



ILCHE Newsletter ***Second Quarter 2014***

ILCHE Conference at IMSA **February 28, 2014**

Thank you to all who participated in our annual state conference/professional learning day this past month. It was another successful, inspiring day. See some of the photos below. Our keynote speaker, Ann Durkin Keating, from North Central College, author of "Rising Up From Indian Country: The Battle of Fort Dearborn and the Birth of Chicago" was the keynote speaker. She gave a thought-provoking talk on little-known details about Chicago history. Here we list the titles of a few from the 16 other presentations throughout the day to provide a glimpse of the level of scholarship and the range of topics of the talks.

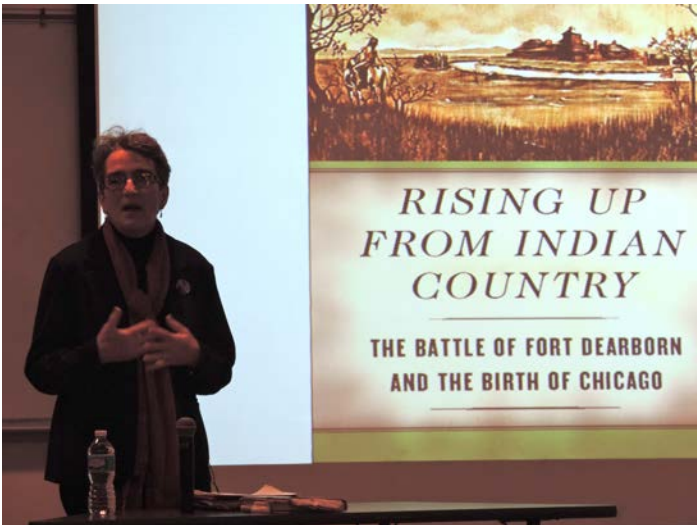
We hope to see you there next year!

Totalitarianism: The Reality versus the Myth
Dr. Lee W. Eysturlid, IMSA

"The Bloody Massacre" -- Whodunnit?
Spiro Bolos, Anne Twadell, New Trier High School

Merchants, Monks and Marco Polo: Teaching the Silk Road
Kirsty Montgomery, IMSA

Research and Writing in the 1:1 Social Studies Classroom
Shawn McCusker, Fremd High School



NCHE Annual Conference

March 20-22

A wonderful time was had by all at the NCHE annual conference in Albuquerque, New Mexico. Participants enjoyed not only spectacular weather, but also over seventy breakout sessions, three keynote speakers, and a series of conference sponsored excursions to a host of historic sites throughout the area.

The Illinois delegation was well represented with ten attendees, five breakout sessions, and two poster sessions! ILCHE Treasurer Steve Buenning discussed the African slave trade and introduced workshop attendees to the Transatlantic Slave Trade Database designed by Emory University. Lee Eysturid of the Illinois Mathematics and Science Academy, examined how ideology shapes the decisions we make with regard to the use of new technology. Former ILCHE State Coordinator, Paul Horton, discussed a variety of primary documents to help participants understand the nature of racial violence before, during, and after the Civil War. Through the use of film and pop culture analysis, Tiffany Middleton and Howard Kaplan of the American Bar Association unraveled the connections between the Second Amendment and the mythology of the American West. My own session looked at the Balkans as a frontier within Europe and attempted to demonstrate how the region has been marginalized from the rest of the “civilized” continent. David Koeller, of North Park University, presented a poster session entitled: *How to Read a History Book*, and Paul Horton, accompanied by students from the University of Chicago Lab School, discussed how to design a student produced, on-line history journal.

Conference attendees also enjoyed three wonderful keynote speakers: Patty Limerick of the University of Colorado, Douglas Brinkley of Rice University, and Matt Matsuda of Rutgers. A special tip of the hat to Professor Matsuda, whose presentation, *Oceans of History: Teaching the Pacific*, took us through an amazing tour of a vast yet misunderstood part of the world. His presentation, lasting just over an hour, discussed topics as diverse as Japanese militarism, climate change, and sea cucumbers, and managed to help us see the Pacific and its peoples in all their wonderful complexity. Finally, thank you to the NCHE for sponsoring all the wonderful tours! Participants traveled back in time to Old Albuquerque, walked the streets of colonial Santa Fe, learned about the geography of region while at Sandia Peak, and studied the atomic age at the National Museum of Nuclear Science and History.

Next year, the conference heads to St. Augustine, Florida. We hope to see you there!

Dean Pinos
New Trier High School
ILCHE State Coordinator

Global Environmental Histories from Below at the University of Illinois, Urbana-Champaign

Antoinette Burton, Department of History, UIUC

On March 8, 2014 the History Department at the University of Illinois sponsored a teacher-training workshop for K-12 educators on the theme of integrating environmental history into world history. The workshop is part of a three-year initiative (2011-14) called World Histories from Below. Our project has been dedicated to developing the link between faculty research that aims to be global and the teaching of world histories at Illinois, specifically by focusing on work that gets at global questions from the bottom up. This year was our third and final workshop on the theme. The full workshop details can be found at our website: <http://worldhistoriesfrombelow.org/teacher-training-workshop-resources/>.

