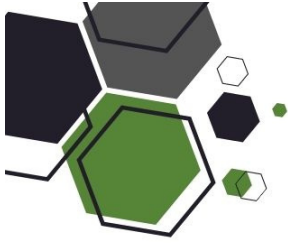


# National Council for History Education



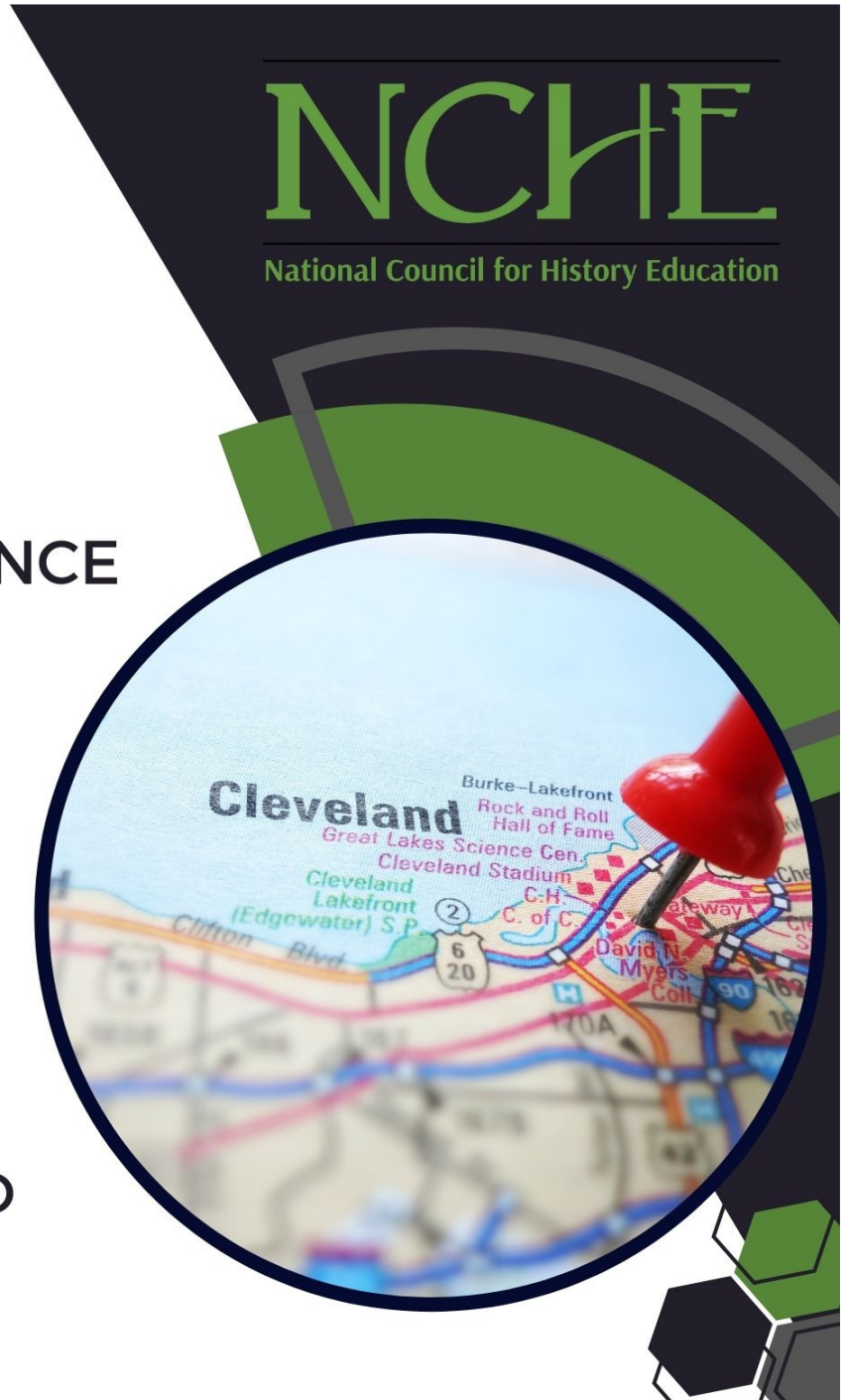
# 2024

## NCHE CONFERENCE



## HISTORY AT THE CROSSROADS

CLEVELAND, OHIO  
MARCH 7-9, 2024



## Hilton Cleveland Downtown

The DBQ Project



THE INSTITUTE  
FOR COMMON POWER



**Engaging  
Congress**  
PLAY THE GAME LEARN THE FACTS

ENGAGINGCONGRESS.ORG



**Engaging Congress** is a free interactive learning tool that uses primary source documents to explore the basic tenets of representative government and the challenges they face in contemporary society.

**ACTION  
CITIZEN**

ACTIONCITIZEN.ORG



**Action Citizen** is a learning tool that encourages students to evaluate expectations and relationships between the U.S. government and the American people through the critical analysis of primary sources and legislation. It provides content and an approach for participation in a representative democracy.

**FREEDOM  
SUMMER 1964**

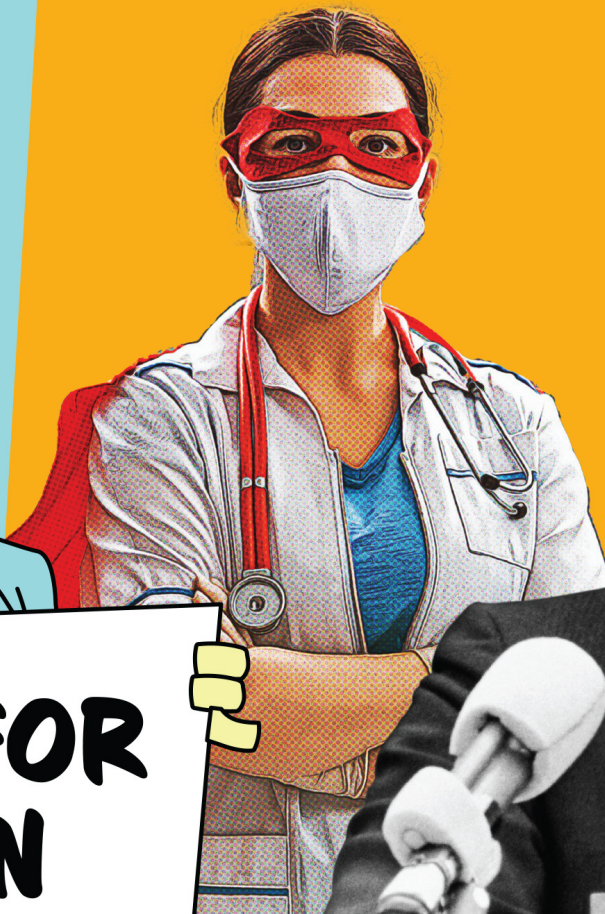
FREEDOMSUMMER1964.ORG



**Freedom Summer 1964** is a free digital learning tool that explores key events surrounding the early years of the Civil Rights Movement, the 1964 Mississippi voter registration drive, and the eventual passage of both the Civil Rights Act of 1964 and the Voting Rights Act of 1965.



**VOTES FOR  
WOMEN**





# PRESENTED BY

**National Council for History Education**

.....

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

# THURSDAY, MARCH 7

## Registration Open

7:00 a.m. – 5:00 p.m.

5th Level Lakeside Foyer

### Enrichment Excursions

*Pre-registration required.*

*All tours depart from and return to the  
Hilton Cleveland Downtown*

### National First Ladies' Library & McKinley Library

Bus departs at 8:45 a.m.; returns 4:30 p.m.

### Pro Football Hall of Fame

Bus departs at 9:15 a.m.; returns 3:00 p.m.

### James A. Garfield National Historic Site

Bus departs at 9:30 a.m.; returns 1:30 p.m.

### Lake View Cemetery

Bus departs at 10:00 a.m.; returns 12:30 p.m.

### Cleveland History Center

Bus departs at 1:00 p.m.; returns 4:15 p.m.

### Maltz Museum

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

### The DBQ Project - Workshop

Starts at 1:30 p.m.; ends at 4:00 p.m.

### Saturday Enrichment Excursion

### Cleveland Architecture Walking Tour

Group departs at 3:30 p.m.; returns 5:30 p.m.

### Equity Summit:

### Continuing Conversations

4:30 p.m. – 5:30 p.m.

*Superior B*

What began at the virtual Equity Summit, co-hosted by NCHE and NCSS in October 2023, continues in this meet-up with discussions centered around book bans and censorship, and the use of primary sources. All are welcome.

This program is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, at Waynesburg University.

### Opening Night Reception

**5:00 p.m. – 7:00 p.m.**

*Superior C*

Visit the NCHE Exhibit Hall and meet fellow attendees, speakers, and members of the NCHE Board of Directors. Enjoy light hors d'oeuvres and a host bar during the event.

### Sponsored by:





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**Joshua L. Reid**, University of Washington (WA)

# NCHE EXHIBIT HALL SUPERIOR C

- 1 The Institute for Common Power
- 2 American Revolution Institute
- 3 Federal Reserve Bank of St. Louis
- 4 The Choices Program
- 5 iCivics
- 6 James Madison Memorial Fellowship Foundation
- 7 NewsBank, Inc.
- 8 The Gilder Lehrman Institute of American History
- 9 Organization of American Historians
- 10 National WWI Museum and Memorial
- 11 The DBQ Project
- 12 George Washington's Mount Vernon
- 13 Sons of the American Revolution
- 14 Gallopade
- 15 Museum of the American Revolution
- 16 National Constitution Center
- 17 National Liberty Museum
- 18 Colonial Williamsburg Foundation
- 19 Freedoms Foundation at Valley Forge
- 20 National History Day
- 21 Institute for Curriculum Services
- 22 Teaching with Themes.com
- 23 Ohio History Connection
- 24 Educurious Partners
- 25 Ronald Reagan Presidential Foundation & Institute
- 26 H.K. Barker Center for Economic Education
- 27 Medal of Honor Character Development Program
- 28 Bill of Rights Institute
- 29 Retro Report
- 30 Sphere Education Group
- 31 Teaching American History
- 32 Classrooms Without Borders
- 33 Medieval Mapmaker
- 34 USA Vietnam War Commemoration
- 35 Thomas Jefferson's Monticello
- 36 American College of Education
- 37 American Sikh Council
- 38 Center for the Study of Canada, SUNY Plattsburgh
- 39 TeachRock
- 40 Origins - The Ohio State University
- 41 National Council for History Education
- 42 Indiana University - Center on Representative Government
- H1 Thinking Nation
- H2 William G. Pomeroy Foundation
- H3 Asian American Voices for Education
- H4 The Right Question Institute

# NCHE

National Council for History Education

# FRIDAY, MARCH 8

## Registration Open

7:00 a.m. – 5:00 p.m.

5th Level Lakeside Foyer

### 7:30 a.m. Hope A

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

*Introduction:* **Jessica Ellison**, NCHE Executive Director

*Speakers:* **Terry Anne Scott** and **Devon Geary**, The Institute for Common Power

*Topic:* **The Truth & Purpose Learning Experience for Educators:  
The Long Civil Rights Movement in Georgia and Alabama**



## NCHE Exhibit Hall

8:00 a.m. – 4:00 p.m.

