



# Encounters in History

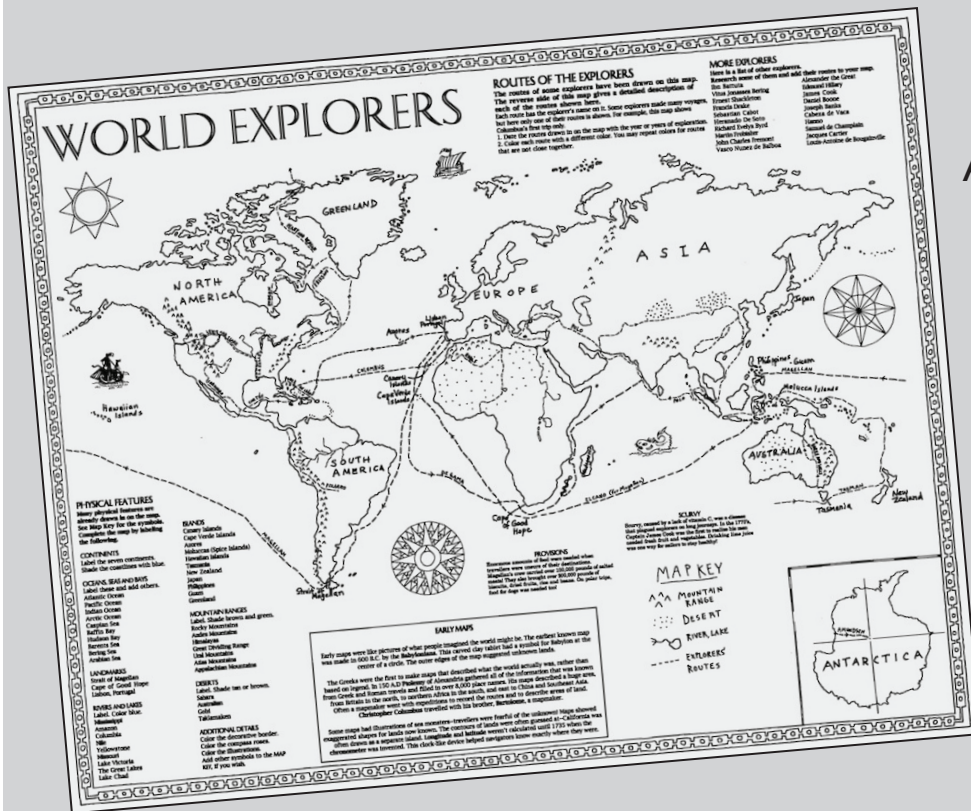
# NCHÉ

National Council for History Education

St. Augustine, FL • March 19-21, 2015

# MAPS FOR THE CLASSROOM

SUPPLYING SCHOOLS NATIONWIDE FOR 25 YEARS WITH HANDS-ON ACTIVITY MAPS



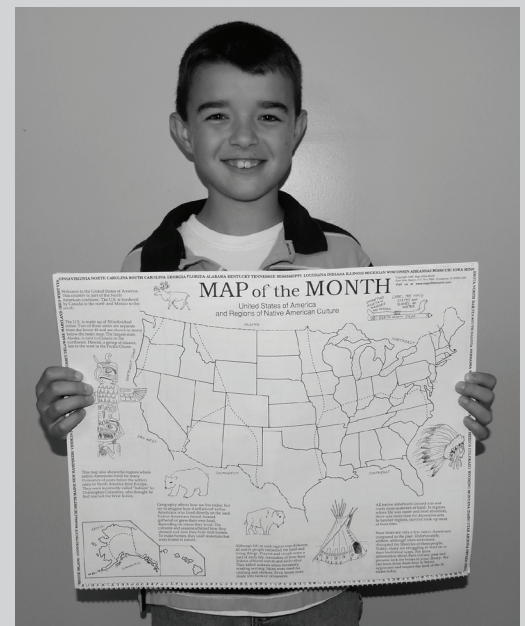
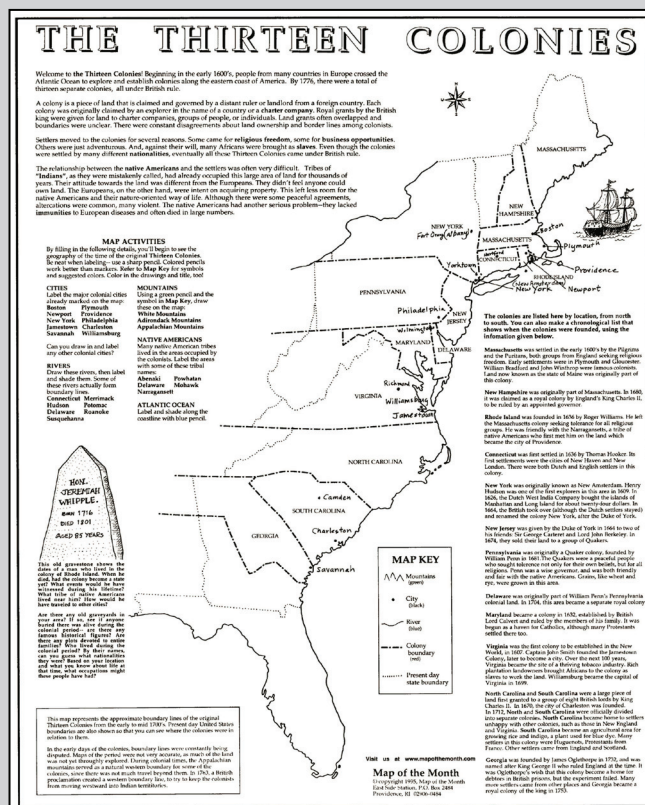
Our History maps:  
ANCIENT CIVILIZATIONS  
TRAILS WEST  
WORLD EXPLORERS  
THIRTEEN COLONIES  
MAYA AZTEC INCA

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**Your Registration Includes**

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

**J. Michael Francis**, University of South Florida

**Joanne Freeman**, Yale University

**Cokie Roberts**, ABC News

Complimentary Opening Night Reception

Registration Materials

Admission to the Conference Exhibit Hall

From Breakout Sessions:

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

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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.*



# Conference Program

Flagler College  
Thursday, March 19

## Registration Open

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

## Enrichment Excursions

(Pre-registration required)

(All tours depart from and return to the  
Flagler College Student Center)

## Old Florida Kayak Tour

Bus departs Flagler at 8:30 a.m.; returns 12:00 p.m.

## Uncovering the Past in the Oldest City

Trolley departs Flagler at 9:00 a.m.; returns 10:30 a.m.

## The Modern Wonder of the Ancient City:

### The Hotel Ponce de Leon, Centerpiece of Flagler College

Group departs at 11:00 a.m.; returns 12:00 p.m.

\*\*Also offered Friday & Saturday 7:15-8:15 a.m.

## Plazas & Porches, Coquina & Tabby:

### St. Augustine Architecture

Trolley departs Flagler at 12:30 p.m.; returns 2:00 p.m.

## St. Augustine Lighthouse & Museum

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

## Castillo de San Marcos

Group departs Flagler at 1:30 p.m.; returns 5:00 p.m.

## St. Augustine: A Pivotal Place in the Civil Rights Movement

Trolley departs Flagler at 2:30 p.m.; returns 4:30 p.m.

## St. Augustine Pub Tours

Thursday, March 19

### Spirits w/Spirits - A Paranormal Pub Tour

Tour starts at 8:00 p.m.; ends at 10:30 p.m.

Saturday, March 21

### Historic Pub Tour

Tour starts at 5:00 p.m.; ends at 7:30 p.m.



## Opening Night Reception

5:00 - 7:00 p.m.

Flagler College  
Gymnasium



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

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**Mary Beth Norton**, Cornell University (NY)

**Gordon Wood**, Brown University (RI)

*Exhibits will be open during the reception*



## 2015 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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<b>Friday, March 20<sup>th</sup></b>		
8:30 a.m. – 9:20 a.m.		
9:40 a.m. – 10:30 a.m.		
10:45 a.m. – 12:15 p.m.	<b>Cokie Roberts</b> ABC News <i>The Second Half of History</i>	
2:00 p.m. – 2:50 p.m.		
3:10 p.m. – 4:00 p.m.		
4:15 p.m. – 5:30 p.m.	<b>Joanne Freeman</b> Yale University <i>Inventing the Presidency:            The Trials and Tribulations of George Washington</i>	

<b>Saturday, March 21<sup>st</sup></b>		
8:30 a.m. – 9:20 a.m.		
9:40 a.m. – 10:30 a.m.		
10:45 a.m. – 12:15 p.m.	<b>J. Michael Francis</b> University of South Florida <i>Before Jamestown: Rethinking the Early History of Spanish Florida</i>	
2:00 p.m. – 2:50 p.m.		
3:10 p.m. – 4:00 p.m.		

# Conference Program

Flagler College  
Friday, March 20

## Registration Open

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

Student Center

**7:15 a.m.** Flagler Dining Hall (Ponce de Leon Hall)

**Morning Session** (Continental Breakfast provided to Session Attendees)

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

*Speaker:* **Michael Butler**, Flagler College, St. Augustine (FL)

*Topic:* **The St. Augustine Civil Rights Database: A Flagler Experiment**

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## NCHE Exhibit Hall

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

Flagler College Gymnasium

## 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 (●●).

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

**Breakout Sessions**

### ●● *Making Connections to Local History*

presented by **Christine Szeluga** and **Brendan Murphy**, Brooklyn Public Library, Brooklyn (NY)

*Session Level:* Cross Level

*Room:* Virginia North (Student Center)

Brooklyn Connections, in conjunction with the Brooklyn Collection at the Brooklyn Public Library, facilitates encounters with local history for 4th – 12th grade students in the borough of Brooklyn. By imparting fundamental research skills and utilizing archival holdings, Brooklyn Connections allows students to place themselves within their neighborhood, time period notwithstanding. Join Brooklyn Connections in the deconstruction and reconstruction of neighborhoods of Brooklyn. Discover their history, participate in informational text analysis, explore diverse primary source material, and learn how to guide students through a local history project that hones research skills and inspires an appreciation for local history.

*Facilitator:* **Brendan Murphy**

### ●● *Encountering America: Immigrant Narratives as Historical Documents*

presented by **Gina DeAngelis** and **Lisa Heuvel**, The Colonial Williamsburg Foundation, Williamsburg (VA)

*Session Level:* High School

*Room:* Virginia South (Student Center)

How have immigrants shaped our country, and been shaped by it? How can multiple perspectives inform tomorrow's decision-makers? Immigrant narratives are a fascinating way to incorporate history content into Language Arts instruction. In this session, a brief model of guided close reading will be complemented by small-group examination of primary sources providing historical context. Participants glimpse the breadth of primary source types available, identify commonalities between multiple perspectives, and articulate how each source advocates greater unity or greater diversity among Americans. Participants receive access to Colonial Williamsburg's Virtual Republic, a web-based platform for students to research and discuss current events.

*Facilitator:* **Kari Whaley**

***Constitutional Connections: How Individuals, Ideas and Institutions Shape Our Constitutional Understanding***

presented by **Claire McCaffery Griffin**, James Madison Memorial Fellowship Foundation, Alexandria (VA)

*Session Level: High School*

*Room: Gamache-Koger (Student Center)*

Participants will examine congressional debates, campaigns, and court cases to better understand how encounters between individuals (e.g., John C. Calhoun and Henry Clay; Franklin D. Roosevelt and Herbert Hoover), ideas (e.g., individual rights; limited government), and institutions (e.g. Marbury v. Madison; Nixon v. US) have led to our contemporary understanding of the Constitution. Attendees will receive teacher-friendly lessons created by James Madison Fellows.