The workshop was organized by a graduate student in History, Stephanie Seawell (over the course of this year, Stephanie defended her dissertation so she is now properly Dr. Seawell!). I asked her to give us some insight into the planning and to talk about what she felt were the distinctive aspects of the day's program.

What was your goal for the symposium and how did the program for the day help you achieve it?

My goal for the symposium was to give teachers new ideas about how to incorporate global environmental history into their classrooms, and to hopefully have them come away from the day excited about the kind of questions that can be explored through an environmental history approach. I wanted the symposium to have practical application for K-12 classrooms, and to include lesson plans, tools, and texts that teachers could readily apply to their teaching. Since there was a range of grade-level and classroom subjects represented in those who applied for the workshop, that meant the day needed to include multiple different approaches to teaching environmental history. The keynote talk by Professor Emily Wakild (<http://sspa.boisestate.edu/history/faculty-staff/emily-wakild/>) allowed space for teachers to think through and discuss how the ideas that she was presenting could be applied to their unique classrooms. Also having special guests from other organizations in town--such as Japan House (<http://japanhouse.art.illinois.edu/en/>) and the Environmental Education Association of Illinois (<http://www.eeai.net>) allowed the participants to learn about environmental education opportunities that already exist locally. Finally, giving teachers the chance to speak about their experiences, including the challenges to teaching environmental history, ensured that we took advantage of the knowledge the participants brought to the workshop.

Why did you invite Kathe Brinkman, who is part of the C-U Storytellers Guild (<http://www.custorytelling.com/Home/storytellers-for-hire/kathe-brinkmann>), and how did her presentation help us think about environmental history?

This year we had more grade-school level participants for the workshop than we have had in the past, and I wanted to ensure that the program included environmental history approaches that related to their classrooms. Before coming to Illinois, I used to work for the Indiana State Museum, where I saw firsthand how storytelling programs could be incredibly powerful educational tools--well-told stories often peak students interest and are what students remember most after a program or lesson has ended. Kathe's storytelling, and personal education interests, incorporate many environmental themes. The C-U Storytellers Guild (<http://www.custorytelling.com>) is a wonderful resource in our local community, and giving teachers a chance to become acquainted with those types of resources was one of the main goals I had for the symposium.

In the session you led, you talked about the history of environmental justice, focusing specifically on the 5th and Hill site in Champaign (<http://www.healthcareconsumers.org/index.php?action=Display+Page&id=699>). How do you think this example, and a focus on local history in general, helps teachers think about the environment in their classrooms?

One of the powerful aspects of environmental history as a framework for approaching historical questions is that it invites a consideration of local history. All of us have encounters with our environments, and shape those environments every day. Talking about local environmental history helps make what we do in the classroom relevant for our students. The ideas we are exploring do not only unfold in far away locations, but take place right in our own back yards. Many of the teacher applicants specifically requested information about how to engage students in local environmental histories, so this session helped to answer that request. Hopefully the resources provided in this session--a bibliography, primary source documents, and some web-based materials--will allow teachers to use this lesson plan in their classrooms. For those teachers who were not from Champaign-Urbana hopefully this lesson plan piqued their interest in developing a similar lesson plan about a topic in their community.

Your own research is about African American environmental history. How have you made use of your findings in your own classrooms?

Most recently I had the opportunity to teach African American Environmental History as a research class for seniors at the University of Illinois. In this class I was able to incorporate many of the books and primary source documents I have encountered in my own research into the classroom. The students each completed their own research project--and the ideas and discussions we had in class have in turn shaped how I think about African American Environmental history in my own work.

ANNOUNCEMENTS, INTERETING READS, AND OPPORTUNITIES

The Education Our Economy Needs, by Norm Augustine

<http://online.wsj.com/news/articles/SB10001424053111904265504576568351324914730>

Visualizing the American Past: Remembering Stephen A. Douglas in the Age of Ken Burns

In commemoration of the bicentennial of the birth of Illinois Senator Stephen A. Douglas on April 23, 1813, Saint Xavier University and the Stephen A. Douglas Association will hold a one-day public symposium on April 26, 2014 at Saint Xavier University in Chicago to assess Douglas' historical legacy and portrayals of it. The symposium will bring together a talented roster of middle school and high school teachers, professional historians, historical reenactors, community historians and filmmakers in four plenary sessions and a keynote address, and will use scholarship, community outreach, performance and film to share diverse perspectives of Douglas with the broader public. One session will premiere *Stephen A. Douglas and the Fate of American Democracy*, a 50-minute film directed and produced by Saint Xavier Associate Professor of History Graham A. Peck, who made it with assistance from the university's students and staff, and Associate Professor of Art Nathan Peck. The keynote will feature WTTW filmmaker Dan Andries, who will explore the unique opportunities and challenges of making TV from history. Attendees will have the opportunity of registering for an optional Q&A dinner with Dan Andries that will follow his keynote address.

