



Florida Council for History Education's **5th Annual Conference**

July 30 - July 31, 2021



Debate & Diplomacy



We are so grateful for the support from our leading sponsor, The DBQ Project. Together we are making history more accessible; and supporting teaching and learning in our community.

The DBQ Project

NCHÉ

National Council for History Education

HISTORICAL COMMUNITIES OF PROMISE AND PRACTICE

www.ncheteach.org/conference



2022 NCHE NATIONAL CONFERENCE ST. LOUIS, MO ~ MARCH 17-19

FEATURING:

- OVER 80 BREAKOUT, MINI, AND POSTER SESSIONS,
- THOUGHT PROVOKING KEYNOTE SPEAKERS,
- ENRICHMENT EXCURSIONS AND WORKSHOPS,
- THE NCHE EXHIBIT HALL.

CONNECT WITH TEACHERS, HISTORIANS, AND
MUSEUM PROFESSIONALS FROM ACROSS THE COUNTRY.

Presented by
FLORIDA COUNCIL FOR HISTORY EDUCATION

MISSION

Professionals dedicated to the advocacy of history in education by promoting history as a way to appreciate the progress and awareness of past and present events. We are a community where collaboration fosters historical mindedness, maintaining intellectual rigor for history education.

FLCHE Board of Directors

Dr. Tammara Purdin, Executive Director

tammarapurdin@flche.net

Dr. Jennifer Jaso, Secretary

jenniferjaso@flche.net

Angela Harvey, Treasurer

angelaharvey@flche.net

Dr. Bernadette Bennett, Board Member

bernadettebennett@flche.net

Stephanie Boynton, Board Member

stephanieboynton@flche.net

Kaley de Leon, Board Member

kaleydeleon@flche.net

D David Oness, Board Member

davidoness@flche.net

awn Vittorio, Board Member

dawnvittorio@flche.net

Dr. Roger Smith, Board Member

rogersmith@flche.net

Dr. Kacie Nadeau, Board Member

kacienadeau@flche.net

Dr. Amber Godwin, Board Member

ambergodwin@flche.net

Dr. Gary Padgett, Board Member

garypadgett@flche.net

Advisors

Sierra Butler, Esq.

Jesse Butler, Esq.

Dr. J. Michael Francis

Dr. Christine Miller

Theresa Schober

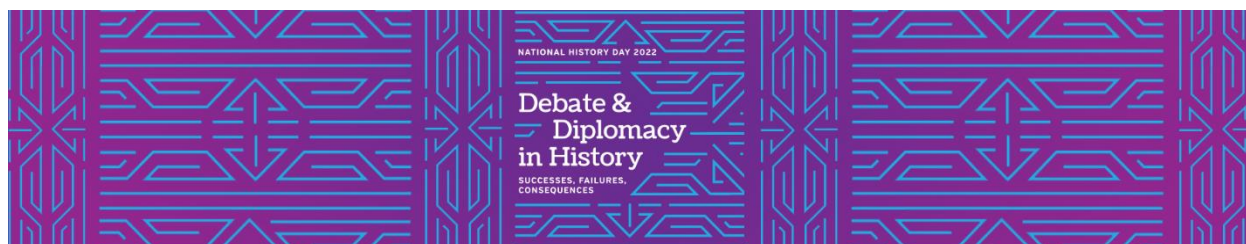
Dr. Stacy Skinner

Dr. Scott Waring

Teresa Watson

We are incredibly grateful to our partners:
American Revolution Institute, Society of Cincinnati
Colonial Research Associates
La Florida

TeachingAmericanHistory.org, A project of the Ashbrook Center at Ashland University
Teaching with Primary Sources, at University of Central Florida



FLCHE aligned our conference theme with the **2022 National History Day** theme to support teaching and learning needs for next year's contest. For more information about National History Day, visit www.NHD.org. For more information on Florida History Day, visit www.floridahistoryday.com.



Registration Includes

Admission to Sip and Scholarship with Dr. Erin Stewart Mauldin on Friday evening, your choice of breakout sessions on Saturday, and keynote session speakers Dr. Jack Warren and Dr. William Hicks.

Your attendance at this event implies consent that Florida Council for History Education may use photos taken of you at the event, without restriction, for any publication, exhibit, video, or other print or digital formats. If you prefer not to have your photo distributed, please email Tammara Purdin at tammarapurdin@flche.net.