*Facilitator: **Monika Fleming***

***Inside the White House: Encounters that Shaped a Nation***

presented by **David Hjelmgren**, New Trier High School, Northfield (IL) and

**Katie Munn**, White House Historical Association, Washington (DC)

*Session Level: Cross Level*

*Room: K-300 (Kenan Hall)*

A whiskey-induced inaugural celebration of common Americans, a first lady's activist response to racism, presidential summits with world leaders, and an infrastructure once burned to the ground yet immediately rebuilt: White House encounters have long epitomized the American experience and have served as an evolving symbol of our culture and collective values. During this interactive session, explore the history of the White House as a transformative symbol in the development of American freedom, leadership, and democracy. Participants will receive a variety of relevant resources - including primary sources - for immediate implementation in the middle and high school classroom.

*Facilitator: **David Hjelmgren***

***What the Spanish Brought: Promoting Historical Thinking, Reading and Writing Skills in History***

presented by **Kimberly Leyden**, Mt. Diablo Unified School District, Concord (CA) and

**Phyllis Goldsmith**, UC Berkeley History-Social Studies Project, Berkeley (CA)

*Session Level: Elementary (K-5)*

*Room: K-424 (Kenan Hall)*

In this multi-day 4th/5th grade lesson, academic literacy strategies explicitly guide students as they analyze a primary source and textbook readings to answer the lesson question, "How were the culture and economy of the Native Americans changed through the Spanish introduction of new farming and agricultural methods?" Students will learn the cultural and economic effects of Spanish influences. The unit includes small and large group collaboration, art analysis, reading for understanding, and writing an analytical essay. Audience members will engage actively with aspects of the classroom-tested lesson. Handouts and examples of student work will be provided.

*Facilitator: **Phyllis Goldsmith***

***History and the Art of Mobile Learning with Primary Source Materials***

presented by **Tom Bender** and **Tom Burnosky**, History Spots, Boulder (CO)

*Session Level: Cross Level*

*Room: Flagler Room (Ponce de Leon Hall)*

Mobile Learning continues to grow as an exceptional platform to engage students in a compelling learning experience. The integration of primary source material in the context of teaching history provides a foundation for inquiry-based learning and a platform for students to experience history. This session explores the mobile learning environment as it pertains to history and primary source materials and examines several approaches and mobile technologies that may be used in the classroom. The Library of Congress has devoted substantial resources to its Teaching with Primary Source program and we share our first-hand experience working with them in the exploration and teaching of the Ludlow Massacre in Colorado.

*Facilitator: **Chris Bottoms***

## Note to Elementary Teachers

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

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



***WANTED: God, Gold & Glory: Spanish Exploration of the American Southeast***

presented by **Heather MacKenzie**, Henry County Schools, Stockbridge (GA) and **Scott Roberts**, Central Michigan University, Mount Pleasant (MI)

*Session Level: Cross Level*

*Room: Solarium (Ponce de Leon Hall)*

It's the classic case of what comes first, the chicken or the egg? We teach our students that the result of conflict is change, but what if conflict is actually what occurs because of change? In this session we examine the multiple perspectives, including primary and secondary sources, of 16th century Spanish exploration, specifically their encounters with the Natives of the area as the conquistadors sought the three G's (God, Gold, Glory). Additionally, presenters will provide resources designed to help students detect bias and discover how we learn about the past. Participants will receive ready-made, inquiry-based lessons and materials!

*Facilitator: Carol Pangle*

***Remembering the Forgotten: Encountering the Hunts Point Slave Burial Ground***

presented by **Brian Carlin** and **Philip Panaritis**, NYCDOE, Brooklyn (NY)

*Session Level: Cross Level*

*Room: Room P-2 (Ponce de Leon Hall)*

In 2010 a NYC History supervisor uncovered a haunting 1905 photograph entitled Slave Burying Ground from the digital collection of The Museum of the City of New York. The only other information available was "Hunts Point Road" a street that no longer exists. Local history teachers wanted to know more. Research began to encounter the truth. Through research back to the colonial period, a team of teachers, local historians and students uncovered the past and located the sacred site that had disappeared without a trace. A marker has been erected to tell the story. Participants will receive a resource flash drive.

*Facilitator: Philip Panaritis*

***AP U.S. History – It's All About the Skills***

presented by **Suzanne Williams**, **Kimberly Testa** and **Samantha Bowman**, Florida Virtual School, Orlando (FL)

*Session Level: High School*

*Room: Room P-3 (Ponce de Leon Hall)*

This interactive session will explore instructional methods aimed at the historical thinking skills in the updated AP U.S. History Curriculum Framework. Participants will see best practices come to life through online platforms and have the opportunity to discuss how such interactivity can be utilized or translated for use in their classrooms.

*Facilitator: Suzanne Williams*

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

**Breakout Sessions**

●● ***Encounters with Visual Thinking Strategies***

presented by **Kristy Brugar**, University of Oklahoma, Norman (OK)

*Session Level: Cross Level*

*Room: Virginia North (Student Center)*

Our students are constantly presented with images as part of their academic and non-academic lives. How can we, as educators, better use visual materials with our students to further historical inquiry, engagement, and knowledge? During this session, participants will explore common (American Progress, John Gast), and some less common (Disembarkation of the Spanish at Vera Cruz, Diego Rivera), images associated with United States history. Through the use Visual Thinking Strategies (VTS), participants will model the use of images as a starting point to engage students in historical inquiry and addressing content area literacy standards identified in the Common Core.

*Facilitator: Kayla Hopper*

●● ***World History, the Common Core and Historical Thinking: Sites of Encounter in the Medieval World***

presented by **Shennan Hutton**, California History-Social Science Project, Davis (CA) and

**Mary Miller**, UCLA History-Geography Project, Los Angeles (CA)

*Session Level: Middle School*

*Room: Virginia South (Student Center)*

The California History-Social Science Project has developed a free, online unit appropriate for middle school history classes on the Afroeurasian world between 1000-1500. The unit combines the new scholarship in world history; complete lesson plans; primary source analysis activities; reading, thinking and writing strategies to teach students Common Core Standards and historical thinking skills; and reading scaffolds for English learners and struggling readers. This session will introduce the Sites of Encounter in the Medieval World unit and engage the audience in sample activities from the unit.

*Facilitator: Phyllis Goldsmith*

***Teaching the Cold War: What We “Knew” Then and What We Know Now***

presented by **Leon Reed**, Woodbridge High School, Woodbridge (VA)

*Session Level: High School*

*Room: Gamache-Koger (Student Center)*

This session examines three major crises or controversies during the Cold War: the “missile gap” of 1957, the 1962 Cuban Missile Crisis, and the “Window of Vulnerability” of the late 1970s and early 1980s. It compares what was believed at the time about Soviet intentions and capabilities with what has since become known. It shows that Cold War decision makers frequently misjudged the Soviets and that these misjudgments fueled the arms race and sometimes led to dangerous decisions. Attendees will receive packets of documents, which they will be asked to evaluate.

*Facilitator: Charles Errico*

**Mini Sessions**

*Room: K-300 (Kenan Hall)*

***Using Primary Sources to Explore the Gulf of Tonkin Encounter***

presented by **Greg Zugrave**, Saint Edwards School, Vero Beach (FL)

Created for the newly designed Advanced Placement United States history course, this presentation provides a short overview for a lesson on the Gulf of Tonkin incident. A variety of sources will be presented in an attempt to explain the various viewpoints associated with this elusive encounter. The presentation will examine the source material, explain how it could be used in a class setting and demonstrate ideas in regard to a final assessment. This lesson is a critical example of how students can develop historical thinking skills, a key component to the newly redesigned history courses.

***Pizza, French Fries and Chocolate: An Introduction to the Columbian Exchange***

presented by **Dwight Brautigam**, Huntington University, Huntington (IN)

Want to get students of all ages interested in the Columbian Exchange/the Age of Discovery? This session reports on a very successful college class experience in which students construct a menu of their favorite foods for a typical American meal, followed by a discussion of the origins of those foods and how they came to be seen as essential “American” menu items. Session includes tips on how to introduce the lesson and then how to anticipate questions and introduce primary documents for further study.

***The President and the Abolitionist: A Fortunate Encounter for American History***

presented by **Robert Hinkle**, Bluegrass Community and Technical College, Lexington (KY)

The American Civil War is well remembered for destructive human encounters on battlefields, North and South. Were it not for the constructive encounter between two self-made men, however, the fate of the Union and slavery may have taken a cruel turn. Abraham Lincoln and Frederick Douglass met only three times throughout the war, but those encounters forged and strengthened a friendship based on mutual respect and led to the convergence of each man’s primary aim into one common goal, a Union victory and the destruction of slavery in the United States of America.

*Facilitator: James Cameron*

***Breaking News: Primary Sources Go Global***

presented by **Flannery Burke**, Saint Louis University, Saint Louis (MO), **Lee Ann Potter**, Library of Congress, Washington (DC), **Kristi Kenneth**, Newseum, Washington (DC) and **Tom Arne Skretteberg**, Nydalen Upper Secondary School, Oslo, Norway

*Session Level: High School*

*Room: K-424 (Kenan Hall)*

This hands-on break-out session will put primary sources in international perspective by sharing materials from the Library of Congress and Washington D.C.’s Newseum along with Norwegian history educational approaches. Tom Arne Skretteberg will offer a Norwegian perspective on teaching world history with primary sources that he gathered from the Library of Congress and Newseum. Lee Ann Potter and Kirsti Kenneth will then provide attendees an opportunity to craft exercises for their own classrooms using similar materials. The facilitator will insure time for discussion and questions regarding history-teaching approaches used outside the U.S. All discussion and materials will be in English.

*Facilitator: Flannery Burke*

***The 1800s: A Century of Confrontation***

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

*Session Level: Cross Level*

*Room: Flagler Room (Ponce de Leon Hall)*

Westward Expansion! Immigration! Federalism vs. States Rights! Slavery! The Gilded Age! The 1800s were a period of continuous growth, change and confrontation. Throughout the 19th century the above issues established an atmosphere within the United States that pitted individuals, states and cultures against one another. It was a time when competing sets of values created tensions that fostered conflict and divisiveness. The issues of the 1800s foreshadowed the problems that the nation would have to contend with in subsequent decades---even into the 21st century. An examination of primary sources provides insight into our past history and present condition.

*Facilitator: Sarah Drake Brown*

***Encounters between Japanese Americans, Local Non-Japanese Residents and the Government during World War II***

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

*Session Level: Cross Level*

*Room: Solarium (Ponce de Leon Hall)*

Sam Mihara was a prisoner at two U.S. camps for Japanese Americans during World War II. After the Pearl Harbor attack, hostile encounters took place between Japanese Americans and the non-Japanese population. The forced imprisonment of 120,000 people resulted from a massive racial hatred campaign by the media. Local citizens also contributed to the hysteria, as did businesses that were driven by greed. Encounters between leaders of state and federal government resulted in the government changing the design of the “staging camps” into “concentration prisons” with armed guards and barbed-wire fences. Sam tells the story of what happened, why it happened and the lessons learned. And he raises the question, could it happen again to others? Sam introduces new teaching materials about this injustice for use in all levels of classes.

