using Primary Source Analysis to Engage English Learners in Critical Democratic Discussions

Andrea Kolb, CSIU-Center for Schools and Communities

Look Back. See Further:

Teaching with Primary Sources in and through the Arts

Catherine Cooney and **Patricia Vogel**,

The University of the Arts

Reaching Rural Appalachia with Primary Sources

Bridget Morton and **Tom Destino**, Mars Hill University

Reading Like a Historian Curriculum and Beyond the Bubble Assessments: Free Document-Based Materials

Mark Smith, Stanford History Education Group

Reflection as Assignment, Assessment, and Evaluation When Using TPS Resources

Elizabeth James, Marshall University

Research on Transformative Learning in a Teaching with Primary Sources "Community of Practice": Missouri's Geo-History, Migration, and Immigration Inquiries

Sarah Coppersmith, Lindenwood University

Seeking the Seminole Indians

Laurie Boulden, Warner University

Maximizing Music's Connections to Social Studies

Johanna J. Siebert,

National Association for Music Education

Tried and Tested TPS PD Models from the Virginia Partnership--for Teachers Everywhere

Sherry Levitt and **Cynthia Sz wajkowski**,

Virginia Partnership

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Poster Sessions

NCHE Website

Teaching History Backward: The Curious Case of Why a Telephone Exhibit Was Viewed from End to Start
Amy Stephens, Edmond Historical Society & Museum

Teaching Supreme Court Cases to Middle School Students Using Primary Sources
Jennifer Wheeler, Street Law

Time Snap: Virtual Reality in the History Classroom
Noah Goodman and **Bill Tally**,
Education Development Center

TPS Mississippi:
Primary Sources in VR, AR, and Stereographs
Nicole Miller, **Paul Binford**, and **Kenneth Anthony**,
Mississippi State University

TPS Regional Grants Program: Provide Professional Development through a TPS Regional Grant
TPS Regional Program Staff from
Waynesburg University (Eastern Region);
Illinois State University (Midwest Region);
Metropolitan State University of Denver (Western Region)

Using Evidence-Based Teaching Strategies in the Elementary Social Studies Classroom
Amy Wilkinson and **Barbara O'Donnell**,
Southern Illinois University Edwardsville

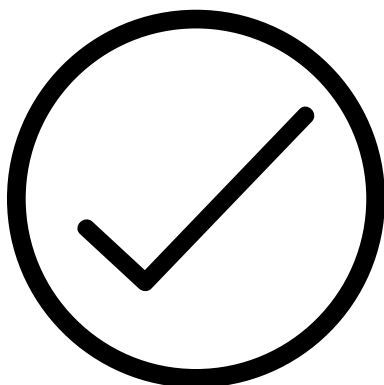
Using iCivics' DBQuest to Answer BIG Questions
Lora De Salvo and **Molly Launceford**, iCivics

Warrior Spirit Consortium: The Legacy of Honor Project
Cheryl Hughes, Warrior Spirit Consortium Group

Who Will Win My Vote? Presidential Candidates and Campaign Issues Past, Present, and Future
Ann Canning, TPS Eastern Region

Women & the American Story (WAMS) -
wams.nyhistory.org
Mia Nagawiecki, New-York Historical Society

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Session Evaluations

Use the App or complete online
after each session.

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

Voices of the Past, Present, and Future: Strategies and Tools for Including Oratory in your History Classroom

Caitlin Goodwin and **Joe Cernak**, Ford's Theatre Master Oratory Fellows

Session Level: Cross Level

Room: Meeting Room 1

Our narrative of the past inevitably includes the voices of those who were there. These voices have united us, made us consider the perspectives of the marginalized, motivated us, and more. The voices of today inspire us and encourage young people to take action and use their voices to shape the future. We can help students discover the power of their voices and the possibilities for shaping their futures. Join two Ford's Theatre Master Oratory Fellows to learn about tools that bring historical figures to life and make the youth voices of today vibrant in their social studies classrooms.

Propaganda and Patriotism: The Art of Financing America's Wars

Alexandria Halmbacher and **Cariss Turner-Smith**, The Federal Reserve Bank of Cleveland

Session Level: High School

Room: Meeting Room 2

This session will highlight one of the Federal Reserve Bank of Cleveland's traveling exhibits, "Propaganda and Patriotism: The Art of Financing America's Wars," which explores the Fed's historic origin as a fiscal agent of the US Treasury Department. This exhibit also illuminates how posters urging Americans to buy war bonds became powerful instruments of mass communication in the campaign to raise funds during World Wars I and II. Learn how your school or organization can borrow the Federal Reserve's travelling exhibits, like "Propaganda and Patriotism" at no cost, and receive free educational materials to help make learning about economics fun!