Check-in and post about your experience at our conference events!
The participant who tags **@FLhistoryed** AND uses all the following hashtags on social media the most, wins one free registration for FLCHE's 2022 Conference in Boca Grande: **#FLCHE2021**, **#DebateAndDiplomacy**, and **#HistoryEducationMatters**.

And be sure to follow us **@FLhistoryed**

Conference Program

7:00 p.m. – 8:00 p.m.

Welcome/Sip and Scholarship

Join us virtually via Zoom, from the comfort of your couch with a beverage of your choice. Historian, Dr. Erin Stewart Mauldin, will share narratives of historical events through an informal and interactive lecture: ***Dirt, Disease, and Death: Addressing Environmental and Climate Issues in the Civil War.***

Saturday, July 31, 2021

Note to all: Please note the grade level notation is simply for reference. We encourage participants to entertain modifications which can be made to make it fit any grade level.

9:00 a.m. – 9:10 a.m.

FLCHE Board Welcome

9:10 a.m. – 10:00 a.m.

Keynote Session 1

Dr. Jack Warren: ***Why the American Revolution Matters?***

10:10 a.m. – 11:00 a.m.

Breakout Session 1

The Diplomacy of Jay's Treaty: Washington's Leadership, the Divisive Ratification Process and Hamilton's Camillus Essays

Adam Levinson (StatutesandStories.com) and Tom Oller (Alexander Hamilton Awareness Society)

Session level: K-12

The StatutesandStories.com and the Alexander Hamilton Awareness Society (AHA Society) will be collaboratively delivering this presentation. Two speakers working together will enhance the debate and diplomacy theme. Moreover, the expertise of the AHA Society will enable us to fully explore the "debate" concept, as represented by Hamilton's masterful Camillus essays. These underappreciated primary sources deserve to be recognized as a concerted effort to publicly explore the advantages and disadvantages of a controversial treaty in 1795, similar to the way that the Federalist Papers defended the Constitution in 1788.

White House 101: Exploring 200+ Years of the People's House

Ken O'Regan, The White House Historical Association

Session level: 6-12

Join staff from the White House Historical Association for a crash-course in 200 years of White House history, from planning and construction, to fire and rebuilding, expansion, and rebuilding again. Step beyond the presidency and learn how first families, enslaved workers, and modern White House staff have shaped the history of the People's House. Explore WHHA's wide array of free educational resources including collections and content related to Debate & Diplomacy.

Jazzlinks Touring Education Program: Making African American History Come Alive for Students

Julie Leach (WBTT), Travis Ray (WBTT), David Mannino (Sarasota County Schools), and Bernadette Bennett (Sarasota County Schools)

Session level: 9-12

Ms. Leach and Mr. Ray, with Westcoast Black Theatre Troupe (WBTT), will present an overview of the Jazzlinks program. They will be joined by FLCHE Board Member and Sarasota County Schools High School Social Studies Program Specialist, Dr. Bernadette Bennett, and David Mannino, a Language Arts teacher at North Port High School. They will discuss the development of the Jazzlinks program and show video excerpts. Dr. Bennett and Mr. Mannino will attest to the program's enrichment of Social Studies and Language Arts classes for high school students.

This year, due to COVID-19, the program was presented virtually, streaming the songs and stories of the Harlem Renaissance — the flowering of Black art and culture in the early 20th century — into high school classrooms. The Jazzlinks team made 35 presentations to more than 1,600 students, at seven high schools in February-March 2021, mostly in Sarasota County but as far away as Kalamazoo, Michigan! Topics included Jim Crow laws, lynching, the Great Migration and the successes and struggles of Black artists. In alternate years, Jazzlinks presents a program about the Civil Rights Movement.

History of European Antisemitism

Dori Gerber, Institute for Curriculum Services

Session level: 6-12

Where does antisemitism come from? This is a question that students frequently ask when learning about the Holocaust. Antisemitism (anti-Judaism before the modern era) is over 2,000 years old, but courses that cover the Holocaust often do not consider pre-20th century history. This session outlines the larger context of antisemitism throughout Europe and offers the content teachers need to help students understand the origins and history of the "longest hatred". The session will examine the four intersecting historical forms of antisemitism — religious, economic, political, and racial.

