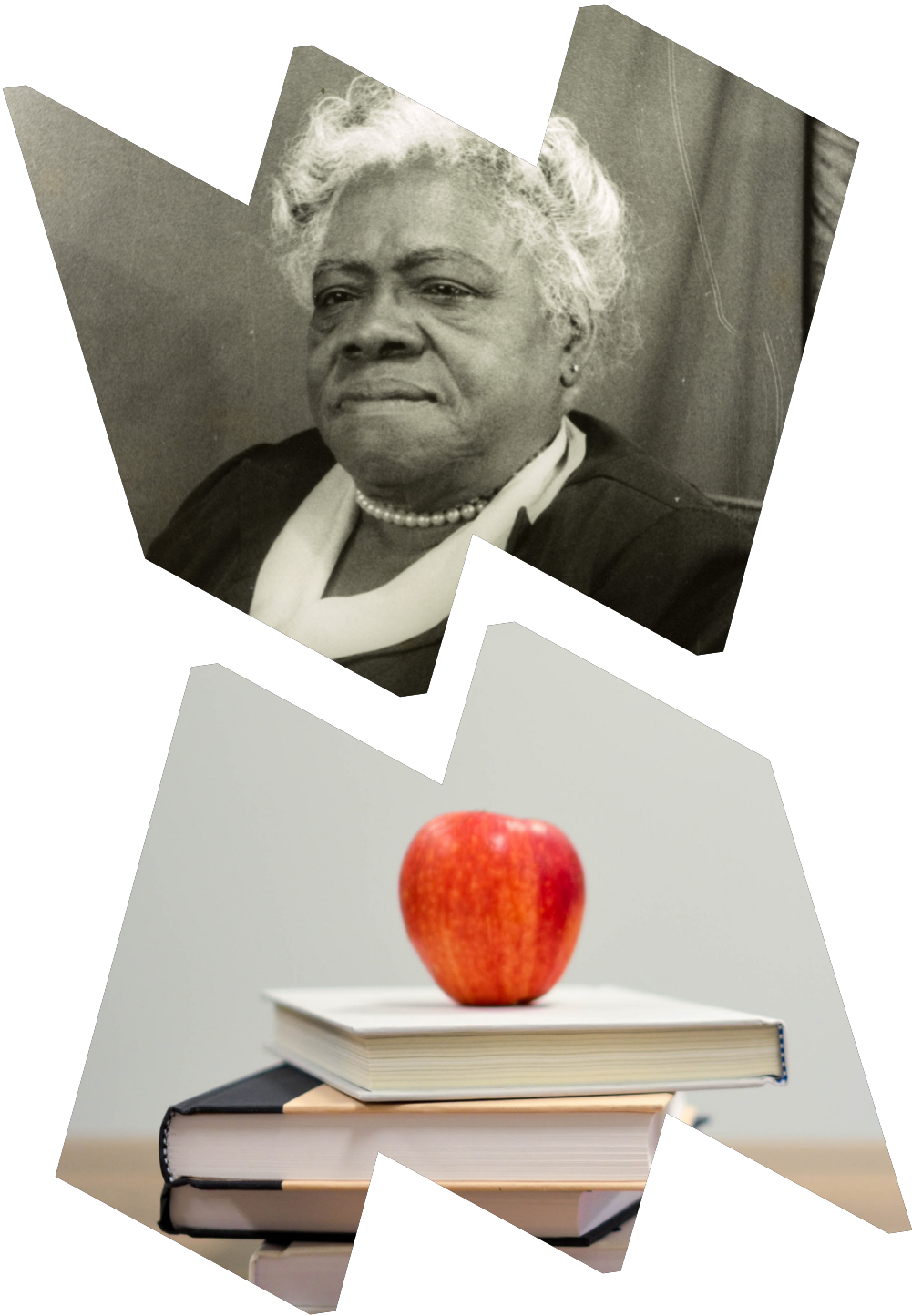


NWHM Presents! The 2021 Summer Educators Institute



Program





The 2021 Summer Educators Institute Program

July 24th

9a – “Doors” Open

9:30a – Welcome | Holly Hotchner, President and CEO, The National Women’s History Museum
+ Wake Up Call! | Diana Veiga, Writer and Storyteller

- Holly Hotchner, President and CEO of the National Women’s History Museum, offers welcoming remarks to open the 2021 Summer Educators’ Institute.
- Diana Veiga, writer and storyteller will share a sliver of her life story about growing up as one of the few Black students in the gifted and talented programs in Montgomery County, MD (one of the wealthiest and whitest suburbs in the nation at the time) with a mother who was Black Panther who never lost her revolutionary spirit and who instilled confidence and was always Diana’s fiercest advocate in this very special Wake Up Call!