Location, Location, Location: Place Based Education with Historic Sites

Clare McGowan, Old Trail School, **Lisa Pettry**, Hale Farm and Village, and **Lisa Leaman**, Western Reserve Historical Society

Session Level: Elementary (K-5)

Room: Meeting Room 3

Located in the Cuyahoga Valley National Park, Old Trail School and Hale Farm and Village partner together to provide a unique place-based learning experience. Student led inquiry, supported by the National Park Service, Teaching with Historic Places, allows elementary students to think critically and develop skills as engaged citizens. Working as historians, they learn about their local community's past and connect it to the broader themes that shaped our country. Session participants will discover how to develop unique PBE lessons that connect students to historic places to their local community. They will engage in proven activities that can be used immediately in the classroom.

Exploring, Learning, Teaching, and Taking Action with the New American History Team

Annie Evans, New American History

Session Level: Cross Level

Room: Meeting Room 4

We breathe history as we do air. The past is forever shaping the present. Yet to many students, it's unclear that we all live in history every day. History is the turbulent, unpredictable, deeply human record of everything that happened before this moment. At New American History, we attempt to show history in more meaningful and memorable ways. We're committed to helping students see how current events take their shape from history. Our tools and resources are free and freely available to all educators, intended to uncover new ways to teach the past in light of the present. Join us!



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Past, Present, and Future of Mass Imprisonment in the U.S.

Sam Mihara, University of California

Session Level: Cross Level

Room: Meeting Room 5

At prior NCHE conferences, Sam Mihara presented a riveting talk about his memories as a child prisoner at a WWII camp for Japanese Americans. This year, he summarizes his experiences and describes the results of his visits to several current detention facilities for undocumented immigrants who are seeking U.S. asylum. Some of these prisons are for children without families. As the problem of inhumane treatment of refugees grows worse, with more than 70,000 immigrants presently being detained and the numbers rapidly climbing, Sam opens a discussion about the problem and asks attendees to offer better solutions for the future.

Exploring American Labor History with Primary Sources

Paul Binford, Kenneth Anthony and **Nicole Miller**, Mississippi State University,

Sherry Levitt and **Cynthia Szwajkowski**, Virginia Partnership

Session Level: Cross Level

Room: Meeting Room 6

This interactive session uses Library of Congress primary sources to explore American labor history, including child labor, industrialization, and unionization. Paul Binford, Kenneth Anthony, and Nicole Miller invite participants to analyze an image related to child labor in Mississippi using a visual discovery strategy for gathering, interpreting, and analyzing evidence from historical images, augmented by an informational text, before discussing the culminating step of this strategy--an Act-It-Out. Cynthia Szwajkowski and Sherry Levitt explore how the right to vote influenced America's response to industrialization using primary source images and historical newspaper accounts that enable students to sort multiple points of view and argue from historical evidence.

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11:00 a.m. Zoom

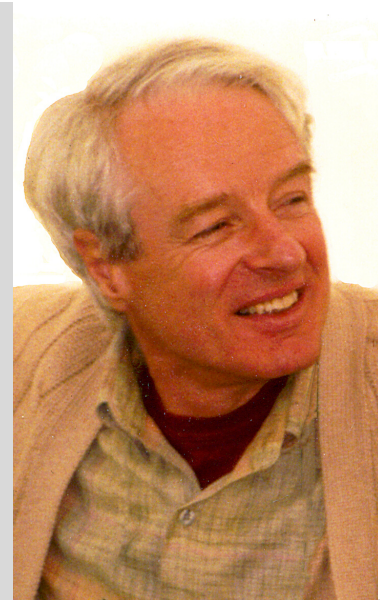
Keynote Session

Introduction: **Jenny Nicholas**, Salt Lake City School District

Speaker: **Adam Hochschild**, UC Berkeley

Topic: **Looking Back at the First World War—and What It Did to the United States**

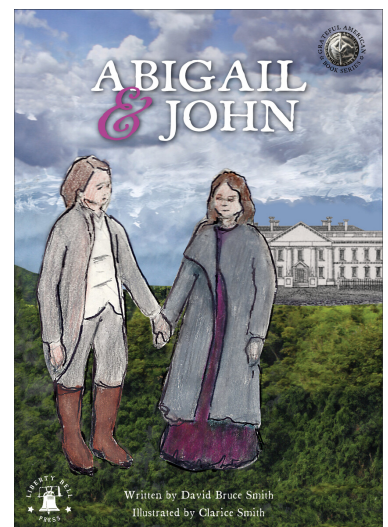
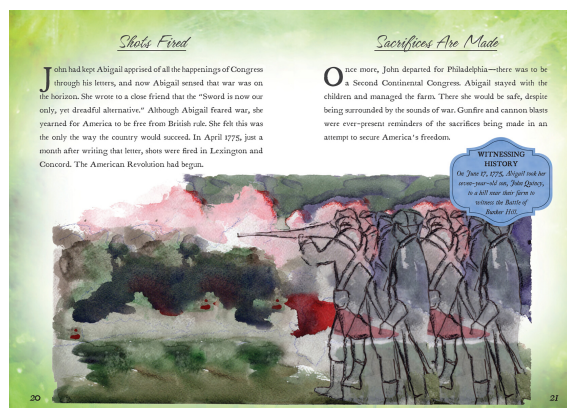
Q & A with Conference Participants



