



NCHÉ 2026

Montgomery, Alabama | March 26-28, 2026

DIASPORAS

Histories of Movement and Cultural Exchange

R

RENAISSANCE®

MONTGOMERY HOTEL & SPA
AT THE CONVENTION CENTER



INDIANA UNIVERSITY CENTER ON



Representative Government

corg.iu.edu

Come say hi at Booth 27!

And join our session:

"What Would You Do?"

Saturday, March 28, 10-10:50 AM

in Riverview 5.



actioncitizen.org

Action Citizen is a free digital learning tool that educates students on the key role of citizen engagement and participation in a representative democracy. The critical analysis of primary sources inspires the belief that everyone can make a difference.



Engaging Congress

engagingcongress.org

Engaging Congress is a free digital learning tool that uses primary sources to explore how representative government works.



MORE EQUAL THAN OTHERS
Influencing the Political Process



LAWS AND SAUSAGES
Separation of Powers



VOTE EARLY, VOTE OFTEN
Voting Rights



A BALANCING ACT
The Federal Budget



FAIR IS NOT ALWAYS EQUAL
Federalism & States' Rights



THE JUDICIAL SYSTEM
Congress & The Judiciary



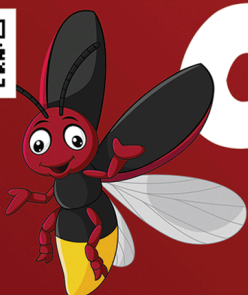
THE EXECUTIVE BRANCH
Congress & The President



FREEDOM SUMMER 1964

fs64.org

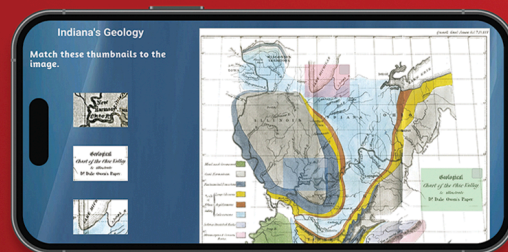
Freedom Summer 1964 is a free digital learning tool that explores key events surrounding the early years of the Civil Rights Movement, the 1964 Mississippi voter registration drive, and the eventual passage of both the Civil Rights Act of 1964 and the Voting Rights Act of 1965.



CitizIN

citizIN.org

CitizIN is a free digital learning tool that uses primary sources to support the teaching of Indiana Studies or a traditional U.S. History course.



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The DBQ Project

Federal Reserve Education

George Washington's Mount Vernon

HISTORY

Indiana University - Center on Representative Government

National Center for Civil & Human Rights

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William & Mary Strategic Cultural Partnerships

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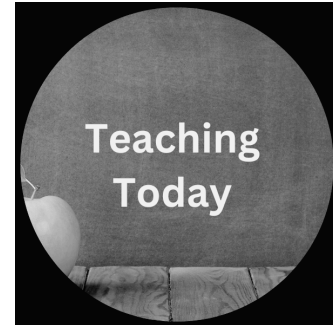
All sessions are the sole responsibility of the presenters, including any presented by commercial organizations. Ideas, methods, and products presented on the program do not imply endorsement by NCHE.

KEYNOTE OVERVIEW

Teaching Today - Panel Discussion

Friday, March 27 at 11:00 am

What does it mean to commemorate 250 years of United States history? In July 2026, the Declaration of Independence will mark its semiquincentennial, and for history educators, teaching the legacy of this founding document and its principles can be complex. Hear from a panel of educators, from across the country, as they discuss the ways they are approaching this anniversary with our next generation of active citizens.



Philip Deloria

Friday, March 27 at 4:30 pm

Philip J. Deloria is the Leverett Saltonstall Professor of History at Harvard University, where his research and teaching focus on the social, cultural and political histories of the relations among American Indian peoples and the United States, as well as the comparative and connective histories of indigenous peoples in a global context. He is a Harvard College Professor, the former Chair of the Committee on Degrees in History and Literature, and current interim chair of the American Studies program.



Witness to History with Charles Mauldin

Saturday, March 28 at 12:30 pm

At the age of 17, Charles Mauldin joined civil rights leaders as a foot soldier in the historic Selma marches, including Bloody Sunday, Turnaround Tuesday, and ultimately, the march from Selma to Montgomery. Born in Selma, Alabama, Mr. Mauldin engaged in voting rights activism as a student leader before joining the 1965 marches, and today, he continues to educate teachers, youth, and the general public about the Civil Rights Movement and the importance of a just democracy.



LAND ACKNOWLEDGMENT

We are gathering and learning upon the homelands of the Muscogee, Coushatta, and Alabama tribes. We acknowledge ancestral and modern descendants of various Indigenous tribes who call Alabama home, as well as descendants of displaced tribes now living in other parts of the country.

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.

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Founding Forward is offering multiple FREE seminars for teachers. We provide immersive, engaging content year-round through week-long, week-long travel, three-day, and one-day seminars! Programs include:

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THURSDAY, MARCH 26

Registration Open

ALABAMA BALLROOM FOYER

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

Enrichment Excursions

SEE NEXT PAGE FOR DETAILS

8:30 a.m.
- 5:00 p.m.

First-Time Attendees Meet-up

THE EXCHANGE

**Please note that this will be a self-pay/no-host event.*

4:00 p.m.
- 5:00 p.m.

Opening Night Reception

ALABAMA A/B

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.

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

Presented by:



Trivia Night

ALABAMA C

After enjoying the Opening Reception, head over to Alabama C for a trivia night hosted by Jen Jacobs. Bring your whole team or come alone and join others. Prizes will be available to the top scoring teams. A fun end to the first night of the conference!

6:30 p.m.
- 8:00 p.m.

Sponsored by:

- CreatED
- New American History

ENRICHMENT EXCURSIONS

Pre-registration required. All tours depart from and return to the Renaissance Montgomery Hotel & Spa

8:45 a.m.
- 5:00 p.m.

The Legacy Sites

Tour Cost - \$40 | Visit three powerful sites—the Legacy Museum, National Memorial for Peace and Justice, and Freedom Monument Sculpture Park—that chronicle 400 years of American history from enslavement to mass incarceration.

9:00 a.m.
- 12:00 p.m.

Federal Reserve Bank of Atlanta - Workshop

Tour Cost - \$25 | Join Federal Reserve educators for an interactive workshop examining the economic forces behind redlining, the Great Migration, and the March on Washington through primary documents and art.

9:00 a.m.
- 12:15 p.m.

Rosa Parks Museum

Tour Cost - \$30 | Experience a time machine journey through slavery to Jim Crow, witness a virtual reenactment of Rosa Parks' arrest, and participate in a workshop highlighting the women who led the Montgomery Bus Boycott.

9:00 a.m.
- 4:30 p.m.

The American Village

Tour Cost - \$75 | Step into America's founding era through interactive experiences with historical figures, founding documents, and authentic colonial-style buildings including Independence Hall and Washington Hall.

11:00 a.m.
- 5:00 p.m.

Selma, Alabama

Tour Cost - \$75 | Have lunch with Civil Rights Movement veterans at Reflections Coffee Shoppe, then take a three-hour guided tour of historic Selma sites connected to Bloody Sunday in 1965.

1:00 p.m.
- 4:00 p.m.

The DBQ Project - Workshop

Tour Cost - \$25 | Learn interactive strategies for using document-based questions to teach historical inquiry, critical thinking, and argumentative writing skills to students.

1:30 p.m.
- 3:30 p.m.

Civil Rights Memorial Center

Tour Cost - \$30 | Visit the memorial honoring civil rights martyrs with guided historical commentary from Jake Williams, exploring the continuing march for racial equity and social justice.

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NCHE EXHIBIT HALL

ALABAMA A/B

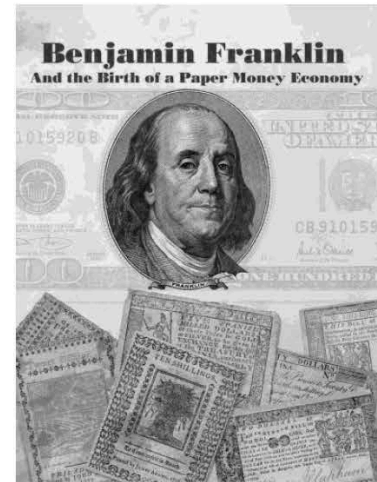
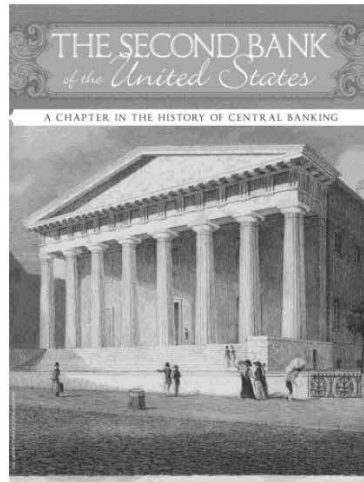
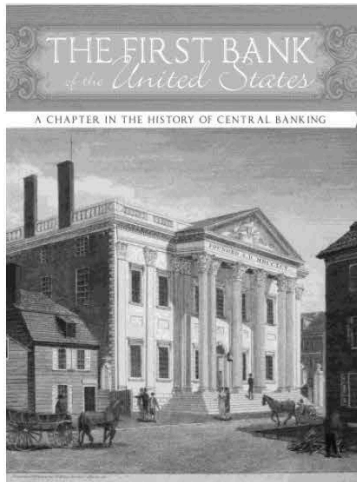
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|--|--|
| 1 - Experiencing America! | 24 - Thinking Nation |
| 2 - American Village | 25 - National Constitution Center |
| 3 - Federal Reserve Education | 26 - CreatED |
| 4 - National Council for History Education | 27 - IU Center on Representative Government |
| 5 - The DBQ Company | 28 - iCivics |
| 6 - Civics Renewal Network | 29 - Gallopade International |
| 7 - TeachRock | 30 - Founding Forward |
| 8- Teaching American History | 31 - National Council for the Social Studies |
| 9 - School Tours of America | 32 - Retro Report |
| 10 - ACE (American College of Education) | 33 - Sphere Education Initiatives |
| 11 - Holocaust Learning Center | 34 - Ronald Reagan Presidential Foundation |
| 12 - American Revolution Institute | 35 - UCLA Asian American Studies Center |
| 13 - Asian American Voices for Education | 36 - The Adams Presidential Center |
| 14 - New York Historical | 37 - Faulkner University |
| 15 - Old North Illuminated | 38 - Remember Liss |
| 16 - Supreme Court Historical Society | 39 - Bloomsbury Publishing Inc. |
| 17 - Colonial Williamsburg | 40 - Institute for Common Power |
| 18 - Gilder Lehrman Institute of American History | 41 - William & Mary Strategic Cultural Partnerships |
| 19 - Right Question Institute | 42 - 9/11 Memorial & Museum |
| 20 - National Liberty Museum | 43 - The Ohio State University |
| 21 - U.S. Capitol Historical Society | 44 - America4Kids by US Tours |
| 22 - George Washington's Mount Vernon | 45 - Great Plains Center for National Teacher Certification |
| 23 - Institute for Curriculum Services | |

FRE

FEDERAL RESERVE EDUCATION

www.federalreserveeducation.org

Visit us at Booth #3 for free educational materials!