*Facilitator: Tiffany Middleton*

***The Culture(s) of the Santa Fe Trail, Through the Eyes of Holling Clancy Holling***

presented by **Pamela Hetzell**, Royal Spring Middle School, Georgetown (KY)

*Session Level: Cross Level*

*Room: Room P-2 (Ponce de Leon Hall)*

Come along on a trip through the history of the Great Plains and the Santa Fe Trail using the 1942 classic, “The Tree in the Trail”, by Holling Clancy Holling. After a quick overview of the 1,200-mile long ‘avenue of commercial and cultural exchange’, participants will have the opportunity to create their own artifact from one of the many cultures along the route. Along with the sample, a bibliography, and class instructions for the project will be available to take home. Please join us on our 19th century adventure!

*Facilitators: Rozy Scott*

**●● *From Wilson and Paul to Reagan and O’Connor: Historical Encounters to Close the Gender Gap***

presented by **Suzanne Wooton**, Sandra Day O’Connor High School, Phoenix (AZ)

*Session Level: High School*

*Room: Room P-3 (Ponce de Leon Hall)*

This session will explore women who met history head on, and used their encounters to shape the future. Inspire students to understand Causation, Change and Continuity, and other Historical and Critical Thinking Skills as they apply to history and today. Educators will practice reading strategies and Bloom’s/Depth of Knowledge to analyze, compare different perspectives of, and respond to two Presidential encounters with women leaders of the 20th century. Modify down for a Common Core warm up, or expand for rigor and local history. Teachers will leave with lesson plans, transferable strategies, and a wealth of resources for their classroom.

*Facilitator: Andrea Darsch*

**Don’t Forget to Download the New NCHE Conference App!**

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



**10:45 a.m. Flagler College Auditorium**

**Keynote Session**

Welcome: **Laura Wakefield**, Florida Virtual School and Vice Chair of the National Council for History Education

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**Presentation of the 2015 Paul A. Gagnon Prize**

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

Award Winner: **Ted Dickson**, Providence Day School, Charlotte (NC)

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Introduction: **Dale Steiner**, CSU Chico (CA)



Speaker: **Cokie Roberts**, ABC News

Topic: **The Second Half of History**

*Q & A with Conference Participants*

Cokie Roberts is a political commentator for ABC News, providing analysis for all network news programming. From 1996-2002 she and Sam Donaldson co-anchored the weekly ABC interview program "This Week". Roberts also contributes political analysis for National Public Radio. In her more than forty years in broadcasting, she has won countless awards, including three Emmys. She has been inducted into the Broadcasting and Cable Hall of Fame, and was cited by the American Women in Radio and Television as one of the fifty greatest women in the history of broadcasting.

In addition to her appearances on the airwaves, Roberts, along with her husband, Steven V. Roberts, writes a weekly column syndicated in newspapers around the country by U Click. The Roberts are also contributing editors to USA Weekend Magazine, and together they wrote *Our Haggadah: Uniting Traditions for Interfaith Families*, published in 2011. Their other book together, *From this Day Forward*, an account of their now more than forty-five year marriage and other marriages in American history immediately went onto The New York Times bestseller list. It followed Cokie Roberts's number one bestseller, *We Are Our Mothers' Daughters*, an account of women's roles and relationships throughout American history. Roberts histories of women in America's founding era--*Founding Mothers*, published in 2004 and *Ladies of Liberty* in 2008, also became instant bestsellers.

Cokie Roberts holds more than twenty honorary degrees, serves on the boards of several non-profit institutions and President Bush appointed her to his Commission on Service and Civic Participation. In 2008 the Library of Congress named her a "Living Legend," one of the very few Americans to have attained that honor. She is the mother of two and grandmother of six.

**12:15 p.m. Flagler College Gymnasium**

**Networking Lunch**

*\*Lunch is included with your registration.*

**1:00 p.m. - 2:00 p.m. Flagler College Gymnasium**

**Exhibit Hall Time**

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

●● ***Encounters with Tobacco: The Development of the Virginian Colony***

presented by **Jennifer Brouhard**, UC Berkeley History Social Science Project, Berkeley (CA)

*Session Level: Cross Level*

*Room: Virginia North (Student Center)*

Engage students in a multi-day lesson to determine the significance of tobacco introduction to the development of a plantocracy in colonial Virginia. This classroom-tested lesson provides a model for integrating explicit instruction of historical thinking and literacy. In this workshop, participants will use close reading strategies to analyze a collection of primary sources, including maps of plantations and commodity price charts. Participants will receive the complete lesson, including supplemental sources and student work samples. The workshop is applicable to elementary and middle school teachers, particularly those who teach students with low literacy skills and English language learners.

*Facilitator: Emily Richards*

***A Whisper to a Roar: Democracy-Building Case Studies***

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

*Session Level: High School*

*Room: Virginia South (Student Center)*

The documentary “A Whisper to a Roar” tells the stories of courageous activists in five countries around the world—Egypt, Malaysia, Ukraine, Venezuela, and Zimbabwe—who risk everything to bring democracy to their people. From student leaders to prime ministers, these activists share compelling personal encounters with their countries’ political regimes.

Participants will view a portion of the film, discuss its main themes, and review and engage in several suggested activities that supplement the information raised in the film. In the end, participants will leave with new ideas, background information, and case studies for teaching about the institution of democracy.

*Facilitator: Lynn McClary*

***Civil Rights Encounters: Desegregation on the School Bus***

presented by **Kathleen Barker**, Massachusetts Historical Society, Boston (MA) and

**Michelle Hubenschmidt**, Mulberry High School, Polk County (FL)

*Session Level: High School*

*Room: Gamache-Koger (Student Center)*

Engage your students in the history of civil rights through the everyday landscapes of the classroom and the school bus. This session will trace the history of busing as a form of desegregation in Boston, and examine civil rights encounters connected to education.

Investigate primary sources from the federal case of Morgan v. Hennigan, and photographs and documents recounting the experiences of students, teachers, and parents. Together with participants, we will place the events in Boston in the larger context of the civil rights movement, and brainstorm ways to make these occasionally violent encounters accessible to students of all ages.

*Facilitator: Kathleen Barker*

***Encounters in Local History Using the “Mother Road”:***

***Using Local Special Collections & Historical Societies to Help Students Connect to their Own History***

presented by **David Landers**, Azusa Pacific University, Azusa (CA)

*Session Level: General*

*Room: K-300 (Kenan Hall)*

In teaching history making the connections from the past to the present can make all the differences in a student’s understanding and learning. Many students encounter famous places or hear about them in popular culture and miss the connection to their own lives and history. This session will focus on strategies that will use pictures, stories, and maps of Route 66 to track time on the Mother Road and present ways teachers can help students encounter their local history in a new way. Participants will receive hands-on strategies and activities to help them meet standards and student needs.

*Facilitator: Roberta Landers*





# A new way to teach old stuff



Milestone Documents offers the easiest, most effective way to integrate primary sources into the 1:1 high school classroom. Our digital platform provides access to 1,700 primary documents along with tools to help students build textual analysis and critical thinking skills. It's customizable, expertly curated, and accessible from any device.

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●● ***Making Historical Encounters Relevant to Elementary Students***

presented by **Janet Moody**, Thacker Avenue Elementary School for International Studies, Kissimmee (FL) and **Jacquelyn Butler**, Narcoossee Elementary School, Saint Cloud (FL)

*Session Level: Elementary (K-5)*

*Room: K-424 (Kenan Hall)*

Have you wondered how to get elementary students actively engaged and able to grasp the historical significance of how the past shapes the present? Participants will learn practical strategies for using history topics to make cross-curricular connections to all subject areas. Through the use of history trunks, drama, literature, primary and secondary sources students will be immersed in historical content that creates relevance to a particular situation or time period. Common Core Standards are easily taught through these simple strategies and are adaptable to any grade level or learning style.

*Facilitator: Laura Wakefield*

***Encountering History through American Art***

presented by **Phoebe Hillemann**, Smithsonian American Art Museum, Washington (DC)

*Session Level: Cross Level*

*Room: Flagler Room (Ponce de Leon Hall)*

How can American art help your students think like historians? Discover artworks from the Smithsonian American Art Museum that will help your students gain a richer understanding of key historical encounters and conflicts. Explore strategies for reading an artwork as a primary source, and learn how analyzing art promotes critical thinking, evidence-based reasoning, and greater engagement with history. Experience teaching methods utilized in the Museum's Summer Institutes: Teaching the Humanities through Art, and find out how these models can foster historical thinking and visual literacy in your classroom.

*Facilitator: Amy Denton*

***Hamilton versus Jefferson: The Great Bank Debate***

presented by **Lesley Mace**, Federal Reserve Bank of Atlanta-Jacksonville Branch, Jacksonville (FL) and **Amy Hennessy**, Federal Reserve Bank of Atlanta, Atlanta (GA)

*Session Level: High School*

*Room: Solarium (Ponce de Leon Hall)*

Alexander Hamilton's proposal for the First Bank of the United States met fierce opposition from Founding Father Thomas Jefferson. In this session, learn the origins of their disagreement, as well as the history of the short-lived First Bank. Attendees will also discover primary sources and multimedia resources for teaching about the First Bank, and will participate in an interactive lesson featuring a reader's theatre and primary source based analysis of the leaders' views. Participants will also receive Federal Reserve publications on the First Bank and a flash drive featuring lesson plans and materials.

*Facilitator: Amanda Weinrich*

***Dreams of Democracy: The End of History Thesis and American Foreign Policy***

presented by **Dean Pinos**, New Trier High School, Northfield (IL)

*Session Level: Cross Level*

*Room: Room P-2 (Ponce de Leon Hall)*

This presentation will examine how Francis Fukuyama's argument regarding the "end of history" has informed recent American foreign policy objectives. Through an examination of various primary documents, including The National Security Strategy, State of the Union addresses, and newspaper articles, we will attempt to understand the philosophical foundations of our recent military and diplomatic initiatives. Participants will receive primary documents and a list of resources for further research, including video suggestions for classroom use.

*Facilitator: Jennifer Mesler*

***Evidence of Agency: Understanding Resistance through Slavery Advertisements***

presented by **Timothy Talbott**, Kentucky Historical Society, Frankfurt (KY)

*Session Level: Cross Level*

*Room: Room P-3 (Ponce de Leon Hall)*

Outside of slave narratives and various period commission reports little other direct evidence has traditionally been used to show the active part enslaved African Americans played in the demise of the institution. This session will focus on slavery advertisements—largely runaway ads placed by owners and imprisoned runaway ads placed by county jailers—that vividly demonstrate the lengths enslaved individuals would go to attain freedom. Additionally, once examined closely, the wealth of information contained in these advertisements provides excellent opportunities for students to hone their historical and critical thinking skills.

*Facilitator: Doris Malkmus*

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

●● ***Uncommon Methods for using Common Core in the Social Studies Classroom***

presented by **Mike Clemens**, Osceola High School, Kissimmee (FL) and  
**Andrea Darsch**, Osceola School for the Arts, Kissimmee (FL)

*Session Level: Cross Level*

*Room: Virginia North (Student Center)*

Looking for creative ways to incorporate K-12 Common Core standards in your classroom? This session will engage participants in historical inquiry on topics from world history and U.S. history using common items and uncommon methods. Learn how your students can create a cereal box document analysis, get excited about biography through the use of a simple paper bag, and access primary documents to read like a historian. Teachers will take hard copies and electronic copies of resources from all three shared projects with them for adaptation to their curriculum and classrooms.

*Facilitators: Jennifer Snyder*

●● ***Teaching the Arab-Israeli Conflict and Peace Process***

presented by **Jacqueline Regev**, Institute for Curriculum Services, San Francisco (CA)

*Session Level: High School*

*Room: Virginia South (Student Center)*

Explore the history and background of the Arab-Israeli conflict and peace process through primary source documents and teaching strategies that support critical analysis of texts. Major historical developments in the Arab-Israeli conflict, including previous successes in the peace process and current issues to be negotiated will be discussed. Participants will experience student activities and receive a resource packet with detailed lesson plans including primary source documents, maps, and all necessary student materials which emphasize informational texts with text-dependent and document-based questions to support close, analytic reading and evidence-based responses.