10:00a – Key Thoughts: “Hidden Figures No More: Intersectional & Inclusive History for the 21st Century” | Dr. Linzy Brekke-Aloise, Ph.D., Associate Professor of History, Stonehill College

10:45a – Networking Break + Transition to Morning Break-out Sessions

11:00a – Morning Break-Out Sessions

- 1. Mapping the Suffrage Movement: Using Digital Maps to Tell Narrative Stories of Place and History** | Emma Rothberg, United States Supreme Court Justice Ruth Bader Ginsberg Predoctoral Fellow in Gender Studies, The National Women’s History Museum; Kaitlin Calogera, Tour Guide, Author, Entrepreneur, A Tour of Her Own; and Rebecca Grawl, Tour Guide, A Tour of Her Own



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- Maps were an essential tool of suffragists as they fought for the vote in the United States. Maps were used in promotional suffrage materials, to place soapboxes and plan driving tours, and to indicate the progress of the movement. What better way to honor the work of these women than to create a map of their efforts in Washington D.C.?

Our interactive workshop will showcase how digital maps can be a useful classroom and pedagogical tool for educators and interested members of the public. It will explain how digital maps are great teacher resources while also taking into account how teachers and educators have unequal access to technology in the classroom. We will begin by taking attendees through the interactive map we have created on the women's suffrage movement in Washington D.C. for NWHM.

2. Utilizing Digital Collections in the Social Studies Classroom

| Amber "Jackie" Streker, Assistant Curator of the Albert H. Small Washingtoniana Collection, The George Washington University Museum and The Textile Museum

- Digital collections are excellent instructional tools; they make rare and unique items accessible to any classroom around the world. Despite increasing technological literacy researchers from the United States and Hong Kong have found that most students, educators, and general users muddle through their online experience with collections. Perhaps this is because online databases often require slightly more specific user knowledge that is often taken for granted by museum professionals and professional researchers. Assistant curator



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from The George Washington University Museum and The Textile Museum, Jackie Streker, will share insider knowledge on how to navigate and employ digital collections. In this session educators for all classroom levels will learn how to showcase online collections in the classroom. From teaching young kindergarteners how to look at art, to teaching high schoolers how to effectively search databases, utilizing digital collections brings the museum to the classroom and can increase confidence among students.

3. **Teaching Like a Pro: Engaging Women's History through National History Day** | Lynne M. O'Hara, M.A., NBCT, Director of Programs, National History Day

- Join Lynne O'Hara, Director of Programs at National History Day, as she discusses project-based learning in the classroom. The interactive workshop will center around the NHD theme of *Debate & Diplomacy in History: Successes, Failures, Consequences*, explore primary sources and different topics in history to help inspire student learning. The workshop will provide practical classroom strategies to engage students in the study of history and engage teachers with opportunities available through the National History Day program.

12:30p – Networking Break (Join Us at The Coffee Bar!) + Lunch

1p – Afternoon Break-Out Sessions

1. **Embrace the Centennial with *The Lesson of the Lark*** | Laura Knight Cobb, M.E., Author, Poet, and Lyricist

- This breakout session is intended to inspire educators K-12 to enrich their student's conceptual



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understanding of the plight of the suffragists. Through the use of a one-sit, historical fiction, picture book the reader will be enlightened about the importance of equality and will be inspired to let their conscience be their guide by following the golden rule. Richly written in prose, *The Lesson of the Lark* offers words of wisdom about the tragedy of discrimination. Through symbolism and metaphor, the story speaks of integrity and perseverance, and the dire need for compassion and balance in humanity. The target audience for this work is children ages 10–16; however, it can be adapted to any student's level or learning style.

DIGITAL VERSION WITH HYPERLINKS:

Copies of "The Lesson of the Lark" may be purchased [here](#). Please use the code SEI25 for a 25% discount. Bulk purchases (10 or more) may be purchased at a 35% discount. Please contact the author for details.