Conference Session

FRIDAY, MARCH 27 2:00 pm

The Crossroads: Highlighting Economics in US History Using Federal Reserve Education Resources

Mike Kaiman, Federal Reserve Bank of St. Louis

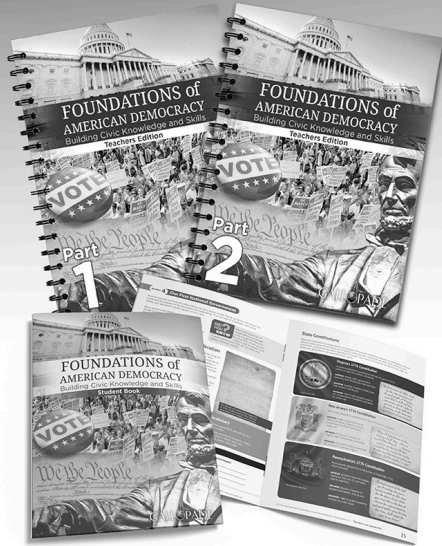
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New! FROM GALLOPADE | AVAILABLE SPRING 2026 FOR ALL STATES

Foundations of American Democracy: Building Civic Knowledge and Skills

Gallopade's latest curriculum offering is designed to engage students across the U.S. in a robust and interactive learning experience to inspire the next generation of our nation's leaders.

This **ALL-NEW** curriculum provides a dynamic approach to understanding the foundations of American government, civic responsibilities, and the democratic process. With interactive activities and real-world applications, *Foundations of American Democracy: Building Civic Knowledge and Skills* aims to foster informed and active citizenship among students.

Visit gallopadecurriculum.com for updates and more information!

NCHE RAFFLE

Feeling lucky?

Swing by the registration desk to enter our raffle for a chance to win books, classroom goodies, and a few surprises. We'll announce winners Saturday afternoon at 1:00 p.m. List will be posted by the Registration Desk.

NCHE thanks all the Raffle Contributors for their generous support of the 2026 National Conference.

NCHE APP

The conference app is your best friend this weekend.

Build your schedule, find rooms, and stay in the loop on any last-minute changes.

Find the download instructions on page 49.

Sponsored by: **9/11 MEMORIAL & MUSEUM**

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FRIDAY, MARCH 27

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

7:30 a.m.
- **8:20 a.m.**

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

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

Registration Open

ALABAMA BALLROOM FOYER

Connection Session

The American Village and Alabama 250: Celebrating America's Semiquincentennial



MONTGOMERY 1

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

Speakers: **Val Crofts** and **Natalie Steed**, AL250

Continental Breakfast provided to Connection Session Attendees

NCHE Exhibit Hall Opens

ALABAMA A/B

Breakout Sessions

History as a Future Pathway: Connecting Diasporas, Humanities, and Careers through Community-Rooted Museum Programs

Glenn North, The Museum of Kansas City

Emily Wegner, Lee's Summit R7 School District

Fernande Raine, History Co:Lab

Session Level: High School (9-12)

ROOM: RIVERVIEW 1

Discover how The Museum of Kansas City's Workforce & Creative Careers Pathways Program empowers youth to see history as a springboard to future careers. This session explores community-based strategies that connect diasporic histories, cultural exchange, and creative career pathways, helping educators show students why history matters for belonging, agency, and thriving futures.

Critically Collaborating with Artificial Intelligence (AI) to Design Diaspora-Focused, Inquiry-Based, Social Studies Questions

Ariel Cornett, **Erin Piedmont**, **Elizabeth Barrow**, and

Michelle Reidel, Georgia Southern University

Session Level: Elementary/Middle School (K-8)

ROOM: RIVERVIEW 2

This session explores how AI (e.g., ChatGPT) can support inquiry-based learning about diasporas, migration, and cultural exchange (e.g., African, Jewish). Teachers will critically examine AI-generated questions connected to historical figures, events, and communities, while considering both the affordances and limitations of AI in designing diaspora-focused, social studies inquiries.

Breakout Sessions**Confronting Challenges in Early American History:
Tools and Pedagogy for the Critical Discussion of Slavery****Sachika Ghosh**, George Washington's Mount Vernon*Session Level: Middle/High School (6-12)*

ROOM: RIVERVIEW 3

Mount Vernon was and remains shaped by enslaved individuals who built communities and raised families on its grounds, bringing with them their own traditions. Through an analysis of primary sources and biographies of the enslaved, this session will showcase how oft-untold stories can be reimagined and shared in the classroom.

**Diasporic Movements: The Jewish Experience
and Cultural Transformation (1880–1924)****Erika Lowery**, Institute for Curriculum Services*Session Level: Middle/High School (6-12)*

ROOM: RIVERVIEW 4

This session connects to key historical events such as the Jewish diaspora between 1880–1924 and the passage of the 1924 Immigration Act. It highlights figures like Emma Lazarus and explores how the Jewish American experience reflects broader themes of diaspora, migration, cultural adaptation, and the shaping of U.S. immigration policy.

**Dismantling the Silence of LGBTQIA+ Contributions
to United States History****Linda Doornbos**, Oakland University*Session Level: Middle/High School (6-12)*

ROOM: RIVERVIEW 5

Explore how local stories of LGBTQIA+ individuals sent ripples of activism and change impacting the history of the United States. Engage in content and pedagogy that disrupts the normalization of heterosexuality and promotes just, equitable, and inclusive practices in the classroom and beyond. Multiple resources will be shared.

**Resurrecting, Researching, and Retelling the History of
Rosenwald Schools in Pickensville, Alabama****Presleigh Johnson** and **Julia Brock**, The University of Alabama**Kimberly Ransom**, University of Illinois, Urbana-Champaign**Olivia Stepchuck-Hudson**, Pickens County Educator**Paulette Newberns**, Historic Pickensville Rosenwald Museum
& Community Center*Session Level: General Interest*

ROOM: RIVERVIEW 6

Our breakout session will focus on the history of Rosenwald Schools as networks of Black education with specific examples from the Historic Pickensville Rosenwald Museum and Community Center's collaborative restoration as a site of continued educational programming, local history, and community-building in rural West Alabama.

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

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

Breakout Sessions

Unsung Advocates: Using Life Stories to Explore U.S. History and the Supreme Court

Nicole Maffei, Juliet Morris, Jamie Higgins Shaul, and Jaime Austin, Supreme Court Historical Society

Session Level: High School (9-12)

ROOM: RIVERVIEW 7

This session highlights Supreme Court advocate Gus Garcia and others, whose landmark cases and life stories reflect the cultural changes in 19th- and 20th-century America. Participants will analyze primary sources, practice historical thinking, and leave with classroom-ready resources connecting advocates' stories from underrepresented communities to student learning.

Shifting the Narrative: Arab Americans, the Arab World, and Teaching for Understanding

Rania Hammoud, Plymouth-Canton Community School

Session Level: Middle/ High School (6-12)

ROOM: RIVERVIEW 8

This session equips educators with tools to teach Arab American history and the Arab World with greater accuracy and empathy. Participants will explore primary sources, cultural elements, and strategies to dispel stereotypes while fostering respectful classroom discussions on Middle Eastern conflicts, identity, and migration. Participants will also be introduced to resources from the Arab American National Museum.

From Corn Fields to Classrooms: Ancient Maya Farming Wisdom and Indigenous Innovation in History Education

Kate Van Haren, Pittsville School District

Erin Lynch, Havre School District

Session Level: Elementary/Middle School (K-8)

ROOM: MONTGOMERY 1

Maya agricultural innovators developed sophisticated farming systems that spread across Indigenous trade networks. Participants analyze primary sources, trace corn cultivation routes, and learn the Critical Orientations for Indigenous Education framework through classroom-tested lessons. Participants apply this model to local Indigenous contexts to challenge colonial narratives and highlight Indigenous innovation.

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

Poster Sessions* / Mid-Morning Break

CONVENTION CENTER CONCOURSE

Historical Sensemaking in Early Childhood:

Multimodal Engagement with Primary Sources

Ilene Berson and Michael Berson, University of South Florida

Almost Heaven: A Collection of West Virginia Teaching Resources

Jason Allen, Shepherd University

Art Trauma Therapy and Civics Engagement: Remembering 9/11

Julie Maurer, Gotham Center for New York History (CUNY)

Elise Langan, Bronx Community College (CUNY)

Heart Mountain Resources for Japanese American Incarceration

Sybil Kawano, Heart Mountain Wyoming Foundation

Poster Sessions

CONVENTION CENTER CONCOURSE

**Enhance Student Engagement with
Library of Congress Primary Sources**

Kevin Leisten, TPS Eastern Region - Waynesburg University

**Bridging Histories: Inquiry Into the Movements
and Meanings of School Desegregation**

Yonghee Suh and **Joanna Garner**, Old Dominion University

Brian Daugherty, Virginia Commonwealth University

Alexandria Holmes, Purdue University

**Redesigning Coursework for Preservice Teachers
to Emphasize Teaching with Primary Sources**

Avington Medeiros and **Eva Kane**, Troy University

When History Meets Story:

Pairing Primary Sources with Picture Books

Tina M. Ellsworth, University of Central Missouri

Reenacting Old Time Radio Shows to Teach 1930s-1950s History

Amy Stephens, Edmond History Museum

What's New at the Library of Congress?

Lee Ann Potter, **Abby Krolik**, **Michael Lowry**, and **Lora Taylor**,

Library of Congress Professional Learning and Outreach Initiatives Office

Teaching with Primary Sources (TPS) Regional Grant Opportunities

Kathleen Barker, TPS Great Plains Region

Judith Bee, TPS Midwest Region

Kira Duke, TPS Southern Region

Brendan Gillis, TPS Mid-Atlantic and US Territories Region

Barbara Kirby, TPS Eastern Region

Keith Patterson, TPS Western Region

Create Your Own Primary Source Inquiry Classroom

Using the TPS Teachers Network

Kile Clabaugh and **Mary Johnson**,

TPS Western Region - Metropolitan State University of Denver

**Teaching Dignity: Integrating the 10 Elements of Dignity with
Primary Sources and Picture Books in our Elementary Classrooms**

Carmen Zeisler, ESSDACK

Carrie Sloderbeck, Smoky Hill Service Center

Using Music as a Primary Source in the U.S. History Classroom

Joshua Zarbo and **Ben Dumbauld**, TeachRock

History in our Backyard: The Names of Places in Georgia Podcast

Katherine Perrotta, **Katlynn Cross** and **Brittney Johnson**,

Mercer University Tift College of Education

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

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

Poster Sessions

CONVENTION CENTER CONCOURSE

Empowering Young Delaware Citizens:

Inquiry-based Explorations with the Library of Congress

Holly Golder, Red Clay Consolidated School District

Lisa Prueeter, Brandywine School District

Kimberly de Jongh, Christina School District

Jill Szymanski, Christina School District

Stories on the Move: Exploring Diasporas with Chronicling America

Krista Grensavitch, National History Day

Savannah Streets Come A-Live

Chantee Earl, Louisiana State University

Celebrating Rural Maine: Community Civics and Place-Based Inquiry

Regina Holland, National Council for History Education

Julie Meltzer, Institute for Humane Education

Legal Timelines in American History

Jen Wheeler, Street Law, Inc.,

Jonathan Frost, Los Alamos Public Schools

Chatty Geeps as a Question Coach: QFT for

Self-Regulated Historical Inquiry Using Primary Sources

Amy Allen and **David Hicks**, Virginia Tech

Teaching Georgia's Rural, Coastal Histories

Through Tracks, Towns, and Tides

Ariel Cornett, Georgia Southern University,

Elizabeth DuBose, Ossabaw Island Foundation (OIF)

Fernanda Camacho Hauser, City of Pembroke

Untying the Knot of Segregation: Engaging Students

with Local and National Stories through Primary Sources

Michael Santrock, Fulton County Schools Teaching Museum & Archives

Stories Lives Tell: LEAPS and BOUNds

Laurie Boulden and **Katherine Lamar**, Warner University

Beyond Text: Diversifying Primary Sources Use in the Classroom

Whitney E. Barringer and **Brendan Gillis**, TPS Mid-Atlantic & U.S.