*Facilitator: Alexa Zappas*

***Seussology: Moral Parables and Consumer Culture***

presented by **Amanda Davis Holloway**, Chesterfield Public Schools, Chesterfield (VA)

*Session Level: High School*

*Room: Gamache-Koger (Student Center)*

Participants will learn how to use art activities, community-based instruction, blogs, cooperative learning tasks, and closed readings, to help students will gain a new perspective of Theodore Geisel, and understand the influence he had in encouraging racial tolerance and social consciousness in both parents and children during WWII and the Cold War.

*Facilitator: Suzanne Williams*

***Resenting the Yanks: How International Textbooks Portray the U.S.***

presented by **Kyle Ward**, St. Cloud State University, Sartell (MN)

*Session Level: Cross Level*

*Room: K-300 (Kenan Hall)*

While anybody who went through a U.S. History class has been given any number of stories portraying Americans as always being on the right side of history, students from other nations are often told something quite different. This session will discuss a number of historical stories from international history textbooks showing how America is perceived by high school students around the world. Presentation will cite specific examples from various countries, show how these textbooks have an impact on how the U.S. is perceived today, and argue that history education is relevant in our world today.

*Facilitator: Tom Glaser*

***U.S. History Through the Lens of Media***

presented by **Donny Brazile** and **Mark Huelsbeck**, Flagler College, St. Augustine (FL)

*Session Level: Cross Level*

*Room: K-424 (Kenan Hall)*

The session will demonstrate the use of multimedia primary sources, such as print, film, photography, sound recordings, etc. to understand US History since 1877. Methods to generate student interest, involvement and empowerment will also be discussed. Examples from St. Augustine's own Flagler College Learning Community programs will also be discussed to demonstrate the effectiveness of cross-curricular studies.

*Facilitator: Madelynne Brazile*

***Classroom Characters: Bringing History to Life with Dramatic Interpretations***

presented by **Kari Whaley**, University of Central Florida, Saint Cloud (FL) and

**Jennifer Snider**, School District of Osceola County, Saint Cloud (FL)

*Session Level: Cross Level*

*Room: Flagler Room (Ponce de Leon Hall)*

This session will not only entertain participants as they “encounter” personalities throughout history, but ready-to-go lesson materials will help prepare for the introduction of new characters into the classroom. Inspired by the Chautauqua method of enrichment through the performing arts, the audience will be transported back in time while meeting with a historical figure from Florida’s past.

Participants will also receive classroom materials including activities, guide sheets and character bios so that students and teachers alike can encounter learning through dramatic interpretations that break down educational boundaries and engage participants with exciting historical perspectives.

*Facilitator: Laura Wakefield*

***Imperialist Encounters in the Asian World: An Alternative to the Western Narrative***

presented by **Jeannie Logan**, New Trier High School, Northfield (IL)

*Session Level: Cross Level*

*Room: Solarium (Ponce de Leon Hall)*

The study of the Age of Imperialism typically focuses on the motives of Western nations, with colonized societies being unwitting pawns in the global scramble for empire. Yet at the heart of this story is a complex and dynamic encounter between two civilizations, with groups and individuals on both sides who are driven by a variety of interests. Using Japanese occupation of Korea from 1910-1945 as a case study, and drawing upon literature and primary sources, participants will explore ways to bring a richer and more nuanced portrayal of encounter between two cultures in the context of the colonial experience.

*Facilitator: Christopher Zurewich*

***Encounters in Economics: Gold Rush to the Great Depression and Beyond***

presented by **Eva Johnston**, **Katherine Cosgrove** and **Jane Davis**, St. Louis Federal Reserve Bank, St. Louis (MO)

*Session Level: Cross Level*

*Room: Room P-2 (Ponce de Leon Hall)*

What if gold had not been discovered in California or silver in Nevada? Learn how the encounter of James Marshall with a shiny object outside Sutter’s Mill leads to the Gold Rush and increases the money supply. This session features a lesson on the Free Silver Movement using political cartoons and William Jennings Bryan’s “Cross of Gold” speech. A student auction activity will be modeled. Additional resources for teaching about the Great Depression and using Federal Reserve Archival System for Economic Research (FRASER) to search for primary and secondary sources will be shared.

*Facilitator: Eva Johnston*

***Meeting at the Marne: Understanding the Military and Technology Realities That Drove the Start of World War I***

presented by **Lee W. Eysturlid**, Illinois Mathematics and Science Academy, Aurora (IL)

*Session Level: Cross Level*

*Room: Room P-3 (Ponce de Leon Hall)*

This session will explore the realities of available military technology and its impact on planning for all the major states active at the start of World War I in 1914. Too often the start of the war is portrayed as the bumbling of incompetence, sadly missing the nuanced realities that political and military leaders attempted, if unsuccessfully, to manage. Participants will see how to bring this often-misrepresented topic into focus for themselves as well as for students and leave with the information and sources needed to immediately teach the topic.

*Facilitator: Pamela Hetzell*

**4:15 p.m. Flagler College Auditorium**  
**Keynote Session**

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

*Speaker:* **Joanne Freeman**, Yale University

*Topic:* **Inventing the Presidency:  
 The Trials and Tribulations of George Washington**



*Q & A with Conference Participants*

Joanne B. Freeman, Professor of History, specializes in the politics and political culture of the revolutionary and early national periods of American History. She earned her Ph.D. at the University of Virginia. Her most recent book, *Affairs of Honor: National Politics in the New Republic* (Yale University Press), won the Best Book award from the Society of Historians of the Early American Republic, and her edited volume, *Alexander Hamilton: Writings* (Library of America) was one of the Atlantic Monthly's "best books" of 2001. Her current project, *The Field of Blood: Congressional Violence in Antebellum America*, explores physical violence in the U.S. Congress between 1830 and the Civil War, and what it suggests about the institution of Congress, the nature of American sectionalism, the challenges of a young nation's developing democracy, and the longstanding roots of the Civil War.

A fellow of the Society of American Historians, Freeman has won fellowships from, among others, the American Council of Learned Societies, the Cullman Center for Scholars and Writers, the Dirksen Congressional Research Center, the American Historical Association, and the Library of Congress. She is a Distinguished Lecturer for the Organization of American Historians, and was rated one of the nation's "Top Young Historians" in 2005.

Freeman's articles have appeared in a wide range of academic journals including William and Mary Quarterly, Journal of the Early Republic, Journal of Policy History, and Yale Law Journal, among others. She has written op-ed pieces for the New York Times, and appeared in a host of documentaries on PBS and the History Channel, and in a number of radio programs for NPR and the BBC. She has done extensive work in the realm of public history, including co-curating museum exhibitions, acting as a historical consultant for documentary filmmakers, and giving frequent public lectures at venues such as the Smithsonian Museum of American History, the National Gallery of Art, and Colonial Williamsburg, among other places. She has also worked extensively with high school history teachers and students in workshops, lectures, and symposia around the nation. In the last two years, she has worked as a historical consultant for the National Park Service in the reconstruction of the Alexander Hamilton Grange National Memorial.



**Friday Night at the Colonial Quarter**

Sponsored by  
**The History Channel**

**6:30 p.m. - 8:30 p.m.**



Join NCHE and The History Channel to take an immersive, captivating journey through centuries of St. Augustine's rich history, brought to breathtaking life at the Colonial Quarter—the revitalized two-acre signature attraction in the heart of the downtown historic district. Experience the Nation's Oldest City like never before as you are immersed in the sights, sounds and smells of three centuries of St. Augustine.

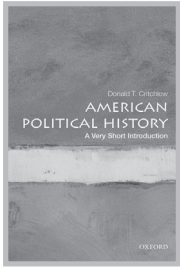
The evening will include access to all of the sites inside the Colonial Quarter, live entertainment, a taco bar and a cash bar.

*(Pre-registration required for this event)*



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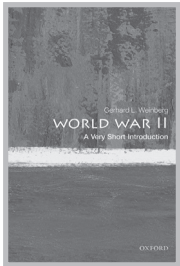
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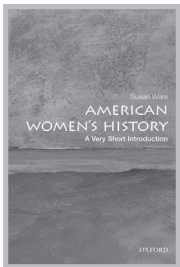
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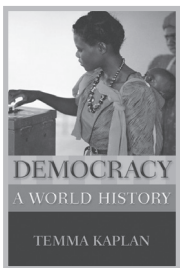
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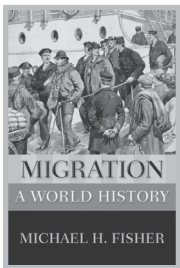
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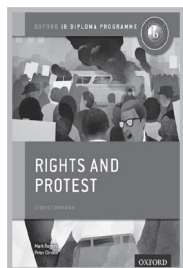
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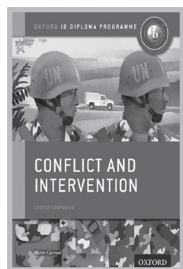
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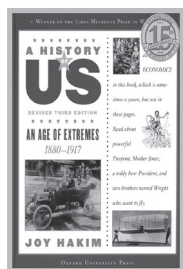
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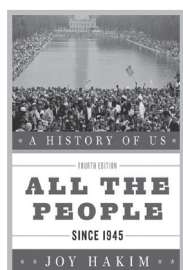
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**Conference Program**  
**Flagler College**  
**Saturday, March 21**

**Registration Open**

7:00 a.m. - 4:00 p.m.  
*Student Center*

**7:15 a.m.** *Flagler Dining Hall (Ponce de Leon Hall)*  
**Morning Session** (Coffee provided to Session Attendees)

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

*Speaker:* **Carol Berkin**, CUNY, Emerita

*Topic:* **A Conversation about the Bill of Rights**

**NCHE Exhibit Hall**

8:00 a.m. - 3:00 p.m.  
*Flagler College Gymnasium*

**8:30 a.m. - 9:20 a.m.**  
**Breakout Sessions**

●● ***Archivists Go to School – Help for Finding Primary Sources***

presented by **Robin Katz**, Brooklyn Historical Society, Brooklyn (NY), **Doris Malkmus**, Penn State University, University Park (PA) and **Colleen Theisen**, University of Iowa, Iowa City (IA)

*Session Level:* *Cross Level*

*Room:* *Virginia North (Student Center)*

The same archival professionals who put primary sources online are increasingly focused on supporting teachers using archival materials to meet core curriculum and AP standards. This session will feature hands-on activities, friendly archivists (yes!), and opportunities to share with other secondary and post-secondary teachers on a variety of new approaches. Its presenters will draw on lessons learned during a two-year, post-secondary teaching project at the Brooklyn Historical Society, which resulted in TeachArchives.org. This session, like the website, covers pedagogy, principles, and practical activities for teaching with “cool old stuff.”

*Facilitator:* **Doris Malkmus**

●● ***Woodrow Wilson and His Encounter with the Paris Peace Conference***

presented by **Gloria Sesso**, Patchogue Medford School District, Port Jefferson (NY) and **John Pyne**, West Milford School District (Retired), Palm Beach Gardens (FL)

*Session Level:* *High School*

*Room:* *Virginia South (Student Center)*

Wilson’s goals and his alignment with Progressive politics will be explained and discussed. New developments on his health issues involved in his encounters with the Paris Peace Conference and Congressional negotiations will be highlighted. Literacy techniques for using primary sources such as close reading, developing inferences, and writing about essential questions will be incorporated into the history strategies.