Announcing the Newberry Teacher Fellowship program!

This summer, the Newberry will offer a unique opportunity for Chicago-area teachers to create a Digital Collection for the Classroom with an accompanying lesson plan featuring primary sources from the Newberry's collection. Each fellowship carries a stipend of \$1000. The Newberry will offer two fellowships to K-12 public and private school teachers during the summer of 2014. Teachers may propose their own topic, or develop one of the following suggestions: The Renaissance, Chicago neighborhoods, The Haitian Revolution, Chicago Literature, The Caribbean, Colonial North America, Colonial Brazil, The Louisiana purchase

Applicants are strongly encouraged to visit the Newberry's online catalog and research guides, as well as the [Digital Collections for the Classroom \(DCC\) website](#), prior to submitting a proposal. Applications should be **submitted by 5 pm on April 18, 2014**. Applicants should submit the following materials to teacherprograms@newberry.org: a current résumé, a letter of no more than one single-spaced page detailing the proposed Digital Collection and how the topic applies to classroom use, a list of 5–15 potential primary sources from the Newberry's collection for the Digital Collection.

Luminaries of the Twentieth Century in Art, Politics, and Culture: Portraits by Arnold Newman. At The Lake County Discovery Museum, March 15 – August 17, 2014.

This is a national touring exhibition of the innovative minds and personalities that defined a century as seen through the eyes of one of its own: Arnold Newman. Recognized as the “father of environmental portraiture,” his work is collected and exhibited in major museums and collections around the world. For exhibition information please call 847-968-3400 or visit: http://www.lcpd.org/calendar/index.cfm?fuseaction=calendar.viewDetail&object_id=40367

Smithsonian American Art Museum Summer Institute: Teaching the Humanities through Art. (June 23-27 and July 28-August 1, 2014)

Be inspired this summer at the Smithsonian American Art Museum, as you join colleagues from across the country for an exciting exploration of the connections among American art, social studies, history, and English/language arts. Attend one of our week-long institutes in the nation's capital, Washington, D.C. Stay connected with your newfound colleagues and museum staff throughout the year.

WHO SHOULD APPLY?

Core-subject teachers for grades six through twelve may apply as individuals or as part of a team. Priority will be given to social studies, history, and English/language arts teachers.

WHAT WILL TEACHERS ACCOMPLISH DURING THE INSTITUTE?

- Gain expertise from museum educators, curators, content experts and technology specialists through gallery talks, discussion groups, and hands-on activities.
- Learn to use American art in the classroom to foster critical thinking skills.
- Make interdisciplinary connections among American art, social studies, history and English/language arts.
- Experiment with digital tools you can use to bring art into your classroom.
- Develop and share lesson ideas with peers.
- Engage in online professional development activities and assignments before, during, and after the institute.

For more information and details about how to apply, visit: <http://americanart.si.edu/education/dev/institutes/>

The National Archives at Chicago Announces Genealogy Workshops for 2013-2014. Looking at Land and Property Records. *Saturday, February 8, 2014 – 9:30 a.m. – 12:00 p.m.*

Discover the genealogical gems in land and property records. Jeanne Larzalere Bloom, CG will demonstrate how to navigate Cook County property records which are organized by legal description by starting with an address. Staff from the National Archives will then share how to locate federal land records, including land entry case files.

Historical Military Records

Saturday, April 12, 2014 – 9:30 a.m. – 11:00 a.m.

From the Revolutionary War to the recent past, the National Archives maintains service and pension records for the men and women of the armed forces. Learn where these records are located, what information is necessary to order the file, and how to place an order. This class will also address privacy and access.

Getting the Most Out of the Census

Saturday, June 14, 2014 – 9:30 a.m. – 11:00 a.m.

Taught by veteran genealogist and National Archives volunteer Joan Kitchen Murray, this workshop will provide an overview of Federal Census records (1790-1940) and techniques for searching and finding your ancestors.

Sign Up! Each workshop is free and will be held at our facility near Ford City Mall at 7358 South Pulaski Road, Chicago, IL. Space is limited, so please RSVP to save a seat by sending an e-mail to Kristina.Jarosik@nara.gov. Please indicate in your e-mail which workshop you are interested in attending. Contact Kris Maldre Jarosik, Education Specialist at the National Archives at Chicago, with questions at 773-948-9010. Are you on the National Archives Mailing List? If the answer is “no,” then drop us an e-mail with your contact information to chicago.archives@nara.gov.