

BELONGING IN HISTORY

PROVIDENCE,
RHODE ISLAND
MARCH 4-6

2027 Proposal Submission Guide

National Council for History Education

About Us

Our Vision

NCHE leads the way toward a society where all history educators belong to a trusted community of practice, and all learners see themselves reflected in the past and present.

Our Mission

NCHE champions history education and uplifts history education professionals.

Our Values

Learning

Everyone is a learner.

Community

None of us are alone.

Leadership

Leaders support and uplift.

Service

Teaching is public service.

Trust

We nurture reciprocal trust.

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.

Call for Proposals *(continued)*

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.

Areas of Special Interest

Our attendees have indicated they are especially interested in sessions in the following areas:

CITIZENSHIP & CIVIC BELONGING

- How have definitions of citizenship shaped who belongs in a society, and how do you teach those boundaries?
- What lessons help students examine the movements that expanded or restricted civic participation over time?
- How can students investigate the relationship between laws, rights, and the lived experience of belonging?

GRADES K–5

- How do you help young students explore what it means to belong in their classroom, school, and community?
- What strategies do you use to help students see themselves and their families reflected in the history you teach?
- How can young learners investigate stories of people who fought to be included or recognized in their communities?

IDENTITY & CULTURAL BELONGING

- How have cultural, religious, or economic factors determined who belongs and who is excluded across societies?
- What sources or approaches help students examine how people have navigated belonging across multiple identities?
- How can global and local histories of inclusion and exclusion deepen student understanding of belonging today?

Presenter FAQs

Session options: 50-minute Breakout | 15-minute Mini-Session | Poster Session

Who attends: K–12 Teachers, College Professors & Instructors, Museum & Public History Professionals, Social Studies/History Specialists, History-adjacent Specialists (E/LA, library/media, civics)

Registration: Each presenter must register and pay to attend. Presenters receive access to the Early Bird Rate for a brief period after acceptance.

Evaluation: The planning committee evaluates proposals against a rubric assessing historical content, rigor, applied learning, pedagogical value, connection to conference themes, and target audiences.

Key Dates

Proposal Deadline: **September 28, 2026**
Notifications by: **November 20, 2026**

Submit at: www.ncheteach.org/Call-for-Proposals

Scoring Rubric

Breakout Session Proposals

Track A: Historical Content

10-8 / 7-5 / 4-2 / 1-0

Excellent

Substantial connection to specific historical events or figures. Content is source-driven and demonstrates accuracy, complexity, and inclusivity.

Fair

Minimal connection to specific historical events or figures. Content demonstrates accuracy.

Good

Good connection to specific historical events or figures. Content demonstrates accuracy.

Poor

No apparent connection to specific historical events or figures. Content does not demonstrate accuracy, complexity, or inclusivity.

Track B: Pedagogy / Inquiry

10-8 / 7-5 / 4-2 / 1-0

Excellent

Substantial focus on specific pedagogical strategies. Guiding questions are significant and appropriate to historical inquiry.

Fair

Little focus on specific pedagogy or strategies. Guiding questions are not interesting or appropriate to historical inquiry.

Good

Some focus on specific pedagogy. Guiding questions are interesting and appropriate to historical inquiry.

Poor

No focus on pedagogical strategies. Guiding questions are not pertinent to historical inquiry.

Track C: Advocacy Driven

10-8 / 7-5 / 4-2 / 1-0

Excellent

Significant connection to public or private support for K-12 history educators/education.

Fair

Little connection to support for K-12 history educators/education, or vague references.

Good

Some connection to public or private support for K-12 history educators/education.

Poor

Lack of support for K-12 education or educators, or knowledge of current issues.

Scoring Rubric *(continued)*

Track D: Resources / Programs

10-8 / 7-5 / 4-2 / 1-0

Excellent

Valuable resources or support for teachers, without a sales pitch or political agenda.

Fair

Little focus on specific content, strategies, or advocacy. May resemble a product sales pitch.

Good

Some resources or support for teachers, without pressure to purchase something.

Poor

No clear focus. Vague descriptions or buzzwords.

Conference Theme Connection

10-8 / 7-5 / 4-2 / 1-0

Excellent

Substantial connection to the theme.

Fair

Minimal connection to the theme.

Good

Good connection to the theme.

Poor

No discernible connection to the theme.

Audience Engagement & Appeal

5-4 / 3-2 / 1 / 0

Excellent

Demonstrates substantial audience engagement with highly imaginative approach to subject. Significant appeal to teacher audiences.

Fair

Demonstrates limited audience engagement with somewhat imaginative approach to subject. Little appeal to teacher audiences.

Good

Demonstrates some audience engagement with imaginative approach to subject. Some appeal to teacher audiences.

Poor

Demonstrates no audience engagement. No appeal to teacher audiences.

Scoring Rubric *(continued)*

Pedagogical & Practical Value

5-4 / 3-2 / 1 / 0

Excellent

Explores valuable subject matter, methodology, or confronts historical assumptions. Provides extensive materials or engaging activities teachers can use.

Fair

Explores subject matter or pedagogical approach, a limited contribution to the teaching of history. Provides limited materials or activities that teachers can use.

Good

Explores subject matter, pedagogical approach, or makes a meaningful contribution to the teaching of history. Provides some useful activities teachers can use.

Poor

Explores subject matter or pedagogical approach, and makes no contribution to the teaching of history. Provides no activities or activities that teachers can use.

Professionalism

5-4 / 3-2 / 1 / 0

Excellent

Proposal is well-written and professional (contains little to no errors). Clearly written for the NCHE conference.

Fair

Proposal is unclear or has several errors. Generic or vague.

Good

Proposal is written adequately and has minor errors. Less specific for the NCHE audiences.

Poor

Proposal has multiple errors or inaccuracies. Generic or vague, or clearly AI-written.

Ready to submit?

www.ncheteach.org/Call-for-Proposals