Superior C

**8:30 a.m. – 9:20 a.m.**

**Breakout Sessions**

### Defining Democracy in the Early Republic: Who are “the People”?

**Tammara L Purdin** and **Jennifer Jaso**, Florida Council for History Education

*Session Level:* Cross Level

*Room:* Center Street A

To what extent were the American people impacted by the notion of democracy in the early republic era? During this session, we will use historical thinking skills to consider varying perspectives (touching upon experiences of the underrepresented) and question defining documents of our history.

### Incorporating Native American Perspectives and History to Your Curriculum

**Carla Mello** and **Trevor Rhodes**, Ohio History Connection, and **Diane Hunter**, The Miami Tribe of Oklahoma

*Session Level:* Cross Level

*Room:* Center Street B

The Ohio History Connection is consulting with scholars and Tribal representatives from historic Ohio Native American tribes to co-create K-12 lesson plans and resources about tribal sovereignty, culture, and deep ancestral connections. This presentation will focus on the process and benefits of engaging federally recognized tribes in teaching their history.

### What Did People Wear Back then? Using Historical Clothing and Textiles to Teach Interdisciplinary World History

**Cynthia W. Resor**, Teaching with Themes.com

*Session Level:* Cross Level

*Room:* Center Street C

Textiles lie at the crossroads of trade, culture, social status, and women’s history. Women produced Egyptian linen, Roman togas, and Church vestments and plied the looms, distaffs, and spinning wheels. Ancient and medieval textiles will be analyzed as primary sources for interdisciplinary and past-to-present connections to modern fast fashion and globalization.



**Explore Kids Making a Difference with iCivics DBQuest****Peter Boberg**, iCivics*Session Level: Cross Level**Room: Center Street D*

Help equip young people to engage fully in the world! Learn how to help your students evaluate how young people experience a changing world. Analyze an account of a farm cadet during WWI, a young woman's WWII victory garden, and a contemporary teen solving food insecurity. Bring your own device!

**Transformational Voices of a Growing Region: The Influence of Diverse Leaders in Arkansas****Jean Hill**, Springdale Public Schools*Session Level: Middle School**Room: Hope A*

This session will outline a process of illuminating voices of historically significant citizens from diverse backgrounds through the development of local primary sources. Participants will explore the influence of leaders who have shaped recent history from multiple perspectives to understand how to elevate underrepresented histories of local communities.

**Inclusive History in Contentious Times: LGBTQ+ Experiences in U.S. History Classes****Stacie Brensilver Berman**, New York University*Session Level: High School**Room: Veterans A*

No study of history is complete if it does not include LGBTQ+ history. Students must understand this history in context to interact with events and issues in the present. Focusing on historical sources and strategies to integrate them offers teachers the opportunity to authentically include LGBTQ+ history in the curriculum.

**Vietnamese American Identity and Perspectives****Tuyen Tran**, CHSSP*Session Level: High School**Room: Veterans B*

Learn about Vietnamese American identity and perspectives from Tuyen Tran as they present two primary source sets featuring local archives and historically marginalized people. Participants will gain tips for primary source analysis through engaging with oral histories, photos, and other media. As part of that process, we will also discuss and practice making historical interpretations and claims.

**(TPS Session) Teaching with Primary Sources to Prepare Students for College, Career, and Civic Life****Lawrence Paska**, National Council for the Social Studies and**Lee Ann Potter**, Library of Congress Professional Learning and Outreach Initiatives Office*Session Level: Cross Level**Room: Veterans C*

How do primary sources foster social studies inquiry? This session introduces a new online methods text from National Council for the Social Studies and the Library of Congress on developing curriculum inquiries using the vast public collection of online primary sources from the Library. Participants can brainstorm their own inquiry questions to develop with the Library's online collections, and learn how to use numerous pre-recorded professional learning programs – including those in partnership with NCHE – all free to access and download.

**(TPS Session) Same Storm, Different Boats:****Teaching the Pandemic Using Historical Research, a TPS Teachers Network Album, and Library of Congress Digital Collections****Julie Maurer**, Gotham Center, City University of New York, **Katherine Perrotta** and **Katlynn Cross**, Mercer University*Session Level: Cross Level**Room: Veterans D*

Engaging students in documenting and analyzing human experiences during the COVID-19 pandemic is crucial to preserving history. Discover how high school students examined the Library of Congress' digital collections and used TPS strategies to research the impact of COVID-19 on their community. Funded by a TPS grant, "Same Storm, Different Boats," explores students' research methods that they implemented to collect and analyze primary sources documenting their own experiences and those of their community to curate an exhibit and book that displays the power of history and civics during this challenging time.

9:30 a.m. - 10:00 a.m.

## Poster Sessions

*Superior D***Nurturing Curiosity:****An Engaging Journey through Community-Based Primary Sources in Early Childhood Education****Ilene R. Berson** and **Michael J. Berson**,

University of South Florida

**National Parks: A KidCitizen Primary Source Analysis****Ilene R. Berson** and **Michael J. Berson**,University of South Florida, and **Bert Snow**, Snow & Co**Music of US****Bert Snow**, Snow & Co. and**Julie Schaul**, Independent Consultant**Using Historical Primary Sources to Strengthen Civic Argument Writing****Lisa Lapina** and **Javaha Ross**, Penn Alexander School**TPS Leadership Institute and BASICS Course:****Professional Development Opportunities****Matthew Mandarino**, TPS Eastern Region - WaynesburgUniversity, **Kristine Schiffbauer**, Waynesburg University**Teaching with Primary Sources Regional Program****Barbara Kirby** and **Jana Kyle**,

TPS Eastern Region - Waynesburg University,

**Judy Bee**, TPS Midwest Region - Illinois State University,**Keith Patterson**, TPS Western Region - Metropolitan State University Denver**Interactive Legal Timelines: Exploring Historical Issues with Inquiry and Primary Source Analysis****Cathy Ruffing**, Street Law, Inc. and**Meg Wilkins**, Rumson-Fair Haven Regional High School**Creating a Repository of Primary Source Resources with R for Slow Reveal Graphics****Tamara Shreiner** and **Bradford Dykes**,

Grand Valley State University

**Planning for National Poetry Month:****Creating Found Poems with Primary Sources****Lisa Storm Fink**, National Council of Teachers of English**Towards a Learning Trajectory in History Education with Primary Sources From the Library of Congress Digital Collections****Meghan Manfra** and **Lindsey Payne**,North Carolina State University, and **Robert Coven**,

Cary Academy/ North Carolina State University

**Teaching with LGBTQ+ Resources in the Classroom: Creating Space for All Learners****Kile Clabaugh** and **Keith Patterson**, TPS Western Region - Metropolitan State University of Denver,**Roland Schendel**, Metropolitan State University of Denver,**Laura Israelsen** and **Michelle Pearson**,

Adams 12 Five Star Schools

**Through a Different Lens:****Rosa Bonheur**, **Buffalo Bill and the West****Laura Israelsen** and **Michelle Pearson**,

Adams 12 Five Star Schools

**Free, Digital and Downloadable K-12 Primary Source Sets****Kenedy Reichert**, State Historical Society of Iowa**Challenging Primary Sources and Inclusive Teaching: Lessons from Dialogue between History and ESL Teachers****Alison Noyes**, Massachusetts Council for the Social Studies**Uniting America Civically****Victoria Pasquantonio**, PBS NewsHour Classroom,**Sheila Smith**, Our American Voice (OAV) and**Elizabeth Osborn**, Center on Representative Government - Indiana University



9:30 a.m. - 10:00 a.m.

## Poster Sessions

*Superior D***Same Storm, Different Boats:****Teaching the Pandemic Using Historical Research, a TPS Teachers Network Album, and Library of Congress Collections****Julie Maurer**, Gotham Center, City University of New York,  
**Katherine Perrotta** and **Katlynn Cross**,  
Mercer University Tift College of Education**Dismantling Dominant Narratives Using Primary Sources: How Multiple Perspectives Have Helped Shape Three Learning Interactives****Lia Ozizmirli**, Maryland Humanities**Centering Multilingual Primary Sources in Social Studies Curriculum****Chris Carter**, Educurious**What Do Historians Do?****Practicing Historiography with Young Learners****Taylor Davis Bey**, iCivics, **Kelley Brown**, Easthampton Public Schools, and **Laurie Risler**, Westfield State University**Seeking the Seminole Indians:****Exploring History through Primary Sources****Laurie Boulden** and **Katherine Lamar**, Warner University**Teaching World History Thematically****Kristin Dutcher Mann**,

University of Arkansas at Little Rock Department of History

**Women & the American Story (WAMS)****Leslie Hayes**, New-York Historical Society**Digging Deeper: Using 3D-Scanned Artifacts to Create Historical Investigations****Grant R. Miller**, Southern Illinois University**Mapping Unknowns: Writing To Read Primary Sources****Derek Furr** and **Wendy Tronrud**, Bard College**The Library of Congress: Where to Find What****You Need and What It Can Look Like Once You Find It****Glenn Wiebe**, ESSDACK**Primary Source Analysis with National History Day****Krista Grensavitch**, National History Day**Exploring the Writing Process with Primary Source Materials****Courtney Borjas** and **Noelle Velasco**,  
The American Writers Museum**The Rural Experience in America, Community Civics through Historical Inquiry****Regina Holland**, National Council for History Education**Bringing in the Hay:****What can the TPS Teachers Network Do For Me?****Mary Johnson**, TPS Teachers Network**What's New at the Library of Congress?****Cheryl Lederle** and **Tyron Bey**, Library of Congress  
Professional Learning and Outreach Initiatives Office**RISE: Learning, Leading, and Lifting with Primary Sources - Creating a United Learning Community****Donna Kiel**, DePaul University

Mid-Morning Break Sponsored by:



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

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

**Whose Liberty: People of African Descent in the Revolutionary War**

**Linda Dean**, Museum of the American Revolution

*Session Level: Cross Level*

*Room: Center Street A*

The Revolutionary War offered both challenges and opportunities for people of African descent. Learn about the lives of four real people as they navigated the war. Discover how people of African descent were impacted by the ideals of liberty, equality and freedom while exploring how to use these stories in your classroom to create historical empathy.

**From Isolation to Investment: How Presidents Washington and Truman Defined American Foreign Policy**

**Sadie Troy**, Harry S. Truman Presidential Library and Museum and **Alissa Oginsky**, George Washington's Mount Vernon

*Session Level: Cross Level*

*Room: Center Street B*

Join two presidential museum education teams to deepen understanding on how one President established American foreign policy, and another flipped it on its head. Participants will analyze original source documents, breakdown the issues these Presidents were responding to, and question the legacy each President's policy left on the country.

**Where Did Antisemitism Come From: Exploring the Origins of Antisemitism in European History**

**Erika Lowery**, Institute of Curriculum Services

*Session Level: Cross Level*

*Room: Center Street C*

Hate does not happen in a vacuum. Helping students better understand the history of antisemitism will help prepare them to reject not only hatred against Jews, but prejudice and discrimination against all people.