*Facilitator:* **Henry Kiernan**

### ***Using Multiple Sources to Encounter 1968***

presented by **Chris Crowe** and **Jeff Nokes**, Brigham Young University, Provo (UT)

*Session Level: High School*

*Room: Gamache-Koger (Student Center)*

How can teachers help students authentically encounter history? Using 1968, perhaps the most tumultuous year in US history, as a focal point, this presentation will explore multiple historical events (e.g., the assassinations of Robert Kennedy and Martin Luther King, Jr., anti-war protests, race riots, the Vietnam War) using encounters with primary sources and historical fiction. Chris Crowe, author of *Mississippi Trial, 1955* and *Death Coming Up The Hill*, and Jeff Nokes, author of *Building Students' Historical Literacies*, will discuss teaching strategies that can help students develop historical empathy and their ability to read and interpret historical evidence from 1968.

*Facilitator: Rozy Scott*

### ***Authentic Encounters with History: Your National Archives Can Help You!***

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

*Session Level: General*

*Room: K-300 (Kenan Hall)*

The real people and events from “back in the day” come alive when our students encounter them in primary sources. Original records, autographs, pictures, and audio-visual media help get kids up close and personal with history, so it feels true and important to them. Your National Archives holds over 23 billion historic records, and hundreds of thousands of digitized records are easy to access. In this hands-on workshop, we’ll model how to teach with primary sources. You’ll explore documents, activities and other e-resources for teaching and learning, and you will be invited to share your discoveries. Bring your devices!

*Facilitator: James Cameron*

### ***Maritime Encounters in the Eighteenth-Century Atlantic World***

presented by **Kathleen Barker**, Massachusetts Historical Society, Boston (MA),

**Jayne Gordon**, Education Consultant, Concord (MA) and **Laura Tessmer**, Clover Ridge Elementary School, Chaska (MN)

*Session Level: Middle School*

*Room: K-424 (Kenan Hall)*

By the eighteenth century, coastal towns like Boston were vibrant sites of cultural exchange in the Atlantic World. They were places where sailors, soldiers, merchants, slaves, farmers, and ministers exchanged goods and ideas. Wharves served as symbolic connections between exotic places like Africa, and Asia, and the ordinary world of everyday life. Using the collections of the Massachusetts Historical Society, participants will explore letters, diaries, logbooks, and artifacts that help to place colonial America within a global context. We will apply Boston’s example to other border locations—seaside and inland—where many cultures come together in one place.

*Facilitator: Kathleen Barker*

### ***Encountering History in the Archive***

presented by **Kayla Hopper** and **James Moran**, America Antiquarian Society, Worcester (MA)

*Session Level: Cross Level*

*Room: Flagler Room (Ponce de Leon Hall)*

History may be littered with stories of encounter, but how are these stories pieced together? How do we know what we know? Where does “history,” as it were, come from? Through a primary source case study of the media battle after the Battles of Lexington and Concord (with access to sources included), this session will examine the role archives play in preserving the historical record and providing material for multi-faceted—and often conflicting—stories. It will also explore the powerful experience of working directly with the original material and ways in which local archives can be incorporated into the classroom.

*Facilitator: Kayla Hopper*

### ***Bringing the War Back Home: Teaching the Great War Using Situation-based Technology***

presented by **Andy Mink**, NCHE Board of Directors, Chapel Hill (NC) and

**Bill Melega**, Chapel Hill Carrboro School, Chapel Hill (NC)

*Session Level: Cross Level*

*Room: Solarium (Ponce de Leon Hall)*

This session will address the questions of memory and commemoration by focusing on the Meuse Argonne American Cemetery. Teachers and scholars from North Carolina and Virginia worked on a year-long project that aimed to bring the narratives and events of this contested landscape back home. Presented in digital textbook format, these teaching approaches and resources reflect the best scholarship on WWI. Central to this project is the use of emerging technologies like geospatial tools, augmented reality software, and 3D modeling during extensive fieldwork in Verdun, France. The result is a practical, research-based approach to the interrogation of place, memory, and story.

*Facilitator: Andy Mink*



***Encounters with Terrain: The Western Front***

presented by **Teresa Goodin**, Albemarle County Schools, Charlottesville (VA) and  
**Christine Esposito**, Charlottesville City Schools, Charlottesville (VA)

*Session Level: Cross Level*

*Room: Room P-2 (Ponce de Leon Hall)*

This breakout session will combine the strategies and practices of Problem Based Learning with the use of GIS technology in the history classroom. Educators will learn how the terrain of the Western Front impacted the last campaign of World War One. A problem-based GIS project concerning how troops on both sides encountered and overcame geographic challenges in the Meuse-Argonne campaign in 1918 will be demonstrated, and examples of other PBL GIS projects will be shared.

*Facilitator: Todd Wigginton*

***Mandela's iPod: Music's Role in Ending Apartheid in South Africa***

presented by **Craig Divis**, Bellows Falls Union High School, Brattleboro (VT)

*Session Level: High School*

*Room: Room P-3 (Ponce de Leon Hall)*

Music played an invaluable role in the struggle for freedom in South Africa, galvanizing support around the world and serving to inspire and unify people to fight for their rights. Using music as the lens to view both the oppression and degradation of apartheid, as well as the strength, resiliency, and hope of the people in resisting it, teachers can effectively help their students better understand South African culture, the social and political power that music has, and build the valuable skills of critical thinking, analyzing, and listening.

*Facilitator: Carol Pangle*

**9:40 a.m. - 10:30 a.m.**  
**Breakout Sessions**

●● ***Literacy in the History Classroom: Close Encounters of the Instructional Kind***

presented by **Jenny Fanelli**, OCM BOCES and SUNY Cortland, Syracuse (NY)

*Session Level: Cross Level*

*Room: Virginia North (Student Center)*

What can a literacy specialist bring to the history and social studies classroom? With the C3 Framework, the National Curriculum Standards for Social Studies and the Common Core, there is a renewed emphasis on disciplinary literacy in the classroom. How do we engage our students in the process of “doing” history? Both pre-service and in-service teachers need to expand their “toolbox” of strategies to support students in reading and writing to learn the content of history and social studies. This session will provide participants with practical strategies for students to read, write and think in authentic ways about history.

*Facilitator: Emily Manigault*

●● ***Mystery Abounds in U.S. History When Economics is Introduced***

presented by **Doug Young**, Council for Economic Education, New York (NY)

*Session Level: High School*

*Room: Virginia South (Student Center)*

Capture your student’s attention by solving intriguing historical mysteries with activity-based lessons. Introduce an “Economic Way of Thinking” with eye-opening lessons aligned to the Common Core and C3 Frameworks. Students and teachers, acting like detectives, solve mysteries by searching for clues and sifting through evidence in an effort to gain new insights into familiar subjects. Mysteries to be solved include: “Were the costs of American Independence greater than its benefits?” “Why would Hamilton and others want the struggling new government to take on a huge debt at this time in our history?” “Was Rockefeller a ‘Robber Baron’ or just a good entrepreneur?”

*Facilitator: Kyle Ward*

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### ***Reporting Revolutions***

presented by **Maggie Crawford**, Newseum, Washington (DC) and **Jon Hamptom**, Belleview High School, Ocala (FL)

*Session Level: High School*

*Room: Gamache-Koger (Student Center)*

From Gettysburg battlefield horror to New York City urban squalor, a new witness met it all: the camera. Focusing on Civil War battlefield photography and Jacob Riis' investigation into New York tenement conditions, this session introduces participants to the logistical and ethical implications created by new technology for reporters and their audiences. Participants learn about the principles of journalism, the early history of photography, and the origins of modern investigative and war reporting. Through real-life case studies, participants connect historical topics to contemporary issues. They also learn strategies and resources for teaching with historical newspapers and photographs in their classrooms.

*Facilitators: Trisha Van Wagner*

### **Mini Sessions**

*Room: K-300 (Kenan Hall)*

#### ***The French and Indian War: A Collision of Culture***

presented by **Kacie Nadeau**, University of South Florida, Sarasota (FL)

The title alone suggests a polemic position. The Seven Years' War or the French and Indian War epitomizes the vision of historical encounters. Examining the war from multiple individual perspectives permits students a fundamental immersion into geographical and economic tensions, coalesced into cultural realities of the mid-eighteenth century. Juxtaposing primary and secondary sources from distinctive cultural contexts and conditions nears a confirmation of the historical narrative as well as authorizing space for interpretation. The interaction between and among the French, British, and American Indian enable a more thorough conversation about imperial conflict as a precursor to the American Revolution.

#### ***The Experience of the Encounter – Case Studies as Observational Evidence for How to Present Historical Moments in Time***

presented by **Tonya Creamer**, Flagler College, St. Augustine (FL)

Encounters can be life changing. An historical encounter is as minor as seeing a commemorative coin in a museum to watching as a woman makes food on an historic farmstead. The tactile and atmospheric experience is what makes or breaks the "take-away" for the one encountering. Two case studies will be used to illustrate: the little-known politically and systemically altering encounter of slaves and the Spanish in St. Augustine by witnessing a re-enactment of that journey of the slaves; over one hundred years later religiously-inspired French nuns and the blacks they illegally taught by passively touring their home and schoolhouse.

#### ***China Encounters America: The Early Phase (1844-1860)***

presented by **Kenneth Rea**, Louisiana Tech University, Ruston (LA)

Although the first American ship, the Empress of China, reached Canton (Guangzhou) in 1784, it was not until 1844 that the United States and China signed the Treaty of Wangxia to establish diplomatic relations. From China's view, the United States was an unimportant and opportunist "barbarian" country seeking to capitalize on Great Britain's success in the Opium War (1839-1842). This mini presentation will focus on the encounter between Chinese and American officials in the period from 1844 to 1860.

*Facilitators: Dale Steiner*

### ***Child Labor's History and Legacy in America and Beyond***

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

*Session Level: Elementary (K-5)*

*Room: K-424 (Kenan Hall)*

In the first decade of the twentieth century, Lewis Hine took hundreds of photographs of children working in mills, factories, fisheries, and homes. His images have become so iconic that when many American students think of "child labor" they picture dirty, hungry children operating heavy mill equipment. But children have performed a variety of jobs in America since the founding of the colonies. How can we connect today's learners with yesterday's workers? We will explore the life of a young apprentice, a migrant girl and other child laborers, using primary sources and multimedia to make the stories come to life.

