



# ***Florida Council for History Education***

**2<sup>nd</sup> Annual Conference**



**The Italian Club of Tampa – L'Unione Italiana  
Tampa, Florida  
July 27 - 28, 2018**





MARCH 14-16, 2019

# **EXERCISING POWER: INDIVIDUALS AND INSTITUTIONS IN HISTORY**

CRYSTAL GATEWAY MARRIOTT  
WASHINGTON, DC

[WWW.NCHE.NET/CONFERENCE](http://WWW.NCHE.NET/CONFERENCE)



JANUARY 18-20, 2019

# **TECHNOLOGY'S IMPACT IN AMERICAN HISTORY: NASA AND FLIGHT TECHNOLOGY**

ASTRONAUTS MEMORIAL FOUNDATION  
KENNEDY SPACE CENTER

[WWW.NCHE.NET/TIAHCOLLOQUIA](http://WWW.NCHE.NET/TIAHCOLLOQUIA)



**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.

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**We are incredibly grateful to our partners:**

**The Italian Club of Tampa**

**Dr. Gary Mormino**

**Henry Plant Museum**

**TeachingAmericanHistory.org, A project of the Ashbrook Center at Ashland  
University**





FLCHE aligned our conference theme with the **2019 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](http://www.NHD.org).



### **Registration includes**

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Admission to your choice of breakout sessions, keynote session speakers (Dr. Heather Russell and Theresa Schober), continental breakfast, lunch, snacks, registration materials, and complimentary tour of the Italian Club.

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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](mailto:tammarapurdin@flche.net).

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Connected

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**Conference Program**  
**Saturday, July 28, 2018**

**Note to Elementary Teachers:** *It has been previously noted that elementary teachers have benefited from sessions that may be geared toward higher grade levels, as teaching strategies can be adapted for younger grade levels.*

**8:30 a.m.-8:55 a.m.**

Registration and Breakfast - Third Floor Ballroom

Poster Session and Exhibitors - Third Floor Ballroom

Raffle Ticket Sales and Raffle Items on Display - Third Floor Ballroom

**9:00 a.m. – 9:50 a.m.**

Keynote Session 1 - Third Floor Ballroom

*Zora Neale Hurston's Florida Dust Tracks*

Dr. Heather Russell

**10:00 a.m. – 10:50 a.m.**

Breakout Session 1

- *The La Florida Digital History Initiative: Bringing New Content to Florida Teachers*  
Rachel Sanderson - Third Floor Ballroom

La Florida: The Interactive Digital Archive of the Americas is a unique collaborative initiative focused on public engagement by combining high-quality historical research with cutting-edge technology. Florida teachers can use the five major segments of the La Florida website to offer students a multidisciplinary perspective of colonial Florida's rich history. The biographical database, interactive maps, video shorts, games, and digital exhibits that populate this website present thoughtfully curated primary source materials for online visitors of all backgrounds, while maintaining a high-level of academic rigor and groundbreaking scholarship. To promote innovative research on the history of colonial Florida, and its place in US and world history, La Florida houses arguably the most comprehensive searchable population database for any region of the Americas for the colonial period. Each segment of La Florida exposes many of the triumphs and tragedies experienced by the thousands of men and women who shaped Florida's colonial past. The videos in the Florida Stories segment of the site explore the lives of forgotten people, places, and events in Florida's colonial period. Digital exhibits and games incorporate technologically advanced learning materials developed to make primary sources accessible for users of all ages. Transcribed and translated interactive maps allow for public viewers, educators, and students to more actively engage with these primary sources. Every segment of La Florida draws upon fresh scholarship to provide a variety of tools for all online visitors.

Session Level: K-12+

- *George Washington and Slavery*  
David Oness - Second Floor Theater

Elements of both Triumph and Tragedy can be found in George Washington's relationship with slavery. The connection between George Washington and slavery was a life-long one. Young George Washington became a slave owner at the age of 11 and would have ownership of 317 slaves upon his death in 1799. Using primary documents as a guide, it becomes clear that Washington was clearly conflicted over the issue of slavery and his thoughts evolved over time. Not only do these documents help to illuminate the feelings of Washington, they also help us to humanize the slaves that worked on the five farms that he owned at Mt. Vernon. We will examine some of these documents and try to determine the impact George Washington had over slavery as a Founding Father, and what impact slavery had over George Washington.