PRINT VERSION NO HYPERLINKS:

A link to purchase copies of "The Lesson of the Lark" may be found at TheLessonOfTheLark.com. Please use the code SEI25 for a 25% discount. Bulk purchases (10 or more) may be purchased at a 35% discount. Please contact the author at laura@lauraknightcobb.com for details.

2. **Journey to the 19th Amendment—Its Consequential Effects on Our Past, Present, and Future** | Meneese Wall, Author, Writer, and Graphic Artist
 - Join Meneese Wall—author and illustrator of the award-winning book *We Demand The Right To Vote: The Journey to the 19th Amendment*—as she presents dynamic teaching approaches for utilizing her book in your classrooms. Through an entertaining discussion, rich with visuals, Meneese will guide participants in grappling with the tensions between facts and opinions, what we know and what we think we know—about American women's battle for equality and their contributions to today's society. Meneese invites you to join the many other teachers who have added *We Demand The Right To Vote* to their curricula. "When we look at our lives through the lens of the past, the present is better informed, and the future insightfully mapped."



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You can read a description of Meneese's book [here](#) and peruse the first two chapters [here](#).

The National Women's History Museum is offering her book at a 15% discount for participants to read prior to the workshop and for use during Meneese's presentation (though it is not a requirement)—use code SEI15 when checking out of NWHM's online store [here](#). Teachers and schools can work directly with the author for deep discounts on quantity book orders. Contact the author at [Meneese@ MeneeseWall.com](mailto:Meneese@MeneeseWall.com) for details.

3. Exploring History: Past, Present, and Future through Art | Zaire McPhearson, Multimedia Artist

- Exploring History: Past, Present, and Future through Art is an interactive workshop that will explore ways to further civic understanding and empathetic history in the classroom through an artistic perspective. We will learn how to create a more inclusive and diverse curriculum through contemporary and modern art. This presentation will include African American and Women's history past, present, and future while combining this knowledge into an art piece. The materials that will be needed for the workshop are colors pencils, paper, and markers.

2:30p – Networking Break + Transition to Late Afternoon Break-Out Sessions

3:00p – Late Afternoon Break-Out Sessions

1. The Fight for Women's Voting Rights in the Records of the National Archives | Kathleen Munn, Education Specialist, The National Archives and Records Administration

- The National Archives is the home of the 19th Amendment as well as records that document how and why women fought for the right to vote. This session will apply a civics lens to the fight for women's suffrage and highlight primary sources that can be



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used in the classroom to help students understand how suffragists exercised their rights and took on the legislative, executive, and judicial branches of government. Participants will explore resources for analyzing the challenges suffragists faced and discover why the struggle for women's voting rights persisted after the ratification of the 19th Amendment. This session will also connect participants to classroom resources on DocsTeach.org, the online tool for teaching with documents from the National Archives, as well as online exhibits and lesson plans.

2. Historical Cookbooks and Recipes: Primary Sources for the Changing Roles of Women | Cynthia W. Resor, Ph.D., Teaching With Themes

- Historical recipes and cookbooks are primary source smorgasbords that illustrate changing roles of women; the impact of industrialization on the daily lives of women; and international, national, and regional geography and culture. In this session, you will learn about historical recipes and cookbooks from the ancient world to the present. We'll examine recipes and cookbooks as primary sources. Special attention will be paid the intersectionality of food, sex/gender, socio-economic class, and food and how you can incorporate the social history theme of food in a wide variety of classes and disciplines. Resources for interdisciplinary projects and activities using primary sources will be provided.

3. "Determined to Rise:" Strategies to Promote Historical Empathy about the Women's Suffrage Movement of the 19th and 20th centuries" | Katherine Perrotta, Ph.D., Assistant Professor of Middle Grades and Secondary Education (Social Studies), Mercer University Tift College of Education

- Historical empathy is an important aspect of social studies and history education that is shaped through students' analyses of the historical context of documents, and how those contexts impacted the perspectives of people in the past. A powerful reason to foster historical empathy is to highlight and include



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the histories of underrepresented people and groups in the social studies curriculum. In the wake of the 100th anniversary of the ratification of the 19th amendment and social justice movements currently impacting our nation, the purpose of this session is to highlight how historical empathy strategies can be implemented to examine the intersections of race in during the suffrage movement of the 19th and 20th centuries. Using the C3 Framework Inquiry Arc and Inquiry Design Model, I will outline how the use of primary sources that highlight various perspectives on suffragists, women of color, white women, and Black men to promote historical empathy through examination of the compelling question, “does race and gender still play a role in voter suppression in the United States?”