Territories Region - American Historical Association

Intentional Teaching with Primary Sources: Fostering Inquiry, Multimodal Learning, and Critical Thinking in Science Education

Rebecca Theobald, University of Colorado at Colorado Springs

TPS TEACHING WITH
 PRIMARY SOURCES
 LIBRARY OF CONGRESS

* All posters in this session feature projects funded by grants from the Library of Congress Teaching with Primary Sources program.

Breakout Sessions**Wakanda Forever: Exploring Diaspora, Identity, and Global Connections through Black Panther****Nicole Marsala**, KCW- Broward County Public Schools*Session Level: Middle/High School (6-12)*

ROOM: RIVERVIEW 1

Explore Black Panther as a lens for understanding the African diaspora, identity, and global connections. Through Wakanda's idealized culture, cultural design, and isolationism, we'll discuss African heritage, migration, and global responsibility. Engage with comics and cultural mapping to uncover how Wakanda reflects diaspora narratives and cultural pride.

Teaching Citizenship Through Diaspora: Asian American Legal Histories and the 14th Amendment**Roslyne Shiao, Jessica Cappadona, and Kimberly Leung**, AAPI New Jersey / Teach Asian American Stories*Session Level: Middle/High School (6-12)*

ROOM: RIVERVIEW 2

Explore how Chinese and Asian American diasporic communities fought legal battles that defined American citizenship. Through primary sources from *United States v. Wong Kim Ark* and contemporary Supreme Court cases, teachers will learn inquiry strategies connecting 19th-century exclusion laws to current birthright citizenship debates affecting immigrant communities.

My Part of the Story: Exploring Identity in the United States**Jason Butler**, Facing History & Ourselves*Session Level: Middle/ High School (6-12)*

ROOM: RIVERVIEW 3

What makes up the identity of the United States? Do students feel part of it? How might being part of a diaspora impact those feelings? In this session, participants will experience a resource from Facing History & Ourselves that empowers students to look inward and outward as they explore these questions.

*TPS Session***Beyond Visuals and Texts: Using Folk Songs and Reenacting Old Time Radio to Teach History****Anne Laskey**, Kodály Foundation for Music Education**Amy Stephens**, Edmond History Museum*Session Level: Middle/ High School (6-12)*

ROOM: RIVERVIEW 4

Analyze recordings of folk songs that grew out of historical events such as the Civil War and Western Expansion as part of demonstrated student lessons. Then tune into old time radio shows to teach about 1930s-1950s with LOC.gov resources and engage in "readers theater" shows that resonate with all ages.

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

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

Breakout Sessions

TPS Session

Introduce Students to Inquiry, Each Other, and Stories on the Move Through Chronicling America

Krista Grensavitch, National History Day

Amy Mungur, Georgia Gwinnett College

Session Level: General Interest

ROOM: RIVERVIEW 6

Learn how to use Chronicling America to build community and “break the ice” while introducing historical inquiry. Access the Guide to Student Research and Historical Argumentation, a National History Day publication created in collaboration with the Library of Congress, to practice primary source analysis designed to enrich all history classrooms.

From Ground Zero to Gen Z:

Teaching the Legacy of 9/11 25 Years Later

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

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 7

With the 25th anniversary of 9/11 and America at 250 approaching, explore a new toolkit from the 9/11 Memorial & Museum featuring multimedia lessons, student-centered activities, and first-person narratives that spark critical thinking and help students connect 9/11 to America’s ongoing story of resilience and transformation.

Smithsonian Institution's Democracy in Dialogue Virtual Exchange Program

Ali McKersie and **Sheeba Rashada**, Smithsonian Institution

Session Level: Middle/ High School (6-12)

ROOM: RIVERVIEW 8

Participants will explore the Democracy in Dialogue Virtual Exchange Program. Since July 2024, the initiative has partnered with over 100 educators and has reached close to 4,000 students. The program supports teachers as they lead place-based investigations with students to better understand and share the stories emanating from their hometowns.

Learning History with Photographs:

Close Analysis for K-8 Students

Leslie Hayes, The New York Historical

Session Level: Elementary/Middle School (K-8)

ROOM: MONTGOMERY 1

Photographs, taken by professionals and amateurs alike, are invaluable resources for historians. They offer a visual record of the world, including “everyday” people. But photo analysis is a skill that must be built. Practice hands-on strategies museum educators use to engage students in studying historic and contemporary photographs.

Mini Sessions: Three 15-Minute Sessions

ROOM: RIVERVIEW 5

**World Migration History in our Everyday Lives:
Exploring Cultural Exchange at our Doorsteps and Fingertips****Nikki Magie**, University of Olivet

Discover a structured but flexible method for students to collectively explore migration history in their everyday lives: locally (museums, events, restaurants, markets), creatively (novels, artwork, poetry, cooking) and/or online (virtual tours, podcasts, movies, music). This activity can be scaled down to a single assignment or up to a year-long component.

**Sketch It, Don't Etch It: Teaching Diaspora Through
Maritime Technology and Primary Sources****Brian Bender**, Broward Schools

Step into the role of a 16th-century sketch artist to explore how maritime technology shaped diasporas. Participants will examine European and Indigenous vessels, engage with resources from MarinersMuseum.org, and model a classroom activity that builds historical inquiry skills while connecting ship design to migration, power struggles, and cultural exchange.

Columbus Myth-Making in Diaspora:**Designing Inquiry into Collective Memory and Contested Legacies****Alex Honold**, University of Mary Washington

Italian, Irish, and Jewish immigrant groups in the late 19th and 20th centuries shaped America's collective memory of Christopher Columbus. In this session, participants will explore the cultural and political functions of Columbus myth-making and discuss strategies for helping students to analyze memory artifacts and trace historical narratives over time.

Facilitator: **Yasmin Forbes**

Keynote Session

Panel Discussion**ALABAMA C/D/E**

GEORGE WASHINGTON'S
MOUNT ★ VERNON

Sponsor: Alissa Oginsky, George Washington's Mount Vernon**Introduction & Facilitator: Jessica Ellison**, NCHE Executive Director**Panelists: Brian Kishi** (MO), **Kevin Leisten** (NY), **Derek Porter** (TX),**Laree Pourier** (SD), and **Erika Sponsler** (MI)**Topic: America 250 in our Schools**

What does it mean to commemorate 250 years of United States history? In July 2026, the Declaration of Independence will mark its semiquincentennial, and for history educators, teaching the legacy of this founding document and its principles can be complex. Hear from a panel of educators, from across the country, as they discuss the ways they are approaching this anniversary with our next generation of active citizens.

Q & A with Conference Participants

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

11:00 a.m.

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

Lunch Break

SEE RESTAURANT LIST IN THE CONFERENCE APP

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

Educators of Color Reception

MONTGOMERY 3



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

Exhibit Hall Time

ALABAMA A/B

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

Breakout Sessions

"From Salsa to Reggeatón": Using Music and Dance to Inform Your Teaching of the Puerto Rican Diaspora

Thamar Lebron, Providence Day School

Lourdes Santiago, Washington University at St. Louis

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 1

Explore how integrating Puerto Rican music and dance can enrich your teaching of the diaspora. This session offers practical strategies to foster cultural identity, engagement, and intercultural understanding through creative, culturally responsive pedagogy rooted in tradition and innovation. We will engage with the music and the dance styles and how to use them to understand the 20th and 21st centuries Puerto Rican diaspora.

Road Tripping Through Black Routes and Resistance: Teaching Diaspora, Migration, and Survival

Valencia Abbott, Rockingham County Schools

Session Level: High School (9-12)

ROOM: RIVERVIEW 2

This session explores Black diasporic movement through the lens of US travel, migration, and survival. Using the source "Overground Railroad: The Green Book and the Roots of Black Travel in America," educators will discover complex histories, center Black voices, and connect past migrations to ongoing struggles for justice and mobility.

The Crossroads: Highlighting Economics in US History Using Federal Reserve Education Resources

Mike Kaiman, Federal Reserve Bank of St. Louis

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 3

This session will give teachers easy-to-use active learning lesson plans that illustrate the importance of basic economic concepts influencing major American history eras. Led by former classroom teachers, we will demo one historical event from each century of American history that is tied to national and state curricula.

Breakout Sessions*TPS Session***U.S. Declaration of Independence Lessons and Teaching Historical Thinking for Civic Literacy**

Scott Abbott, Delaware Center for Civics Education
Casey Holmes, Adam Friedman, and Dani Parker Moore,
Wake Forest University

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 4

Engage in guided practice with a sample lesson on the history and significance of the Declaration of Independence, then gain access to ten other lessons. Discover how to use historical inquiry to teach civic literacy skills, exploring Library of Congress primary sources to develop C3 IDM inquiries for younger students.

*TPS Session***Exploring Local History with the Library of Congress**

Lee Ann Potter and **Abigail Krolik**, Library of Congress Professional Learning and Outreach Initiatives Office

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 6

This session will introduce participants to the digital collections of the Library of Congress, with a particular focus on their use in supporting local history and genealogical research. Library of Congress staff will highlight a range of resources and demonstrate research strategies to help navigate the Library of Congress website.

From the Oval Office to the Bench:**Landmark Supreme Court Cases that Shaped our History**

Lori Rech, Bill of Rights Institute

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 7

Explore how landmark Supreme Court cases—such as *Worcester v. Georgia*, *Korematsu v. United States*, and *United States v. Nixon*—have shaped presidential powers. Educators will use primary sources and case studies to foster critical thinking, constitutional reasoning, and civic understanding.

Diaspora and the American Revolution:**How the War Shaped Alabama and the United States**

Stacia Smith and **Rachel Nellis**,

American Revolution Institute of the Society of the Cincinnati

Marcee Hinds, Barton Academy for Advanced World Studies

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 8

The American Revolution spawned global diasporas prompted by radical change in the colonial power structures and governments of Spain, France, Britain, and the developing United States. Investigate this impact on the people living in what would become the state of Alabama with our teacher-developed classroom resources and primary source collections.

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

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

Breakout Sessions

Learning History Without Looking:

A Historical Content Analysis of the *I Survived* Series

Annie McMahon Whitlock, Grand Valley State University

Kristy A. Brugar, University of Oklahoma

Session Level: Elementary/Middle School (K-8)

ROOM: MONTGOMERY 1

This session focuses on a historical content analysis of the *I Survived* series of historical fiction novels. Given the popularity of the books and their potential to be used in classrooms/libraries, participants will discuss which people, places, and events could students learn from reading and what stories are missing?

Mini Sessions: Three 15-Minute Sessions

ROOM: RIVERVIEW 5

Mapping Migrations: Engaging Learners with Diasporic Histories through Inquiry and Media

Elizabeth Barrow, Georgia Southern University

This session shares a dynamic, inquiry-based project designed to teach diasporic histories through project-based learning. Students investigate historical contexts, geographic movement, and the cultural impact of global diasporic communities. The session highlights how teacher candidates built claims and creatively synthesized their research using various digital modalities.

Alabama Abolitionists in Antebellum Illinois: Southerners Who Assisted Freedom Seekers--Escaped Slaves--North

Paul Horton, Independent Scholar/Retired History Teacher

This session will identify what happened to those who professed support for the abolition of slavery in the Deep South, in this case, Alabama. The session will focus on analyzing the contributions of Alabama citizens to the Abolitionist tract, "American Slavery As it Is" which was published in 1839. We will compare eyewitness accounts of Alabama abolitionists with "Lost Cause" depictions of slavery to challenge the rewhitewashing of Southern History in new state standards. History teachers need tools to insure that the teaching of Southern History presents Confederate, Abolitionist, Unionist, and Freedom Seeker narratives in balance and in all of their complexities.