Session Level: 9-12

**11:00 a.m. – 11:50 a.m.**  
**Breakout Session 2**

- *From Sawmill to Splash Mountain: The “Disneyfication” of the Log Flume Ride*  
Joshua Patterson - Third Floor Ballroom

Splash Mountain, the immensely popular water ride located at three Disney properties, possesses striking qualities that appeal to America’s cultural past. In this paper, I posit that the attraction was engineered with the legacy of the early twentieth-century amusement park in mind. The growing opportunity for Americans to partake in leisurely activities during this era gave rise to such thrilling theme park staples as the Old Mill ride. Drawing upon themes from the timber industry of the American West, these log flume attractions continued to evolve over the course of the century.

Tony Baxter, an artistic prodigy climbing Disney’s Imagineering ranks, took notice of the technological breakthroughs made in hydrodynamics and spearheaded a log flume project unlike any previously attempted. The result was 1989’s Splash Mountain, a multi-million-dollar venture that forever altered the water ride genre. Investing heavily in the ride’s promotion and subsequently altering it across three parks, Disney encapsulated the American past while simultaneously resurrecting its controversial 1946 film, *Song of the South*. By including a relatable narrative, Splash Mountain represents the Old Mill rides of yore, complete with the audience-appealing touch of Disney magic.

Session Level: 9-12

- *Portraits, Women, and Poetry*  
Freda Williams - Second Floor Theater

This presentation will focus on portrait primary sources. We will use traditional primary source analysis from the Library of Congress. In addition, participants will explore and discover the definition of a portrait from an artistic perspective in order to read the visual cues found in a portrait for better understanding. Once we have an understanding of what a portrait is defined as we will explore triumphant women in history: a scientist, explorer, artist, and activist. We will analyze these portraits and create six-word stories or poems that would portray a meaningful sentiment for each. Earnest Hemingway was famous for creating six-word stories at parties in a matter of minutes. One of his famous stories was the following: Baby shoes for sale never worn. He wrote this about the baby that his wife miscarried but it could mean a variety of meanings and creates a great discussion. His six-word poem will be the anticipatory set to inspire some poetry writing for our triumphant women in history primary source analysis activity. Participants will leave with lesson plans, images, and resources to use in their classroom.

Session Level: K-5

**11:50 a.m. – 1:00 p.m.**

Networking Lunch - Third Floor Ballroom

Greeting by Michelle Hubenschmidt

Teacher Programs Manager at TeachingAmericanHistory.org, *A project of the Ashbrook Center at Ashland University*

Entertainment by James Hawkins, folksinger

James Hawkins is a songwriter who brings to life the stories of old Florida. Stop, take time, and listen as his songs and stories bring to life the ones who worked and walked these very shores. Come and Turn Back Time!

Exhibit Booth and Poster Session Time - Third Floor Ballroom

#### Exhibitors

- George A. Smathers Libraries
- George Washington's Mount Vernon Teacher's Institute
- S.O.U.R.C.E.S.
- State Library & Archives of Florida/Florida Memory
- TeachingAmericanHistory.org at Ashland University

#### Poster Sessions

- "Commerciogenic Malnutrition": Conflict and Compromise in the Infant Formula Controversy in the 1970s
- The Great Migration: Out of the South and into the North
- George Washington: Views on Presidential Leadership and Power

**1:00 p.m. – 1:50 p.m.**

**Breakout Session 3 - Second Floor Theater**

- *A Panel Discussion: "Ybor City: Pathway to the American Dream"*  
Panelists: Gary Mormino, Ph.D., USFSP Professor Emeritus and Author; Antonio More, Ph.D., Third Generation Co-Owner, La Segunda Central Bakery; Eric Newman, President, J.C. Newman Cigar Company; Courtney Orr, Manager, Ybor City Development Corporation; Dick J. Puglisi, Ph.D., Professor, Stavros Chair in Free Enterprise and Economic Education and Director, USF Stavros Center; Roberto Torres, Owner and President, Blind Tiger Coffee Roasters Black & Denim Apparel Company in Ybor City

Session Level: K-12

**2:00 p.m. – 2:50 p.m.**

**Breakout Session 4**

- *Using FL History to Teach American History*  
Dr. Joshua Goodman and Katrina Harkness - Third Floor Ballroom

Using local examples of broader national historical themes can be a powerful tool for engaging students in the social studies classroom. By connecting big topics like the Progressive Era, the world wars, the Great Depression or the Cold War to familiar institutions and landmarks students already recognize, we can make history more relatable and, hopefully, more enjoyable. Join Katrina Harkness and Dr. Josh Goodman from the State Library & Archives of Florida for a session exploring the Florida Memory website as a tool for tracing the history of the United States through the lens of your local Florida community. Florida Memory is home to thousands of historic photographs, films, and documents from across the state - an excellent trove of primary sources and information for you and your students. In keeping with the theme of the conference and next year's National History Day competition, we'll focus especially on topics that evoke the concept of "Triumph and Tragedy in History."

