



SOURCES

Annual Conference

Saturday, January 18, 2025

University of Central Florida
Orlando, Florida





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Greetings colleagues and SOURCES attendees,

Welcome to the ninth annual SOURCES conference. I am excited to be able to host this conference here in Orlando on the lovely campus of the University of Central Florida. If you are in town for the weekend, I hope that you take advantage of the great restaurants and attractions that the area has to offer. You and many other educators, interested in effective practices related to teaching with primary sources, will be in attendance. I am thoroughly excited that so many will be here to share ideas, engage in discussions, and learn about new, effective, and engaging ways to integrate primary sources into K-12 education.

We have a great day planned, with sessions packed full of wonderful information and pedagogical practices. Presenters will provide strategies for using primary sources to help K-12 students engage in learning, develop critical thinking skills, and build content knowledge, specifically in one or more of the following ways:

- Justifying conclusions about whether a source is primary or secondary, depending upon the time or topic under study;
- Describing examples of the benefits of teaching with primary sources;
- Analyzing a primary source using Library of Congress tools;
- Accessing teaching tools and primary sources from www.loc.gov;
- Analyzing primary sources in different formats;
- Analyzing a set of related primary sources in order to identify multiple perspectives;
- Demonstrating how primary sources can support at least one teaching strategy (for example, literacy, inquiry-based learning, historical thinking, etc.); and
- Presenting a primary source-based activity that helps students engage in learning, develop critical thinking skills, and construct knowledge.

In closing, I would like to thank each of you for attending the ninth annual SOURCES conference and for bringing your expertise, related to teaching with primary sources, to this professional gathering. I hope to see you here again next year, in January of 2026!

Keep on teaching with primary sources!

Scott M. Waring, Ph.D.

Professor and Program Coordinator of Social Science Education at UCF
Director of the Teaching with Primary Sources Program at UCF
Editor of *Social Studies and the Young Learner*
Editor of *Teaching with Primary Sources Consortium Journal*
Associate Editor of *Trends and Issues in Social Studies*



8:30 am – 9:00 am **Registration and Light Breakfast**

9:00 am – 9:50 am **Welcome and General Session**

K-12	TA 117	<p>Primary Sources Will Save the World Jessica Ellison Executive Director - National Council for History Education</p> <p>We have all witnessed the superpowers of primary sources when they are in the hands of our students. Primary sources' superpowers can also be tapped for educators, to help us address challenges outside our schools, inside our schools, and inside our own heads. Let's discuss how we can employ primary sources as beacons of light, fortresses of strength, harbingers of hope, and sanctuaries of truth, for the good of our learners and our educational communities.</p> <p>Jessica earned her Bachelor of Arts in News-Editorial Journalism at Drake University and her Master of Arts in Public History at St. Cloud State University. From 2004-2022, Jessica was a teacher educator at the Minnesota Historical Society, and she began serving as the NCHE Executive Director in December 2022. Jessica is serving a second term on her local school board, and lives in the Twin Cities with her husband and their four kids.</p>
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10:00 am – 10:50 am **Session I Presentations**

Elementary	TA 110	<p>Stories Lives Tell Laurie Boulden Warner University</p> <p>Through the use of personal narrative, primary sources, thinking routines, and language arts strategies, students get to engage with social studies content.</p>
Elementary	TA 116	<p>Virtue, Rules, and Civic Superstars: Using Historical Narrative and Primary Sources to Build a Community of Learning Laurie Risler Westfield State University</p> <p>Explore how inquiry-based learning, nonfiction picture books, and the investigation of primary sources can be used to teach, practice, and evaluate civic behaviors with young learners.</p>