Crossing Borders: Black Liberation and the Southern Routes of the Underground Railroad

Michelle Rich, Denver East High School

This session explores Mexico's overlooked role in the Underground Railroad, situating Black resistance in a transnational context. Teachers will analyze primary sources—oral histories and fugitive slave ads—while discussing classroom strategies and adaptable lessons. Emphasizing diasporic movement, cultural exchange, and liberation strategies, the session offers practical tools for immediate classroom use.

Facilitator: **Dalton Savage**

Poster Sessions* / Afternoon Break

CONVENTION CENTER CONCOURSE

Bard College MAT-in-History Capstone Projects:

Selecting and Curating Primary Sources for Younger Learners

Wendy Urban-Mead, Bard College

Tools for Guiding Student Research on Disability and Its Impacts

Graham Warder, Keene State College, Rich Cairn, Emerging America

Katherine Benson, Bay Path University

Reviving a Museum's Education Programs

Carrie Ida Edinger, Museum at the Bighorns

Just Around Gee's Bend: Student-led Inquiry

at your Fingertips with Primary Sources and the QFT

Katy Connolly, Maame Conduah and Sarah Westbrook,

The Right Question Institute

Amelia Spencer, Glenwood, and Cora Causey,

University of Alabama at Birmingham

Beyond Visuals and Texts: Using Folk Songs from

Primary Sources to Engage with Historical Events

Anne Laskey, Kodály Foundation for Music Education

Bringing National History Day to Elementary Classrooms through

Resilience and Resistance of Underrepresented Groups

Jeryl Payne and Amy Allen, Virginia Tech

Building Relationships and Featuring Primary Sources

Eases the Teaching of Civil Rights History in Alabama

Ann Jimerson, Kids in Birmingham 1963

Ashley Mann, Sandpiper Advisory Group

Her Story Starts Here: Empowering Young Girls through

Primary Sources and Women's History in Early Education

Katlynn Cross-Harris, National Women's History Museum

U.S. Declaration of Independence Lessons -

250 Years of Movement Across Space, Time, and People

Scott Abbott, Delaware Center for Civics Education

Teaching Historical Thinking for Civic Literacy:

Designing IDM Inquiries for Young Learners

Casey Holmes, Adam Friedman, and Dani Parker Moore,

Wake Forest University

Enhancing U.S. and World History Instruction through

First-hand Experiences and Stories of America's Diplomats

Fran Leskovar and Tom Selinger,

Association for Diplomatic Studies and Training (ADST)

Capitol Civics: Congressional Learning For Informed Patriotism

Eric Denyer, U.S. Capitol Historical Society

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

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

Poster Sessions

CONVENTION CENTER CONCOURSE

Engaging Local Histories: Indian Boarding School Archives and The Mahpiya Luta Summer Research Institute
Laree Pourier, Mahpiya Luta - Red Cloud
Billy Critchley-Menor, Jesuits

**Micro-Inquiry in Action:
Teaching Diasporas with Library of Congress Sources**
Sarah Kaka, Ohio Wesleyan University
Ryan Suskey, EdClimb Learning Partners

**Not Just Another Ice Breaker:
Chronicling America to Introduce Inquiry and Each Other**
Amy Mungur, Georgia Gwinnett College

**Understanding Diaspora through Creative Cultural Expression
| A Project-Based Approach to Teaching Primary Sources**
Valeria Gamarra, NCEE

Teaching about Black Networks and Organizations in U.S. History
Christine Woysner, Temple University

**Engaging Students with Primary Sources via PBS Newshour
Classroom's Journalism in Action**
Suzanne Myers, University of Kansas

**Reading Migration Through Film:
Using America, America and ¡Alambrista! as Primary Sources**
Joshua Kenna, University of Tennessee, Knoxville
Matt Stevenson, University of Texas, Tyler

**How Spreading Primary Source Access Expands
Knowledge and Enhances NHD**
David Adams, Harding University/ NHD Arkansas
Angela Adams, University of Central Arkansas / NHD Arkansas

**Teaching with Evidence:
A Practical Guide to LOC Primary Sources**
Lorie Prater, Edmond History Museum

**Crafting Curriculum, Phase Three:
Educative Videos For Historical Photographs**
Cory Callahan, University of Alabama

**Immigrant Women and the Industrial Revolution:
Labor, Activism and Legacy**
Ariana Moir and Carli Velocci, The Immigrant Learning Center, Inc.

**Learning to Teach Critical Data Literacy with Primary
Source Data Visualizations: A Project to Expand Teacher
Resources and Professional Development Opportunities**
Tamara Shreiner and Bradford Dykes,
Grand Valley State University

Building Access to DBQs for Multilingual Learners
Alison Noyes, Massachusetts Council for the Social Studies

Poster Sessions**CONVENTION CENTER CONCOURSE****What's New at the Library of Congress?**

Lee Ann Potter, Abby Krolik, Michael Lowry, and Lora Taylor,
Library of Congress Professional Learning and
Outreach Initiatives Office

Teaching with Primary Sources (TPS) Regional Grant Opportunities

Kathleen Barker, TPS Great Plains Region

Judith Bee, TPS Midwest Region

Kira Duke, TPS Southern Region

Brendan Gillis, TPS Mid-Atlantic and US Territories Region

Barbara Kirby, TPS Eastern Region

Keith Patterson, TPS Western Region

Create Your Own Primary Source Inquiry Classroom**Using the TPS Teachers Network**

Kile Clabaugh and Mary Johnson,

TPS Western Region - Metropolitan State University of Denver



* All posters in this session feature projects funded by grants from the Library of Congress Teaching with Primary Sources program.

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

Breakout Sessions**The Unseen Diaspora:****The Displacement of Civilians in the Korean War**

Angela Lee, Weston High School

Session Level: High School (9-12)

ROOM: RIVERVIEW 1

The civilian displacement resulting from the Korean War (1950-1953) is an important conflict diaspora case study. This session employs a document-based, inquiry approach using UN reports, narratives, and oral histories to promote historical thinking. The session provides educators with curated sources and strategies to integrate this topic into their curricula.

Interpreting Migration Data:**Cultivating Historical Thinking Through Quantitative Analysis**

Annie Jenson, Thinking Nation

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 2

Utilizing migration data, this session demonstrates how quantitative analysis can strengthen historical thinking. Participants will explore how students can identify patterns, question limitations of conclusions, and infer consequences through data. Teachers will leave with strategies and tools for integrating data sets into lessons that foster inquiry and evidence-based reasoning.

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

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

Breakout Sessions

Examining Jimmy Carter's Civic Legacy Through Inquiry and Human Rights Education

Sean Corrigan, Kennesaw State University

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 3

This session outlines tenets of human rights education (HRE) and their utility in teaching about Jimmy Carter's inspirational and instructive impact on humanitarian causes. President Carter's successes in promoting peace, public health, sustainability, human dignity, as well as his shortcomings, will be described and analyzed through a HRE framework.

TPS Session

Mapping the Westward Surge: Using the 1890 Statistical Atlas to Visualize Migration and Diasporas

Michael Lowry and **Lora Taylor**, Library of Congress Professional Learning and Outreach Initiatives Office

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 4

Explore the 1890 Statistical Atlas to uncover internal American diasporas. Participants will analyze population pyramids, maps, graphs, and other data visualizations revealing the "frontier effect," the transformation of Western states. Discover how these visualizations serve as essential tools for teaching Westward Expansion, demographic shifts, and the ecological impacts of migration.

Mapping the Journeys of John Adams: An Interactive Civics Challenge

Sadie Troy, Adams Presidential Center

Mary Ellen Auriemma, Educating for American Democracy

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 5

Join the Adams Presidential Center and Educating for American Democracy (EAD) for an interactive journey infusing civics into history lessons! Experience an EAD Design Challenge by mapping John Adams's travels and documents, uncovering how they shaped his vision of democracy. Attendees will leave with turnkey strategies for classroom application.

TPS Session

Student-led Inquiry with Primary Sources and the QFT, and Diversifying Students' Source Use Beyond Text

Katy Connolly, **Maame Conduah** and **Sarah Westbrook**,

The Right Question Institute, **Amelia Spencer**, Glenwood,

Cora Causey, University of Alabama at Birmingham,

Whitney E. Barringer and **Brendan Gillis**, TPS Mid-Atlantic &

U.S. Territories Region - American Historical Association

Session Level: General Interest

ROOM: RIVERVIEW 6

Teach students to develop their own questions, interpretations, and narratives using Library of Congress 1930's photographs of communities across Alabama. Discover new research related to historical inquiry and ways to diversify students' use of non-textual primary sources to deepen student engagement, shift perspectives and encourage critical thinking.

Breakout Sessions

Puerto Rican Diaspora in Motion: People, Pathways, and Playlists

Jasmine Medina, Broward County Public Schools

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 7

Journey through the Puerto Rican migration with interactive activities: solve a People Puzzle of key events, play Que Dice La Gente to predict U.S. diaspora hubs, and explore an interactive Pathways Map. Remix history by pairing Puerto Rican artist-activist Bad Bunny's lyrics with primary sources, leaving with classroom-ready strategies.

Supporting or Distorting?

Human and Machine Interpretations of the Weeping Time

Amy Allen and **David Hicks**, Virginia Tech

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 8

This session models a technocurious approach to teaching the Weeping Time, the 1859 sale of 429 enslaved people in Savannah, GA. Using a primary source image for QFT and a plantation journal passage for analysis, participants compare their human analyses to AI outputs, juxtaposing historical habits of mind with machine fluency.

Cherokee Culture Past & Present: Drawing on Local History to Craft Learning Experiences for Young Children

Jennifer Hauver, **Ethel King-McKenzie**, **Carley Mac Helms**,

and **Aiza Waqar**, Kennesaw State University

Session Level: Elementary School (K-5)

ROOM: MONTGOMERY 1

Presenters will engage participants in inquiry and arts-based lessons to explore past and present Cherokee culture for elementary students. These lessons were shaped in consultation with members of the Eastern Band of Cherokee Indians, based in oral histories with local Cherokee residents, and crafted alongside local historians and artists.

Keynote Session

Philip Deloria

ALABAMA C/D/E

Sponsor: Elizabeth Osborn, Indiana University -

Center on Representative Government

Introduction: Elizabeth Grant, NCHE Board Member

Speaker: Philip Deloria, Harvard University

Topic: Migration, Removal, and Relocation:

Diaspora in Native American History

Philip J. Deloria is the Leverett Saltonstall Professor of History at Harvard University, where his research and teaching focus on the social, cultural and political histories of the relations among American Indian peoples and the United States, as well as the comparative and connective histories of indigenous peoples in a global context. He is a Harvard College Professor, the former Chair of the Committee on Degrees in History and Literature, and current interim chair of the American Studies program.

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

4:30 p.m.