**History at a Crossroads - Can Mass Injustice Happen Again in the U.S.?**

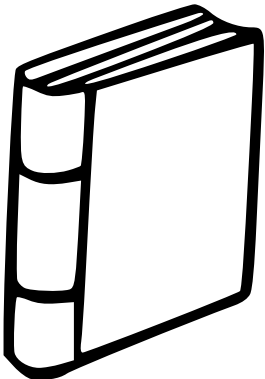
**Sam Mihara**, UCLA

*Session Level: Cross Level*

*Room: Center Street D*

Sam Mihara is a national lecturer on the topic of mass imprisonment. He frequently speaks at UCLA, Harvard and many schools across the country. Sam was winner of the Paul A. Gagnon Prize in 2018. In 1942, he was removed from his home in San Francisco and became a child prisoner of the U.S. government. Sam was held in a desolate detention facility in northern Wyoming for 3 years. Being one of 120,000 mostly U.S. citizens who was incarcerated, Sam describes why only Japanese and not German and Italian families were imprisoned. He shows photos of the conditions in the camp and reveals how he was released prior to the end of the war to be free to return to home. Sam describes how the causes of injustice can be applied to today's issues faced by Middle Eastern, Muslim and LGBTQ groups.

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**BOOK SIGNING SCHEDULE**



**Heather Cox Richardson**

*-Democracy Awakening: Notes on the State of America*

Friday, March 8  
3:00 PM

**Bruce Lesh**

*-Why Won't You Just Tell Us the Answer*  
*-Developing Historical Thinkers*

Saturday, March 9  
9:30 AM

**Ed Ayers**

*-American Visions: The United States, 1800-1860*

Saturday, March 9  
1:15 PM

\*Books available for purchase at the Registration Desk.



**Mini Sessions: Three 15-Minute Sessions***Room: Hope A***Hidden Heroes: Integrating Queer History into Civics Education****Kyle J. Williams**, The Ohio State University

Contemporary educational policy has queer issues at the forefront, yet most students learn little about queer history in schools. By integrating this underrepresented history, civics education can highlight diverse experiences in a time of public debate and foster a generation of informed students committed to inclusive citizenship.

**The Legacy of Septima Clark through the Critical Inquiry Design Model (CIDM)****Kiara Crawley, Joy Beatty, and Rory Dunn**, Virginia Commonwealth University, School of Education

This session magnifies Septima Clark, a civic education pioneer. Presenters will review a lesson plan detailing Clark's civil rights contributions, specifically her development of Citizenship Schools, highlighting an absent narrative and underrepresented history of minority women and the significance of history as the foundation for civic education.

**2892 Miles to Go: Learning History through Community Voices****Shana Crosson**, University of Minnesota

2892 Miles to Go, supported by National Geographic, amplifies local community stories about justice, race, and equity that are often excluded from common narratives (and textbooks!) of human history. Attendees will explore stories, learn how to use them with students and hear about future opportunities.

*Facilitator: Kathleen Barker***Amplifying Marginalized Voices From the Past Using Graphic Biographies****Ebony McKiver**, OER Project*Session Level: High School**Room: Veterans A*

OER Project graphic biographies, housed on our online platform, provides additional context and perspectives on historical events. Educators will analyze the researched narratives and associated tool to help students make meaningful connections and support historical inquiry. OER Project graphic biographies give broad representation, focusing on sometimes excluded communities from history.

**Using SCOTUS to Teach Inclusive History****Tiffany Middleton**, American Bar Association*Session Level: High School**Room: Center Street B*

Explore how courts are venues for many individuals and groups—often the only venue—to challenge actions that prevent them from fulfilling their American dreams. Consider how fights for rights and representation of specific groups implicate us all. Focus on religious, LGBTQ, and AAPI communities, with potential for expansion to include Native Americans and persons with disabilities.

**NCHE**  
**Raffle**

**Purchase Tickets at the  
Registration Desk**

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

**(TPS Session) Teaching Stories of Disability History: Teachers, Veterans, and Citizens****Rich Cairn**, Emerging America: Collaborative for Educational Services*Session Level: Cross Level**Room: Veterans C*

Together we will explore dozens of stories of Americans with disabilities who led efforts to secure services and ultimately to gain rights regardless of ability. Participants will examine case studies of Antebellum reformers, Civil War nurses and disabled veterans (supported by a new online exhibit), Progressives, and activists from 1975 to 2000. Teachers will access free, online Reform to Equal Rights: K-12 curriculum and will experience inclusive tools and strategies from the curriculum, including hundreds of primary sources in a wide variety of forms (especially from the Library of Congress).

**(TPS Session) Bringing It All Together: Facilitating Student Centered Historical Inquiries Through the Question Formulation Technique, Teaching with Primary Sources, and the C3-IDM****Ann Canning**, TPS Eastern Region - Waynesburg University, **Katy Connolly**, The Right Question Institute,**David Hicks** and **Sara Evers**, School of Education, Virginia Tech*Session Level: Cross Level**Room: Veterans D*

Inquiries need compelling questions for students to explore. Too often, students are left out of the question generation phase of an Inquiry and simply provided with teacher-based questions. Our session introduces how the Question Formulation Technique (QFT) is being used alongside the Library of Congress' Teaching with Primary Sources program to spark student-generated questions as a way into hard histories. Using an explain, demonstrate, play approach, participants will experience a QFT lesson that layers student questions within a Guided Inquiry Design Model examining President Theodore Roosevelt's decision to invite Booker T. Washington to dinner at the White House in 1901.

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

Download Directions can be  
found on page 40.



**11:00 a.m. Superior A**  
**Keynote Session**

*Introduction:* **Jenny Nicholas**, NCHE Board Chair

*Speaker:* **Erika Gold**, Holocaust Survivor

*Topic:* **Witness to History: The Holocaust**

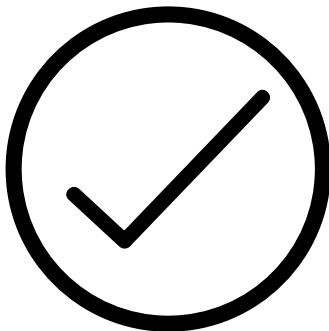
*Q & A with Conference Participants*



Since 2006, Erika Gold has volunteered roughly 2,500 hours at the Maltz Museum of Jewish Heritage in Beachwood, Ohio. Erika was born in Budapest, Hungary six months before Adolf Hitler rose to power. Luckily, she and her mother narrowly escaped encampment by living with her family's housekeeper for a period of time. A Holocaust survivor, she has shared her story with thousands of students, personalizing a childhood under Nazi rule and cautioning the younger generations against the dangers of discrimination, intolerance, and hate. She wishes "more people had taken action, rather than being bystanders" a message she conveys to the countless individuals she shares her story with.

Erika has been featured on Ideastream, the Plain Dealer, Cleveland.com, the Cleveland Jewish News, and is in the Maltz Museum's traveling special exhibition, Operation Finale: The Capture & Trial of Adolf Eichmann. In addition to the Maltz Museum, she is an extremely active community volunteer. She is on the Jewish Family Service Association's volunteer advisers committee, as well as their reparations committee which she allocates funds to Holocaust survivors in need. Annually, she helps plan and execute Cleveland's Yom HaShoah commemoration in which the community comes together to memorialize the tragedy of the Holocaust and remember those who lost their lives. She often speaks at Congregation Shaarey Tikvah's Face-to-Face Program, which brings students from across Northeast Ohio to the Synagogue to learn about the Holocaust and come (literally) face-to-face with a survivor.

She has boundless energy, enthusiasm, and has brightened the lives of students, teachers, and everyone she meets. She often fondly reminisces on her time at Heights High School and how it shaped her as a young person. After graduation, she went on to gain her bachelor's degree in biology from Western Reserve University and worked as a medical technologist, starting at Doctors Hospital, then South Pointe Hospital, and Suburban Hospital. She was named one of the inaugural class of Cleveland Jewish News' 18 Difference Makers award in 2015. Her hard work, dedication, optimism, and personality continue to make a difference in the community and impact every person she meets.



## Session Evaluations

Use the App or pick up a  
Form at the Registration Desk.



Submit  
a Proposal



Register



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# FLORIDA COUNCIL FOR HISTORY EDUCATION'S 8TH ANNUAL CONFERENCE SARASOTA, FLORIDA

Join us at historic *Westcoast Black Theatre Troupe*



Dr. Rolando Herts



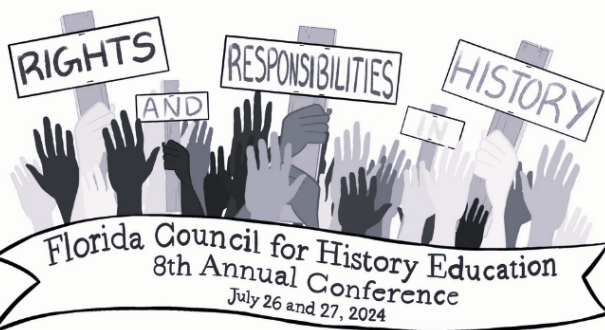
Gayle Jessup White



Dr. David Blight

## History Education Matters

July 26–27, 2024



<http://www.flche.net/>



**12:15 p.m. - 1:15 p.m.** \*See Restaurant List in the Conference App  
**Lunch Break**

**1:15 p.m. - 2:00 p.m.** *Superior C*  
**Exhibit Hall Time**

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

**Teaching Western Expansion: Singular Destiny or Pluralistic Chaos?**

**Leslie Hayes**, The New-York Historical Society

*Session Level: Cross Level*

*Room: Center Street A*

Emphasizing our nation's plural heritage makes history more effective and engaging for students, yet the singular narrative of "manifest destiny" continues to dominate our teaching of 1800s expansion. In reality, Western Expansion was a vibrant clash of religious, cultural, and social practices made up of infinite individual motivations.

**The Power of Place: Japanese Incarceration and Historical Empathy**

**Karalee Wong Nakatsuka**, First Ave Middle School, **Annie Evans**, New American History, University of Richmond, and

**Katherine Perrotta**, Mercer University Tift College of Education

*Session Level: Cross Level*

*Room: Center Street B*

Drawing on local history, personal family narratives, research-based best practices for building historical empathy, and harnessing the power of GIS and other forms of digital media/innovative technology in history classrooms, this session will explore the underrepresented histories of Japanese incarceration using inquiry-based learning resources and storytelling.

**Latina/o History is US History: Social Movements and Self-Proclaimed Identities, 1960s and 1970s**

**Cecilia N. Sánchez Hill**, TCU

*Session Level: Cross Level*

*Room: Center Street C*

Through primary and secondary sources, participants will investigate the social movements of Chicanos, Puerto Ricans, and Cubans and their new self-proclaimed identities during the 1960s and 1970s. This session can strengthen both content knowledge and the engagement strategies used in the high school or college classroom.

**Lincoln at a Crossroads: Teaching the Emancipation Proclamation as Compromise**

**Jeffery Nokes**, Brigham Young University

*Session Level: Cross Level*

*Room: Center Street D*

Using the Emancipation Proclamation as an example of compromise, attendees will engage in a document-based inquiry evaluating Lincoln's decisions related to emancipation. Participants will practice perspective recognition as they evaluate primary sources representing the competing interests Lincoln balanced. Primary sources and supports of student inquiry will be shared.