Middle	TA 201	<p>Getting Nast-y with Political Cartoons in your classroom! Joe Schmidt Bill of Rights Institute</p> <p>Help students understand history through political cartoons. Explore techniques for interpretation and analysis, opening a new world of primary documents. Empower students to grasp historical concepts effectively.</p>
High	TA 102	<p>Illustrating History: Integrating Comic Art as Primary and Secondary Sources in Social Science Education Robert McIntosh Seminole High School</p> <p>Explore how comic art enhances social science education through two lessons: Abraham Lincoln's Gettysburg Address and John Lewis's March, showcasing comics as both primary and secondary sources in the classroom.</p>
High	TA 303	<p>Teaching the History of the Arab-Israeli Conflict Using Primary Sources Dori Gerber Institute for Curriculum Services</p> <p>This session takes a historical approach to learning about the Arab-Israeli conflict and peace process, treating the conflict as part of modern history that emerged over a century ago. Through primary sources and supplementary materials, participants will trace the development of the conflict from the late 19th century to the early 2000s, providing context for deep and nuanced understanding of this complicated topic.</p>
K-12	TA 203	<p>Examining Diverse Historical Perspectives Through Poetry Using Socratic Inquiry Kaitlyn Evans Columbia College</p> <p>This practice-based exploration of poetry as primary sources will examine multiple perspectives through Socratic formatting to investigate history through critical thinking, with time to debrief and apply knowledge.</p>



11:00 am – 11:50 am		<u>Session II Presentations</u>
Elementary	TA 110	<p>Reading into History: Integrating K-6 Book Talks with Primary Sources for Cross-Curricular Learning Melissa Starkey Central Baptist College</p> <p>This session explores how K-6 educators can integrate literacy and social studies by pairing books and short novels with primary sources, creating engaging, cross-curricular lessons that deepen students' reading comprehension and historical understanding.</p>
Elementary	TA 116	<p>Primary Sources in Early Grades: Historical Literacy for Little Historians Joe Schmidt Bill of Rights Institute</p> <p>Engage your elementary classroom with innovative primary source integration inspired by Bill of Rights Institute curriculum. Gain practical strategies, resources, and hands-on techniques for engaging historical inquiry and empowering students.</p>
High	TA 102	<p>Engaging High School Students with Primary Sources: Critical Thinking and Content Mastery in U.S. History Brian Furgione University of Central Florida Seminole County Public Schools</p> <p>This session is designed for high school U.S. history teachers seeking to enhance student engagement and critical thinking by integrating primary sources into standards aligned lessons. Participants will explore strategies to help students analyze historical sources, justify conclusions, and develop deeper content knowledge within a high school history classroom.</p>
High	TA 203	<p>History Mystery: Who Killed Lord Darnley? Beverly Ledbetter Saint Leo University</p> <p>Using primary sources, participants will try to solve the murder. Working with maps, letters, and eyewitness accounts from 1567, can you solve the mystery of who killed Lord Darnley?</p>



K-12	TA 303	<p>The Tampa History Project: Engaging Students Through Local Primary Sources Brandon Austin Hillsborough County Public Schools</p> <p>Explore how the Tampa History Project engages students with local primary sources, fostering critical thinking and strengthening community ties through hands-on historical inquiry.</p>
K-12	TA 201	<p>Using a Geography Lens to Analyze Primary Sources from the Holocaust Ken Carano Western Oregon University</p> <p>Attendees investigate primary sources from the Holocaust to learn how geographic inquiry can produce a more critical understanding of time, place, and events when juxtaposed with teaching history.</p>
K-12	TA 304	<p>Doing Local History through History's Habits of Mind Shauna Liverotti Regina Holland Bethany Norris National Council for History Education</p> <p>Explore History's Habits of Mind through local history! Engage in discussions, primary-source activities, and real-world examples to enhance how we teach and learn about local communities. Build intentional historical habits.</p>

11:50 am – 1:00 pm	<i>LUNCH – On Your Own</i>
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1:00 pm – 1:50 pm		<u>Session III Presentations</u>
Elementary	TA 110	<p>Inquiry into Soul City: Using Primary Sources to Uncover the Story of Soul City, North Carolina Amy Good University of North Carolina Charlotte</p> <p>This session will provide participants with ideas for using primary sources to create inquiry-based experiences for a virtual field trip.</p>
Elementary	TA 116	<p>Teaching Local History with Primary Sources: A Case Study of Fort Monroe Dalton Savage National Council for History Education</p> <p>Jeryl Payne Alexandria City Public Schools</p> <p>Geared toward elementary classrooms, this session will focus on teaching local history, pairing resources from the Library of Congress with picture books to tell the story of Fort Monroe, Virginia.</p>
Middle	TA 201	<p>Women on the Homefront: A Multifaced Approach to Teach Gender Roles in World War II Tatiana Mckinney-Stokes Kent Denver School</p> <p>This workshop explores women’s roles on the WWII Homefront, highlighting contributions, challenges, and societal shifts. Participants will learn to engage middle school students with critical discussions and interactive activities using key resources.</p>
High	TA 102	<p>Using Primary Sources to Explore Themes of the Reconstruction Era and Its Legacies Aimee Ballans Facing History and Ourselves</p> <p>Apryl Taylor Orange County Public Schools</p> <p>A variety of strategies guide exploration of Reconstruction Era themes such as: Defining Freedom, Healing and Justice after the Civil War, Reconstruction and Democracy, Backlash and the Fragility of Democracy.</p>