INDIANA UNIVERSITY CENTER ON

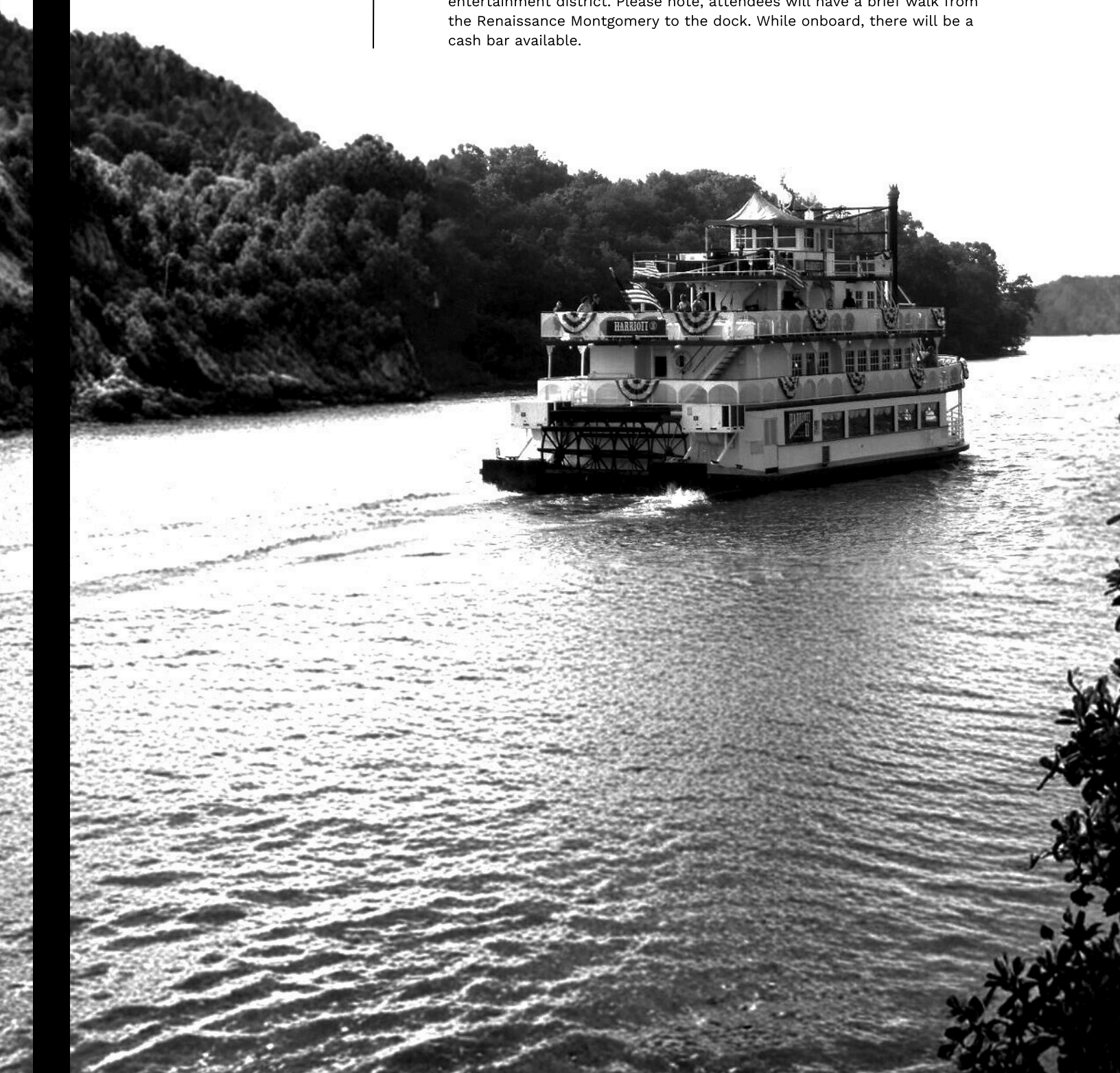


**Representative
Government**

6:30 p.m.
- 9:00 p.m.

Friday Night on the Harriott II

Join NCHE for an evening on the Harriot II. This paddle-wheel boat's journey along the scenic Alabama River will feature dinner, live entertainment, and a brief presentation from Hasan Jeffries (The Ohio State University). Docked beside the uniquely built Riverwalk Amphitheater, this elegant 19th Century riverboat is center stage of Montgomery's entertainment district. Please note, attendees will have a brief walk from the Renaissance Montgomery to the dock. While onboard, there will be a cash bar available.



BOOK SIGNING SCHEDULE

Want to meet our featured authors?

Bring your new finds or your old favorites. Authors love hearing how their work has made it into your classroom. Books available for purchase at the Registration Desk.

Philip Deloria

Indians in Unexpected Places

Friday, March 27 at 3:00 p.m.

Fritz Fischer

Teaching Trump: Critical Issues in History and Civics Education

Saturday, March 28 at 9:30 a.m.

SOCIAL MEDIA

We love seeing the conference through your eyes.

If you're posting, tag @historyed and use #NCHE2026 and #historymatters. We'll be sharing highlights all weekend, and your posts help spread the word about the work happening here.

STATE COUNCILS

Looking for your people?

From annual professional development conferences to webinars and social networking, the state councils bring history educators, university faculty and public historians together to learn the latest in effective history teaching and learning. Each council operates independently so they all have their special programs and activities. Check them out to learn more about what is going on in your state!

Arizona, Florida, Georgia, Kansas, Michigan, Minnesota, Missouri, Nevada, New Jersey, New York, Oklahoma, South Carolina, Tennessee, and Virginia

If your state is not on the roster, then consider starting your own state council. The first step is to contact NCHE to find out about how to begin the process. We can help you connect with resources in your state but it's important to personally reach out to your colleagues and invite them to join your efforts.

State Council Meeting at 11:00 a.m. on Saturday in Montgomery 3.

www.ncheteach.org/communities

EXHIBIT HALL ALABAMA A/B

Take some time to explore the exhibit hall.

Our exhibitors have brought resources, curriculum materials, and ideas worth checking out. They're always happy to chat, so don't be shy about asking questions or telling them what you're looking for.

SESSION EVALUATIONS

Your feedback makes a difference!

A quick evaluation after your sessions helps us know what's working and what to do differently next year. You can find the link in the app or pick up a form at the registration desk

Let's Celebrate America!



www.america250al.org



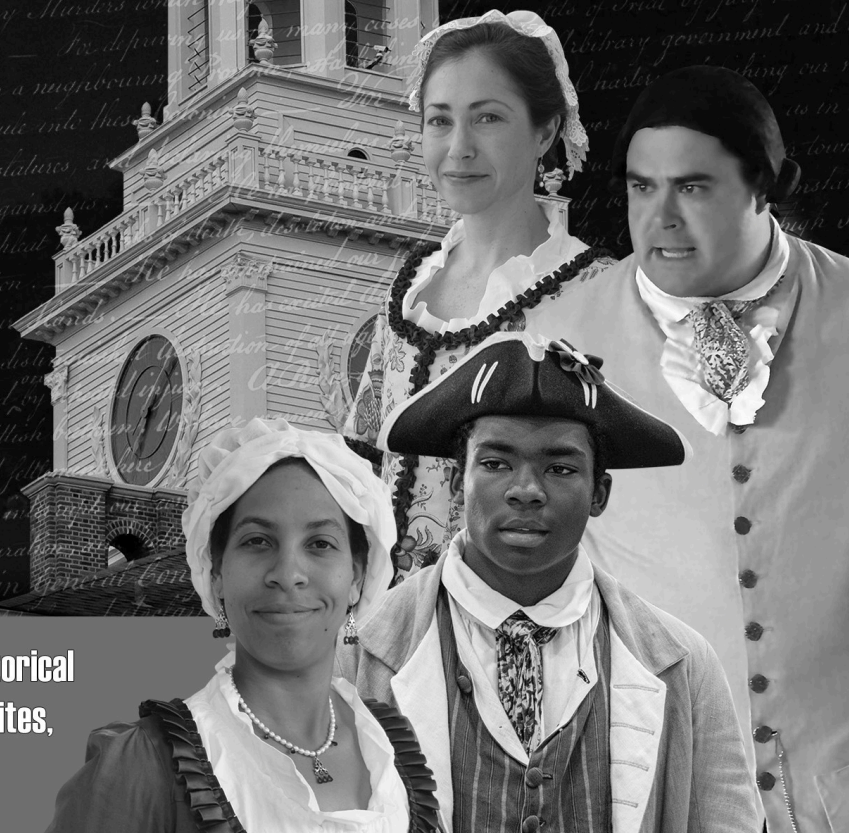
www.americanvillage.org

AMERICA  ALABAMA



AMERICAN
VILLAGE

Travel back to America's founding with costumed historical interpreters amid replicas of America's most iconic sites, as we celebrate America's 250 Birthday!



SATURDAY, MARCH 28

Registration Open

ALABAMA BALLROOM FOYER

Connection Session

Teaching Trump:

Critical Issues in History and Civics Education

MONTGOMERY 1

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

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

Continental Breakfast provided to Connection Session Attendees

NCHE Exhibit Hall Opens

ALABAMA A/B

Breakout Sessions

Of Civil Wrongs and Rights: The Fred Korematsu Story - New Curriculum to Encourage Critical Thinking

Courtney Peagler and **Karen Korematsu**,

Fred T. Korematsu Institute

Session Level: High School (9-12)

ROOM: RIVERVIEW 1

Korematsu v. United States remains at the forefront of current-day discussions about Constitutional rights, government misconduct, and racial discrimination. Explore strategies for building students' critical thinking about American democracy with new curriculum for teaching about this landmark case and Fred Korematsu's story in this special session featuring his daughter.

Your Story, Our Story: Connecting Students across Time and Place with the Tenement Museum

Kat Lloyd, Tenement Museum

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 2

The Tenement Museum's K-12 resources connect teachers and students to the stories of real immigrant and migrant families over 120 years of American history, and invite students to become historians of their own experiences. In this session, you'll read and explore student stories from our Your Story, Our Story initiative, where students contribute stories of their own family to a national digital exhibit, and discuss how to connect their stories to the past through our virtual apartment visits and classroom resources.

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

7:30 a.m.
- 8:20 a.m.

8:00 a.m.
- 12:00 p.m.

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

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

Breakout Sessions

Examining the Paradox of Independence and the Promise of Freedom

Mia Nagawiecki, The Colonial Williamsburg Foundation

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 3

The Declaration proclaims “life, liberty, and the pursuit of happiness,” yet people of African descent and African Americans were excluded from these rights. Examine primary sources that illuminate experiences of those denied these sacred rights. Participants will leave with primary sources, videos, and analysis questions ready for classroom use.

Native American Diasporas: Seminole, Lakota, and Muscogee Stories of Movement, Resistance, and Cultural Exchange

Kim M Cunningham, Broward County Public Schools / EDGE/
Ah-Tah-Thi-Ki Museum, Seminole Tribe of Florida

Cypress Billie and **Vandal Samuels**,

Ah-Tah-Thi-Ki Museum, Seminole Tribe of FL

Session Level: General Interest

ROOM: RIVERVIEW 4

This session highlights Indigenous diasporas of the Seminole, Muscogee, and Lakota nations through first-person narratives and classroom-ready strategies. Participants will explore maps, primary sources, and cultural artifacts to model historical inquiry and empathy-building. Teachers leave with grade-banded lessons integrating authentic Native voices into K–12 history instruction.

Mapping Stories of Movement:

Teaching Historical Empathy Through Migration and Diaspora

Anne M Evans, New American History, University of Richmond

Katherine Perrotta, Mercer University

Jennifer Baniewicz, Amos Alonzo Stagg High School

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 5

Forced migration and voluntary movement created American diasporas of enslaved Africans, Cherokee removal, Japanese American internment, and the Great Migration. By using primary sources, digital humanities projects, and post-emancipation family search advertisements, teachers will develop strategies to build historical empathy while exploring themes of displacement, community-building, and cultural preservation.

DBQ-In-A-Day: Incorporating Document-based Skills and Writing into Your Daily Instruction

Brandon Brewton and **Tyler Adams**, The DBQ Project

Session Level: General Interest

ROOM: RIVERVIEW 6

Teachers will explore DBQs focused on significant historical figures and events, from founding documents to reform movements. Quick Writes spotlight these moments in daily lessons, helping students analyze roles, decisions, and impacts through primary and secondary sources in manageable, engaging ways.

Breakout Sessions**The American Village and Alabama 250****Val Crofts** and **Natalie Steed**,

The American Village and Alabama 250

Session Level: General Interest

ROOM: RIVERVIEW 7

Join the American Village and Alabama 250 to learn more about how you can help your school and your students become more involved in America's 250th Birthday on July 4, 2026! We will provide you with K-12 resources that you can use in several discipline areas to make this a whole-school celebration of this event throughout the school year!