*Facilitator: Laura Harris*

**Digital Sunshine: Florida, Technology and Classroom Resources**  
presented by **Jennifer Snyder**, Florida Humanities Council, St. Petersburg (FL)  
*Session Level: Cross Level*  
*Room: Flagler Room (Ponce de Leon Hall)*

Worried about Florida content standards? We can help! The Florida Humanities Council (FHC) is the state affiliate of the National Endowment for the Humanities and we recently launched a statewide technology initiative. The FHC has created a series of cutting edge digital projects to help both teachers and students alike connect and engage with the history and culture of Florida. Our goal is to reach all Florida classrooms, providing content modules, mobile tours, digital field trips, and other resources that can enhance your classroom lessons and increase student impact! So come learn about how you can bring Florida into your classroom.  
*Facilitator: Mike Clemens & Andrea Darsch*

**Deadly Encounters: Kentucky and the Border States in the Civil War**  
presented by **Barbara Ashbrook**, National Endowment for the Humanities, Washington (DC),  
**Tim Talbot**, Kentucky Historical Society, Frankfort (KY) and **Heather MacKenzie**, Henry County School District, McDonough (GA)  
*Session Level: Cross Level*  
*Room: Solarium (Ponce de Leon Hall)*  
Civil War studies have been traditionally dominated by the “battles and leaders” approach; however, this NEH Landmarks workshop offered opportunities to study the subtleties of the war that not only speak to the traditional interpretations, but also inform newer directions in history. The workshop explored a complex network of guerrillas, political and economic intrigue, expansive questions of loyalty, and sometimes surprising race and gender roles within a divided society. Perhaps the most ubiquitous element of the borderland Civil War experience was the complicated issue of personal and community loyalty, and thus residents of the Border States had to negotiate minefields of disagreement throughout the conflict.  
*Facilitator: Barbara Ashbrook*

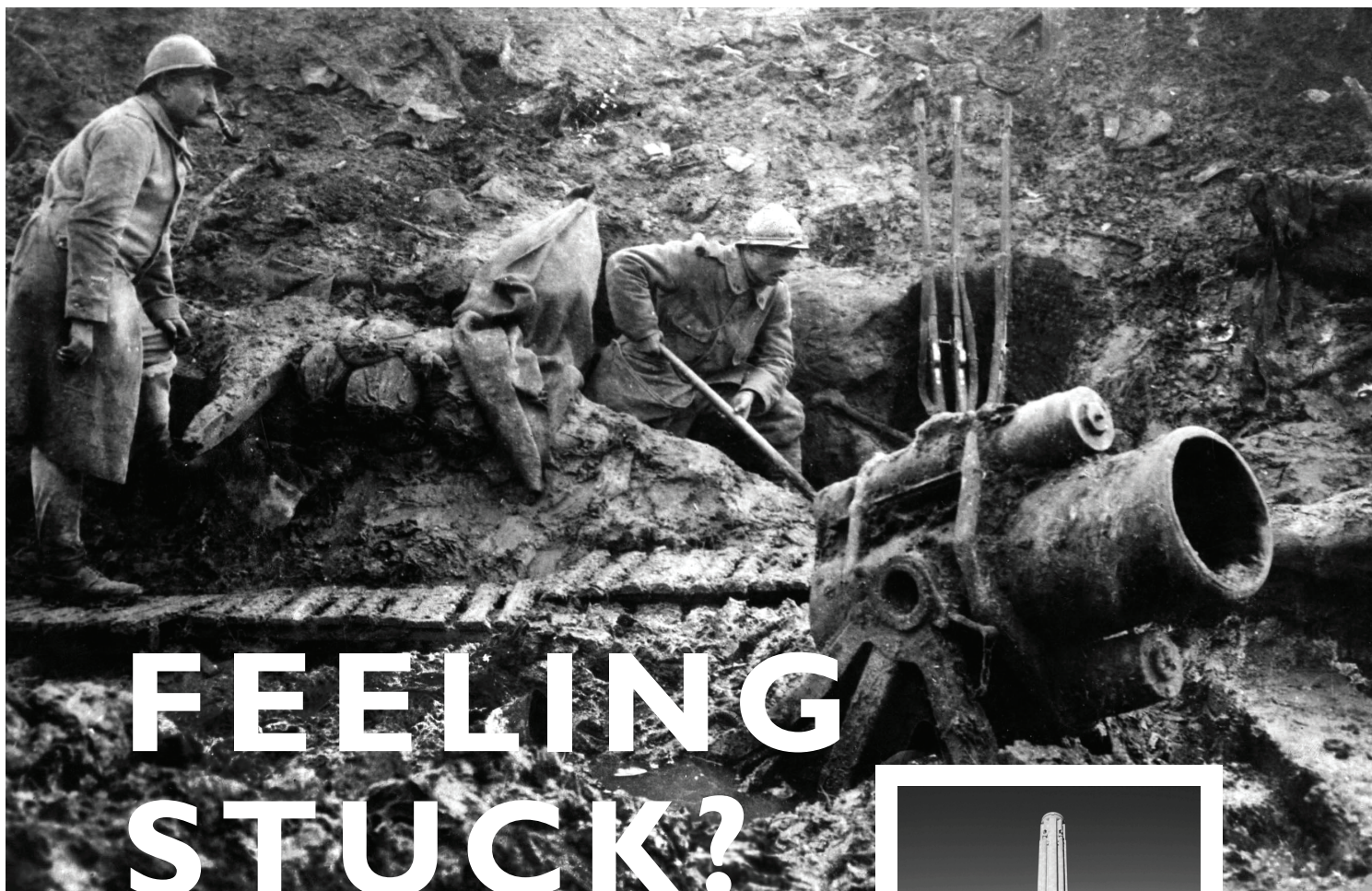
**Teaching the Italian Renaissance: An Encounter that Changed the World**  
presented by **Jennifer Luneau**, First Philadelphia Charter High School, Philadelphia (PA) and  
**Alex Fegely**, Academy for the Arts, Science & Technology, Myrtle Beach (SC)  
*Session Level: Cross Level*  
*Room: Room P-2 (Ponce de Leon Hall)*  
The Italian Renaissance was a time of great advancement and achievement that sprang from a time of great depression and darkness. This session will give teachers valuable resources to teach the Renaissance and its significance through primary source use, project-based learning and collaborative learning across various curricula. Teachers will receive various pre-made lessons, and the session will serve as an informative look at various teaching methods to approaching the Renaissance, arguably the time period that brought the world into modern times.  
*Facilitator: Jennifer Luneau*

**Making the 1946 Japanese Constitution (Kenpo): Teaching about a Constitutional Cultural Encounter in World History**  
presented by **Howard Kaplan** and **Tiffany Middleton**, American Bar Association-Division for Public Education, Chicago (IL)  
*Session Level: High School*  
*Room: Room P-3 (Ponce de Leon Hall)*  
How was the post-war Japanese Constitution created? Was it “imposed” on a defeated Japan by the Supreme Commander for the Allied Powers (SCAP), the American Occupation under Douglas MacArthur? Drawing on current scholarship and resources, we will reexamine these questions by framing this event as an American-Japanese encounter—an encounter simultaneously constitutional, legal, political, linguistic, and cultural. Presenters will engage participants in an interactive session in which they will examine key primary sources, such as the Potsdam Declaration, the MacArthur Notes (“Three Basic Points”), and drafts and the final text of the Constitution itself, and, for comparison, the U.S. Constitution.  
*Facilitator: Tiffany Middleton*

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- o Online Exhibitions
- o Special Teacher Benefits



**10:45 a.m. Flagler College Auditorium**  
**Keynote Session**

*Introduction:* **Laura Wakefield**, Florida Virtual School

*Speaker:* **J. Michael Francis**, University of South Florida

*Topic:* **Before Jamestown: Rethinking the Early History of Spanish Florida**



*Q & A with Conference Participants*

J. Michael Francis received his PhD in History in 1998 from the University of Cambridge. Between 1997-2012, he taught at the University of North Florida, where he also served briefly as Chair of the Department of History. His teaching fields include colonial Latin America, Early Florida, Spanish Borderlands, the Pre-Columbian Americas, and Spanish Paleography.

Francis has published numerous articles on the history of early-colonial New Granada (modern day Colombia). His book, *Invading Colombia*, was published in 2008 by Penn State University Press. Francis’ most recent book, entitled *Murder and Martyrdom in Spanish Florida: Don Juan and the Guale Uprising of 1597*, was published in 2011 by the American Museum of Natural History. His next book project, *The Martyrs of Florida*, is under contract with the University Press of Florida.

Francis’s many grants and honors include UNF awards for Outstanding Undergraduate Teaching, Outstanding Graduate Teaching, and Outstanding International Leadership. He has received a Franklin Research Grant from the American Philosophical Society and an Alfred J. Beveridge Research Grant from the American Historical Association. In 2007, Francis was granted a four-year appointment as Research Fellow at the American Museum of Natural History in New York, and in 2010-2011, Francis was named the Jay I. Kislak Fellow at the Library of Congress in Washington, DC.

Since 2008, Francis has represented UNF on the editorial board for the University Press of Florida. He continues to serve as Book Review Editor for the journal *Ethnohistory*, and in 2011, US Secretary of the Interior, Ken Salazar, appointed Francis to serve on the St. Augustine 450th Commemoration Commission.

**12:15 p.m. Flagler College Gymnasium**  
**Networking Lunch**  
*\*Lunch is included with your registration.*

**1:00 p.m. - 2:00 p.m. Flagler College Gymnasium**  
**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**  
*Flagler College Gymnasium*

***Let's Hear it from the Source! Using Primary Sources to Encourage Critical Thinking and Student Engagement***  
 presented by **Heidi Campbell**, ETSU University School, Johnson City (TN)

***Judenrat: The Government of the Choiceless Choice***  
 presented by **Jason O'Connor**, North Broward Preparatory School, Coconut Creek (FL) and  
**Tom W. Glaser**, Mater Academy Charter High School, Hialeah Gardens (FL)

***Commemorating Magna Carta: Symbol of Freedom Under Law***  
 presented by **Howard Kaplan** and **Tiffany Middleton**, American Bar Association-Division for Public Education, Chicago (IL)

***Historical Thinking: Teacher and Student Ability to Analyze Primary and Secondary Sources***  
 presented by **Daniel Cowgill**, Oviedo High School, Oviedo (FL)

***Dear George...***  
 presented by **Jennifer Mesler**, Lakeshore Middle School, Grand Haven (MI)

***A How to Guide for Planning Historical Encounters in the Classroom***  
 presented by **Gretchen Smith** and **Evelyn Williams**, Washington County Public Schools, Hagerstown (MD)

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

●● ***When Land Claims Change: The Californios of Alta California Encounter the Americans***

presented **Angela La Torre**, US Berkeley History Social Science Project, Berkeley (CA)

*Session Level: Cross Level*

*Room: Virginia North (Student Center)*

The Californios of Alta California amassed large tracts of land that had been recorded under the Mexican diseño system. When this area was incorporated into the United States, much of these individual landholdings were lost. In order to assess these two very different land recording systems, and their impact on the Californios, participants will compare land representation in the diseños and United States topographic maps and analyze excerpts from the Treaty of Guadalupe Hidalgo and federal court cases. Participants will be introduced to close reading strategies for primary sources, including maps, and will receive copies of the complete lesson.

*Facilitator: Emily Richards*

●● ***Encountering Conflicting Visions of Peace: Constructing the Versailles Treaty***

presented by **Kay A. Reeve**, **Charles T. Wynn** and **Jane C. Mckinzey**, Kennesaw State University, Kennesaw (GA)

*Session Level: Cross Level*

*Room: Virginia South (Student Center)*

This session will provide attendees the opportunity to participate in an excerpt from a problem-based learning lesson designed to engage students in a primary-source rich, intellectually rigorous study of the conflicting goals of the nations represented at the Versailles Peace Conference. Structured steps lead learners to “interrogate texts [and engage in] reasoned debate and evidence-based interpretation,” as well as to recognize the solution/decision alternatives and multiple perspectives involved in the settlement. Participants will learn how to construct similar lessons and will receive access to a password-protected site that includes all instructional materials and assessments for the full lesson plan.

*Facilitator: Kay A. Reeve*

***Encountering the Familiar in U.S. History to Make Sense of the Past***

presented by **Trudy J. Hanmer**, Emma Willard School, Troy (NY)

*Session Level: High School*

*Room: Gamache-Koger (Student Center)*

Students often learn best when they encounter people in the past who share their experiences to some extent. By using online genealogy sites, school records, and hometown newspapers, students can reconstruct the impact that specific historical events may have had on the lives of individuals much like themselves. Utilizing information about former student generations who met the challenges of a war, the Depression, or the Civil Rights Movement deepens student understanding of historical encounters. The presenter has used this technique to foster student appreciation for history. She will provide both Internet and paper examples of exercises that have been successful.