11:10 a.m. – 12:00 p.m.

Breakout Session 2

Using Constitutional Case Studies in the Classroom: Building Critical Thinking, Writing, and Debate Skills

Judy Lindquist, University of Central Florida

Session level: K-Post-Secondary

Constitutional case studies have long seemed the realm of high school and college classes. However, they can be very powerful tools in elementary and middle school classrooms as well. This presentation will focus on how to use constitutional case studies to strengthen students' skills in literacy and civics knowledge.

Having participated in the Justice Teaching Institute, with 25 other teachers from across the state of Florida, I was able to shadow the Florida Supreme Court Justices as they researched and heard arguments pertaining to an actual case on their docket. This experience, along with the mentoring from the justices and the resources provided, have enabled me to create units of study for my own students in which they examine documents, research precedents, and evaluate types of evidence. Using Socratic questioning and debates, students learn to examine their own reasoning as they study the logic of claims and arguments. Looking to the evidence, students create position papers as well as prepare arguments and counter arguments that culminate in actual debates.

This conference presentation will share some of these units along with student work and artifacts. Attendees will leave with some classroom-ready materials, additional resources, and a format for constructing their own case study lessons.

Exploring Strategies for Analyzing Primary Sources

Dori Gerber, Institute for Curriculum Services

Session level: K-12

Primary sources expose students to multiple perspectives on important topics and issues of the past and present, as well as help students develop critical inquiry skills. As a Consortium Member of the Library of Congress's Teaching with Primary Sources Program, ICS's trainer-educators are well-versed in utilizing the LOC's digital source analysis tools and will share all the tips and tricks, along with other action-based source analysis tools for teachers and students to utilize. These tools will help teachers and students build a greater understanding of historical and current events.

Civics in Real Life: Connecting Civics, History, and Current Events for Learning

Dr. Steve Masyada, Lou Frey Institute at University of Central Florida

Session level: 6-12

Some of the most difficult topics for educators to address in the classroom are current events. How do we approach current events in a way that connects to our content and to history while also allowing opportunities for debate, discussion, and engagement? This session will share virtual resources that can be used to address current events from a historical and civics lens.

The Lou Frey Institute will discuss its *Civics in Real Life* series, a weekly series which uses civics and historical concepts to explore current events in a one page, student friendly, image rich text. This includes hyperlinks to related content and a closing activity that encourages reflection and engagement. The session will discuss ways in which this resource can be integrated into both face to face and virtual instruction, while also discussing the use of the free Civics360 content platform as a means of building foundational civics and historical knowledge through a virtual resource.

Florida and the Spanish-American War

Rachel Smith, Edgewater High School

Session level: 9-12

Florida played a key role in the causes and course of the Spanish-American War due to the political activism of revolutionaries such as Jose Marti and Tampa's role as a strategic base for the U.S. military. The purpose of this presentation is to use primary sources to debate the role of the state of Florida in the Spanish-American War. Participants will receive a Nearpod and a PearDeck lesson plan that is aligned to the U.S. History standards for grades 9-12.

12:00 p.m. – 12:30 p.m.

LUNCH BREAK

12:30 p.m. – 1:20 p.m.

Keynote Session 2

Dr. William Hicks: ***Messy Democracy: The Politics of Disagreement***

1:30 p.m. – 2:20 p.m.

Breakout Session 3

Mary McLeod Bethune: Educator, Stateswoman, and Civil Rights Leader

Katrina Harkness, State Archives of Florida, Division of Library and Information Services

Session level: K-12

This year, Florida is adding a statue of educator and Civil Rights leader, Mary McLeod Bethune, to the Statuary Hall Collection in the U.S. Capitol to represent our state. One of the most prominent and respected women of her time, Bethune helped lay the political foundation for the modern Civil Rights Movement. In this session, we will look at primary source photographs and documents, from the State Archives of Florida, that tell her story—from the early days of Bethune's school to her rise on the national stage—as well as strategies for using the material to engage students, meet state standards, and inspire young researchers.