From Island to Lowlands:**Migration and Mosaics of the Afro-Caribbean South****Paulette Daley** and **Treane Knight**, SBBC**Briyanna Bradford**, FAMU Student*Session Level: Middle School (6-8)*

ROOM: RIVERVIEW 8

This session explores Afro-Caribbean migration to the U.S. South post-1965, reshaping Southern Black identity. Using historical moments like the Haitian Refugee Crisis and figures like Shirley Chisholm, participants will engage in activities like "Diaspora Mapping" and "History Lost & Found" to explore migration, cultural survival, and activism.

Culture a la Carte:**Food Trucks as a Means of Cultural Dispersion****Chris Carlton**, Global Tech Academy**William Weidner**, Clinton Elementary*Session Level: Elementary/Middle School (K-8)*

ROOM: MONTGOMERY 1

This session will focus on how the growth of the food truck industry has enabled rapid cultural expansion in a manner that traditional restaurants have not. We will discuss how to use food trucks in a classroom setting to understand your students better and celebrate their cultures.

Poster Sessions / Mid-Morning Break**CONVENTION CENTER CONCOURSE****Indigenous American Diasporas:****Negotiating Distance and Identity****Susannah Livingston**, University of Memphis, University Schools**From Cotton Fields to the Motor City:****Alabama's Role in the Great Migration****Brandon Gilliland** and **Russell Hammack**,

Jacksonville State University

Uprooted and Replanted:**The Forced Removal of the Creek and Cherokee from Alabama****Brandon Gilliland** and **Russell Hammack**,

Jacksonville State University

8:30 a.m.
- 9:20 a.m.**9:30 a.m.**
- 10:30 a.m.

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

Poster Sessions

CONVENTION CENTER CONCOURSE

Did she really say that?

A Lesson on Sojourner Truth and Historical Invention

Laura J. Dull, SUNY New Paltz

Ethnic Identity Development of Chaldean-American Youth

Crystal Kassab Jabiro, Indiana Wesleyan University

Chatty Geeps in Action: Building Historical Thinking

Mentors with Gen AI, Source Sets, and Rubrics

David Hicks and **Amy Allen**, Virginia Tech

Money and Montgomery: The Economic Life of Rosa Parks

Erin Adams, Kennesaw State University

Echoes of "Wagon Wheels": The Enduring Black

American Migration Story of Nicodemus, Kansas

Hilary Logan, Rockhurst University

Elevating Immigration Themes and Narratives in U.S. History

Ariana Moir and **Carli Velocci**, The Immigrant Learning Center

Africatown: A Legacy of Survival, Identity, and the African Diaspora

Lisa H. Matherson and **Elizabeth K. Wilson**,

The University of Alabama (Retired)

Russell G. Hammack, Jacksonville State University

My Instructional Diaspora: A Teacher-Turned-Professor's Journey Between Inquiry and Explicit Teaching

William Waychunas, Bradley University

Time Travel in the Classroom:

Teaching History Through Simulation and Role-Play

Shelby Morrow Espy and **Cory Callahan**,

The University of Alabama

Stitching the African Diaspora: Gee's Bend Quilts as Threads of History, Resistance, and Identity

Lisa H. Matherson and **Elizabeth K. Wilson**,

The University of Alabama (Retired)

Russell G. Hammack, Jacksonville State University

Supporting Civically Engaged Argument Writing with Primary Sources from the Library of Congress

Javaha Ross and **Trey Smith**, Philadelphia Writing Project

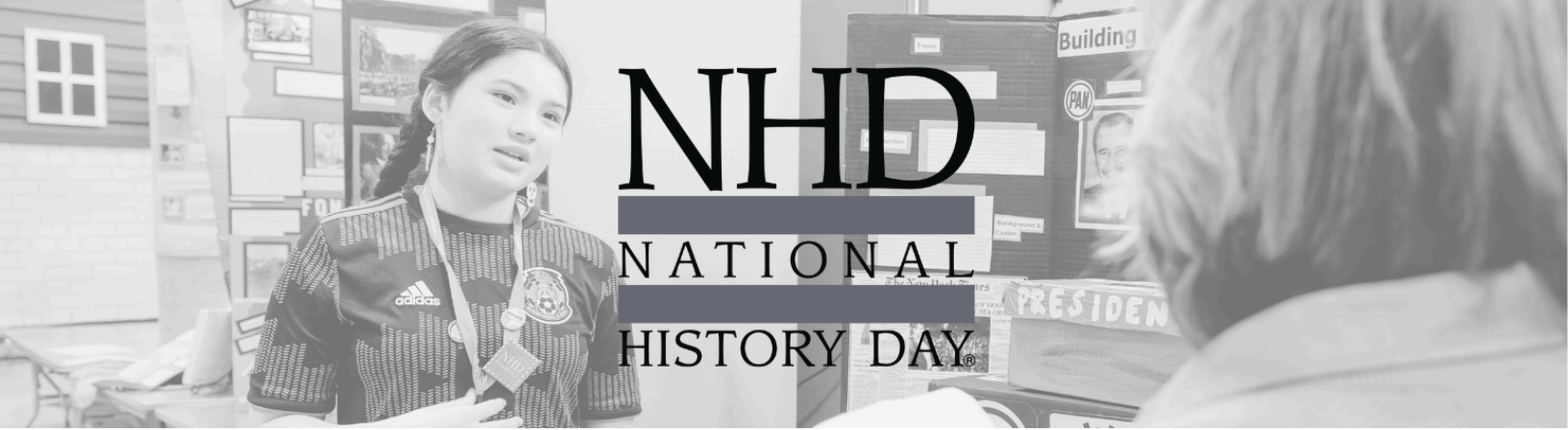
"If you ain't got that do re mi": Understanding Migration During the Dust Bowl Through the Works of Woody Guthrie

Justin Krueger, Delta State University

For Educators, By Educators:

Bringing Women's History into Elementary Classrooms

Katlynn Cross-Harris, National Women's History Museum



NHD

NATIONAL HISTORY DAY

MAKE A DIFFERENCE IN THE LIVES OF
YOUNG HISTORIANS
JUDGE AT A NATIONAL HISTORY DAY CONTEST!

LEARN FROM STUDENTS

NHD students spend their academic year researching and preparing projects related to an annual theme. The 2026 theme is *“Revolution, Reaction, Reform in History.”*



EXPAND YOUR NETWORK

Judges from various professions work in teams of three to evaluate different types of student projects: paper, website, performance, documentary, or exhibit. You can judge at the regional contests and the National Contest in Maryland.

MAKE A LASTING IMPACT

Your interactions with students will create core memories. Students will benefit from your constructive feedback and learn how to better analyze and evaluate primary sources.



SIGN UP NOW AT [NHD.ORG/VOLUNTEER](https://www.nhd.org/volunteer)

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

Breakout Sessions

“The Letter From Birmingham Jail”:

Context, Source Analysis, and Its Contemporary Relevance

J. Michael Butler, Flagler College

Session Level: High School (9-12)

ROOM: RIVERVIEW 1

“The Letter from Birmingham Jail” by Dr. Martin Luther King, Jr. is one of the most important documents in American history. This session explains the document’s relevant context, provides classroom techniques that will help students analyze the source, and highlights why the document remains relevance for students in contemporary America.

Can Restaurants be Historic Sites? Using HistoryPin to Connect Community Histories with Global Narratives

Sara Evers, Ferrum College and **Amy Allen**, Virginia Tech

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 2

Explore how students can use HistoryPin, a free online community archive, to explore global foodways by creating a historical tour using restaurant menus from across Montgomery, AL. Learn to use HistoryPin as part of inquiries that uncover local histories and reimagine historical markers and monuments—plus receive restaurant recommendations!

Foundations and Futures:

Advancing AAPI Curriculum and Histories in All Classrooms

Christian-Joseph Macahilig, UCLA Asian American Studies Center

Freda Lin, Yuri Education Project

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 3

Explore practical ways to integrate Asian American and Pacific Islander histories into your classroom through Foundations and Futures, a digital curriculum produced by the UCLA Asian American Studies Center. Engage with humanizing narratives, primary sources, and ready-to-use lessons that build historical inquiry, representation, and student engagement while supporting inclusive teaching.

TPS Session

Integrating Teaching Dignity and Stories Lives Tell with Primary Sources into Elementary Classrooms

Carmen Zeisler, ESSDACK

Carrie Sloderbeck, Smoky Hill Service Center

Laurie Boulden and **Katherine Lamar**, Warner University

Session Level: Elementary School (K-5)

ROOM: RIVERVIEW 4

Discover how to meaningfully integrate the 10 Elements of Dignity from the work of Donna Hicks with primary sources and picture books to support empathy, inclusion, and civic learning in young students. Explore personal narrative, primary documents, and critical/creative thinking strategies to teach about an extraordinary group of Japanese immigrants.

Breakout Sessions

TPS Session

Guiding Student Research on Disability and Its Impacts, and Building Multilingual Learners' Access to DBQs

Graham Warder, Keene State College

Rich Cairn, Emerging America

Katherine Benson, Bay Path University

Alison Noyes, Massachusetts Council for the Social Studies

Session Level: High School (9-12)

ROOM: RIVERVIEW 6

Participants will learn to guide students doing independent research projects on various topics in U.S. disability history, including Library of Congress primary sources and research guides. This session will also enable participants to enhance multilingual learners' access to DBQs through relevant topics connected to MLs' interest, experience, and background knowledge.

Removal and Refuge:**Exploring U.S. Diasporas Through Film and Scaffolded Writing**

David Olson, Retro Report

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 7

This interactive session uses Retro Report documentaries and Library of Congress primary sources to explore Native American boarding schools and wartime refugees. Attendees will practice historical inquiry strategies and scaffolded writing supports to teach displacement, resilience, and diasporas in middle and high school history and civics classrooms.

One Instrument, Many Stories: Exploring Cultural Diaspora Through Musical Sources and Student-led Inquiry

Katy Connolly and **Maame Conduah**, The Right Question Institute

Ben Dumbauld and **Joshua Zarbo**, TeachRock

Session: Middle/High School (6-12)

ROOM: RIVERVIEW 8

Engage in historical inquiry about the African diaspora in the American south through the lens of music. Learn how to successfully utilize two methodologies – the Question Formulation Technique and the 5 M's of Using Music – to fuel students' curiosity and build their independence to analyze music-based primary sources.

The Southern Diaspora of the Great Migration:**Embracing Alabama Content to Enhance the Narrative**

Laura N. Hill, Encyclopedia of Alabama

Hayden McDaniel, Alabama Department of Archives & History

Steffany Moyer, Encyclopedia of Alabama

Session: Elementary/Middle School (K-8)

ROOM: MONTGOMERY 1

In the Great Migration, millions of Black Americans left southern states, including Alabama, creating a diaspora that shaped states and communities across the U.S. Discover credible digital resources from Alabama for engaging your students in representative stories that shape a broader national narrative.

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

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

Breakout Sessions

Mini Sessions: Three 15-Minute Sessions

ROOM: RIVERVIEW 5

Global Perspectives on Sinophobia and the 'Yellow Peril' for World History Classrooms

Sean Corrigan, Kennesaw State University

The session explores global connections between incidents of anti-Asian racism throughout world history. Participants will learn how transnational stereotypes and fears of Asians have stoked violence and discrimination toward immigrants in Mexico, Brazil, Canada, Uganda, Australia, Russia, and the United States, as well as resilience and resistance by Asian communities.

Voices Across the Atlantic :

Teaching the Windrush Generation Through Music and Memory

Treaune Knight, Broward County Public Schools

This session examines the Windrush Generation migration to post WWII Britain and explores how their cultural contributions, especially music support historical thinking. Participants will learn a classroom strategy that develops students' historical inquiry skills through analysis of primary sources including song lyrics , oral histories and the voices of Caribbean diaspora figures.