**#NCHE2024**

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**Mini Sessions: Three 15-Minute Sessions***Room: Hope A***The Midwestern Arab Experience: Examining a Quintessential American Story through Oral Histories****Yehia Said**, Gateway Arab American Initiative

When traditional written sources fail to acknowledge racial nuance, oral histories become indispensable, highlighting underrepresented yet vibrant populations. Spoken narratives reveal the pivotal role of organizations in developing community identity. This session investigates immigrant accounts of overlooked groups including the National Arab American Medical Association and Egyptians in St. Louis.

**What Can American Educators Learn from How Germans Teach the Horrors of a Nation's Past?****Stewart A. Davenport**, Pepperdine University

This session looks for guidance in the German history curriculum, focusing on two questions: 1. How do Germans currently teach the Holocaust to German citizens, grade school through college? And 2. How did this historical curriculum evolve into its current form? What is its history from 1945 to the present?

**Teaching Entrepreneurship with Historical Thinking Skills****Joe Corsaro**, Laurel School

Historical thinking skills are vital for success in careers. Entrepreneurship provides an avenue for practical application of skills learned in history classrooms. Social entrepreneurship especially provides an avenue to correct historical injustices as seen through examples such as Madam CJ Walker. This session will highlight ways entrepreneurship cultivates empathy, encourages reasoned debate, and fosters appreciation for multiple perspectives.

*Facilitator: Rob Good***Sonic Threads of the Past: Uncovering Historical Narratives through Music and Fashion****Ben Dumbauld** and **Joshua Zarbo**, TeachRock.org, and **Jocelyn Aguilera**, John C. Fremont High School*Session Level: High School**Room: Veterans A*

Join TeachRock and LAUSD teacher Jocelyn Aguilera for a lively breakout session on how to teach history through music and fashion. The session will focus on Latinx history and culture specifically, with historical topics including the Chicano Movement, the Zoot Suit Riots, and Puerto Rican migration to the U.S.

**Teaching Immigration in America: A Constitutional and Historical Examination****Allan Carey**, Sphere Education Initiatives and **Sarah Harris**, National Constitution Center*Session Level: High School**Room: Veterans B*

Considering the historical evolution of immigration policy in America through primary sources as well as its Constitutional foundations, this session by the National Constitution Center and Sphere Education Initiatives supports teachers presenting history in a time of public debate, as well as the role history plays in civic education.

**(TPS Session) Let's Connect! Literacy and Social Studies Connections in K-5 Classrooms****Kenedy Reichert**, State Historical Society of Iowa*Session Level: Elementary (K-5)**Room: Veterans C*

Come learn with Kenedy Reichert, the State Historical Society of Iowa's Formal & Digital Education Coordinator, about connecting social studies and literacy in your elementary classroom with primary sources from the Library of Congress' digital collections. Take back interactive resources such as Goldie's History Kits that were developed for K-5 educators to meet standards for Social Studies and Literacy. Learn strategies for using these kits and other resources in your classroom and participate in examples of how to use the different components with your K-5 students.

**(TPS Session) Exploring the Writing Process with Primary Source Materials****Courtney Borjas** and **Noelle Velasco**, The American Writers Museum*Session Level: Cross Level**Room: Veterans D*

Exploring the Writing Process with Primary Source Materials complements classroom writing instruction with activities using primary source materials from the Library of Congress's digital collections that inspire, motivate, and empower students to write. Writers included are Frederick Douglass, Henry Wadsworth Longfellow, Clare Booth Luce, Langston Hughes, Woodie Guthrie and Rosa Parks, whose letters, plays and manuscripts offer illumination of the way writers work.

# Afternoon Break

## 3:00 PM

## Superior C

**2024 Paul Gagnon Prize***Bruce Lesh*

For making a significant contribution  
to the promotion of history education.

**2024 Sarah Drake Brown Award***Kathleen Cook*

Leadership in History Education



# THE INSTITUTE FOR COMMON POWER

## Education To Action

The Institute for Common Power provides education that fosters, sustains, and expands what should be the most common power in American democracy - the right to vote. Ensuring a vote for all is essential to dismantling systems of injustice and creating equitable healthcare, living wages, decent housing, affordable education, and so much more. Voting has always been contested in America, and today this foundational democratic power is under assault—especially for communities of color. The Institute is devoted to education as a foundation to voting justice and inclusive democracy.

***Movement Learning.*** We are guided by the strategies, people, and institutions in movements for Emancipation, Citizenship, Suffrage, Civil Rights, and Justice to inform how we take action to foster a just and inclusive democracy today.



### Lectures / Workshops

Renowned scholars, authors, and activists are featured in our lecture series. Workshops are intended to help facilitate your educational growth and help you better understand and uplift the world around you.



### Truth & Purpose Learning Experiences

Our learning experiences take groups to historically significant places in the South, from Virginia to Alabama, Mississippi, and Tennessee. We delve deeply into the past while learning from heroes who have worked to create change.

Terry Anne Scott, Ph.D.  
Institute Director  
Former professor of  
African American History

David Domke, Ph.D.  
Associate Institute Director  
Former professor of  
Political Communication

Devon Geary, Ph.D.  
Sr. Program Manager

For more information visit  
[instituteforcommonpower.org](http://instituteforcommonpower.org)

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

**Civilized & Savage: How Language Shapes Perception ("What is a Civilization"?)**

**Tony Knuth**, New Trier High School

*Session Level: High School*

*Room: Center Street A*

History is sometimes implicitly taught as a story of constant progress. This narrative often either leaves out or treats non-agrarian societies as a relic from a bygone stage of human development. Discover how our language shapes this perception and how to avoid this trap through primary source analysis and applying sociological theory.

**Documenting the Undocumented: Enduring Impacts of 9/11**

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

*Session Level: Cross Level*

*Room: Center Street B*

This interactive session explores the experiences of marginalized and underrepresented groups within the 9/11 community including how these communities grapple with the impacts of the attacks 22 years later. We will model classroom-ready activities utilizing narratives from undocumented workers, those suffering with 9/11 related health effects, and Muslim Americans.

**Asian American Studies in Georgia K-12 - Bringing Diverse Perspectives Through Community Movement**

**Weonhee Anne Shin** and **Melissa Paa Redwood**, Asian American Voices for Education

*Session Level: Cross Level*

*Room: Center Street C*

What is Asian American studies and how is it taught in Georgia K-12? "Asian American" as an identity was developed out of an academic movement to demand a more comprehensive and inclusive curriculum on college campuses in the 1960s. In addition to understanding how this category developed as a chosen, rather than a prescriptive identity, we will discuss how history of Asians in the United States has shaped the political structures that continue to affect us today and the current movement to implement it in Georgia K-12.

**Finding Family After Slavery: Using Last Seen Ads in the Classroom**

**Signe Peterson Fourmy**, University of Texas at Austin

*Session Level: Cross Level*

*Room: Center Street D*

Last Seen ads document formerly enslaved people's search for loved ones after emancipation. These rich primary sources contain remarkable accounts of enslaved people's lives, family separations, and survival, absent from traditional historical narratives. This session will demonstrate concrete ways to use these sources to teach the hard history of slavery.

Our Exhibitors are a vital component  
of the NCHE Conference.

Be sure to visit them in Superior C

## **The Revolutionary Map Portal You Didn't Know Your Students Needed**

**Zerah Jakub**, George Washington's Mount Vernon and

**Michelle LeBlanc**, Norman B. Leventhal Map and Education Center at the Boston Public Library

*Session Level: Middle School*

*Room: Hope A*

Bring maps into your classroom with ARGO: American Revolutionary Geographies Online. Staff from George Washington's Mount Vernon and the Norman B. Leventhal Map and Education Center will highlight how this online platform can introduce students to new perspectives in geography and history using maps of North America made between 1750-1800.

## **"Where are the Women?": Primary Source-Driven Inquiry to Combat Textbook Exclusion**

**Maggie May**, Germantown Academy

*Session Level: High School*

*Room: Veterans A*

Inspired by the 2017 National Women's History Museum's report "Where are the Women?," this session explores women of color overlooked in U.S. history textbooks regarding the Civil War, Reconstruction, Great Depression, and Civil Rights Movement. Absent narratives and underrepresented histories will be amplified through primary source-driven inquiry suitable for grades 9-12.

## **Exploring Power and Representation in 20th c. American Advertising**

**Nathaniel Kogan, Kody Partridge, Sophie Baker, and Nadia Scharfstein**, Rowland Hall

*Session Level: High School*

*Room: Veterans B*

This breakout session will present an interdisciplinary research project from Rowland Hall School (UT) that has students analyze vintage advertisements to uncover how advertisers harnessed popular (and often unspoken) messages about race, class, and gender to sell products and to align their campaigns with dominant American values of their moment.

## **(TPS Session) Teaching with Library of Congress Resources Related to LGBTQ+ History**

**Lee Ann Potter and Cheryl Lederle**, Library of Congress Professional Learning and Outreach Initiatives Office

*Session Level: Cross Level*

*Room: Veterans C*

What resources related to LGBTQ+ history does the Library of Congress have to offer? In this session, learn what Library staff discovered when planning a teacher workshop on the topic and what considerations informed selecting materials and planning learning experiences.

## **(TPS Session) Reading Emily Dickinson & the Civil War: Building Comprehension Through Poetry and Primary Documents**

**Wendy Tronrud**, Bard College and Queens College

*Session Level: Cross Level*

*Room: Veterans D*

Emily Dickinson wrote the majority of her poems leading up to and throughout the Civil War (1859-65). Because she is often framed as a reclusive woman poet, the historical contexts informing and motivating her poetry often become obscured. This breakout session mirrors an in-class assignment I led with pre-service teachers in an ELA methods course at Bard College. Participants will be guided through an activity that asks everyone to engage, through writing and discussion, with two images from the Library of Congress' Civil War collection, a Dickinson poem written during the Civil War and a dictionary definition taken from Dickinson's dictionary.

**4:30 p.m. Superior A**

**Keynote Session**

*Sponsor:* **Imali Kent**, The DBQ Project

*Introduction:* **Tracy Garrison-Feinberg**, NCHE Board Member

*Speaker:* **Heather Cox Richardson**, Boston College

*Topic:* **Facts are Stubborn Things:  
History Teachers and the Challenges of a Politically Charged Era**

*Q & A with Conference Participants*



Heather Cox Richardson is Professor of History at Boston College and an expert on American political and economic history. She writes widely on history and current affairs, and is the author of the widely-read *Letters from an American*, a nightly chronicle of American politics. She is the author of six books on American politics, most recently, *Democracy Awakening: Notes on the State of America*, praised by Kirkus as "a fresh historical interpretation of American democracy and its many challenges."