Adam Hochschild (pronunciation: "Hoch" as in "spoke"; "schild" as in "build") is the author of nine books; the latest, *Lessons from a Dark Time and Other Essays*, appeared in 2018. His *Spain in Our Hearts: Americans in the Spanish Civil War, 1936–1939*, was published in 2016. Of his earlier books, *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves* won the *Los Angeles Times* Book Prize, the PEN USA Literary Award, the Gold Medal of the California Book Awards, and was a finalist for the National Book Award. *King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa* and *To End All Wars: A Story of Loyalty and Rebellion, 1914–1918* were both finalists for the National Book Critics Circle Award. His *Finding the Trapdoor: Essays, Portraits, Travels*, collects some of the articles he has done in several decades of writing for various newspapers and magazines. Earlier in his career, he was a reporter for the *San Francisco Chronicle*, a commentator on National Public Radio's "All Things Considered," and a co-founder, editor, and writer at *Mother Jones* magazine. His articles have also been published in the *New Yorker*, *Harper's*, the *Atlantic*, the *New York Times Magazine*, and elsewhere. In 2009 he received the Theodore Roosevelt-Woodrow Wilson Award from the American Historical Association and in 2014 he was elected a fellow of the American Academy of Arts and Sciences.

At the Graduate School of Journalism in 2018, former PBS NewsHour correspondent Elizabeth Farnsworth interviewed Hochschild about his entire body of work. Hochschild has also been interviewed about his writing on the Congo by Scott Pelley of "60 Minutes" and Alison Stewart of PBS. He discussed *Spain in Our Hearts* and *To End All Wars* with NPR's Terry Gross on "Fresh Air." A recent magazine piece, looking back at the Armistice that ended the First World War, appeared in the *New Yorker*. Other subjects covered in Hochschild's articles include the civil war in eastern Congo, a shadowy general who was the father of American surveillance, and an oddly personal connection to the latest Tarzan film.

Grateful American Book Series



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

1:30 p.m. - 2:20 p.m.
Breakout Sessions

Teaching Early American History like World History: Integrating Native History into the Classroom

Michael Kraemer, Ohio State University

Session Level: Cross Level

Room: Meeting Room 1

This session will focus on the power of indigenous nations throughout early American history. Through an examination of Native nations in the early 19th century, including the Comanche Empire and the Tlingits, I will propose alternative methods to frame American history. These methods seek to de-center European-American perspectives in North American history and provide a more accurate and arguably more compelling narrative to understand Early American history. We will have a breakout session that seeks to apply these alternative methods to various events in American history, like the Revolutionary War, the expansion of slavery, and the Civil War.

Junior Historians Tackle Their Local History

Priscilla H. Porter, Porter History-Social Science Resource Center, CSU San Bernardino

Session Level: Elementary (K-5)

Room: Meeting Room 2

Foster historical inquiry with young children as they research historical figures and events of their community in the past, the present, and become empowered to affect change for the future. Partnering with the local history museum, trace the founding and growth of the community using documents, maps, and other primary sources. Audience members will actively compare and contrast the past and present of a community and create plans for its future; evaluate "Then and Now" photos; and, address the challenges educators and historians face in developing project-based historical investigations for children. Leave with strategies to put the plan into action.

Exploring One Enslaved Woman's Power through Scaffolded Digital Storytelling

Grant Scribner and **Aaron Johnson**, University of Nebraska-Lincoln

Session Level: Middle School

Room: Meeting Room 3

The extraordinary story of Ann Williams, an enslaved woman who sued for her freedom, opens new possibilities for teaching about enslavement through digital storytelling. The session's foundation is the animated short-film, "Anna," created by historians William Thomas, Kwakiutl Dreher, and Michael Burton (www.annwilliamsfilm.com), accompanied by a complete unit of student inquiry that utilizes the C3 Inquiry Design Model (IDM). Participants will watch the 12-minute film and engage in an abbreviated version of the inquiry with a partner, interrogating primary sources, debating the nature of Williams' "freedom," and discussing the narrative's implications for their own teaching.