Session Level: K-12

- *Assimilation: Through the eyes of those at Carlisle School for Indiana*  
Mike Clemens and Jean Faulk - Second Floor Theater

The story begins at Fort Marion near St. Augustine, Florida in 1875. Richard Henry Pratt begins to develop the theories of education and assimilation that would become the cornerstone of the assimilation process at The Carlisle Indian Industrial School beginning in 1879. Using primary and secondary documents, we will examine the movement, discuss teaching both sides to our students and discuss how to use primary sources effectively to provide teachable moments. Returning to Florida, we will follow a local (Florida Seminole) from the beginning



of his introduction to the white man's educational opportunities; his months spent at Carlisle; the results of his stay there and what happened when he returned to his tribe.

Session Level: 6-12

**3:00 p.m. – 3:50 p.m.**

**Breakout Session 5**

- *Inspiration and Implementation: Empowering Teachers and Students Through National History Day*

Dr. Jennifer H. Jaso and Kaley de Leon - Third Floor Ballroom

National History Day (NHD) projects are not as much about the end result, rather the scholarly adventure each student must go on to create the project. Engaging students in history and the research process, cultivating a passion for historical topics, and teaching critical thinking skills are the keys to successfully implementing NHD in your classroom. Join Kaley de Leon, NHD alumna and 2018 national contest intern, and Jennifer Jaso, teacher and NHD affiliate coordinator, to gain insight into the student and teacher perspectives. This session will help participants organize and facilitate the process to make it manageable amidst a demanding curriculum. The implications will transform traditional teaching and learning; thus, fostering an environment equipped to mold students into life-long learners and empower apathetic students to become confident scholars.

Session Level: 6-12 (adaptable for K-6)

- *Summer of 64-Florida's Dramatic Civil Rights Events*  
Scott Grant - Second Floor Theater

This is a true story about people caught up in world-changing events. It is a story about our past; about six months that would change Northeast Florida forever. In the summer of 1964, worldwide media attention focuses on St. Augustine. Racial tensions had been escalating since a federal court had ordered the desegregation of schools in Duval and St. Johns County. In both counties, angry segregationists strike back. Shootings and bloodshed are commonplace. Into this maelstrom of hate and brutality steps the unlikeliest of people.

Session Level: 4-12

- **LAST CHANCE TO PURCHASE RAFFLE TICKETS** – Third Floor Ballroom

**4:00 p.m. - 4:50 p.m.**

Keynote Session 2 - Third Floor Ballroom

*Reflections on Representation: The Calusa in Art, Archaeology, and Oral Tradition*

Theresa Schober

**4:50 p.m. – 5:00 p.m.**

Raffle Winners Announced and Closing - Third Floor Ballroom

**5:00 p.m. – 5:30 p.m.**

History and Tour of Italian Club – Third Floor Ballroom

Joe Caltagirone



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



**Restaurant  
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[www.railroadsubsandbakery.com](http://www.railroadsubsandbakery.com)

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**It is our pleasure to support the  
Florida Council for History Education.**

Railroad Subs and Bakery was created to bring traditional American subs and bakery items, along with some traditional Latin favorites to the American mainstream market.

While we have a menu with many items, our specialties are: The Super Cuban sandwich, The Cafe Con Leche, Fresh Squeezed Orange Juice, Empanadas, Chicharones, Croquetes, Alcapurias, Tres Leche, and Flan.



## **Florida Council for History Education Membership**

**1-year membership rate is only \$65.00!**

### **Your 1-year membership to FLCHE includes:**

Subscription to our quarterly digital publication  
Connect with our national affiliate, National Council for History Education  
Dual Membership with our national affiliate National Council for History Education (NCHE)  
Discounted registration fee for the annual National Council for History Education (NCHE) Conference  
Discounted rate (15%) for the annual FLCHE Conference  
Scholarly discourse with like-minded professionals  
Increase your network of colleagues  
Add to your collection of classroom resources  
Stay up to date with the latest research and trends in History Education  
Participate in FLCHE awards and grants opportunities

**BECOME A MEMBER TODAY!**

## **Call For FLCHE Board Members**

We are currently meeting once or twice a month, in Venice, Florida. It is not mandatory to be at all board meetings. Please email our executive director with your interest in joining our board: [tammarapurdin@flche.net](mailto:tammarapurdin@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](http://www.flche.net)

## ***In Context***

### **FLCHE's Quarterly Digital Publication**

Our digital publication is released to FLCHE members every  
August, November, February, and May.