**Sponsored by:**

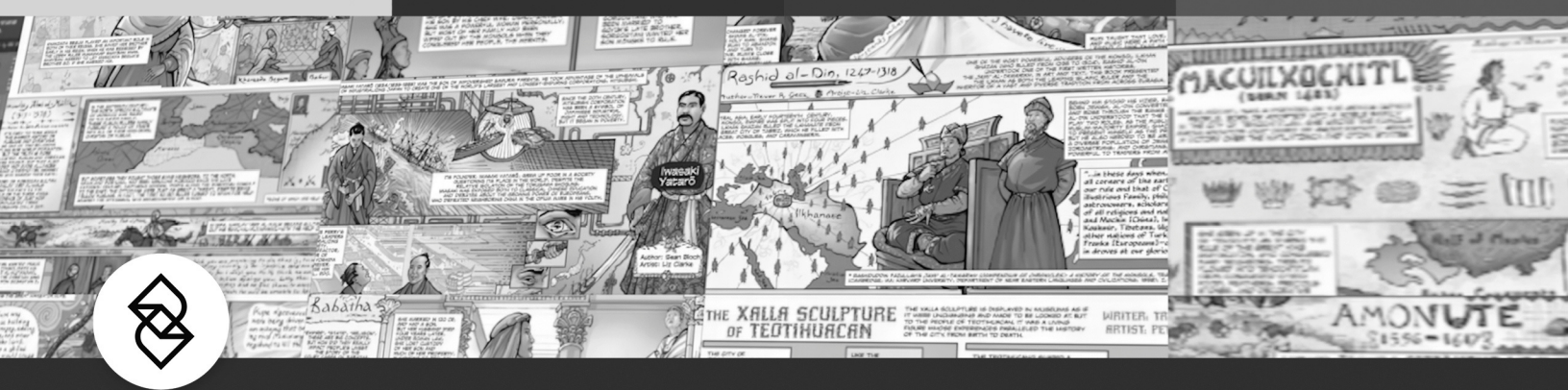
**The DBQ Project**



## **Friday Night at the Rock & Roll Hall of Fame**

Tickets available at the Registration Desk

Event starts at 6:30 p.m.; ends at 9:30 p.m.



## OER PROJECT

Tell a more inclusive story with history's lesser-known figures

Looking for engaging new classroom materials that build reading skills and support a more inclusive account of the past? Meet **OER Project Graphic Biographies**, a collection of more than 50 original instructional comics that vividly bring to life crucial stories that are left out of most textbooks.



Create an account and access these resources for FREE. Your OER Project account lets you access:

- A library of social studies articles, videos, and activities to use either as supplementation of your existing curriculum, or in the context of full-year standards-aligned courses like Big History Project and World History Project.
- A variety of professional-learning webinars and other opportunities throughout the school year.
- A supportive, online community for help with teaching strategies, instructional practices, and new ways to engage your students the very next day.

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Just sign up at: [oerproject.com](https://oerproject.com)

Questions?

Email [team@oerproject.com](mailto:team@oerproject.com) and we'll get right back to you.





# SATURDAY, MARCH 9

## Registration Open

7:00 a.m. – 4:00 p.m.

5th Level Lakeside Foyer

**7:30 a.m.** Hope A

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

*Introduction:* **Jessica Ellison**, NCHE Executive Director

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

*Speakers:* **J. Michael Butler**, Flagler College and **Ed Ayers**, University of Richmond

*Topic:* **Show Us That You See Us: Publicly Supporting K-12 Teachers**

## NCHE Exhibit Hall

8:00 a.m. – 2:00 p.m.

Superior C

**8:30 a.m. – 9:20 a.m.**

**Breakout Sessions**

## Teaching a “Long History” of the American War in Vietnam: Bringing Underrepresented Voices into the Classroom

**Leah Burgin**, The Choices Program

*Session Level:* High School

*Room:* Center Street A

Join the Choices Program to unpack our new unit, The Vietnam War: Origins, History, and Legacies. Learn how a “long history” approach will prioritize Black, Latino, and Indigenous soldiers and resisters' voices—and the experiences of Vietnamese refugees—to support students' understanding of historical memory and historiography. Complimentary one-year digital license provided.

## Historical and Theatrical Thinking: Storytelling as a Bridge to the Past

**Alex Wood** and **Tricia Patrick**, Ford's Theatre Society

*Session Level:* Cross Level

*Room:* Center Street B

Using dramatic text from a play and primary sources that inspired it, this arts-integrated session explores the relationship and power dynamics between Frederick Douglass and Abraham Lincoln, as the two great leaders discuss the challenges of establishing the U.S. Colored Troops in the middle of the Civil War.

## Holocaust Education for Combatting Racism

**Nili Alon Amit**, **Carly Gammill**, **Matthew Lebovic**, and **Zoe Bursty**, StandWithUs

*Session Level:* Cross Level

*Room:* Center Street C

Tracing antisemitism through the Holocaust and into the present, participants will gain greater understanding of the dehumanization process that leads to systemic violence, its application to modern forms of hate, and how to combat its perpetuation by critically examining historic consequences of implicit bias and building empathy for the “other.”



## **Cuyahoga Falls at an Historic Crossroads - Problem-solving Through Community, Science, and Creating a National Park**

**Debbie Draper**, Cedar Ridge Elementary and **Julie Siebach**, Retired Teacher

*Session Level: Elementary (K-5)*

*Room: Center Street D*

At a crossroads for sustainability, the historic coordination of efforts from multiple disciplines (and some beavers) to both restore the Cuyahoga River in Ohio and become a national park is a powerful story for attendees to learn how to fully engage students by integrating social studies with science and ELA.

## **Pirates & Punks- How Youth Resistance to the Nazis and Stasi can Inspire Contemporary Teen Agency**

**Scott G Noet**, Owatonna Middle School

*Session Level: Middle School*

*Room: Hope A*

The Edelweiss Pirates and Ost Punks stood at historical crossroads and chose resistance. Surveillance documents, song lyrics and graffiti will demonstrate the heroic actions of these youth and challenge our students to use their agency to initiate change in the world they are inheriting. The kids were and are alright!

## **Toleration v. Liberty: Exploring Constitutional Conversations around Freedom of Religion**

**Lori Rech, Chris Janson**, and **Joe Schmidt**, Bill of Rights Institute

*Session Level: High School*

*Room: Veterans A*

Disagreements about the Constitution are a feature, not a bug of our system and students need practice being disagreeable. Explore the topic of freedom of religion through document analysis while engaging in a discourse strategy.

## **Aligning Historical Inquiry with Hard History: Teaching LGBTQ+ History in a Diverse High School**

**Bruce A Lesh**, Carroll County Public Schools and **Adam Laye**, Baltimore County Public Schools

*Session Level: High School*

*Room: Veterans B*

These are challenging times for teaching complicated histories. Teachers lack properly vetted classroom materials. These high-quality lessons are aligned with inquiry-based instruction for use in a high school setting which can empower teachers to explore hard history with their students. The session will begin with an overview of the research on good practices when teaching LGBTQ+ history, then participants will have the opportunity to rotate through stations to review the lesson materials for the lessons on The Lavender Scare, Stonewall, and same sex marriage. The session will conclude with participants examining student work. Participants will be provided access to all instructional materials.

## **(TPS Session) Using Graphic Novels to Encourage Cross-Cultural Conversations Among Non-Traditional High School Students**

**Carmen Zeisler** and **Rachel Ellson**, ESSDACK

*Session Level: Cross Level*

*Room: Veterans C*

Secondary educators are successfully using graphic novels and primary sources to support learning around complicated topics such as immigration and women's history. Our unique audience is adult ELL learners and non-traditional high school students but our strategies are designed to work across age levels and content areas. We'll share suggestions for selecting novels, aligning primary sources, designing activities, and supporting collaboration so that you can walk away ready to create your own literature based instructional designs.

## **(TPS Session) AI and Primary Sources: Conversations for Teaching**

**Laura Israelsen** and **Michelle Pearson**, Adams 12 Five Star School District

*Session Level: Elementary (K-5)*

*Room: Veterans D*

Explore the challenges and celebrations of harnessing the power of AI for classroom instruction using inquiry, primary sources, historical questioning, and other strategies to engage students of all levels in the exploration of historical eras and key figures in history. Understand the ever-changing research landscape, explore powerful tools that connect to historical thinking, and review case studies of use in multiple learning settings. Participants will be actively engaged in activities throughout the session and resources, a toolkit for instruction, and strategies for learning will be shared.

9:30 a.m. - 10:00 a.m.

## Poster Sessions

*Superior D*

**Emancipatory U.S. History Pedagogy to Increase Transformational Resistance**  
**Ingrid A Rizo, Sara Whitley, and Claire Franz**  
 West Middle School

**Bringing Immigrant Contributions and Narratives to Life in U.S. History**  
**Karen Glover and Ariana Moir,**  
 The Immigrant Learning Center

**The Dynamics of Power and Representation: The Role of First Ladies Advancing Social Issues**  
**Jess Gagliardi,** Adams State University

**Playing With the Past: Decoding Games in the Classroom**  
**Susan Epting,** Spring Hill High School

**The Hmong Museum Provides a Platform for Untold Stories to be Shared and Celebrated**  
**Kalia Vue,** The Ohio State University

**To Teach or Not to Teach: A Case Study of Two Black Male History Educators**  
**Alexander G-J Pittman,** The Ohio State University

**How Do We Help Students Demonstrate Empathy? Assessments in the High School Classroom**  
**Sara Peyton,** Rowan County Senior High School and  
**Bradley Hart,** Boyd County High School

**Integrating STEM & History Education in Early Education**  
**Haley Neuhausen,** University of South Florida

**Using Picture Book Biographies and Memoirs to Explore Classrooms of the Past**  
**Stephanie Guerra,** Stories Unlocked

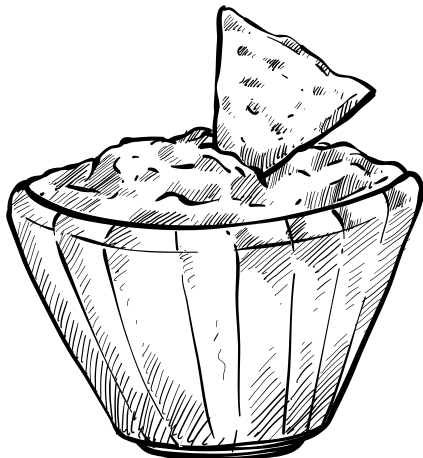
**FDR's Influence, and His First 100 Days: Breaking Down the Myth**  
**Tyler Hoag,** Alma College

**Law Day 2024 on May 1: Voices of Democracy**  
**Tiffany Middleton,** American Bar Association

**Reform to Equal Rights: Integrate Disability History into History Class - 1776-2024**  
**Rich Cairn,** Emerging America:  
 Collaborative for Educational Services

**Teaching Students to Ask Their Own Primary Source Questions**  
**Katy Connolly,** The Right Question Institute

**Question Formulation Technique + Teaching with Primary Sources: Teaching Hard Histories through Student-Generated Questions and Inquiry-Driven Primary Source Learning: Examples from the Field**  
**Ann Canning,** TPS Eastern Region - Waynesburg University,  
**David Hicks** and **Sara Evers,** Virginia Tech



**Mid-Morning Break**  
**9:30 AM**  
**Superior D**



National Council for History Education

The National Council for History Education is a nonprofit professional organization that elevates the importance of history teaching and learning through **professional learning, community building, and advocacy.**

# want to get involved?

## The Rural Experience in America

NCHE offers "The Rural Experience in America," a free professional development series for K-12 teachers. Funded by the Library of Congress, it focuses on historical inquiry into rural America's evolution. Join online sessions on March 23, April 20, and May 11, 2024, to explore this theme with experts.



## History Matters (...and so does Coffee!)

"History Matters (...and so does coffee!)", led by Dr. Joanne Freeman, is an engaging webcast that connects historical events to current American life. This interactive series, hosted by NCHE, offers insightful discussions and audience participation, making history relevant and accessible.