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Using Maps to Strengthen Students' Visual Analysis Abilities

Georgeanne Hribar, Virginia Geographic Alliance, **Gay Thistle** and **Ann Canning**, TPS Eastern Region

Session Level: Cross Level

Room: Meeting Room 4

Presenters explore strategies for examining Library of Congress primary sources and related information in a spatial context to strengthen students' visual analysis abilities. Georgeanne Hribar highlights how to use digital Story Map Journals to engage high school students in the exploration of visual and textual primary sources, bringing to life the processes of historical thinking: sourcing, contextualization, corroboration, and close reading. Gay Thistle and Ann Canning will take participants inside the Library of Congress Panoramic Maps Collection for a model inquiry, Hometown, USA. The Library of Congress Analyzing Maps tool and Google Earth will provide visual comparisons of Cleveland in 1877, 1887, and more current maps. Panoramic Maps will also be used to visualize information gleaned from text sources such as historic newspapers and oral histories from the same time periods.

San Patricios and the U.S.-Mexican War

Mark Saenz, John P. Ojeda Middle School

Session Level: Cross Level

Room: Meeting Room 5

The U.S.-Mexican War (1846-1848) occurred during a period of increasing xenophobia targeting Catholic immigrants. As the nation witnessed large numbers of immigrants fleeing the Irish potato famine, many new arrivals volunteered for military service to prove their loyalty to the United States. The nation's xenophobia infected the U.S. Army as well, and led to desertions by Irish and German immigrants, some of whom joined the Mexican side as the San Patrick's Battalion. While the San Patricios were scorned by the U.S., they have received praise for their contributions from the governments and people of Mexico and Ireland. This presentation will present lesson plans on the San Patricios for the teaching of Mexican American history.

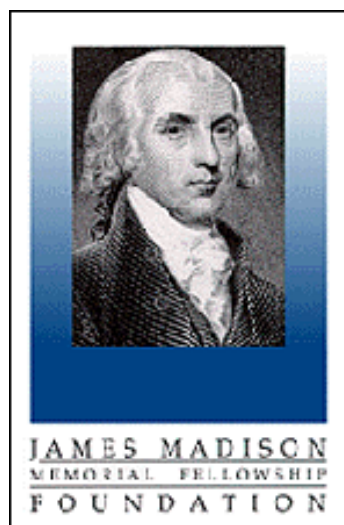
Open Access Oral Histories for the Classroom

Jessica Taylor, Virginia Tech

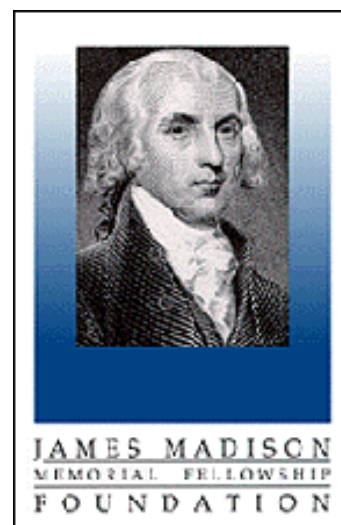
Session Level: Cross Level

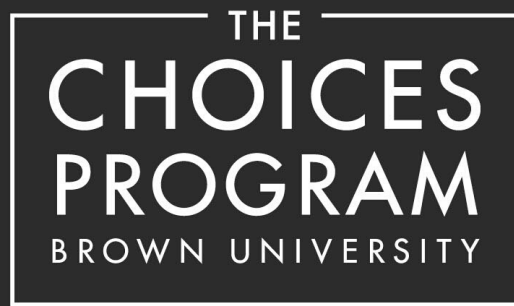
Room: Meeting Room 6

Voices of Virginia is an open access, online primary source reader supplementing high school and college U.S. History courses in the state of Virginia. It is comprised entirely of oral history excerpts from eyewitnesses to events between emancipation and the Vietnam War. Voices of Virginia is a collaboration between the Virginia Tech Libraries, the History Department, and over twenty archives from across the South. This presentation will walk through the process of creating and making accessible a similar resource in an instructor or researcher's locality. The audience will be provided with a survey to peer review the material.