It Happened in Florida: Presidential Connections to the Sunshine State, Lesley Mace,
Federal Reserve Bank of Atlanta- Jacksonville Branch
Session level: 6-12

Despite Florida's key role in presidential politics, no Floridian has ever occupied the White House. That is not to say, however, that the state has not played an important role in the presidency. From statehood to today, presidents have been using Florida as a base for important campaign visits, groundbreaking speeches, and as a second home from which to conduct the nation's business. Through the use of historical documents, photographs and a knowledge quiz, learn how presidents have used our state as a backdrop to communicate some of the most important ideas in American history.

Women and Internationalism during World War I
Andrea Watson-Canning, Florida Virtual School
Session level: 6-12

In 1915, as nations sunk deeper into World War I, over 1200 women met at the International Congress of Women in The Hague, Netherlands to discuss ways to end it. After their meeting, they sent delegates to meet with world leaders to advocate for a peaceful resolution to the war. While leaders were meeting in Paris to discuss the terms of Germany's surrender in 1919, nearly 200 women from Europe, the U.S., and Canada met at the Women's International League of Peace and Freedom in Zurich to develop international standards for preventing another devastating war. This session explores the diplomatic work of these women. Participants will learn about the development of the International Congress of Women and the Women's International League of Peace and Freedom, as well as the work of political activists who gathered at the conferences. The session will focus on figures such as Jane Addams and Emily Balch (two women who would eventually win Nobel Peace Prizes for their long standing efforts towards peace), as well as Mary Church Terrell, who worked tirelessly for peace and equality during and after World War I. Participants will examine primary sources and discuss ways to integrate documents from the Library of Congress as well as its *Chronicling America: Historic American Newspapers* website into their curriculum.

Lead, Serve and Connect: Developing 21st Century Leaders with A Passion to Serve Others
Deanne Reynolds and Patricia Cantore, Pembroke Pines Charter School, West Campus
Session level: 6-8

Leadership & Service will empower middle school students to change the world, developing 21st century leaders with a passion to serve others. The Leadership & Service elective class is composed of seven different modules that help students build confidence and self-esteem, stay motivated, find meaning in their learning, and be encouraged with a sense of hope about the future. The class is based on the Florida Department of Education's courses *Emerging Leaders and Engaged Citizens Through Service Learning*.

The "Leadership" focus provides an in-depth study of the leadership techniques within a

community service framework that encourages learners to serve and lead. The “Service” focus offers an introduction to service-learning and civic responsibility where students will design and implement projects to address identified needs through advocacy or research-focused action. Students will understand the purpose of local government and the role of leadership in a democratic society and actively participate in meaningful service-learning experiences while reflecting, measuring, and recording information about the impact on the community.

Lead, serve, and connect are the core values of the program, where students learn how to be an engaged citizen through service learning, while practicing debate and diplomacy. Diplomacy is the center of our *Global Citizens* course component. In this part of the class, students will learn the rules of debate and public speaking techniques, as well as have the opportunity to collaborate with peers to solve world problems in United Nations simulations.

2:20 p.m. – 2:30 p.m.

Short break and last opportunity to buy raffle tickets online



2:30 p.m. – 3:20 p.m.

Breakout Session 4

Why and How to Teach Religion in the Classroom

Dori Gerber, Institute for Curriculum Services

Session level: K-12

Because anti-religious sentiment is on the uptick in the United States, education about and exposure to the world’s religious traditions is critical for students as they move towards becoming global citizens. It is also key in their understanding of events that have shaped history. This interactive session explores the legal foundations in the United States for teaching about religion in schools, uses case studies to consider the very real challenges involved in teaching this topic, and provides both guidelines and compelling digital options for incorporating the study of religion into lessons.

Florida During the Prohibition Era: Sources and Strategies

Dr. Josh Goodman, State Archives of Florida

Session level: 9-12

Florida offers a fascinating lens for teaching about prohibition in the United States. As in other parts of the nation, Floridians grappled with the temperance question long before the Volstead Act passed. The debate manifested in parades, plays, realms of literature, and hotly contested local and state elections. Once federal prohibition was a reality, Florida became a hot zone for rum-running and moonshining, which was made easier by the state's unique geography. These events touched virtually every community in the state in some way, as a wide variety of primary sources at the State Archives of Florida illustrate. In this session, Archives Historian, Dr. Josh Goodman, will lead participants on a virtual tour of these sources on the State Archives' *Florida Memory* website; and recommend strategies for deploying them in the classroom and connecting them to the broader national debate over prohibition.