## Professional Learning Webinars

NCHE leverages webinars to advance history education, covering diverse topics to build a knowledgeable, inclusive community. These sessions reflect our commitment to accurate, complex historical narratives, fostering continuous learning among educators and students.



*Learn more*



[www.ncheteach.org](http://www.ncheteach.org)



[@historyed](mailto:@historyed)



13940 Cedar Road, #393  
University Heights, OH 44118

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

**Look, Listen, Explore: Inquiry Using History-Based Picture Books**

**Kristy Brugar**, University of Oklahoma and **Annie Whitlock**, Grand Valley State University

*Session Level: Cross Level*

*Room: Center Street A*

Historically-situated picture books are excellent sources for historical inquiry, P-12. In this session, we will engage participants in a historical inquiry using *Wall* by T. Clohosey Cole. This model (questions-sources-disciplinary lens-action) can be adapted to be used with other picture books across grade bands.

**The American Revolution: Crossroads of Power and Representation**

**Stacia Smith, Rachel Nellis**, and **Andrew Outten**, The American Revolution Institute of the Society of the Cincinnati and **Anne Walker**, Thomas A. Edison High School, Fairfax County Public Schools

*Session Level: Cross Level*

*Room: Center Street B*

Revolution presents the issues of power and representation as a crossroad—an “unstable equilibrium, [that], cannot continue indefinitely.” However, achieving the unalienable rights promised to all Americans by its revolution remains a work in progress. Explore underrepresented narratives of Oneida, Quaker, Hispanic, Black, and female Americans of the revolutionary generation.

**History at the Crossroads: Redefining Citizenship through the Ages**

**Jackie Migliori** and **Imali Kent**, The DBQ Project

*Session Level: Cross Level*

*Room: Center Street C*

Explore the evolving concept of citizenship through history! Participants examine ancient Greek and Roman citizenship, pre-Reconstruction rights of free Blacks, and modern “good citizen” ideals. Using DBQs, we explore the evolving historical narrative around citizenship, foster critical thinking, and evaluate the significance of the past in shaping contemporary citizenship issues.

**American Visions:**

**The United States, 1800-1860-Anchoring Historical Explorations in Space and Time Through Digital Scholarship**

**Annie Evans**, New American History, University of Richmond and **Edward L Ayers**, University of Richmond

*Session Level: Cross Level*

*Room: Center Street D*

New American History continues to find new ways to connect people with the American past. Ed Ayers will share *American Visions: The United States, 1800-1860*, introducing students to the many ways history lives around them, presented through portraits, maps, images, and narrative context for major events, all related in time.

**NCHE  
Raffle**

**Purchase Tickets at the  
Registration Desk**

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

**Mini Sessions: Three 15-Minute Sessions***Room: Hope A***Introducing Historical Thinking Skills By Evaluating News Photography****Amy R. Berman**, Convent of the Sacred Heart

Conference participants learn how to introduce contextualization skills to 9th graders. Students investigate news photographs to practice articulating direct and wider context. I further introduce historical lenses of analysis to help students ask narrower questions of their topics. This project also aims to build students' skills in media literacy.

**"What is Truth?": Teaching a Global History of the Reformation, Scientific Revolution, and Enlightenment****Robert Cole**, Convent of the Sacred Heart

This presentation offers a new approach to teaching the history of the Reformation, Scientific Revolution, and Enlightenment, placing these movements into comparative conversation with intellectual movements unfolding at the same time around the world. The goal of this unit is to de-center Europe in our teaching of early modern intellectual history.

**The Mini-Museum of New York: Object-Based Learning in a History Classroom****Kelly H. Jones**, Convent of the Sacred Heart

This session explores the potential of object-based inquiry to help students think critically, creatively, and inclusively about interpreting history for the public. The project presented requires students to conduct historical research, create an object using the maker space, and to explain the link between material culture and historical events.

*Facilitator: Dalton Savage***The Great Depression: Six Lessons on Economics, Politics & Personal Narrative****Mike Kaiman** and **Eva Johnston**, Federal Reserve Bank of St. Louis*Session Level: High School**Room: Veterans A*

While the Great Depression is a well-known area of American History, the revised lessons from the Federal Reserve Bank of St. Louis refresh teacher and students' knowledge by focusing on how the economic crisis of the 1930's led to substantive change for the rest of the century and still today.

**Indigenous Histories: Connecting Past and Present****David Olson**, Retro Report*Session Level: High School**Room: Veterans B*

Examine how Indigenous history intersects with current events and debates. From the legacy of boarding schools to the Red Power Movement to the Indian Child Welfare Act, this session and set of resources will help students connect past and present and highlight the stories and experiences of indigenous communities.

Our Exhibitors are a vital component  
of the NCHE Conference.

Be sure to visit them in Superior C



**(TPS Session) DIRIGO (I Lead) the Way to Place-Based Learning**

**Regina Holland**, National Council for History Education and **Jaime Beal**, Maine Department of Education

*Session Level: Cross Level*

*Room: Veterans C*

Join the Maine Department of Education and The Rural Experience in America project leaders to hear how they provided targeted professional development through the Teaching with Primary Sources program to rural teachers in Maine. In this session, you'll learn how to duplicate this collaborative model in your own community as well as acquire ready-to-use strategies to promote place-based learning using primary sources, historical inquiry, and interdisciplinary instruction.

**(TPS Session) Centering Multilingual Primary Sources in Social Studies Curriculum**

**Chris Carter**, Educurious

*Session Level: High School*

*Room: Veterans D*

This breakout session will begin with an overview of the evidence-based research on the effectiveness of using a culturally sustaining curriculum to support student belonging, engagement, and civic action. Then, we will examine concrete examples of student learning experiences and teacher testimonials from Educurious' work with Pa'lante: Onward With Art, Nepantla: Kinship in Music, and Cocina: Food is History. Practice engaging bilingual primary sources in one of the three units in the Latine Series, and consider how you can sustain centering language and culture in the curriculum you are designing and/or implementing.

**11:00 a.m.** *Superior A*

**Presentation of the 2024 Paul A. Gagnon Prize**

*Award Winner:* **Bruce Lesh**, Carroll County Public Schools

**Keynote Session - Panel Discussion**

*Sponsor:* **Mia Nagawiecki**, Colonial Williamsburg

*Introduction & Facilitator:* **Jessica Ellison**, NCHE Executive Director

*Panelists:* **Courtney Brackmann** (FL), **Joe Brewer** (IL), **Eric Harp** (OK), **Jean Hill** (AR), and **Angela Lee** (MA)

*Topic:* **It's Not a Blue State/Red State Thing:  
Universal Challenges in the Teaching Profession**

*Q & A with Conference Participants*

Being a history teacher is hard, no matter where you are. States all have their individual struggles -- some more prominent in the news than others -- but there are common threads. Hear from educators in various locations as they share the teaching challenges they're encountering, and how we can show support and solidarity for our peers in every corner of the nation.

**Sponsored by:**



**12:15 p.m. - 1:15 p.m.** \*See Restaurant List in the Conference App  
**Lunch Break**

**1:15 p.m. - 2:00 p.m.** *Superior C*  
**Exhibit Hall Time**

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

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

**State Councils at the Crossroads: Starting, Growing, and Sustaining your Council**

**Rob Good**, Missouri Council for History Education, **Dalton Savage** and **Amy Allen**, Virginia Council for History Education, and **JoAnn Wood**, Georgia Council for History Education

*Session Level: Cross Level*

*Room: Center Street A*

Are you seeking to start, grow, or sustain a state council for history education? This roundtable discussion will include advice and practical suggestions from state councils at different stages of development. Participants are encouraged to bring questions or suggestions they have regarding starting or strengthening their own state councils.

**Developing Students' Empathy and Thinking Skills at the Intersection of Race, Disability, and Talent**

**Timothy E. Hicks**, The Learning Collaborative at Dent Middle School and **Debora Masker**, Kirn Middle School

*Session Level: Cross Level*

*Room: Center Street B*

Thomas Wiggins - a blind, autistic musician - was the first African American to perform at the White House. At the intersection of race, disability, and talent, Wiggins's triumphs and tragedies offer a view of 19th century attitudes. This primary source inquiry will enhance students' empathetic and critical thinking skills.

**Weaving the Trade Routes: Intersection of Women's Work and Trade**

**Angela Lee**, Weston High School

*Session Level: Cross Level*

*Room: Center Street C*

Women's work and trade patterns along the Silk Roads are seldom explored in the classroom. This session will weave the importance of women's contribution to the development of what became a set of regional or global trade routes, historical crossroads, primarily focused on Silk Roads.

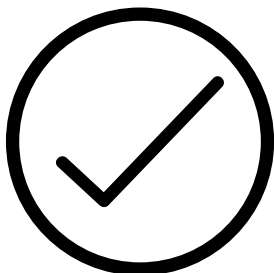
**How did Black Genius Build Democracy?**

**Rachael Yaden**, Lincoln County High School

*Session Level: Cross Level*

*Room: Center Street D*

Explore the civic impact of Black Americans during one of the most turbulent times in American history - our Antebellum period. Using the IDM, we will provide a voice for those underrepresented in our national narrative. You will engage with innovative instructional design that encourages your students to celebrate civic resilience.



## Session Evaluations

Use the App or pick up a  
Form at the Registration Desk.

**Mini Sessions: Three 15-Minute Sessions***Room: Hope A***Grappling with the Glossary: Inspiring Historical Inquiry through Vocabulary Definitions****Gretchen Hohmeyer**, University of Massachusetts Amherst

Words have the power to define students' worlds. The power inherent in a text's glossary is often overlooked. This presentation shows how teachers can compare glossaries in their classrooms to foster not only vocabulary acquisition but also historical inquiry about why different books define the same terms in different ways.

**10 Quick History Lessons from 19th & 20th Century Community or Charity Cookbooks****Cynthia W. Resor**, Teaching with Themes.com

Thousands of community or charity cookbooks appeared in the 19th and 20th centuries. Learn how recipes and cookbooks as primary sources illustrate social and economic power of the middle/upper class, history of women, the development of print and digital media, and how changing technology impacts daily life.

**UnTextbooked: Empowering Historical Inquiry and Global Citizenship Through Podcasting****CeCe Payne**, UnTextbooked

UnTextbooked is a youth-created history podcast that uniquely empowers learners to break free from the contemporary conundrum of unprecedented access and legislative constraints to knowledge and information. Join us to learn more about our podcast and explore how podcasting, a modern incarnation of oral history, can enable global citizenship awareness, personalized learning, and the reclamation of historical narratives.

*Facilitator: Shauna Liverotti***Place, Loyalty and Belonging: Immigrant Soldiers and the American Civil War****Ariana Moir and Karen Glover**, The Immigrant Learning Center*Session Level: High School**Room: Veterans A*

Did you know that one-quarter to one-third of Union Army soldiers in the American Civil War were foreign-born? Using primary and secondary sources, we will investigate the perspectives of these underrepresented immigrant soldiers, focusing on questions of loyalty. Leave with free, classroom-ready lessons and resources for grade 5-12 students.