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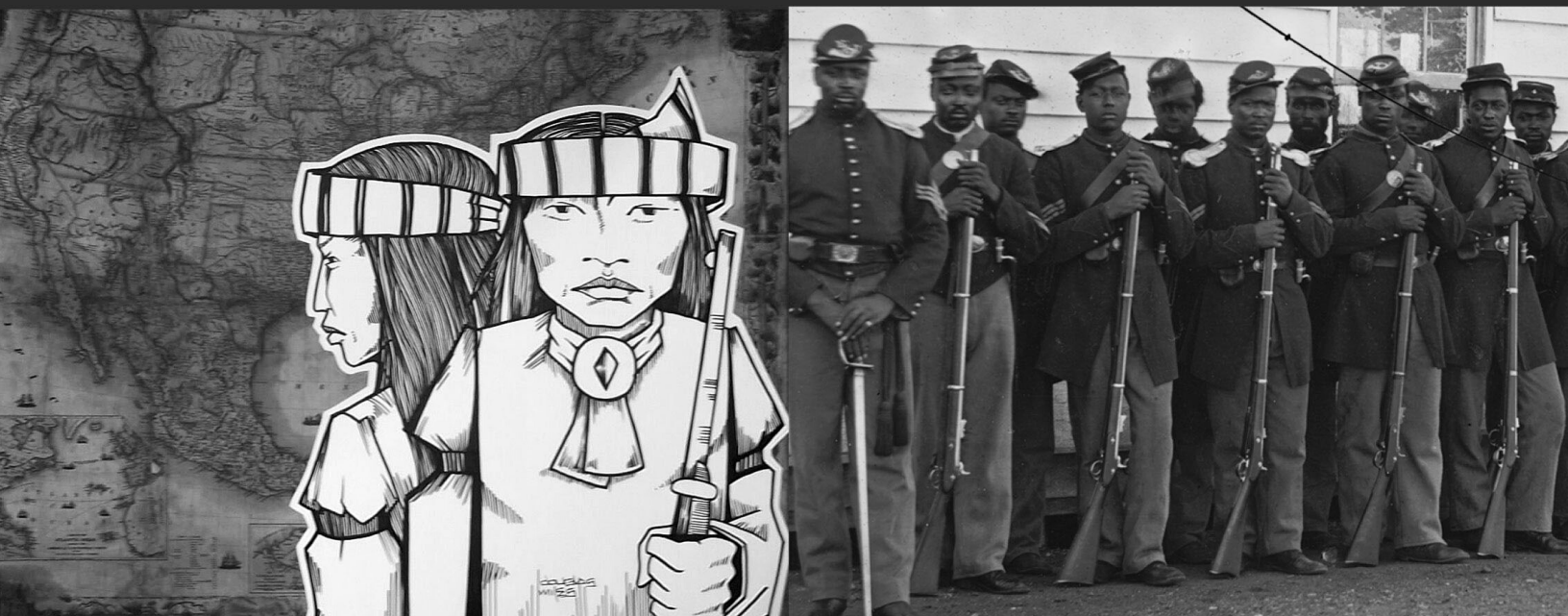


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2:30 p.m. - 3:20 p.m.
Breakout Sessions

Techniques for Teaching Students to Study Slavery

Michael Lord, Historic Hudson Valley

Session Level: Cross Level

Room: Meeting Room 1

What are best practices for teaching American slavery in today's classroom? For twenty years, Historic Hudson Valley has been a leader in the museum field interpreting slavery in the colonial North, particularly for student audiences. In this session, museum educators walk teachers through several resources that teach this hard subject sensitively but truthfully. The session will model lesson plans for these resources while also discussing the work of historians in studying slavery, including language usage, the limitations of the historic record, and how to ask questions. Participants will leave with deeper content knowledge plus lessons plans for immediate classroom implementation.

Reporting on the Constitutional Convention - A Project-Based Approach to Founding Principles

Zachary Deibel and **Oliver Corrigan**, Cristo Rey Columbus High School

Session Level: High School

Room: Meeting Room 2

The presentation will include: 1. An overview of the project, its alignment to various standards laid out by the College Board and the National Constitution Center, and a list of resources and materials to use in constructing the lesson. 2. A simulation of the student activity. Groups will act as either delegates to the Constitutional Convention or reporters on the Convention. Delegates will be given one-sheet overviews of their beliefs about the Constitution and their contributions to the Convention. Reporters will be given factsheets on the Convention and guides for asking questions to get quality answers from delegates. 3. After being given time to prepare, participants will engage in a simulation where reporters will interview delegates and delegations on their contributions to and attitudes toward the various elements of the Constitution of 1787. 4. After completing questioning, participants will go through a brief reflection exercise (similar to the students' reflection) that aims to pull out major takeaways regarding the Convention, its main debates, the basic elements of the Constitution of 1787. 5. To conclude the presentation, the facilitators will show some images/video clips from the project's execution over the past few years. Facilitators will also take questions and suggestions from the audience, providing resources and implementation aids at the end of the presentation.

Why are Relationship Rules Different for Women and Men? The Social History of Etiquette through Time

Cynthia W. Resor, Eastern Kentucky University

Session Level: Cross Level

Room: Meeting Room 3

What are the "rules" of modern relationships? Why are females and males expected to act differently? Who makes up the "rules"? Why do these "rules" change over time? Exploring the history of courtship and dating through time relates the past to the daily experience of students. Participants will examine primary source images, texts, and recordings from the 19th, 20th, and 21st century and consider how changing economy, technology, and social class impact daily life. Compare and contrast historical etiquette books to modern advice on the internet and social media and leave with primary sources and an adaptable inquiry lesson plan.