<p>High</p>	<p>TA 203</p>	<p>Singing for Justice: Using Chicano Music to Teach Civic Engagement through Primary Sources Debora Saavedra-Winch Tina Heafner University of North Carolina Charlotte</p> <p>The presenters of this session will focus on how educators can use Chicano music, such as Cantos de mi Cantón, as primary sources to engage K-12 students in learning, foster critical thinking, and build content knowledge around civic engagement and cultural identity. The session will provide educators with strategies to analyze primary sources through the lens of Chicano music, helping students explore multiple perspectives on historical and contemporary civic movements. Participants will learn how to use tools from the Library of Congress and other resources to examine the role of music as a catalyst for activism and social change.</p>
<p>K-12</p>	<p>TA 304</p>	<p>Exploring Strategies for Analyzing Primary Sources Dori Gerber Institute for Curriculum Services</p> <p>Primary sources expose students to multiple perspectives as well as help students develop critical inquiry skills. This interactive session will introduce teachers to a variety of source analysis tools and strategies to support their instruction.</p>



2:00 pm – 2:50 pm		<i>Session IV Presentations</i>
Elementary	TA 110	<p>Cultural Heritage Celebrations: A Differentiated Scaffold Approach for Multilingual Learners Support in Inquiry-Based Learning Lynette Batista-Sanchez Lisa Cook University of North Carolina</p> <p>The increase in Multilingual Learners in U.S. schools underscores the need for effective strategies, combining inquiry-based learning and differentiated scaffolds to investigate local cultural events, content mastery, and civic pride.</p>
Elementary	TA 116	<p>What did Thomas Jefferson mean when he said "Life, Liberty, and the Pursuit of Happiness?" Amy Allen Virginia Tech University</p> <p>Paula Spencer Chesterfield County Schools</p> <p>"Life, Liberty and the Pursuit of Everything" outlines many contradictions about Thomas Jefferson's life and career. How can we use primary sources with elementary students to critically investigate this idea?</p>
High	TA 102	<p>Challenging Single Narratives in Virtual Spaces Vernon Turner University of South Carolina</p> <p>Andrew Hogan Five Virtual Program</p> <p>This presentation focuses on identifying single narratives in Social Studies and how to present students with primary and secondary sources that generate new perspectives, challenging single narratives in virtual spaces.</p>



High	TA 203	<p>Classroom Strategies for Building Historical Context: Engaging Students with Primary Sources on the Cold War Meghan Farley Seminole High School</p> <p>The session will include hands-on examples with a political cartoon, a speech, and a historical text. Together, we will explore how these materials can be used to scaffold understanding and support students in creating a hypothesis about the causes of the Cold War.</p>
K-12	TA 304	<p>Watching Films Like a Historian Matt Stevenson University of Tennessee at Knoxville</p> <p>This is a presentation of data collected on AP History teachers use of film in their classrooms as primary sources relating to the World Wars.</p>
K-12	TA 201	<p>Using the Newspaper as a Primary Source Jodi Pushkin Florida Press Educational Services</p> <p>A living textbook, the newspaper, as both a primary and secondary source, brings civics and history into the context of today's society with what's going on in the world.</p>
K-12	TA 301	<p>Behind the Scenes: A Discussion on Activity Design & Creation with The History Center Kendra Hazen Griffon Binkowski Lauren McLevey Orange County Regional History Center</p> <p>Do you LOVE the History Center? Curious about what WE do with our primary sources? Come hear from our former Assistant Curator of Education, one of our Museum Educators, and one of our Exhibits designers and find inspiration for your classroom as we share our process of creating hands-on activities for our K-12 field trips from the primary sources in our archives.</p>