**The Fremont Historical Society Club: A Case Study in Inclusive and Culturally Sustaining History Education****Jocelyn Aguilera, Nelly Arciniega, Sage Larson, Eileen Luhr and Yadira Arroyo**,

John C. Fremont High School and Cal State Long Beach

*Session Level: High School**Room: Veterans B*

Led by graduates of CSULB's history/social science credentialing program, this breakout session will offer a comprehensive analysis of the "Fremont Historical Society," an innovative student-led initiative at John C. Fremont High School in south-central Los Angeles. The student-led club fosters an environment where students select topics and critically dissect history from marginalized perspectives, therefore finding an interest in historical inquiry outside of the classroom. By examining the "Fremont Historical Society," attendees will gain insights into the need for inclusive history education, the practicalities of establishing similar initiatives, and strategies for fostering empathy and historical thinking among students.

## **(TPS Session) What's the Story? Using Chronicling America to Explore National Stories from Local Angles**

**Krista Grensavitch**, National History Day

*Session Level: Cross Level*

*Room: Veterans C*

Join us for an engaging session that draws from the open-access Guide to Student Research and Historical Argumentation – a publication created by National History Day in collaboration with the Library of Congress, as part of the Teaching Primary Sources (TPS) Consortium. Participants will practice the observe and reflect questioning method and complete a primary source analysis activity – one meant to enrich all history classrooms, not just NHD classrooms. The activity shares tips for searching and using resources from Chronicling America. This interactive session promises to empower educators and students alike in their journey to become adept researchers and historians.

## **(TPS Session) Using Digital Tools to Promote Citizen Engagements on Environmental Topics**

**Elizabeth R. Osborn**, Indiana University Center on Representative Government, **Victoria Pasquantonio**, PBS NewsHour Classroom, and

**John Fontanetta**, Barat Educational Foundation

*Session Level: Cross Level*

*Room: Veterans D*

Come see how news stories connect to civic themes using primary sources and the C3 inquiry model. The Barat Education Foundation, Indiana University Center on Representative Government, and PBS NewsHour Classroom have developed digital materials to build skills in media literacy and content knowledge that prepare students to be engaged citizens.

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We are gathering and learning upon the homelands of ancient Indigenous cultures, Haudenosonee and Anishiaabek peoples forcibly removed by Euro-Americans, and modern descendants of various Indigenous tribes who call Ohio home.

We affirm the sovereignty of these and all Indigenous nations. We recognize Native peoples' stewardship and relationship to the land from time immemorial to the present day. We honor the resilience of Native ancestors and contemporaries.

The National Council for History Education, our conference attendees, and our members across the country all live and work on Native land. We ask that our attendees and members: acknowledge the Indigenous homelands where they live, learn from the people — past and present — who also call these places home, and leverage their role as educators to lift up Native voices.



# The National Council on Public History

Putting history to work in the world—and giving you the tools to teach it. NCPH members teach from schools, museums, archives, historic sites, and the halls of government. We support and advocate for history in all its forms.

April 10-13, 2024  
Salt Lake City, Utah  
“Historical Urgency”

## Other Upcoming Conferences

- Virtual NCPH-OAH 2024 (With the Organization of American Historians) | April 30-May 2, 2024
- Montreal, Quebec, Canada | March 25-30, 2025
- Providence, RI (With the American Association of State and Local History) | Sept. 16-19, 2026



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

## Breakout Sessions

**Honest and Accurate Storytelling that Rigorously Studies the History of Race in America****Michael Lawrence-Riddell**, Self-Evident Education*Session Level: Cross Level**Room: Center Street A*

Self-Evident Education's resources explore the powers of "corrective and connective" history by engaging with primary sources, pursuing perspectives, and generating questions. S.E.E.'s multimedia educational tools allow educators, students, and communities to critically engage in conversations about "hard history" and the legacies of systemic racism in the United States.

**Using Local History to Make Connections and Guide History****Gabriel Valdez**, **Patricia Fitzwater**, and **Dwalunda Alexander**, FWISD*Session Level: Cross Level**Room: Center Street B*

Design lessons that engage your students. Empower and connect them to local historical resources. Through the use of multiple local resources and points of view, students will be empowered to share individual experiences, views, and local histories in the classroom. This will deepen their learning and expand their global perspective.

**Tear Down This Wall! A Look at the Reactions Towards the Fall of the Berlin Wall****Emily Benedix**, NCHE LEAD Grant*Session Level: High School**Room: Center Street C*

This session looks at the reaction of the USSR and USA towards the Berlin Wall in the months before and after the pivotal event in 1989. Intended for US and World History teachers, analysis tools and engagement strategies via primary sources will be used to dig deeper into this historical crossroad.

**Labor Unrest at Pullman and Amazon: Eliciting and Mapping Students' Causal Problem-Framing****Alex Honold**, University of Mary Washington*Session Level: Cross Level**Room: Center Street D*

How can teachers support students in the messy process of framing historical and contemporary social problems? Grounded in history and case studies of students' framing of the Pullman Strike (1894) and Amazon unionization efforts (2021-), this presentation explores the use of problem-framing tasks, problem-reframing prompts, and problem-space visualization tools.

**Empowering Tomorrow: Navigating the Crossroads of History and Civic Education with the Power of Words****Kelly Rowland**, Accel Schools, **Allison Decker** and **Casey Kaufman**, Harrison Elementary School*Session Level: Middle School**Room: Hope A*

This session will explore public speaking strategies that provide teachers with multiple ways to empower students to explore their own voice and give power to their words. By introducing students to the historic words of Abraham Lincoln, Malala, and many others, they will understand that activism goes hand-in-hand with citizenship.

**How the Colonial Chocolate Industry Offers a Taste of Hard History****Emily Spence** and **Catherine Matthews**, Old North Illuminated*Session Level: High School**Room: Veterans A*

Through the lens of chocolate, Boston's Old North Church explores 18th-century mercantilism and urban slavery, uncovering absent narratives and underrepresented histories of enslaved people laboring in that industry. Learn Old North's complex connections to chocolate and explore new approaches to interrogating sources to tell a fuller story of colonial economies.

**Uncovering Underrepresented History Through Inquisitive Inquiry****Rachelle Strang**, Orange County Public Schools*Session Level: High School**Room: Veterans B*

Join this session to experience an inquiry-driven lesson created for the National Women's History Museum's annual summer initiative, "For Educators, By Educators." This session will show how to incorporate inquiry and highlight absent narratives and underrepresented histories using the example of educator and civil rights activist, Dr. Mary McLeod Bethune.

**(TPS Session) Seeking the Seminole Indians: Exploring History Through Primary Sources****Laurie Boulden** and **Katherine Lamar**, Warner University*Session Level: Elementary (K-5)**Room: Veterans C*

We will explore a couple of newly developed lessons to learn about the Seminole Tribe of Florida. In the first lesson, we'll take a walk through their environment and analyze how native plants and animals were used, making T-charts and writing summaries. In the second lesson, we'll read first person narratives from survivors of Dade's Battlefield Massacre and analyze perspectives, look for blind spots, and explore causes leading to war. Hands on observations and Project Zero Thinking Skills will be used. We will share how to access the lessons on TPS Teachers Network.

**(TPS Session) Brown v. Board of Education at 70 Years:****Navigating the Long Road to Desegregation with Interactive Legal Timelines****Cathy Ruffing**, Street Law, Inc. and **Meg Wilkins**, Rumson-Fair Haven Regional High School*Session Level: Cross Level**Room: Veterans D*

As the 70th anniversary of the decision approaches, explore the impact of Brown v. Board of Education on the desegregation of America's public schools. Using free primary source analysis and inquiry-based resources from Street Law's new interactive legal timeline, consider to what extent the promise of Brown has been achieved. Dialogue with the presenters about the site and strategies for course integration. Walk away with access to dozens of resources for bringing history to life in your classroom including an introduction to timelines on the evolution of students' rights, presidential powers, federalism, suffrage, and rights of the accused available at LegalTimelines.Org.

**NCHE would like to thank you for attending the 2024 Conference!**



**We hope you'll join us next year in St. Louis on March 20-22, 2025.**

# NCHE RAFFLE CONTRIBUTORS

Book & Mug Set – **American Revolution Institute**

Children's Books – **Asian American Voices for Education**

African American History Curriculum Kit – **Bill of Rights Institute**

Assorted Books – **Candlewick Press**

One-Year Digital License (2) – **The Choices Program**

Assorted Books – **Classrooms Without Borders**

Two-Night Stay – **Cleveland Hilton Downtown**

Gift Basket – **Cleveland History Center**

DBQ Binder (3) – **The DBQ Project**

Cleveland in a Box – **Destination Cleveland**

Gift Basket – **Fat Head's Brewery**

Econ Ed Backpack – **Federal Reserve Bank of St. Louis**

2024 FLCHE Conference Registration  
– **Florida Council for History Education**

Summer Seminar Scholarship –  
**Freedoms Foundation at Valley Forge**

Amazon Gift Card – **Gallopage**

Gift Basket – **George Washington's Mount Vernon**

Assorted Books – **Gilder Lehrman Institute of American History**

Guest Passes – **Great Lakes Science Center**

Two-Night Stay – **Hyatt Regency St. Louis at the Arch**

Assorted Items – **iCivics**

Messenger Bag –  
**James Madison Memorial Fellowship Foundation**

HistoryPlunge & GeoPlunge – **LearningPlunge**

Assorted Books – **Macmillan**

Gift Basket – **Maritz Global Events**

Guest Passes – **McKinley Presidential Library & Museum**

Map – **Medieval Mapmaker**

2025 Conference Package and Assorted Items –  
**National Council for History Education**

*Camera Girl* & Guest Passes – **National First Ladies' Library**

Virtual or Onsite Tour for 30 Attendees – **National Liberty Museum**

Softbound Journal – **National WWI Museum and Memorial**

*American Visions* – **New American History**

Virtual Learning Program – **Ohio History Connection**

One Year OAH Membership & a OAH Conference Registration –  
**Organization of American Historians**

Poster Set – **Periodic Presidents**

Prize Bundle & Amazon Gift Card – **Retro Report**

*Make Just One Change* (2) – **Right Question Institute**

Mottahedeh Diplomatic Eagle Shell Dish –  
**Ronald Reagan Presidential Foundation & Institute**

Assorted Items – **Sphere Education Initiatives**

Along the Silk Road Curriculum Unit – **SPICE/Stanford University**

Unlimited Subscriptions (3) – **Sutori**

Gift Cards – **Teacher's Discovery**

US History Teacher & US Government Book Collections –  
**Teaching American History**

Assorted Books – **Teaching with Themes.com**

Book & Magnet – **Thomas Jefferson's Monticello**

Guest Passes – **USS Cod**

Yeti Coffee Mugs (3) – **Witness to War Foundation**

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

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

NCHE thanks all the Raffle Contributors for their  
generous support of the 2024 National Conference.



# 2025 NCHE CONFERENCE

ST. LOUIS, MISSOURI ~ MARCH 20-22, 2025

## ALL HISTORY IS LOCAL

### **Submit a Session Proposal!**

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

**Then submit a proposal for a session at the 2025 NCHE Conference!**

The 2025 Call for Proposals, containing topic suggestions and submission details, will be available at [www.ncheteach.org/conference/call-for-proposals/](http://www.ncheteach.org/conference/call-for-proposals/)

Submission deadline is: **September 23, 2024**

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Questions? Please contact John Csepegi  
by phone (240) 888-4105 or by email ([john@ncheteach.org](mailto:john@ncheteach.org))



## Call for Proposals

# ALL HISTORY IS LOCAL

ST. LOUIS, MISSOURI ~ MARCH 20-22, 2025

On April 6, 1846, a married couple walked into a government building that took up an entire city block and filed paperwork that 300 others had filed before them. Afterward, they continued with their daily lives, working and raising their daughters and living amongst neighbors in their riverside community of nearly 40,000 people.