Women & The American Story: Building a Diverse & Inclusive Historical Curriculum in the Classroom

Tatiana McKinney-Stokes, American Historical Society of Women & the American Story Program
Session level: 6-12

When combing through traditional textbooks, many times women have often been used as footnotes to historical events, profiled in predictable ways, or find their stories never told. As a history educator and women's historian, I believe it's crucial to incorporate women's voices into instruction and curriculum and assist educators in bringing these stories to their classrooms through primary sources and active engagement.

As a WAMBASSADOR (teacher ambassador) for the New-York Historical Society's *Women & The American Story* curriculum program, we believe that it is important to bring educators and students in contact with rich primary and secondary sources from the *Women and the American Story* website, while also providing teachers with different teaching strategies to help them implement this programming in an engaging and informative way. To achieve this goal, I would like to share how these great primary sources (from the website) can be used in the classroom to discuss important aspects of women's history and create a more diverse and inclusive historical curriculum.

In alignment with the theme of Debate and Diplomacy, this presentation will address how to effectively use and implement the WAMS website, various approaches to using different techniques and strategies to help students analyze and understand the sources, and assist educators and students in building arguments and knowledge of significant moments in women's history that have shaped the global world.

Learning from the Past: Adding History to Surgical Residency Training

Dr. Christine Miller, UF College of Medicine-Jacksonville
Session level: (Post-Secondary)

Providing a well-rounded education for resident physicians is challenging during the age of COVID 19 where social distancing is mandated. The pandemic has forced medical educators to

be creative regarding clinical teaching opportunities. The University of Florida's podiatric education team designed and implemented an optional rotation covering the history of medicine, with particular focus on the shift from limb amputation to salvage throughout the ages, as a novel approach to curriculum enhancement. The didactic portion of the rotation consists of three online lectures covering innovations of the following periods: Roman era to the 17th century, 18th and 19th centuries, and the 20th century/modern era. Canvas is the online platform used by the university and learners have access anytime to this content. A "hands on" field study component at a local 18th century hospital museum, in the nearby city of Saint Augustine, is part of the rotation and offers a unique off campus learning environment. This museum today provides live demonstrations of surgical procedures such as a below knee amputation (BKA) and skull trepanation carried out with replica period instrumentation. The goal of this rotation is to show the evolution of modern surgical techniques highlighting the resilience and ingenuity of the medical profession. Three of the nine UF podiatric surgical residents elected to enroll in the history of medicine, limb amputation rotation. The initial feedback from those residents who chose to participate was very positive.

3:30 p.m. – 4:20 p.m.

Breakout Session 5

Exploring the Past Using Newspapers from Florida and the Caribbean

Melissa Jerome, University of Florida

Session level: K-Post-Secondary

Historical newspapers are invaluable sources that provide glimpses into various aspects of life. These primary sources provide firsthand accounts, often serving as the only resources that offer documented accounts of events from the past as they unfolded. However, historical newspapers are not always easily accessible to the public. Often, they are only available on microfilm, which relies on access to the necessary equipment and/or funds to travel to view the materials.

The *US Caribbean & Ethnic Florida Digital Newspaper Project* seeks to combat some of these accessibility issues by digitizing historical newspapers published between 1690 and 1963 in Florida, Puerto Rico, and the Virgin Islands, for preservation, access, and educational purposes. With funding from the National Endowment for the Humanities, historic newspapers from these three geographic areas are being digitized and made freely available on the Library of Congress's website, *Chronicling America*.

This thematically relevant presentation will emphasize digital archives as entry points to understand the utility and importance of archives for studying the past. It will inform educators, historians, and others about the availability of these primary sources. First, it will provide an overview of the *US Caribbean & Ethnic Florida Digital Newspaper Project* to explain the scope of the project. Additionally, this presentation will demonstrate how to navigate *Chronicling*

America while highlighting content that explores topics related to the 2022 National History Day Theme: Debate & Diplomacy.