4:30p – End Day



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9a – “Doors” Open

9:30a – Welcome | Lori Ann Terjesen, Ph.D., Director of Education, The National Women’s History Museum + **Wake Up Call!** | Cecily Brumbay, Speaker, Performer, and Musician

- Lori Ann Terjesen, Director of Education at the National Women’s History Museum, offers welcoming remarks to open the final day of the 2021 Summer Educators Institute.
- Cecily Brumbay, a DC-based speaker, performer, and musician will offer an original performance and guided meditation to welcome audiences back for the final day of the 2021 Summer Educators Institute in this inspiring and energizing Wake Up Call!

10:00a – Networking Break + Transition to Morning Break-out Sessions

10:30a – Morning Break-Out Sessions

- 1. Exploring Virtual Field Trips with the National Women’s History Museum: Taking a Stand—Woman Suffrage** | Liz Eberlein, Education Programs Manager, The National Women’s History Museum
 - The woman suffrage movement has roots going back to the founding of the nation. This program will explore the early factors in the suffrage movement including key women such as Abigail Adams, Elizabeth Cady Stanton, Sojourner Truth, and Susan B. Anthony. Learn about the early women’s rights movement in the United States and the legislation that was put in place to halt the movement. By the early 20th century, women were fighting nation-wide for the right to vote.



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A group of women, adopting radical tactics from their British counterparts, brought their protests to Washington, DC and to the very door of the White House. Learn how Alice Paul, Lucy Burns, and the National American Woman Suffrage Association (NAWSA) drew public attention to their cause and were an example of peaceful public protest in the United States. Experience an NWHM Virtual Field Trip program with museum staff educators and explore how such programming can be an engaging and inspiring compliment to your social studies curriculum.

2. The History of Dating and Courtship: Why are the “Rules” for Women Different? | Cynthia W. Resor, Ph.D., Teaching With Themes

- What are the “rules” of the modern romantic relationships of our students? Why are the expectations different for females and males? How do changing perceptions of LGBTQ students impact modern relationship etiquette? Why do manners and the rules of relationships change over time? In this session, you will learn a historical overview of courtship and dating in America and analyze related primary sources. Throughout history, advice on appropriate behavior has been provided in text and images. The experts giving the advice, the intended audience for the advice, the advice itself, and the culture in which the advice is followed or not followed vary over time and place. However, advice literature is not going out of style. The most modern version of advice—self-improvement books, seminars, blogs,



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audio, and video—is a booming business. We will examine relationship etiquette primary source images, texts, and recordings from the 19th, 20th, and 21st century to compare and contrast these “rules” now and in the past. We will consider how culture, socio-economic/social class, and sex/gender impact the rules of relationships in daily life. Social studies and language arts can be integrated by exploring themes and essential questions such as courtship and dating that relate to the daily experience of students. Participants will examine primary source images, texts, and recordings from the 19th, 20th, and 21st century and consider how culture, socio-economic/social class, and sex/gender impact our relationships in daily life. Resources for activities using primary sources will be provided.

3. The UNLADYLIKE2020 Series: Using Film to Teach the Role of Women of Color in Suffrage and Women’s History | Sandy Goldberg, Director of Education, WNET Kids’ Media & Education, and Sandy Rattley, Executive Producer and Director, UNLADYLIKE2020

- During the 19th and 20th centuries, women of color exerted leadership and organized to achieve universal suffrage. But in spite of their commitment and dedicated work, they were often excluded from suffrage organizations and activities, as well as from the recounting of suffrage history. For example, the National American Woman Suffrage Association denied Black women access to their conventions, and Black women were forced to march separately from white women in suffrage demonstrations. In addition, when Elizabeth Cady Stanton and Susan B. Anthony wrote the *History of Woman Suffrage* in the 1880s, they featured white women, while ignoring the contributions of women of color, even though they played an important role in getting the 15th and 19th amendments passed. The makers of the PBS multi-platform, animated, historical documentary series, UNLADYLIKE2020, authenticate that diverse women were active agents in