This rather ordinary story becomes extraordinary when we learn that the couple was Dred and Harriet Scott, and that the paperwork filed in St. Louis launched 11 years of litigation and a US Supreme Court landmark ruling that upheld the expansion of slavery into the territories and withheld the rights of citizenship from enslaved Americans.

The Scotts' story is local history at its core. Though this particular freedom suit had a far-reaching impact, it began as an individual story of an enslaved man brought to free territories, where he lived, worked, married, and had children. This family's local experience was catapulted into a significant historical legacy.

All history is local. Every event takes place where people live ordinary lives. A place that was an anonymous part of a local landscape takes on new meaning when historic actions occur. Individuals fuel national movements in their local communities, taking part in wars and protests and social movements that would not be possible without their cooperative involvement. The history of our places is important – sometimes just to a local community, and sometimes to communities that span regions, nations, and beyond. It's critical that our students understand how their local history fits into a national narrative, and vice versa.

The National Council for History Education invites proposals focused on the concept of "All History is Local." How have seemingly localized actions impacted national or international history? How have sprawling historical events affected people in local communities? How did ordinary people make extraordinary history – individually, collectively, famously, or anonymously? We invite presenters to consider the many ways in which local people and places play significant roles in historical narratives, and how larger historical events are experienced in specific places

Sessions may focus on local, regional, national, or world history for elementary, middle, high school, and college classrooms. NCHE encourages submissions that offer rich historical content, innovative pedagogical strategies, and that foster inquiry and critical thinking.

We encourage proposals that make vibrant connections between global and local histories; that highlight underrepresented histories from Indigenous, African, Asian, Pacific, Latine, Middle Eastern, and European diasporic communities; that explore rural experiences and connect them to larger contexts; and that place LGBTQIA+, disability, and religious communities in local, national, and global settings.

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

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

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



# Call for Proposals

## ALL HISTORY IS LOCAL

ST. LOUIS, MISSOURI ~ MARCH 20-22, 2025

### 2025 NCHE National Conference

- The National Council for History Education invites proposal submissions for the 2025 program.
- Submission guidelines are found below. Please visit [www.ncheteach.org/conference/call-for-proposals](http://www.ncheteach.org/conference/call-for-proposals) for complete details.
- All proposals must be submitted ELECTRONICALLY at [www.ncheteach.org/conference/call-for-proposals](http://www.ncheteach.org/conference/call-for-proposals).
- All proposals must be received by 5:00 pm EST on September 23, 2024. 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?
- Does the proposal demonstrate pedagogical and practical value to attendees?
- How does the session proposal connect to the conference theme?

*Proposals promoting commercial products will not be accepted. If you are representing a commercial entity, your presentation must be educational in nature. Persons wishing to advertise or promote a particular product should contact the NCHE Conference Coordinator, (240) 888-4105.*

### Important Notes

- LCD projectors, screens, and a WiFi connection will be provided in each session room.
- All accepted presenters must pre-register for the conference.
- All submissions will be notified of acceptance or rejection via email by November 15, 2024.

All proposals must be submitted online at [www.ncheteach.org](http://www.ncheteach.org) and include a 50-100 word session description suitable for printing in the Final Conference Program. Please see the session submission details above for more information.

All submissions are due by:  
**September 23, 2024**

# NCHE Paul A. Gagnon Prize

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

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

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

The **Gagnon Prize** rewards and celebrates excellence in historical scholarship, the teaching of history, and the promotion of historical study at the K-12 level. The **2025 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.

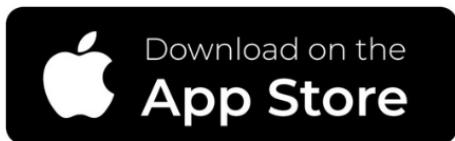
## Past Gagnon Prize Recipients

- 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 (NY)
- 2011 - Ron Briley  
Sandia Preparatory School (NM)
- 2012 - National History Day  
Accepted by Cathy Gorn
- 2014 - Christine Szeluga  
Brooklyn Public Library (NY)
- 2015 - Ted Dickson  
Providence Day School (NC)
- 2016 - The Civil War Trust  
Accepted by James Percoco
- 2017 - Karen Boyea  
Greenwich High School (CT)
- 2018 - Sam Mihara  
UC Berkeley (CA)
- 2019 - Sari Beth Rosenberg  
High School for Environmental Studies (NY)
- 2020 - Brian Collier  
American Indian Catholic Schools Network (IN)
- 2021 - Robert Fenster  
Hillsborough High School (NJ)
- 2022 - Katherine Van Haren  
Pittsville Elementary School (WI)
- 2023 - Joanne Freeman  
Yale University (CT)

# Download the Conference App

## Download Instructions

1. Navigate to your App Store.



2. Download the PheedLoop GO! App



3. Find email sent to you from "2024 NCHE Conference App", with the subject line "App Login". Use the log in credentials included in the email to log into your account



App Sponsored by:



# OER PROJECT

# Conference Notes





# FORD'S THEATRE EDUCATION

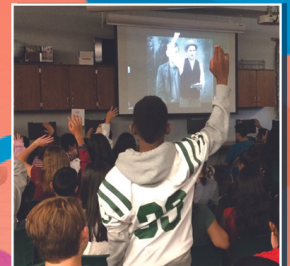
Providing Dynamic Learning Experiences  
for Teachers and Students

## TEACHER PROFESSIONAL DEVELOPMENT PROGRAMS:

- ★ National Oratory Fellows
- ★ Summer Teacher Institutes
  - ★ Catherine B. Reynolds Foundation/  
Civil War Washington
  - ★ Set in Stone: Civil War Memory,  
Moments and Myths
- ★ Applications now open!

## FOR SCHOOLS:

- ★ Student Matinees
- ★ On-site and Virtual Field Trips
- ★ Classroom Partnerships and more!



For more information, scan the QR code  
or email [education@fords.org](mailto:education@fords.org)

Ford's Theatre education programs are supported by Cornelia T. Bailey Foundation, Bloomberg Philanthropies, BP America, D.C. Commission on the Arts and Humanities, The Hearst Foundations, National Park Service, PwC, Southern Company and Visa Inc. with additional support from United Airlines.

All photos by Gary Erskine.

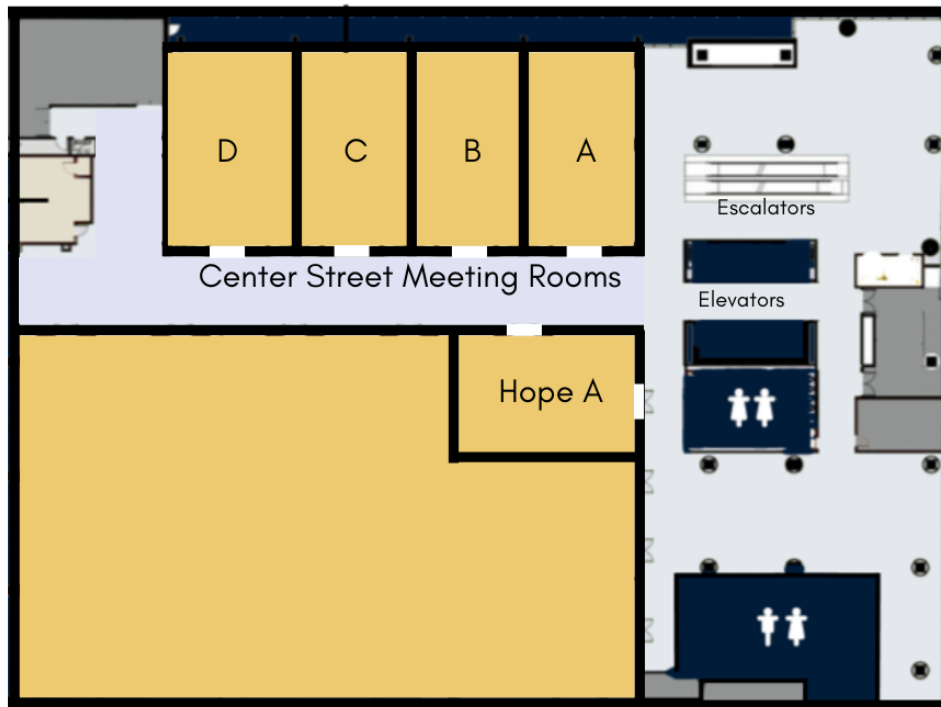




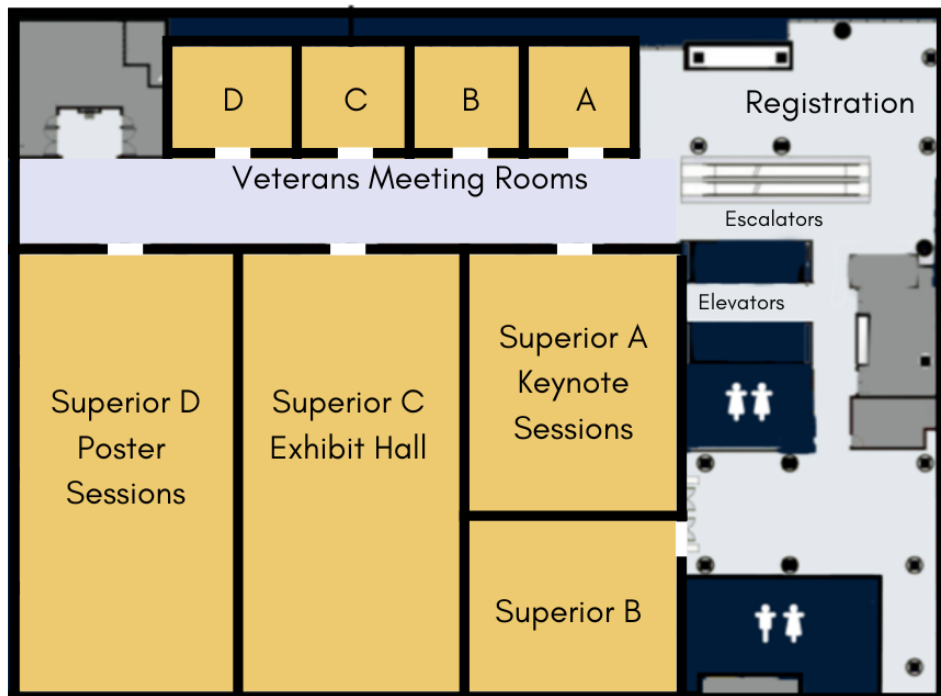
# Hilton

CLEVELAND DOWNTOWN

## FLOOR 3



## FLOOR 5



Your attendance at this event implies consent that the National Council for History Education may use photos taken of you at the event, for any publication, exhibit, video, or other print or digital media.

If you prefer not to have your photo distributed, please email John Csepegi at [john@cneteach.org](mailto:john@cneteach.org).