What Would You Do?

Elizabeth R. Osborn, IU Center on Representative Government

Come explore a new, free interactive that helps students understand the complexity of historical events, such as the unification of the Hawaiian Islands or the construction of a casino on reservation land. Attendees will be encouraged to participate by suggesting new questions to include in this primary source-based digital learning tool.

Facilitator: **Destiny Warrior**

11:00 a.m.
- 12:00 p.m.

Exhibit Hall Time

ALABAMA A/B

11:00 a.m.
- 12:00 p.m.

State Council Meeting

MONTGOMERY 3

12:00 p.m.
- 12:30 p.m.

Lunch Break

SEE RESTAURANT LIST IN THE CONFERENCE APP

2026 SARAH DRAKE BROWN LEADERSHIP IN HISTORY AWARD

Annie Evans

New American History, University of Richmond

2026 PAUL A. GAGNON PRIZE

Valencia Abbott

Rockingham County Schools

Keynote Session

Witness to History: The Civil Rights Movement

ALABAMA C/D/E

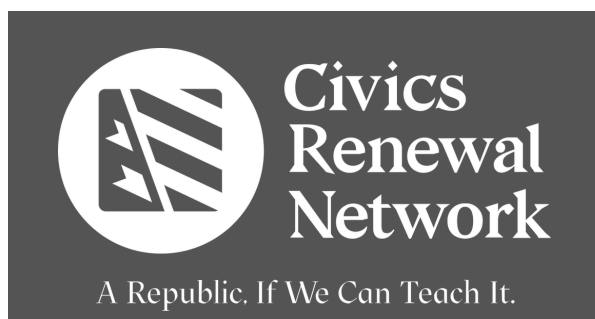
Presentation of the Paul A. Gagnon Prize & Sarah Drake Brown Award

Sponsor: Andrea Reidell, Civics Renewal Network

Introduction: Alana Murray, NCHE Board Member

Speaker: Charles Mauldin, Civil Rights Foot Soldier

At the age of 17, Charles Mauldin joined civil rights leaders as a foot soldier in the historic Selma marches, including Bloody Sunday, Turnaround Tuesday, and ultimately, the march from Selma to Montgomery. Born in Selma, Alabama, Mr. Mauldin engaged in voting rights activism as a student leader before joining the 1965 marches, and today, he continues to educate teachers, youth, and the general public about the Civil Rights Movement and the importance of a just democracy.



Breakout Sessions

The Mormon Pioneers and the Salt Lake Valley:

An Inquiry into Contingency

Jeffery D. Nokes, Brigham Young University

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 1

How did the Mormon Pioneers end up in Utah? Participants will engage in an inquiry lesson exploring westward expansion through primary sources related to the decision of Latter-Day Saint leaders to settle in the Salt Lake Valley rather than one of the many alternatives they considered. Lesson resources will be shared.

Enslaved Palates: Slavery's Impact on American Foodways

Lydia Peifer, Missouri State Museum

Session Level: General Interest

ROOM: RIVERVIEW 2

The Transatlantic Slave Trade was the largest forced migration in history, and it revolutionized global food culture. Examining how food contributed to the slave trade, sustained its victims, and transformed the palates of a nation will help students understand the lasting impact of this diaspora.

12:30 p.m.

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

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

Breakout Sessions

We the Storytellers:

Fostering Constructive Constitutional Conversations

Sam Forman and **Jaci Jones**, National Liberty Museum

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 3

Engage with resources and activities from the National Liberty Museum and the National Constitution Center that uplift untold stories of the Second Founding and its impact on communities today. This session will integrate skills for constructive conversation with constitutional inquiry and model implementation in classroom contexts.

TPS Session

Savannah Streets Come A-Live and Teaching Georgia's Rural, Coastal Histories Through Tracks, Towns, and Tides

Chantee Earl, Louisiana State University

Ariel Cornett, Georgia Southern University

Elizabeth DuBose, Ossabaw Island Foundation (OIF)

Fernanda Camacho Hauser, City of Pembroke

Session Level: General Interest

ROOM: RIVERVIEW 4

Experience *Savannah Streets Come A-Live*, a community-based learning program for exploring Savannah's African American educational history through historical inquiry, oral histories, primary sources, and on-site learning. Then discover Georgia's rural and coastal through primary sources, engaging in inquiry-based strategies that connect local histories to broader narratives of movement and change.

TPS Session

Inquiry-based Teaching about Native American Boarding Schools, Black Networks and Organizations in U.S. History

Jen Wheeler, Street Law, Inc.

Jonathan Frost, Los Alamos Public Schools

Christine Woyshner, Temple University

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 6

Using Library of Congress sources and an inquiry-based approach, explore how the federal government's funding of Native American boarding schools expanded the Native American diaspora. Then, learn about agency and leadership in African American history through primary sources that identify associations that worked for education, economic self-sufficiency, and civil rights.

America at 250: The Declaration of Independence and the Diasporas of Ideas, People, and Principles

John Snoad, Sphere Education Initiatives

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 7

Explore and rediscover the Declaration of Independence within the context of global diasporas, exploring how Enlightenment ideas traveled across cultures while contrasting founding principles with the lived realities of enslaved Africans, Indigenous peoples, and immigrants. With inquiry-based strategies, we'll critically examine how migration of people expands cultural exchanges and liberty.

Breakout Sessions**Reframing Westward Expansion: Frank Matsura, Asian Diaspora, and Anticolonial Photo Inquiry in the Classroom**
Sohyun An, Theresa Alviar-Martin, and Weonhee Anne Shin,

Kennesaw State University

Session Level: Elementary/Middle School (K-8)

ROOM: MONTGOMERY 1

This session introduces Japanese immigrant photographer Frank Matsura to challenge settler narratives of westward expansion. Participants will analyze his photos using inquiry-based tools to explore Asian-Indigenous relations, anticolonial perspectives, and visual literacy. Teachers will leave with classroom-ready materials to teach U.S. history through critical and inclusive lenses.

2:00 p.m.
- 2:50 p.m.**Mini Sessions: Three 15-Minute Sessions**

ROOM: RIVERVIEW 5

Seeing the Past:**Strategies to Use Images to Build Strong Background Knowledge**
Virginia Conerly, Huntsville City Schools

This session explores strategies for using historical images to build background knowledge and critical thinking. Aligned with NCHE's theme, images like "Waiting for the Hour" and John Smith's 1612 Map of Virginia illustrate cultural movements and diasporas. Participants will examine multiple perspectives and practice image analysis techniques to build background knowledge with students.

Heroes of Cibecue**Jerón Velasco, Jovel Beramo, Artega Adgerson, Katelyn Thompson,**
and **Aliana Jones-Embry,** Dishchii'bikoh Community School

This session highlights Heroes of Cibecue: Ronnie Lupe and Steven Lupe, a student-authored book honoring Apache veterans. Participants will explore strategies for historical inquiry, oral history, and primary source integration, while engaging with curricular resources that empower K-12 teachers to connect local stories with broader themes of civic responsibility and identity.

Goldthwaite's Road to Tuskegee: Artist, Subject, Audience, Critic
Amy Allen, Virginia Tech and **Dalton Savage,** NCHE

This mini-session introduces participants to Anne Goldthwaite, a Montgomery-born artist. After establishing historical context about the civic purposes of WPA Art, participants will pair her mural, "The Road to Tuskegee", with the Four Perspectives strategy to analyze the work through the eyes of the artist, subjects, audience, and critic.

Facilitator: **Shauna Liverotti**

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

Breakout Sessions

Teaching the African Diaspora and Ideas of Resistance and Resilience through Art

Ted Dickson and **Marcus Smith**, Providence Day School

Session Level: High School (9-12)

ROOM: RIVERVIEW 1

The presenters will use required sources in the AP African American Studies course and other art works to examine the course themes of Diaspora and Resistance and Resilience and discuss how these themes evolve over time. Presenters will model their inquiry approach to works of art and their team teaching.

Making History Real: The Power of Biographies for K-8 Learners

JoAnn Wood, GaDOE (Retired)

Session Level: Elementary/Middle School (K-8)

ROOM: RIVERVIEW 2

Biographies are an excellent way to personalize history and show how people can make a difference. In this interactive session we will co-construct a rubric to use in selecting good biographies, apply the rubric to a specific title, and end by reviewing other biographies of change makers. Let's read together!

Immigration Nation and Beyond:

Using iCivics to Teach Migration and Cultural Exchange

Stacy Griffin, Montgomery Public Schools

Session Level: Middle/High School (6-12)

ROOM: RIVERVIEW 3

This session explores how iCivics resources—especially the interactive Immigration Nation game—help students understand U.S. immigration, citizenship, and cultural exchange. Attendees will engage with strategies for teaching migration through inquiry-based lessons, linking past and present, and supporting historical thinking skills that connect directly to classroom practice.

TPS Session

Micro-Inquiry in Action: Teaching Diasporas with Library of Congress Sources

Sarah Kaka, Ohio Wesleyan University

Ryan Suskey, EdClimb Learning Partners

Session Level: General Interest

ROOM: RIVERVIEW 4

Experience a micro-inquiry that compresses a compelling question, four Library of Congress sources, and a concise, evidence-based argument into one class period. Learn to curate, scaffold, and discuss diaspora cases using a rigorous four-source typology. Leave with editable slides, handouts, citation guidance, and an adaptable template for varied classrooms and contexts.

Breakout Sessions*TPS Session***Engaging Students with Primary Sources, and Reading Migration Through Film****Suzanne Myers**, University of Kansas**Joshua Kenna**, University of Tennessee, Knoxville**Matt Stevenson**, University of Texas, Tyler*Session Level: Middle/High School (6-12)*

ROOM: RIVERVIEW 6

Discover PBS Newshour Classroom's Journalism in Action site, including new resources, tools, and examples for teaching historical and contemporary issues. Explore diasporas across three interpretive historical eras in the National Film Registry works *America, America* and *¡Alambrista!* and practice adaptable inquiry strategies that support diverse learners' historical thinking.

Thoreau's Legacy in the Civil Rights Era: Teaching Resistance through Lawson and Braden**Derek Porter**, Greenhill School*Session Level: Middle/High School (6-12)*

ROOM: RIVERVIEW 7

Explore Thoreau's *Civil Disobedience* through the collaboration of James Lawson and Anne Braden during the Civil Rights era. Participants will analyze primary sources, model historical inquiry, and gain classroom-ready tools that connect philosophy to protest—while preparing middle school students for the rigor of high school civic thinking.

Teaching Diaspora through Local Historical Markers: From Forced Removal to Refugee Resettlement in Indiana**Abigail Dutcher**, University of Saint Francis*Session Level: Elementary/Middle School (K-8)*

ROOM: RIVERVIEW 8

This session highlights how Indiana's historical markers can be used to teach the histories of diasporas through place-based inquiry. Participants will examine markers tied to specific historical figures and events, including Miami leader Little Turtle and Chief Jean Baptiste de Richardville in Fort Wayne, the Potawatomi Trail of Death of 1838, Underground Railroad activity across Indiana, and the Macedonian Tribune in Fort Wayne, which served as a voice for immigrant communities. These examples illustrate forced displacement, voluntary migration, and cultural resilience.

Integrating Diaspora Stories in the Elementary Classroom: Storytelling and Simulation for Deeper Learning**Keith Summerford**, Tuscaloosa City Schools*Session Level: Elementary School (K-5)*

ROOM: MONTGOMERY 1

Bring migration stories to life in your elementary classroom! This interactive session uses the Chinese diaspora during the Gold Rush to model storytelling, simulation, and inquiry-based strategies. Participants will engage with children's literature and primary sources while gaining classroom-ready tools to integrate untold histories into daily instruction.