*Facilitator: Suzanne Wooton*

***Encountering American History with Mastery Through Music***

presented by **Cassandra Gibson**, Haines City High School, Lakeland (FL),

**Deanna Jarosszeski**, Madison Rising Music with Meaning, Mulberry (FL),

**Melissa Robertson**, McKeel Academy of Technology, Lakeland (FL),

**Patricia McGowan**, Lakeland High School, Lakeland (FL) and

**Mary Ann Lategano**, Port Saint Lucie High School, Port Saint Lucie (FL)

*Session Level: Cross Level*

*Room: K-300 (Kenan Hall)*

Looking for a fun way to engage your students-try Mastery Through Music! This presentation will provide attendees with lesson plans that engage students through the use of modern music. These lesson plans range from American Revolution through 21st Century encounters. Lesson plans contain teaching strategies such as compare and contrast, historical cartoon analysis, analytical and persuasive writing, and document-based questions. All session attendees will receive a complimentary CD with lesson resources shown during the presentation. Materials used in this session are aligned with National Standards.

*Facilitator: Mary Ann Lategano*

### ***Launching the Redesigned AP United States History Course***

presented by **Lawrence Charap**, College Board, Bala Cynwyd (PA)

*Session Level: High School*

*Room: K-424 (Kenan Hall)*

The AP United States History Exam this May will mark the end of the first year of the redesigned AP U.S. History course. This session will focus on how teachers are responding to the course's increased emphasis on historical thinking skills and use of historical evidence in their instruction.

*Facilitator: Beth Scarbrough*

### ***Reunion & Reflection: Multiple Perspectives on the Memory of the Battle of Gettysburg***

presented by **Suzanne Vogt**, Trevor G. Browne High School, Phoenix (AZ), **Dave Powell**, Gettysburg College, Gettysburg (PA) and **Tony Cafarella**, The Gwinnett School of Mathematics, Science and Technology, Lawrenceville (GA)

*Session Level: Cross Level*

*Room: Flagler Room (Ponce de Leon Hall)*

Participants will use primary source documents to study the commemoration of the 1863 Battle of Gettysburg. In late August of 1869, David McConaughy, a Gettysburg, Pennsylvania attorney and president of the Gettysburg Battlefield Memorial Association, invited both Confederate and Union soldiers who fought at Gettysburg to attend a reunion to locate specific troop positions during the battle and celebrate those who served. This presentation will provide attendees with copies of selected letters and a lesson plan on how to implement this topic into their course study of the Civil War and Reconstruction.

*Facilitator: Suzanne Vogt*

### ***Divergent Thinking Encounters Active Storytelling***

presented by **Erin Sloan**, The Colonial Williamsburg Foundation, Williamsburg (VA)

*Session Level: Elementary (K-5)*

*Room: Solarium (Ponce de Leon Hall)*

By using the art of improvisational storytelling, we will explore ways to link historical fact to creative writing that will create meaningful correlations for students. Attendees will learn that students can gain inspiration and create their own works of historical fiction through creative play and active storytelling. By using methods of divergent thinking in relation to historical facts, students will therefore be more able to draw relevant correlations in terms of current events and text-to-self-analysis.

*Facilitators: Barbara Winslow*

### ***The Confederate Flag – Civil Rights Encounter Free Expression***

presented by **Stephanie Sefcik**, Battle Ground Academy, Nashville (TN) and **Kent Lenci**, Brookwood School, Manchester (MA)

*Session Level: Middle School*

*Room: Room P-2 (Ponce de Leon Hall)*

The Confederate Flag: symbol of freedom or reminder of oppression? That's the question that 7th and 8th grade students in Massachusetts and Tennessee try to answer in a collaborative debate project. Join us as we take you through the process of designing, managing, and defending a collaborative social justice/civil rights project that recreates the case of Tom Defoe versus Anderson County Schools (Defoe v. Spiva). Learn how to challenge your students to experience our justice system by taking on the roles of attorney or Supreme Court justice to try to come together and solve a question from America's deadliest encounter: the Civil War.

*Facilitator: James Cameron*

### ***Chinese American: Exclusion/Inclusion***

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

*Session Level: High School*

*Room: Room P-3 (Ponce de Leon Hall)*

What does it mean to be an American? This workshop draws on the New-York Historical Society's ground-breaking exhibition "Chinese American: Exclusion/Inclusion" to explore this question. We will dissect the challenges of immigration, citizenship, and belonging that shaped both the Chinese American experience and the development of the nation. Through extraordinary individuals, fearful and courageous acts, and unexpected twists and turns, participants will explore the profound impact Chinese American history had on U.S. laws, policies, and attitudes, and will practice strategies to dissect and analyze primary sources and connect those sources to historical concepts. Participants will receive curriculum materials.

*Facilitators: Jennifer Luneau*



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

●● ***The Kids are Alright: Stories of Youth Encountering, Countering and Changing Culture***

presented by **Kimberly Gilman**, Hocker Grove School, Shawnee (KS) and  
**Scott Noet**, Owatonna Junior High School, Owatonna (MN)

*Session Level: Cross Level*

*Room: Virginia North (Student Center)*

Walk away with a classroom-ready, interactive unit on youth movements, counterculture and activism. Encounter and examine the power of youth, past and present. Uncover continuity and change through multimedia, primary sources, Common Core reading and historical thinking strategies. Move beyond standard thread-bare Hollywood depictions to investigate the real culture, characteristics and contributions of both iconic and little known youth movements from the 1890s to today. Compare and connect the dynamics, goals and enduring results of previous generations' movements to today's students. Design a museum of youth, by youth, for youth and mount a modern campaign to inspire youth.

*Facilitator: Amy Holzman*

●● ***Teaching through Primary Sources: Perspectives on the Japanese Internment in the United States and Canada***

presented by **John Williscroft** and **Jason O'Connor**, North Broward Preparatory School, Coconut Creek (FL)

*Session Level: High School*

*Room: Virginia South (Student Center)*

Teaching strategies using primary sources with a focus on the internment of the Japanese in the United States as compared to the internment of Japanese in Canada during the Second World War. Teaching the following historical skills: source evaluation, contextualization, synthesis of data, reading comprehension and use of diaries and government perspectives. The goal is to demonstrate history-teaching techniques.

*Facilitator: John Williscroft*

***Doctor or Doctress? Exploring American History Through the Eyes of Women Physicians***

presented **Matt Herbison**, Drexel Legacy Center Archives and Special Collections, Philadelphia (PA)

*Session Level: High School*

*Room: Gamache-Koger (Student Center)*

As history students and teachers are increasingly required to use primary sources, Doctor or Doctress? (DoctorDoctress.org) provides an alternative, online approach to traditional historical topics—the Civil War, WWI, the Depression—that supports both student projects and specific curriculum needs. By encountering little-known histories through a document-based approach, and featuring stories, guiding questions, and the context needed to “read” primary sources, students will engage with the unique perspectives of individual women entering the medical profession in the 19th and 20th centuries within the broader scope of history, while building historical thinking skills and making connections to the present.

*Facilitator: Jennifer Luneau*

***Ancient City Modern Dilemma's: Civil Rights in St. Augustine***

presented by **Chris Zurewich** and **Christina Wilds**, School District of Osceola County, St. Cloud (FL)

*Session Level: Cross Level*

*Room: K-300 (Kenan Hall)*

We will be examining the Civil Rights Movement in America's oldest city, St Augustine. We will be looking at how the movement played out by examining key documents. You will leave with a DBQ to use with your students. Our focus will be the civil rights struggle in St Augustine and how it impacted the national Civil Rights Movement.

*Facilitator: Chris Zurewich*

***Cultural Encounters in the Built Environment: A Smorgasbord of Lessons***

presented by **Pamela Rickman**, St. John's Catholic School, Valdosta (GA),  
**Barney “Jay” Rickman**, Valdosta State University, Valdosta (GA) and  
**Amber Adams**, Haralson County High School, Tallapoosa (GA)

*Session Level: Cross Level*

*Room: K-424 (Kenan Hall)*

What happens when men encounter women, urban encounters rural, capitalism encounters progressivism in Chicago's skyscrapers? What about when geography encounters command-economy directives in the Huang Valley? When boosterism encounters the automobile, can whimsy marry architecture? Can sixth graders encounter ancient cultures through iconic structures? Participants will explore such questions through a smorgasbord of lessons that use the built environment to teach cultural encounters. Content is appropriate for grades four through early college courses covering state, U.S. and world geography and history. A full plate of resources will be provided for one U.S. History lesson, with tapas for others.

*Facilitator: Lynn McClary*

***Give'm SPARK! Using Trans Media to Ignite Students***presented by **Julia Clifford** and **Ayanna Najuma**, The Civil Project, Bellingham (WA)*Session Level: Cross Level**Room: Flagler Room (Ponce de Leon Hall)*

No one knew Oklahoma City kids were heroes, not even the kids themselves. Film Director Julia Clifford and Ayanna Najuma, one of the original kids in "Children of the Civil Rights" documentary film, demonstrates how Trans Media ignites student learning and builds student's critical thinking about truth in media. Change roles from audience member to film editors and edit Congressman John Lewis as he describes Selma's Bloody Sunday. Then interview Ayanna by asking her questions like a film pro. Your students carry that torch for freedom and democracy now and into the future. Leave with great techniques that spark!

*Facilitator: Julia Clifford****Encounter Cooperative Strategies for Historical Engagement***presented by **Shauna Liverotti**, Florida Virtual School, Orlando (FL) and **Jessica Mariany**, Eustis High School, Eustis (FL)*Session Level: Cross Level**Room: Solarium (Ponce de Leon Hall)*

Want to get your students up and moving to truly develop their historical thinking and reasoning skills? Learn how to encounter history in fun and engaging ways through cooperative learning. In this session you will engage in activities from a student's perspective that will create enthusiasm about history through role-playing and cooperative experiences. Participants will engage in a variety of activities such as historical speed dating, philosophical chairs and Socratic seminars that can be applied directly to middle and high school classrooms.

*Facilitators: Shauna Liverotti****Engaging History in Cemeteries Using QR Code Technology***presented by **William Lopez**,

University of Nebraska-Lincoln, Lincoln (NE)

*Session Level: Cross Level**Room: Room P-2 (Ponce de Leon Hall)*

You've seen them everywhere - on boxes of food, in magazines, signs and posters. QR (quick response) codes allow interactivity between all kinds materials and smart phones. See how this amazing new technology can be used to bring History alive in local cemeteries. Learn how a university educator engages his pre-service teachers with local history at a historic cemetery. Students engage in historical research by digging into the lives of people buried there, place their research on a website and "tag" the tombstones with QR codes for public access to the stories uncovered and previously untold.

*Facilitator: Al Jacobs****Encountering George C. Marshall and the European Recovery Program***presented by **Gretchen Smith** and **Evelyn Williams**, Washington County Public Schools, Hagerstown (MD)*Session Level: High School**Room: Room P-3 (Ponce de Leon Hall)*

After WWII George Marshall recognized the need to rebuild war-torn Europe to prevent mistakes of the past. This session will provide teachers with a lesson plan to teach students about the significance of George Marshall's European Recovery Program (Marshall Plan). The lesson includes analysis of photos from the time as well as Marshall's speech and a look at the geopolitical factors involved. The lesson is based on the experiences of the presenter in a study abroad program in Austria run by the George C. Marshall International Center.