*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.

**If you are interested in submitting an article for publication, please submit the following, via email, to [contactus@flche.net](mailto:contactus@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](http://www.flche.net) for more details on submissions.***

#### **Due Dates for Submissions for FLCHE's Quarterly Publication, *In Context***

- August Publication: June 30
- November Publication: September 30
- February Publication: December 31
- May Publication: March 31

To request a certificate of completion, please contact us via email at [contactus@flche.net](mailto:contactus@flche.net) or sign up at registration table.

## Upcoming FLCHE Events

*Sip and Scholarship:* Florida Council for History Education will host several evenings of libations and stories of Florida's past. Please join us as noteworthy Florida scholars share their research through narratives of historical events, in informal, interactive lectures, over a glass of wine or local brew.

- **September 8, 2018:** *14th Colony*, with Dr. Roger Smith as our scholar, at The Raintree Restaurant, in St. Augustine
- **November 3, 2018:** *Stories from the Archives: Sixteenth-Century Floridians I Wish I Could Have Taken to the Pub*, with Dr. J. Michael Francis as our scholar, at The Copper Shaker, in St. Petersburg
- **February 2, 2019:** TBD
- **May 4, 2019:** TBD, in Tallahassee

*Teaching American History Seminar:* This FREE seminar will be a conversation among the participants and scholar, Dr. Natalie Taylor, exploring readings and documents regarding: Women of Reform and Revolution; Women in The Progressive Era and Voting Booths; and Is Suffrage Enough – The Lasting Impact. Participants will receive readings, materials, continental breakfast, lunch, and a letter of attendance for professional development.

- **September 27, 2018:** *Trailblazers and Torchbearers*, TAH Seminar, at John and Mable Ringling Museum of Art, in Sarasota

## *FLCHE 2019 Conference:*

- August 2-3, 2019: St. Augustine, FL (more information coming soon)

## T-shirts available for sale



Front



Back

\$15 each





# SOURCES

## Annual Conference

**Saturday, January 19, 2019  
University of Central Florida  
Orlando, Florida**



Consider attending the SOURCES Annual Conference on Saturday, January 19, 2019, at the University of Central Florida in Orlando, Florida. Thanks to funding provided by the Library of Congress and the Florida Council for the Social Studies, there is not a registration fee associated with the SOURCES Conference. At the SOURCES Conference, 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/teachers](http://www.loc.gov/teachers);
- Identifying key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc.);
- Accessing primary sources and teaching resources from [www.loc.gov](http://www.loc.gov) for instructional use;
- 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.

For more information, to submit a proposal to present, or to register as a participant, visit the SOURCES Conference page: <https://www.sourcesconference.com>



[illegible]

## Conference Notes

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**We are incredibly grateful to our  
sponsors:**

3Keys Brewing

Daiquiri Deck (Venice)

Dr. J. Michael Francis

Drum Circle Distilling

Engaging Congress

Florida Aquarium

Florida Council for Social Studies

Florida Humanities Council

George Washington's Mount Vernon

Henry B. Plant Museum, 1891 Tampa Bay Hotel

Hooters of South Florida (Sarasota)

Janet Fulton

National Council for History Education

Olive Garden (W. Shore Blvd., Tampa)