2:50 pm – 3:10 pm **Refreshment Break**

3:10 pm – 4:00 pm **Session V Presentations**

Elementary	TA 116	<p>Using Primary Sources to Support Text Connections and Authentic Writing Experiences in Social Studies Instruction Abbie Bracelin University of Central Florida</p> <p>This presenter of this session will focus on the use of primary sources to support social studies writing. Instructional examples will be provided in using multiple primary sources to support students’ creativity and authenticity.</p>
High	TA 102	<p>Religion + Politics in the Middle East Dori Gerber Institute for Curriculum Services</p> <p>Explore the Middle East and its complex and diverse religious landscape and consider a variety of ways that religion and politics are intertwined in Egypt, Israel, Lebanon, and Iran.</p>
K-12	TA 203	<p>A Slam Dunk: Using Sports Sources to Teach Political Topics Jason Allen Shepherd University</p> <p>This presentation will focus on works (photos, political cartoons, videos, etc.) that highlight the connections between major sporting and political events (1960-Current).</p>
K-12	TA 303	<p>Routines for Deeper Learning with Primary Sources Rhonda Bondie Hunter College - City University of New York</p> <p>Teachers need practical routines and in-the-moment strategies that reliably move diverse initial student interest into deeper understanding. This workshop provides primary source learning routines that foster a sense of belonging by ensuring that all students can access and think critically about the information conveyed through a primary source. Participants will explore how teacher feedback builds student understanding and take away an activity for use with their own students.</p>



K-12	TA 110	<p>What Was Common Knowledge? A Study of 19th Century Textbooks to Explore the Curriculum of American Common Schools Jenni Sanguiliano Lonski Rollins College</p> <p>This presentation explores Common and Normal School textbooks to uncover the essential knowledge deemed necessary for success in Common Schools. These original texts illuminate key insights into the history of education in the United States and provide a deeper understanding of the educational values and practices of the time.</p>
K-12	TA 304	<p>Navigating Primary Sources: Tools for Guiding English Language Learners and Reading Students Through Primary Source Analysis and Writing Anne Hester Robert Moor East Lee County High School</p> <p>An overview of strategies used to engage ELLs and those who have challenges in writing an analysis or description of a visual primary source.</p>

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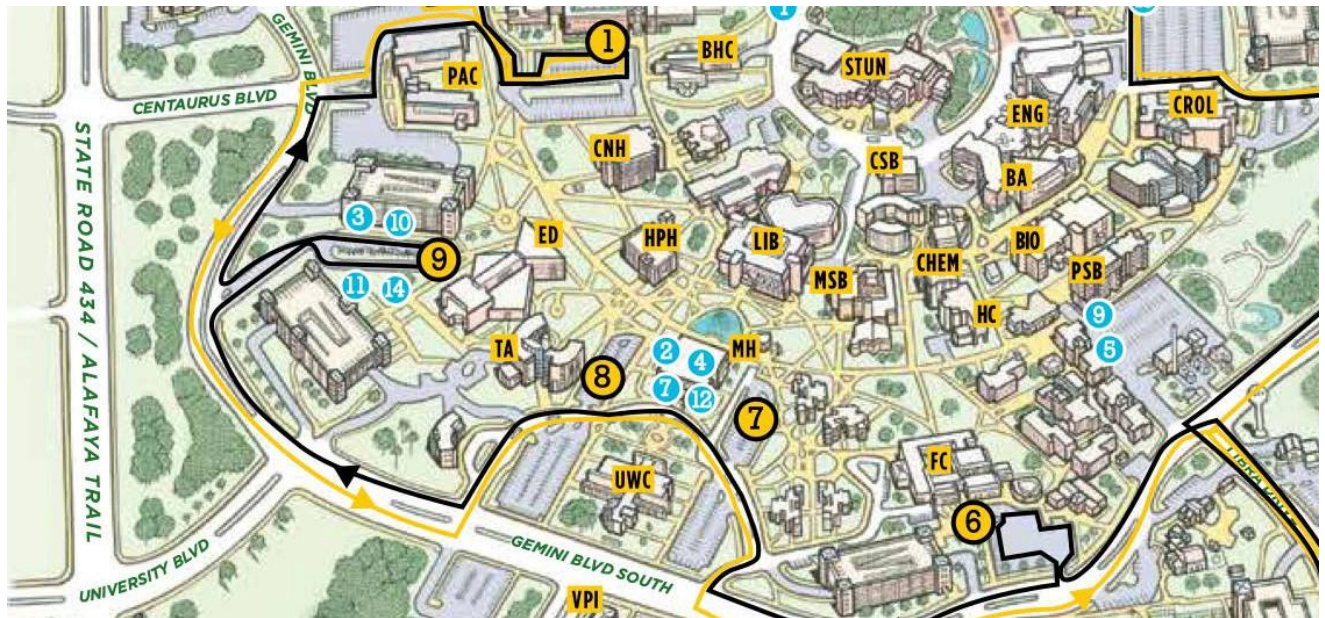