Habeas Corpus and Rights during Wartime: Teaching Supreme Court Cases to Middle School Students

Jennifer Wheeler, Street Law

Session Level: Cross Level

Room: Meeting Room 4

This session helps teachers bring interactive, engaging, and inquiry-based strategies to their instruction of historical Supreme Court cases featuring Library of Congress primary sources. Jennifer Wheeler guides teachers in how to examine the lesser known case of *Ex Parte Merryman* and ask, "Should the government be able to limit peoples' rights during war time?" Explore multiple teaching strategies to teach this case, including primary source inquiry activities. Though materials have been designed for middle school students, this session is beneficial beyond the middle school classroom. All participants will receive a hard copy of the case pack and a link to access five other case sets. NCHE would like to thank you for attending the 2020 Conference

and for helping us celebrate our 30th anniversary!

We hope you'll join us next year in Salt Lake City on April 8-10, 2021.

Reflections on Using Primary Sources to Meet the Needs of Diverse Learners

Andrea Kolb, Center for Schools and Communities, **Rich Cairn** and **Alison Noyes**, Collaborative for Educational Services

Session Level: Cross Level

Room: Meeting Room 5

Presenters highlight cross-level strategies for engaging all learners, including English Learners and students with disabilities, in analyzing Library of Congress primary sources. Andrea Kolb discusses outcomes regarding changes in teachers' attitudes about ELs' abilities to succeed as well as their experience with facilitating rich democratic discussions with ELs using primary source analysis. Rich Cairn and Alison Noyes share practical strategies and tools to make history truly accessible for all learners, especially students with disabilities, and explore points in the typical U.S. History curriculum (such as Antebellum Reforms, early 20th century Immigration, and Post WWII social movements) to infuse elements of disability history.

DIY - Create Your Own Online Primary Source Sets

Mary Johnson, Teaching with Primary Sources (TPS) Teachers Network

Session Level: Cross Level

Room: Meeting Room 6

Create, curate, and export customized primary source sets online in this hands-on session using the Library of Congress Teaching with Primary Sources (TPS) Teachers Network album tool. Mary Johnson demonstrates how to create these portable, easy, free, classroom-ready, and shareable sets. The album tool provides teachers with an online space for collecting and curating primary and secondary sources in all formats from across institutions. Add personal teaching strategies, work individually or collaboratively, and solicit feedback from members of the TPS Teachers Network. Simple export options make it possible to share albums with students, add albums to social media feeds (Twitter, Facebook, Pinterest), or embed albums into lesson plans and activities. Please bring a device!

The Free Speech Rules Project



The Straight Scoop on the law of free speech, according to the U.S. Supreme Court

The Free Speech Rules Project is brought to you by UCLA Law Professor Eugene Volokh with funding from the Stanton Foundation.

The project - a series of 10 short, graphical videos for schoolchildren, college students, and adults that explain the legal precedents on free speech and the free press - helps to answer these questions and more:

Does the First Amendment protect "hate speech"?
Can the government do anything about "fake news"?
Is money speech?

Where can I find these videos?

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But please don't modify the videos without our permission.

7:00 p.m. Zoom
Keynote Session

Introduction: **Grace Leatherman**, National Council for History Education

Speaker: **Chris Bunin**, Albemarle High School

Topic: **John Snow to Johns Hopkins:
Using GIS to Teach Students about Medical Geography**



Chris Bunin teaches social studies and geospatial technologies at Albemarle High School in Charlottesville, Virginia. He is also Assistant Professor of Geography at Piedmont Virginia Community College and the iSTEM GIS chairperson for the Virginia Geographic Alliance. During the past decade he has collaborated on a variety of projects focused on using geospatial technologies and geoliteracy to enhance historical research and instruction. He is co-author of *Jamestown to Appomattox: Mapping US History with GIS* (2014) and *GIS for Teachers - A Guide to Authentic K-12 Integration and Application* (2017). In 2016 NCSS recognized Chris as the Secondary Social Studies Teacher of the Year, and in 2017 NCGE awarded him the Brunn Creativity Award for the Outstanding Teaching of Geography. When he is not teaching or mining historical GIS data, he can be found hiking and enjoying the Blue Ridge Mountains with his wife and their 3 children. You can follow him at @ahsgeo.

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NCHE 30th Anniversary

It started out in historically rich Cleveland some 33 years ago. Two distinguished history teachers from Ohio, Elaine Wrisley Reed and Joseph P. Ribar, concerned with the deterioration of historical knowledge among America's youth, took the initiative to request a grant from the Lynde and Harry Bradley foundation. In early 1987, they received funding and began to organize a group of history teachers and history professors that came to be known as the Bradley Commission on History in Schools. The two primary tasks of the Bradley Commission were "to explore the conditions that contribute to, or impede, the effective teaching of history in American schools," and "to make recommendations on the curricular role of history, and on how all of those concerned ... may improve the teaching of history as the core of social studies in the schools."

