



Minnesota Council for
History Education

History Fest

August 11, 2021



Using the Power of History to Transform Lives
PRESERVING > SHARING > CONNECTING

9:00 - 9:40	WELCOME Introduction to day, logistics, Gilder Lehrman Teacher of the Year	
9:50 - 10:45	Keynote: Katharine Gerbner , Associate Professor of History at the University of Minnesota	
Morning Sessions 11:00 - 11:50	<p>Towards Truth-Telling and Reconciliation in Minnesota: A Middle and Secondary Social Studies Curriculum <i>George Dalbo and Joe Eggers, University of Minnesota</i></p> <p>This interactive session will introduce a newly developed middle and secondary curriculum created by the presenters and the Center for Holocaust and Genocide Studies (CHGS) at the U of M. It encourages students and teachers to examine efforts around truth-telling and reconciliation between Indigenous and non-Indigenous communities across Minnesota, the United States, and North America.</p>	<p>Understanding the Plague in History <i>Eric Beckman, Anoka High School</i></p> <p>This session will provide resources for teachers to guide students to understand the Second Plague Pandemic of the Middle Ages (aka the Black Death) and to appreciate how historians construct knowledge. In the lessons modeled in the session, students see how these changes affect our understanding of the Plague and then apply the same skills by drawing conclusions about how medieval people experience plague, based on close reading of primary sources.</p>
12:00 - 1:00	BREAK Use this time to rest between sessions and eat lunch.	
Afternoon Sessions 1:00-1:50	<p>Why a Giant Chicken? A Discussion of Maps & Perspective <i>Marguerite Ragnow, University of Minnesota, and Kara Knight, Minnesota Historical Society</i></p> <p>Early maps of America reflect not only geographic information but also the perspective and perceptions of the mapmakers - and sometimes misconceptions. This session will take a look at some early maps of America, how to access these and other free maps in the University of Minnesota's James Ford Bell Library and other repositories, and engage in a hands-on exercise for elementary educators interested in incorporating early maps into their curricula.</p>	<p>History Through a Poetry Lens <i>Nicholas Christopherson, Frassati Catholic Academy</i></p> <p>This session will share how to highlight and teach historical events through a poetry lens. Attendees will look at how poets and musicians have portrayed historical events through their art. One primary example is Johnny Cash's song "The Wayfaring Traveler" which depicts the mental and physical soldiers experience on the battlefield.</p>
2:00- 2:50	<p>Culturally Relevant Pedagogy and Primary Sources <i>Jessica Ellison, Minnesota Historical Society</i></p> <p>Primary sources are for everyone, including our youngest learners! Using the framework of Culturally Relevant Pedagogy, this session will share strategies for elementary teachers to reflect upon their history instruction and incorporate various primary sources that are relevant to their students. Learn from Minnesota Historical Society teacher educators and current elementary teachers on how to find and use engaging sources in your classroom.</p>	<p>One Year of Ethnic Studies Elective <i>Peter McKown, Wayzata High School</i></p> <p>Interested in implementing an Ethnic Studies course? Wayzata High School started offering "Race and Ethnicity in America" last year. This presentation will talk through the questions considered when creating the course, how topics were chosen, and lessons and assessments.</p>
3:00-3:50	<p>Using Primary Sources with ALL Students <i>Wendy Harris, Metro Deaf School</i></p> <p>Have you ever wondered how you could support ALL students with primary source research? Primary sources are a great way to develop critical thinking, literacy skills, and increase students' interest in historical topics. Learn how to make primary sources accessible to all students - including those who have academic challenges or are learning English. Participants will leave with strategies to engage learners K-12 in deep dives into primary sources.</p>	<p>The History of Native Americans in American Colonialism Social Studies Classroom: Are we teaching what scholarly research presents? <i>Sara Tostenson, Mankato West High School</i></p> <p>There is a plethora of scholarly work done on the indigenous confederacies of the Wampanoag and Powhatan during the time of European exploration and colonization. This research explores whether the typical secondary social studies curriculum includes these Native American groups, and if so, at what capacity? Through the comparison of the data collected from a sample teacher poll to the Becoming Visible Report on Native American Education in America, I identify major gaps in the education system on the Wampanoag and Powhatan confederacies in the history curriculum.</p>