*Facilitator: Gretchen Smith*

## EISENHOWER ACADEMY

### An Institute for Teachers July 26 - 31, 2015

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

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



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

\$715.00 (Early registration by April 1)

\$770.00 (Registration through July 3)

\$490.00 (Day student rate)

#### SCHOLARSHIPS AVAILABLE FOR TEACHERS FROM TITLE 1 SCHOOLS

**For more information contact:**

**(717) 338-9114 ext. 4415**

**john\_joyce@nps.gov**

**www.nps.gov/eise**

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

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

# NCHE Exhibitor List

## Flagler College Gymnasium

1	Transatlantic Outreach Program	16	The DBQ Project
2	History Spots	17	Newseum
3	Federal Reserve Bank of Atlanta	18	ABC-CLIO
4	The James Madison Memorial Fellowship Foundation	19	Institute for Curriculum Services
5-6	Social Studies School Service	20	The Concord Review
7	The Colonial Williamsburg Foundation	21	Pearson
8	Oxford University Press	23	George Washington’s Mount Vernon
9	SPICE, Stanford University	24	Learn Israel.org
10	The Civil Project	25	Ocean Institute
12	Constituting America	26	Joe Foss Institute
13	Brown Foundation	27	U.S. Army Heritage and Education Center
14	Flagler College Bookstore	28	Milestone Documents
15	Ashbrook Center at Ashland University	29	The Reconciliation Education Project
		30	Globalyceum, Inc.

## Local Area Information

### The Nearest...

#### Office Supply

Staples (904) 819-1256  
1775 US Highway 1 South  
St. Augustine, FL 32084

#### Drug Store

CVS Pharmacy (904) 824-2838  
2703 North Ponce De Leon Boulevard  
St. Augustine, FL 32084

#### Grocery Store

Winn-Dixie (904) 829-5509  
1010 South Ponce De Leon Boulevard  
St. Augustine, FL 32084

#### Urgent Care

CareSpot (904) 469-7913  
2095 US Highway 1 South  
St. Augustine, FL 32084

### Local Restaurants

- |                         |                        |
|-------------------------|------------------------|
| ♦Cafe Cordova           | Coffee Shop/Cafe       |
| (904) 827-1888          |                        |
| ♦Columbia Restaurant    | Spanish/Latin American |
| (904) 824-3341          |                        |
| ♦The Floridian          | Seafood/Southern       |
| (904) 829-0655          |                        |
| ♦The Ice Plant          | American               |
| (904) 829-6553          |                        |
| ♦Mojo Old City Barbecue | Barbecue               |
| (904) 342-5264          |                        |
| ♦Pizza Time             | Pizza                  |
| (904) 819-0133          |                        |

### Area Attractions

- |  |                |
|--|----------------|
| ♦Fort Matanzas National Monument       | (904) 471-0116 |
| ♦Fountain of Youth Archaeological Park | (904) 806-3045 |
| ♦Lightner Museum                       | (904) 824-2874 |
| ♦Pirate & Treasure Museum              | (904) 467-5863 |
| ♦Spanish Military Hospital Museum      | (904) 342-7730 |
| ♦World Golf Hall of Fame               | (904) 940-4133 |

# NCHE Super Raffle Contributors:

Raffle items are listed alphabetically by contributing company or organization

*Comics through Time* contributed by ABC-CLIO

*Madison's Notes of Debates in the Federal Convention of 1787 (2)* contributed by the Ashbrook Center at Ashland University

*DVD "Children of the Civil Rights" Documentary* contributed by The Civil Project

*Selected Items* contributed by the Colonial Quarter & Pirate Museum

*Federal Reserve and You (Video)* contributed by the Federal Reserve Bank of Atlanta

*Flagler Bookstore Goodie Bag* contributed by the Flagler College Bookstore

*Images of America: Ford's Theatre* contributed by Ford's Theatre

*Gift Basket* contributed by the Georgia Council for History Education

*Aviles Gift Card* contributed by the Hilton St. Augustine Historic Bayfront

*Assorted Items* contributed by The History Channel

*Story of Where (Mobile App)* contributed by History Spots

*Gift Card (Two Nights Stay)* contributed by the Holiday Inn-St. Augustine

*Hstry Premium Subscription (3)* contributed by the Hstry

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

*Assorted Books on Israel* contributed by Learn Israel.org

*Kindle Paperwhite* contributed by the NCHE Board of Directors

*Set of 16 Historic Front Pages* contributed by the Newseum

*Gift Basket* contributed by the Niagara Falls Conventions & Visitors Bureau

*2016 NCHE Conference Package* contributed by the Sheraton at the Falls & NCHE

*Gift Basket* contributed by the South Carolina Council for History Education

*Whisper to a Roar Film and Guide* contributed by SPICE, Stanford University

*Set of Four General Admission Tickets* contributed by the St. Augustine Lighthouse & Museum

*Complimentary Tickets* contributed by the World Golf Hall of Fame

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

Winners will be drawn at 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 2015 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 **2016 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)

### Significant Dates for the 2016 Prize:

- ♦Completed applications and supporting materials must be received at the NCHE Office by January 8, 2016.
- ♦The 2016 Paul A. Gagnon Prize winner will be notified by the NCHE Office by February 5, 2016.
- ♦The 2016 Paul A. Gagnon Prize will be officially awarded at the 2016 NCHE Conference in Niagara Falls, NY.

### The Prize Includes:

The 2016 Paul A Gagnon Prize winner will receive:

- ♦A Plaque
- ♦A \$1,000 cash prize
- ♦Complimentary registration for the 2016 & 2017 Conference
- ♦A presentation spot on the program at the 2017 NCHE Conference

# *The National Council for History Education's*

## **Paul A. Gagnon Prize**

### **Criteria for the 2016 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 2016 Prize**

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

- ♦A cover letter of not more than two pages indicating why the individual 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)

# Call for Conference Session Proposals

2016 NCHE Conference  
Crossing Borders  
Niagara Falls, NY ♦ April 21-23, 2016

Since the beginning of recorded time the act of crossing borders has often proved historically significant. From the development of ancient civilizations and the expansion of empires through adventures in space travel and the recent international focus on various issues relating to immigration, the concept of crossing borders has had a wide range of implications for individuals and groups around the globe.

Borders are crossed every day by immigrants, refugees, tourists, and businessmen, but the act of crossing borders goes far beyond physically traveling from one country to another. In his 1966 commencement address at South Africa's University of Capetown, Robert F. Kennedy noted that borders exist not only between nations, but also within them, and that they are not only political, but social and economic as well: "...we must first, all of us, demolish the borders which history has erected between men within our own nations – barriers of race and religion, social class and ignorance."

Straddling the border between the United States and Canada, Niagara Falls not only presents a majestic view to visitors, it also offers a fitting venue for examining the many reasons and ways that borders of all kinds have been crossed throughout history. A major station on the Underground Railroad that assisted slaves in escaping to Canada, the border at Niagara Falls was also crossed by bootleggers smuggling alcohol into the United States during Prohibition.

The National Council for History Education welcomes proposals for presentations and poster sessions on the theme "Crossing Borders" for the 2016 National Conference. We encourage interested parties to consider how various types of borders, regardless the intellectual discipline, have shaped how we look at the past, navigate the present and prepare for the future.

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

2016 NCHE Conference  
**Crossing Borders**  
 Niagara Falls, NY ♦ April 21-23, 2016

## 2016 NCHE National Conference

- ♦The National Council for History Education invites proposal submissions for the 2016 program.
- ♦Submission guidelines are found below. Please visit [www.nche.net/conference](http://www.nche.net/conference) for complete details.
- ♦All proposals must be submitted ELECTRONICALLY at [www.nche.net/conference](http://www.nche.net/conference).
- ♦All proposals must be received by 5:00 pm on October 19, 2015. Late submissions WILL NOT be accepted.

## Criteria for Program Selection

The Conference Committee will look at the following:

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

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

## Important Notes

- ♦LCD Projectors, Screens and a WiFi Connection will be provided in each session room.
- ♦All accepted presenters and facilitators must pre-register for the conference.
- ♦All submissions will be notified of acceptance or rejection via email by December 18, 2015.

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

**December 18, 2015**



# Crossing Borders

Join NCHE for the 2016 Conference in  
Niagara Falls, NY  
**April 21-23, 2016**



## **Submit a Session Proposal!** Theme - Crossing Borders

**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 2016 NCHE Conference!**

The **2016 Call for Proposals**, containing topic suggestions and submission details, will be available at [www.nche.net/conference](http://www.nche.net/conference). Submission deadline is **October 19, 2015**.

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

# NCHE National Conference

# *Conference Notes*



# FLAGLER COLLEGE

CARRERA STREET

CAKE STN

CORDOVA STREET

SEVILLA STREET

VALENCIA STREET

MARKLAND PLACE

KING STREET

CORDOVA STREET

GRANADA STREET

CEDAR STREET

MARTIN LUTHER KING AVENUE

OVIEDO STREET

RIBERIA STREET

MALAGA STREET

CENTRAL PLACE

## 1. Hanke Hall

Office of Enrollment Management  
Office of Admissions  
Office of Financial Aid  
**2. Ponce de Leon Hall**  
Office of the President  
Academic Affairs  
Security

## 7. Arbizzani Studio

Office of Registrar  
Business Department Faculty Offices  
Classrooms  
**8. Communication Department**  
(Future Pollard Hall)  
**9. 65 Cuna Street**  
Communication Department  
Faculty Offices

## 3. Dining Hall

## 4. Kenan Hall

Classrooms  
Faculty Offices  
Educational Media Services  
Maintenance  
**5. Molly Wiley Art Building**  
Art Department Faculty Offices  
Studios

## 6. Wiley Hall

Office of Registrar  
Business Department Faculty Offices  
Classrooms  
**7. Arbizzani Studio**  
**8. Communication Department**  
(Future Pollard Hall)  
**9. 65 Cuna Street**  
Communication Department  
Faculty Offices

## 10. 66 Cuna Street

Communication Department  
Faculty Offices  
**11. Palm Cottage**  
Counseling Services  
**12. Thompson Hall**  
Pre-Law Program Director  
Faculty Offices

## 13. Lewis House

Men's Residence Hall  
**14. Business Services**  
Student Accounts  
Campus Planning  
Human Resources  
**15. Proctor Library**  
Library Services  
Computer Labs/Classrooms  
Office of Services for Students with Disabilities  
Information Technology  
Public Administration Program  
News and Information Office  
Faculty Offices

## 16. West Lawn

## 17. Palm Garden

**18. Ringhauser Student Center**  
Office of Student Services  
Career Services  
The Bistro  
Gamache-Koger Theatre  
Virginia Room  
Academic Advising and Retention  
Flagler College Bookstore  
Student Government Association  
Classrooms

## 19. Crisp-Elliott Art Museum

## 20. Florida Public Archaeology Network

## 21. Markland House

College Relations  
Enactus  
**22. 74 Riberia Street**  
Sport Management Faculty Offices  
Business Department Faculty Offices  
**23. Flagler College Tennis Center**  
**24. 65 Valencia Street**  
Young Life • Youth Ministry Program  
**25. 170 Malaga Street**  
Office of Institutional Advancement and Alumni Relations

## 26. Florida East Coast Railway Buildings

Residence Halls for Upperclassmen

## 27. Cedar Hall

Men's Residence Hall

## 28. Flagler College Gymnasium

Athletic Department  
Coaching Staff  
Fitness Center

## 29. Lewis Auditorium

Theatre Department Faculty Offices  
Main Stage and Rahner-Gibbs 2nd Stage

## 30. Lightner Museum

Athletic Offices