Better Arguments -- Helping Students Learn Civil Discourse in an Age of Polarization

Enrico Pucci, Manatee School for the Arts / The Aspen Institute

Session level: 6-12

Is it just me, or is the tone and tenor of debate in America becoming less and less civil? As a history teacher, I have watched with dismay as coarse incivility has become the norm and not the exception in our public discourse. Debates have become shouting matches and exercises in personal attacks. And, do not get me started on the role of social media -- it has amplified all of the wrong aspects of debate and argument.

Over the last several years, I have found myself yearning for peace, respect, and a return to a civic culture that I do not have to shield my students from. Then I found *The Better Arguments Project* program and curriculum. Jointly sponsored by the Aspen Institute's Citizenship and American Identity Program and Facing History and Ourselves, Better Arguments advances this simple fact: America does not need less arguments, it needs better arguments! *The Better Arguments Project* provides a framework and curriculum to help educators implement its principles into our classrooms and school community.

In this session, participants will learn all about *The Better Arguments Project* program, explore its framework, gain access to the curriculum, talk through strategies for classroom implementation, and practice making better arguments by engaging in a debate simulation.

Is the Future of Teaching Slavery in the Virtual Past

Tracey Wiley, GPB Education

Session level: 9-Post-Secondary

In a 2018 report, the Southern Poverty Law Center sounded an alarm exclaiming that "schools are not adequately teaching the history of American slavery ... [and as a result] ... students lack a basic knowledge" of this period of American history. Our latest virtual learning journey explores the complicated lives of those enslaved at the Owens-Thomas House & Slave Quarters, in downtown Savannah, Georgia.

The reinterpreted house museum now communicates the lives of the enslaved instead of romanticizing their enslavers. Participants can examine primary documents, navigate the connections between agricultural systems and the urban economy, analyze the nature of relationships within a slaveholding family, and assess the effect of innovations like the cotton gin among much more.

GPB Education's largest virtual learning journey is free to all students and educators. So, learn about the connections between the institution of slavery and the global economy; and discover how one city can teach us about society and culture before the Civil War through interactive

elements like primary source letters and images, navigable maps, videos, and a virtual walking tour.

Stepping Out of the Still Life

Dr. Amber Godwin, Sam Houston State University

Session level: K-Post-Secondary

Some people think of history in terms of important dates and great leaders-and while those fragile frameworks stand steadily by in our collective perception of the past, there are many more reminders of what horror fills the annals of history. The reality of war, for example, the stark and chilling day to day life of fear that's lived by those who are left behind. The reality of childhood lived amidst atrocity crimes. The reality of genocide. The lack of compassion and understanding for others that is overlooked in favor of our own. But then...Why would we ever teach a history course anyway? If it's so filled with all of that nonsense, it sounds more like history should be a "DO NOT TEACH" subject, because it is too raw and too painful to risk repeating any of those things. And yet there is hope and it comes in the form of diplomacy. Yes, we have a shared past that is cluttered with tragic "NEVER DO THIS AGAIN" warnings. But there were also heroes-the quiet ones who did what was right EVEN THOUGH it was hard. They took a risk to help others. THOSE stories are the reason we need to teach history and we need to discuss diplomacy, because we need to show our students a model of what to do that's RIGHT when things happening around them AREN'T right. The purpose of this session is to engage in dialogues about how to find resources about those quiet heroes.

4:20 p.m. – 4:30 p.m.

Closing and Raffle Drawing

The participant who tags @FLhistoryed AND uses all the following hashtags on social media the most, wins one **free registration** for FLCHE's 2022 Conference in Boca Grande: #FLCHE2021, #DebateAndDiplomacy, and #HistoryEducationMatters.



TeachingAmericanHistory.org

The leading online resource for American history teachers & students

TAH.org provides a wide array of free classroom resources - primary documents, books, online interactive exhibits, lesson plans, podcasts, and more - for you and your students. Along with content education opportunities to grow your own knowledge of American history and government, TAH also offers teacher programs - webinars, in-person seminars, weekend colloquia at historic sites, and graduate courses. For our upcoming programs, please visit **TAH.org/events**.

Please stop by our booth for more information and to pick up some free books. You can also enter to win a classroom set of *50 Core American Documents* books.

We'd love to connect with you - follow us on social media! **@TeachAMHistory**



Strengthening Constitutional Self-Government

Join TAH.org and Florida Council for History Education for a 6 part series of seminars, focusing on the **National History Day** theme ***Debate and Diplomacy***. You can go to one, a few, or all of the seminars.