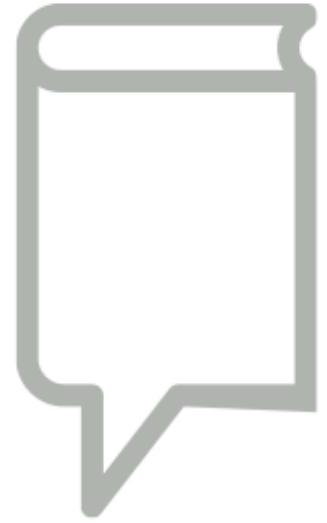
3:10 p.m.
- 4:00 p.m.

Thank you for attending!
We look forward to seeing you next year in
Providence, Rhode Island!

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OAH K-12 Teachers' Book Club,
a free community where
teachers & historians come
together to dive into great
history, share ideas, and spark
classroom inspiration.



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From ancient fossils to artifacts revealing human presence over millennia to the present day, find thousands of historic objects, photographs, and documents from Pocumtuck Valley Memorial Association's (PVMA) museum and library collections.

The views, findings, conclusions or recommendations expressed in this website do not necessarily represent those of the Institute of Museum and Library Services.



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10 Memorial Street, P.O. Box 428, Deerfield, MA, 01342-0428.
413-774-7476, ext. 100; pvmaoffice@deerfieldmuseum.org

deerfield-ma.org

NCHE RAFFLE CONTRIBUTORS

Selected Items

The Adams Presidential Center

Selected Items

America4Kids by US Tours

Books & Mug Set

American Revolution Institute

Children's Books

Asian American Voices for Education

Assorted Books

Candlewick Press

So You Want to Be an American?

CreatED (Trivia Sponsor)

Assorted Items

Dexter Parsonage Museum

Assorted Items

Experience Montgomery

Troy University Cup and *John Adams*

Experiencing America!

Gift Bag

Faulkner University

Book Set

Fort Toulouse – Jackson Park

\$50 Gift Card

Gallopade International

Assorted Items

George Washington's Mount Vernon

Book Breaks Book Set

Gilder Lehrman Institute of American History

Gift Bag

GoProvidence

Cooking Apron & Site Tickets

Hank Williams Museum

HistoryPlunge

LearningPlunge

The Legacy Sites: A History of Racial Injustice

The Legacy Sites

Assorted Books

Macmillan

Selected Items

Maritz Global Events

Selected Items

National Constitution Center

2027 Conference Package and Assorted Items

National Council for History Education

Book Set

National Council for the Social Studies

American Visions

New American History (Trivia Sponsor)

Tote Bag w/Swag & Tickets

New York Historical

Two-Night Stay w/Valet Parking

Providence Omni

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One-Hour Virtual Classroom Program

Remember Liss

Two-Night Stay

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Selected Items

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Sven Dethlefs

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Teaching American History

Time Rift Collectible Card Game

Trivium Studios

White House History Gift Bag

White House Historical Association

Yeti Coffee Mugs (3)

Witness to War Foundation

BELONGING IN HISTORY

NCHE 2027 PROVIDENCE, RHODE ISLAND MARCH 4-6, 2027

SHARE YOUR EXPERTISE AT THE 2027 NCHE CONFERENCE

We're looking for educators and researchers ready to inspire their peers. Consider submitting a proposal if you:

- Have developed an innovative approach to teaching history that transforms student learning
- Conducted research that offers fresh perspectives on historical topics
- Participated in a history institute and want to share valuable insights with fellow educators

Ready to propose a session?

The 2027 Call for Proposals—including suggested topics and submission guidelines— will be available soon at:
www.ncheteach.org/conference/call-for-proposals/

Submission deadline: September 28, 2026

CHOOSE YOUR PRESENTATION FORMAT

Breakout Sessions

Interactive 50-minute workshops where K-12 educators learn practical strategies they can implement in their classrooms. These hands-on sessions focus on the "how-to" of effective history teaching.

Mini Sessions

Fast-paced 15-minute presentations covering teaching strategies or research findings. Three presenters share back-to-back in the same room during a 50-minute block, with time built in for audience questions.

Poster Sessions

Visual presentations where educators and researchers showcase their work on display boards during a 50-minute session. Presenters engage directly with attendees who stop by to learn more. These dynamic sessions feature 15-20 presenters simultaneously, allowing participants to explore multiple topics.

BELONGING IN HISTORY

NCHE 2027 PROVIDENCE, RHODE ISLAND MARCH 4-6, 2027

CALL FOR PROPOSALS

WE ALL WANT TO BELONG.

What belonging means, however, varies across time, place, and lived experience. In every culture throughout history, a sense of belonging has driven the creation of political and social structures, expansion and retraction of rights, and movement across the planet. How can we better empathize with people of the past through their attempts, successful and not, to belong?

Rhode Island's history is steeped in a continuum of belonging. When Roger Williams settled in Providence in 1636, he sought religious freedom after exile from Massachusetts. Early American colonies created boundaries based on who belonged and who did not, and why; this was a pattern that continued as colonies became the United States and the United States exerted its influence around the world. Throughout American history, people existing outside these boundaries fought for citizenship and equality, building movements to expand the definition of who belongs. Countries around the world have grappled with similar struggles; it's a human instinct to want to be part of something, or to define who is allowed to belong.

Histories of voting, citizenship, and decision-making are central to an understanding of how people participate in their communities. But enfranchisement is not the beginning or end of the story of belonging. People navigate cultural boundaries as they move from place to place. They balance religious beliefs and family traditions. They struggle with generational divides and economic decisions, all of which come with elements of membership. Our students are not unfamiliar with these struggles; they grapple with belonging as they sit in our classrooms: "where do I fit in today, and where is my story reflected in historical narratives?"

The National Council for History Education invites proposals that dive into instances of historical belonging: social, political, economic, religious, and cultural. How has belonging shaped people's actions at different points in time? How have people and groups made decisions that included or excluded others? How have laws and boundaries impacted belonging for various individuals?

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 communities; that explore various levels of power and decision-making; and that place LGBTQIA+, disability, and religious communities in local, national, and global settings.

BELONGING IN HISTORY

NCHE 2027 PROVIDENCE, RHODE ISLAND MARCH 4-6, 2027

CRITERIA FOR PROGRAM SELECTION

All proposals must be submitted ELECTRONICALLY at www.ncheteach.org/conference/call-for-proposals.

All proposals must be received by 5:00 pm EST on September 28, 2026.

Late submissions WILL NOT be accepted.

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 projector, screen, 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 20, 2026.

All proposals must be submitted online at 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 September 28, 2026.

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.

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 2027 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 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 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)

2024 - Bruce Lesh, Carroll
County Public Schools (MD)

2025 - Joan Musbach,
Missouri Council for History Education

SARAH DRAKE BROWN LEADERSHIP IN HISTORY AWARD

Sarah Drake Brown has been a participant, supporter, and leader with NCHE for many years. Sarah began her career as a high school teacher in Illinois, before moving into the post-secondary world. She presented at several NCHE conferences, contributed to the monthly newsletter *History Matters!*, and supported a number of Teaching American History grant programs. In 2014, Sarah joined the NCHE Board of Directors and served one term as Board Chair. In 2021, she served as NCHE's Associate Director, and the following year as Interim Executive Director. Sarah's record of leadership and service to NCHE is remarkable, and we are proud to offer this award for Leadership in History Education in her name.

The Sarah Drake Brown Leadership award honors an educator who demonstrates leadership within their education communities. Honorees are chosen by the NCHE staff, recognizing that many of the teachers we work with are unsung leaders who strive to make history education a priority in the K-12 landscape.

PAST RECIPIENTS

2024 - Katie Cook,
Harrisburg High School (SD)

2025 - Robert Good,
Missouri Council for History Education

APP DOWNLOAD INSTRUCTIONS

1. Navigate to your App Store.



2. Download the PheedLoop Go! App



3. Find email sent to you from "2026 NCHE Conference App", with the subject line "App Login". Use the log in credentials included in the email to log into your account.

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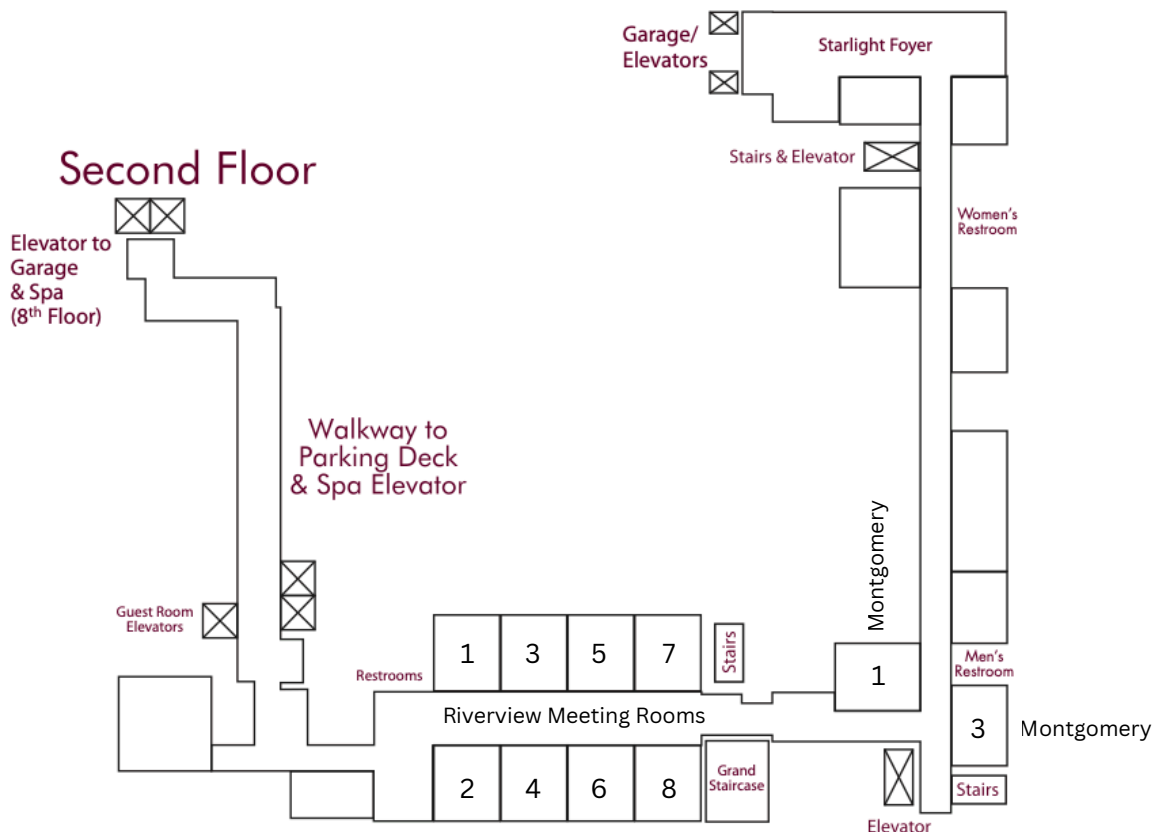
Ford's Theatre education programs are supported by Bloomberg Philanthropies, BP America, D.C. Commission on the Arts and Humanities, The Hearst Foundations, The Honorable Anita B. and The Honorable Timothy J. McBride, National Park Service, PwC, Southern Company, United Airlines and Visa Inc. with additional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

Pictured (l-r): Ford's Theatre Center for Education and Leadership. Photo by Gary Erskine. Ford's Theatre facade ©Maxwell MacKenzie. Student using Google Expedition. Photo by Trisha Geins; Marisol Collegiate Prep student. Photo provided by Ford's Theatre. Civil War Washington 2023 group photo at Ford's Theatre by Carolina Dulcay.

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