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history and the achievement of suffrage with the instructional and highly entertaining 26 digital shorts they have produced, that are supported by a suite of digital learning resources to make integration into classrooms easy. In this 90-minute breakout session, UNLADYLIKE2020 will present their short films dramatizing the lives of journalist and women's and civil rights activist Jovita Idar, and NAACP co-founder and educator Mary Church Terrell – two women who were suffrage history makers. You will also see a demonstration of the supporting classroom resources for each film that are aligned to history standards. Prepare to be wowed by their innovative approach to documenting and teaching history.

12:00p – Networking Break + Lunch

1:00p – Afternoon Break-Out Sessions

- 1. Curatorial Projects in the Social Studies Classroom** | Amber “Jackie” Streker, Assistant Curator of the Albert H. Small Washingtoniana Collection, The George Washington University Museum and The Textile Museum
 - During the fall 2019 semester, the Albert H. Small Washingtoniana Collection partnered with Professor Denver Brunsman’s undergraduate History class, “George Washington and His World,” to transform their course into an exhibition. Students selected items in the Washingtoniana Collection to thoroughly research, write didactic labels that would tell the best story, and pack a big punch with a short word count. Curatorial projects encourage students to formulate succinct



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thesis statements and learn firsthand how history can be used outside of the classroom in a museum setting. Such projects can be easily adapted to different levels of secondary education. In this session Jackie Streker of The George Washington University Museum and The Textile Museum will walk participants through the process and benefits of integrating curatorial style projects in the classroom and syllabi.

2. Tell HerStory: Using Short Film as a Tool to Teach Women's History | Rose Lopez, Educator and Look What SHE Did!

Education Advisor; Sylvia Hathaway Chavez, Executive Director, Look What SHE Did!

- Look What SHE Did! is a nonprofit organization with the mission to inspire women and girls to greatness by bringing to light stories of remarkable women who changed the world. Our short film series features female storytellers talking about notable women they think everyone should know about. Each of our 100+ films are under 5 minutes long and are available for free viewing at www.lookwhatshedid.com. This interactive workshop will introduce educators to the Look What SHE Did! model of filmmaking and storytelling and share two different adaptations for use in your classroom. First, educators will learn how to use the EdPuzzle platform to transform existing Look What SHE Did! films into interactive videos with embedded prompts to which students can respond. Second, we will explore the Look What SHE Did! model of filmed storytelling and share lesson plans, assignments, and rubrics for a related student project. In this project, students research and share the story of a woman who inspires them, culminating in the creation of a filmed interview or live in-class presentation. Examples of past student films will be shared and question and answer time will be allotted throughout the workshop.



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3. Hip-Hop Revolution: Teaching History with *Hamilton: An American Musical* | Dr. Linzy Brekke-Aloise, Associate Professor of History, Stonehill College

- The powdered and dry story of the American Revolution and the Founders received a hip-hop makeover and made history cool again with the debut of Lin Manuel-Miranda's *Hamilton: An American Musical*. This innovative and interactive workshop will be led by Linzy Brekke-Aloise, Ph.D., Founder and Project Director of Teaching History with Hamilton, a digital humanities site which develops creative, interdisciplinary curricula and lesson plans for K-12 teachers drawing on the themes and history of the musical. Teachers will go beyond rhymes and rap battles to explore how to use the musical as a launchpad for teaching hidden histories, 18th century primary sources, lyrical storytelling, trauma narratives, graphic and visual art and theater as a tool for historical interpretation.

2:30p – Networking Break + Transition to The Last Word

3:00p – The Last Word: “It Has to Be Half” | Kelsie Brook Eckert, Social Studies Education Professor; President of New Hampshire Council for the Social Studies; President and Founder of the Remedial Herstory Project; 2020 Gilder Lehrman New Hampshire Teacher of the Year

3:45p – Farewell | Lori Ann Terjesen, Ph.D., Director of Education, The National Women's History Museum

- Lori Ann Terjesen, Director of Education at the National Women's History Museum, provides an overview of the Institute's evaluation process and request for participant feedback, and bids farewell on the final day of the 2021 Summer Educators Institute.

4:00p – Finish