The Bradley Commission issued its report in 1989, which included various curricular recommendations to enhance the quality and quantity of history education in America's schools. The report highlighted that "the knowledge and habits of mind to be gained from the study of history are indispensable to the education of citizens in a democracy."

The following year, the members of that commission formally organized as the National Council for History Education (NCHE). This weekend, NCHE celebrates its 30th anniversary.

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- ★ *Religion in American History and Politics*
- ★ *The American Founding*
- ★ *The Constitutional Convention*
- ★ *The Great Depression and the New Deal*
- ★ *The Cold War*
- ★ *Causes of the Civil War*

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2021 NCHE CONFERENCE



SALT LAKE CITY, UTAH ~ APRIL 8-10, 2021

PLACE AND TIME

Submit a Session Proposal!

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

Then submit a proposal for a session at the 2021 NCHE Conference!

The 2021 Call for Proposals, containing topic suggestions and submission details, will be available at www.nche.net/conference.

Submission deadline is: **September 28, 2020**

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

Call for Proposals

PLACE AND TIME

SALT LAKE CITY, UTAH ~ APRIL 8-10, 2021

Time and place are the coordinates of all historical developments and events. Some are natural, like the geological formation of Utah's Salt Lake between 10 and 4 million years ago. Others are human and social, like the fall of the Bastille on July 14, 1789 or the collapse of the Berlin Wall exactly two-hundred years later. Geography and history serve as a matrix of time and place and as a context for events.

Attention to change over time is, in fact, one of the pillars of the historical discipline. Those of us who research and teach history are particularly attentive to continuity and change: continuities like 230 years of uninterrupted democratic rule in the United States or changes like the gradual and compensated abolition of slavery in the British West Indies or its sudden, uncompensated demise in Haiti. As we seek to help our students make sense of the complex flows of history, we ask them to investigate the simultaneity of continuity and change, to examine chronology and periodization, to consider the complexity of progress and decline, and to identify turning points in history.

The coordinate of place (i.e. geography) is equally important for proper historical understanding and encourages students to ask the question, "Where and why there?" It explains, for example, why Europeans established trading posts like El Mina in coastal West Africa while they developed colonial cities in places such as Mexico City and Philadelphia. It is the interplay between history and geography that allows students to critically analyze John Gast's painting, "American Progress" to explain the causes and consequences of westward migration. It helps explain why Brigham Young and his followers chose the basin of the Great Salt Lake as a secluded area to practice the Latter-day Saints' religion away from violence and persecution.

Perhaps better than anyone else, French *Annales* historian Fernand Braudel recognized the connection between time, place, and historical change as he forged the idea of a "total history" and the *longue durée*, masterfully displayed in his classic study, *The Mediterranean and the Mediterranean World in the Age of Philip II*.

It is in a Braudelian spirit that the National Council for History Education invites proposals that investigate questions related to the theme of "Place and Time" for its 2021 National Conference in Salt Lake City, UT.

All proposals will be evaluated on the basis of their intellectual content, their ability to engage the audience, and their overall contribution to the teaching of history.

Call for Proposals

PLACE AND TIME

SALT LAKE CITY, UTAH ~ APRIL 8-10, 2021

2021 NCHE National Conference

- The National Council for History Education invites proposal submissions for the 2021 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 28, 2020. 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) 888-4105.

Important Notes

- LCD projectors, screens, and a WiFi connection will be provided in each session room.
- All accepted presenters must pre-register for the conference.
- All submissions will be notified of acceptance or rejection via email by November 23, 2020.

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

All submissions are due by:
September 28, 2020

NCHE Paul A. Gagnon Prize

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

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

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

The **Gagnon Prize** rewards and celebrates excellence in historical scholarship, the teaching of history, and the promotion of historical study at the K-12 level. The **2021 Gagnon Prize** will be presented to either a K-12 history teacher who exhibits exceptional historical scholarship or an individual or group that has made a significant contribution to the promotion of history education.

Significant Dates for the 2021 Gagnon Prize:

- Completed applications and supporting materials must be received at the NCHE Office by December 4, 2020.
- The 2021 Paul A. Gagnon Prize applicants will be notified by the NCHE Office by January 11, 2021.
- The 2021 Paul A. Gagnon Prize will be officially awarded at the 2021 NCHE Conference in Salt Lake City.

The 2021 Gagnon Prize recipient will receive:

- A Plaque and a \$1,000 cash prize.
- Complimentary registration for the 2021 & 2022 NCHE Conference.
- A presentation spot on the program at the 2022 NCHE Conference.