August 7, 2021, 9:00 AM-12:30 PM

Madison & Hamilton: Competing Visions, Scholar: Dr. Jason Jividen

September 25, 2021, 9:00 AM-12:30 PM

Jacksonian America, Scholar: Dr. Dennis Boma

December 4, 2021, 9:00 AM-12:30 PM

The Great Triumvirate: Calhoun, Clay and Webster Scholar: Dr. William Atto

January 29, 2022, 9:00 AM -12:30 PM

Modern Social Movements, Scholar: Dr. Melissa Mathes

March 26, 2022, 9:00 AM-12:30 PM

Lincoln: Philosopher and Statesman, Scholar: Dr. Joseph Fornieri

April 23, 2022, 9:00 AM-12:30 PM

Wartime Diplomacy: FDR, Churchill and Stalin, Scholar: Dr. John Moser



For details and registration on each seminar, please go to

<http://www.flche.net/ashbrook-center-at-ashland-university-workshops-in-florida.html>



Through ongoing, year-round professional development events, the TPS program at the University of Central Florida helps educators unleash the power of primary sources in the classroom.



SOURCES
Annual Conference

Saturday, January 15, 2022
University of Central Florida
Orlando, Florida

SourcesConference.com

Join us for our annual conference on the beautiful campus of the University of Central Florida.

Presenters will provide strategies for using primary sources to help K-12 students engage in learning, develop critical thinking skills, and build content knowledge.

Register for free at
Sourcesconference.com



@FLhistoryed

#FLCHE2021

#DebateAndDiplomacy

#HistoryEducationMatters

AmazonSmile is a simple and automatic way for you to support FLCHE every time you shop, at no cost to you. When you shop at smile.amazon.com, you'll find the exact same low prices, vast selection and convenient shopping experience as Amazon.com, with the added bonus that Amazon will donate a portion of the purchase price. This link will take people directly to smile.amazon.com in support of your organization so they won't have to search for your charity among almost a million other organizations.

<https://smile.amazon.com/ch/82-1471686>

To request a certificate of completion, please contact us via email at contactus@flche.net.

Support Our Cause: Donate to FLCHE

We are professionals dedicated to the advocacy of history in education by promoting history to appreciate the progress and awareness of past and present events. We are a community where collaboration fosters historical mindedness maintaining intellectual rigor for history education. Your support allows us to provide historical learning opportunities and experiences for teachers, students, and members of the community. As a National Council for History Education (NCHE) affiliate, we not only support those in Florida, but national members as well. We appreciate any aid you are willing to provide. Every little bit helps!

www.flche.net

In Context

FLCHE's Biannual Digital Publication

Our digital publication is released to FLCHE members every

September and March.

In Context, a peer-reviewed journal, invites author submissions of the following kinds:

- Articles relating to history, humanities, and other social sciences;
- Perspectives, analyses, and evaluation of current issues related to social studies and history education;
- Ideas and techniques for strengthening history education at all levels elementary, middle, high school, and post-secondary;
- Significant research findings, interpretations, or theories in history or history education.
- Reviews of books, technology resources, and other educational materials are encouraged.
- If you are part of a Florida historical society or a Florida museum, we want to publish an article that commemorates or provide and analysis of a historical item within your collections.

If you are interested in submitting an article for publication, please submit the following, via our [website](http://www.flche.net):

- ✓ Title of the article
- ✓ Author's name (first name, last name, and title)
- ✓ Organization/Institution
- ✓ Attach the article with citations (Chicago or APA format) as a Word document
- ✓ Attach the appendix as a separate document (optional)

Please refer to www.flche.net for more details on submissions.

Submissions for FLCHE's Biannual Publication, *In Context*, are accepted throughout the year.

We are incredibly grateful to our sponsors:

Albritton Fruit

Beaver Toyota, St. Augustine

Colonial Research Associates

Dr. Amber Godwin

Dr. Arren Swift

Dr. Erin Stewart Mauldin

Dr. J. Michael Francis

Geckos

National Council for History Education

National Council for the Social Studies

Ricaltini's Restaurant

TeachingAmericanHistory.org

Teaching With Primary Sources, at the University of

Central Florida

The DBQ Project

The White House Historical Association