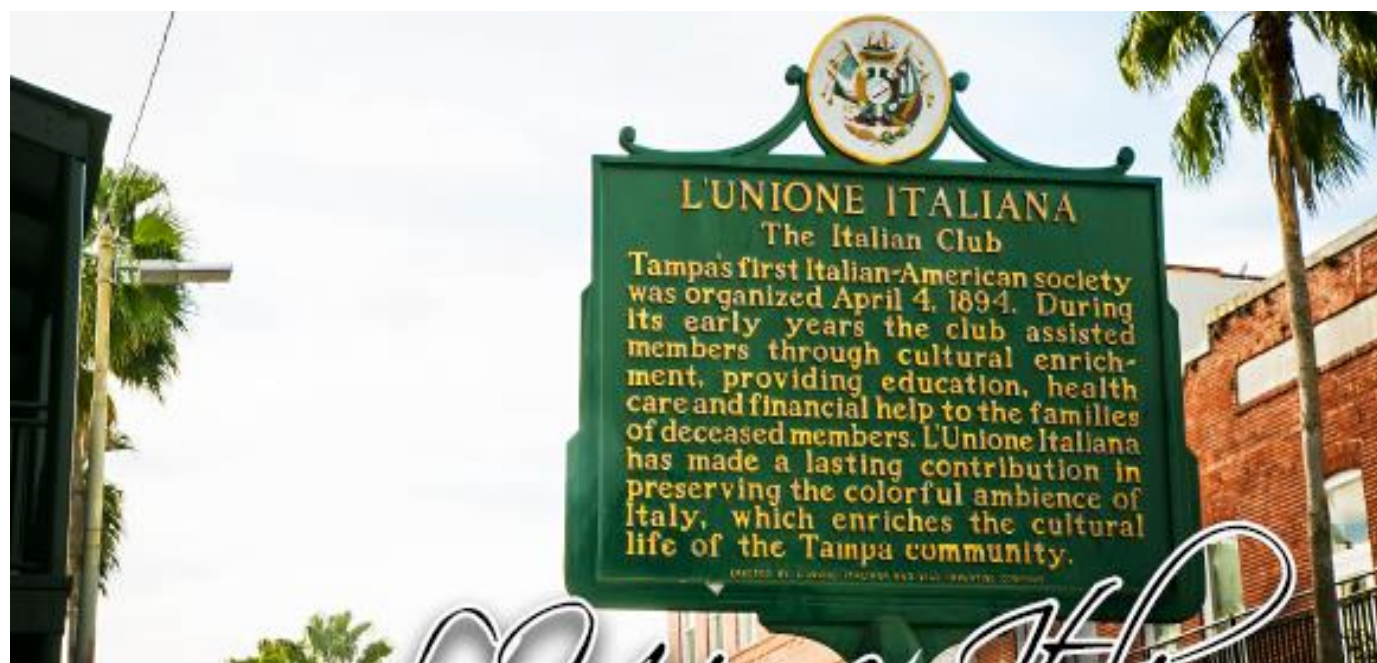
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State Library & Archives of Florida/Florida Memory

TeachingAmericanHistory.org

Tervis Tumblers



# L'Unione Italiana

## THE ITALIAN CLUB OF TAMPA



1731 E. 7th Avenue, Tampa, FL 813-248-3316 [www.italian-club.org](http://www.italian-club.org)

Over a century ago, L'Unione Italiana was founded by a small visionary group who realized that by uniting together, the Italian community of Tampa could overcome many of the social and economic challenges that confronted those "turn-of-the-century" immigrants from Italy. Since reaching our 100 year anniversary of this venerable organization, we now become the turn-of-the-century Italians. Because of the courage, imagination, resiliency and pride that our ancestors brought to this country

and instilled in us, we find ourselves, so much better off socially, economically and educationally than our immigrant ancestors were. The image of the gaunt, threadbare, and downtrodden immigrants carrying suitcases has been replaced by the appearance of thriving, fashionable, and confident entrepreneurs, educators and professionals carrying briefcases.

The significant transformation in both the status and the stature of Tampa's Italian-American community, now well into its fifth generation, has provided us with new challenges, evolving needs, and concerns much different than those which faced our predecessors. As a result, the formulas by which L'Unione Italiana has operated for over a century no longer effectively served the needs of modern Italians. Since L'Unione Italiana does indeed, aspire to serve the modern Italians as effectively as it served those early immigrants, we must re-direct our goals to reflect more accurately the interests, identities and profiles of today's Italian-American population. The challenge is to modernize our focus, without abandoning or disregarding the rich heritage that has contributed to what we are today.

The mission of L'Unione Italiana is to preserve and honor the culture, traditions and heritage of the Italian Community and to maintain the historical facility as a functioning memorial to the working class immigrants. We will support this mission through the dues and contributions provided by the members, their families, friends, and government. In return, we will add value to the membership by providing social activities, fellowship, Italian arts and culture; these activities will provide for growth and stability in the membership, creating a safe and comfortable environment for our members, their families, and the community.

**For more information on membership & events , contact [mark@italian-club.org](mailto:mark@italian-club.org)**