Application Submission for the 2021 Gagnon Prize

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

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

Criteria for the 2021 Paul A. Gagnon Prize

K-12 History Teachers:

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

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

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

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

Individuals or Groups Who Promote History Education

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

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

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

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



Past Gagnon Prize Recipients

2007 - **Phil Nicolosi**

West Morris Central High School (NJ)

2014 - **Christine Szeluga**

Brooklyn Public Library (NY)

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

Founded by Roy Rosenzweig

2015 - **Ted Dickson**

Providence Day School (NC)

2009 - **Kevin O'Reilly**

Hamilton-Wenham Regional High School (MA)

2016 - **The Civil War Trust**

Accepted by James Percoco

2010 - **Julie C. Daniels**

New York State Archives

2017 - **Karen Boyea**

Greenwich High School (CT)

2011 - **Ron Briley**

Sandia Preparatory School (NM)

2018 - **Sam Mihara**

UC Berkeley

2012 - **National History Day**

Accepted by Cathy Gorn

2019 - **Sari Beth Rosenberg**

High School for Environmental Studies (NY)

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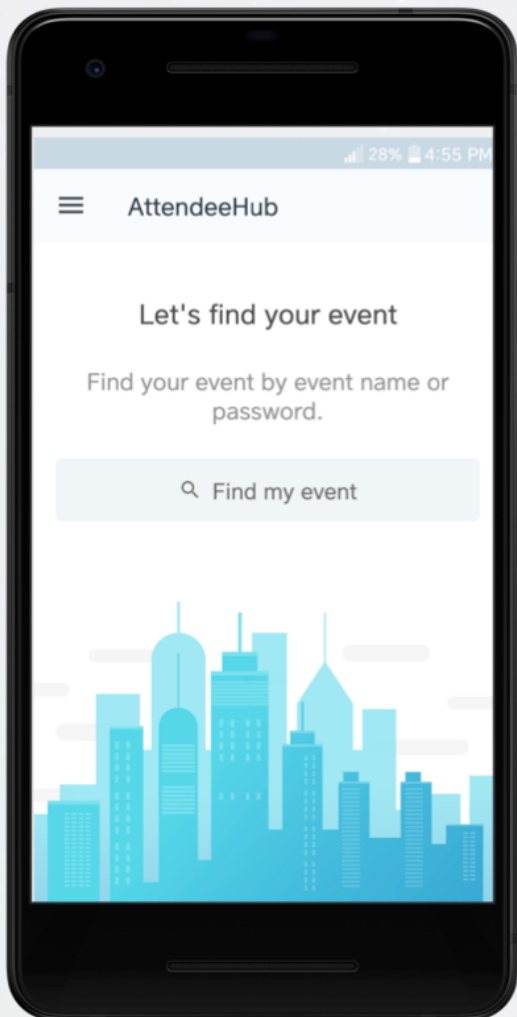
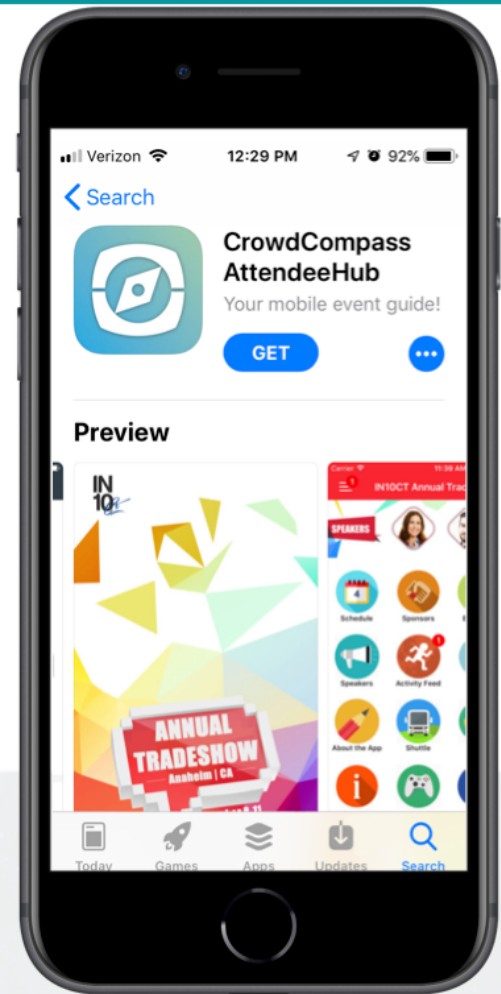
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Find Our Event

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Once downloaded, open the AttendeeHub app and enter “2020 NCHE Conference” in the search bar.

2) Open the Event

Tap the name of your event, then tap **Download** to open it.

3) Follow the Set-up Instructions

Tap **Log In** to set-up your profile and get started.



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We share their stories.



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