Save the Date

We are thrilled to announce
that the
10th SOURCES annual conference
will be held on
January 24, 2026,
at the University of Central Florida.



Campus Map

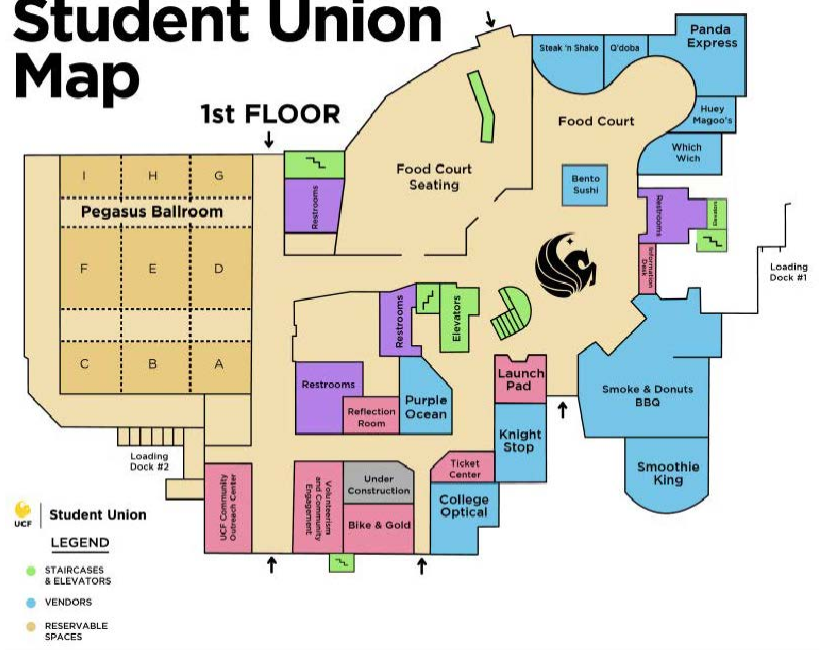


Lunch Options

There are many options available off campus, especially on University Boulevard. Some of the dining options on the UCF campus can be found in the Student Union (STUN on the campus map). According to their websites, the following are open today in the Student Union:

- Bento Sushi
- Huey Magoo's
- Knight Stop
- Smoothie King
- Starbucks (2nd floor)
- Steak 'n Shake

Student Union Map





2025 9TH ANNUAL FLCHE CONFERENCE

Revolution, Reaction, and Reform in History
Ocala, Florida

July 25 - July 26, 2025

Florida Council for History Education (FLCHE) is pleased to announce a call to submit a proposal to present at our 9th Annual Conference to be held July 25 and 26 at Mary Sue Rich Community Center at Reed Place in Ocala, Florida. FLCHE welcomes all submissions, but particularly presentations that reflect the theme Revolution, Reaction, Reform in History. All sessions present on July 26, will last 45 minutes, and should focus on building content knowledge, promoting history education and disciplinary literacy, the use of primary sources, and this year's conference theme. To be considered as a presenter at FLCHE's 9th Annual Conference,

submit your proposal by May 23.

Presenters will be notified by email by 2.

Please note: Those selected to present at the 2025 FLCHE Conference are required to register for the conference, no later than June 20.



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