



Florida Council for History Education's

**6th Annual Conference
July 29 - July 30, 2022**



We are so grateful for the support from our leading sponsor, The DBQ Project. Together we are making history more accessible; and supporting teaching and learning in our community.

The DBQ Project

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:
American Revolution Institute, Society of Cincinnati
Colonial Research Associates
Institute for Curriculum Services
La Florida

TeachingAmericanHistory.org, A project of the Ashbrook Center at Ashland University
Teaching with Primary Sources, at University of Central Florida



FLCHE aligned our conference theme with the **2023 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. For more information on Florida History Day, visit www.floridahistoryday.com.



Registration Includes

Admission to Sip and Scholarship with Dr. Melissa Matthes on Friday evening, your choice of breakout sessions on Saturday, and keynote session speakers Dr. Lindsay Stallones Marshall and Dame Helen Hyde, DBE.

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.

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Connected

Get social with FLCHE!



Check in and post about your experience at our conference events!

The participant who tags **@FLhistoryed** AND uses all the following hashtags on social media the most, wins one free registration for FLCHE's 2023 Conference in St. Augustine: **#FLCHE2022**, **#FrontiersInHistory**, and

#HistoryEducationMatters.

And be sure to follow us **@FLhistoryed**

National Council for History Education

FREEDOM FROM, FREEDOM TO



2023 NATIONAL CONFERENCE

Featuring:

- Over 80 Breakout, Mini, and Poster Sessions,
- Thought Provoking Keynote Speakers,
- Enrichment Excursions and Workshops,
- The NCHE Exhibit Hall.

**Join teachers, historians, administrators,
museum professionals, and others
involved in history education!**



**MARCH 23-25, 2023
SALT LAKE CITY, UTAH**

www.ncheteach.org/conference

Conference Program

Friday, July 29, 2022

7:00 p.m. – 8:00 p.m.

Welcome/Sip and Scholarship

Join us virtually via Zoom, from the comfort of your couch with a beverage of your choice. Historian, Dr. Melissa Matthew, will share narratives of historical events through an informal and interactive lecture: *Exploring the Frontiers of Madness: Women, Race, and Conceptions of American Democracy in the 19th Century*

Saturday, July 30, 2022

Note to all: Please note the grade level notation is simply for reference. We encourage participants to entertain modifications which can be made to make it fit any grade level.

9:00 a.m. – 9:10 a.m.

FLCHE Board Welcome

9:10 a.m. – 10:00 a.m.

Keynote Session 1

Dr. Lindsay Stallones Marshall- *Fighting the Frontier: Disrupting Indigenous Erasure in the History Classroom*

10:00 a.m. – 10:10 a.m.

Poster Session

The Populists' Frontier

Laura Brackenridge, University of South Florida

Session level: K-Post-Secondary

The populists of the late 19th century proposed a new role for the national government: protection of the downtrodden. Several of their ideas carried long past the party's years of prominence and found permanence in Constitutional Amendments, the Progressive reformers, and popular attitudes of the government's role in civic life. Populists acted as the leading edge of reformist attitudes that grew out of the Gilded Age.

10:10 a.m. – 11:00 a.m.

Breakout Session 1

Coming to America: The Jewish Immigration Experience (1880-1924)

Dori Gerber, Institute for Curriculum Services

Session level: 6-12

Immigrants have come to the U.S. throughout history from many different places and for many different reasons. This session will explore a particular group's immigration story at a significant moment in time—Jewish people in the early 20th century. Through this interactive session, teachers will receive the context for Jewish immigration between 1880-1924, discuss the various push and pull factors that brought Jewish immigrants to America, explore the cultural

pressures and contributions of Jewish Americans, and grapple with the repercussions of the 1924 Immigration Act.

Forging Frontiers in 21st Century Skill Building

Dr. Amber Godwin, Sam Houston University

Session level: K-12+

This session will include presentations introducing three different online resources that teachers can use to promote 21st-century skills including social and emotional learning; and advocacy and action-based learning. We will cover how to access *Stories That Move* by the Anne Frank House, World101, and Project Wet. The session will include an introduction of the presenter, an instruction/exploration time of each resource, and then a share out/conclusion time.

Origins of Wealth Inequality in America

Brett Burkey, Florida Council on Economics

Session level: 9-12

The economic collapse of the 1930s caused the U.S. government to develop new policies to put Americans back on their feet again. Many of these programs centered on growing the housing stock and providing tools for households to begin generating wealth. Racism, rife in our institutions, did not allow for Black Americans to have an equal opportunity at building a middle-class lifestyle—the bedrock of the American Dream. Those impediments began an ever-widening wealth gap that has impacted generations far removed from the original policies. Students will review HOLC "redlining" maps from the late 1930s to gauge the impact these policies have had on communities across the nation.

11:10 a.m. – 12:00 p.m.

Breakout Session 2

A Trip to Israel - A Historic Frontier

David Oness, Sarasota High School

Session level: 6-12

With the theme of Frontiers in History in mind, Israel would certainly qualify as a historic frontier, and will likely continue to be well into the future. I was fortunate enough to be able to spend thirteen days in Israel this spring along with eleven other educators. I found it to be a place of great contrast. Old and new, progressive and conservative, divided and united. It is a place with many problems, but also many possibilities. In this presentation, I would like to share some of the impressions I was left with, and how they have impacted me as a classroom teacher in Florida.

Forging New Frontiers: Applying the NCSS Code of Ethics

Dr. Amber Godwin and Dr. Aaron Bruewer, Sam Houston State University

Session level: K-12

The NCSS Code of Ethics task force has worked to create meaningful changes to the code; this session will engage participants in interactive dialogues on how to apply the revised Code of Ethics and how NCSS can help support you in your social studies profession every day. During this session, we will discuss the intended purpose of the Code of Ethics as well as how it connects to the C3 framework. Most of our time will be spent in a reciprocal dialogue with participants and members of the task force with the goal being to better understand the needs of social studies professionals that are in attendance that might not have had a chance to interact with or discuss the NCSS Code of Ethics before and how it fits into their career as social studies educators.

Where Did Antisemitism Come From? Exploring the Origins of Antisemitism in European History

Dori Gerber, Institute for Curriculum Services

Session level: 6-12

Where does antisemitism come from? This is a question that students often ask when learning about the Holocaust. The phenomenon of antisemitism (anti-Judaism before the modern era) is over 2,000 years old. Usually, however, courses that deal with the Holocaust do not look to consider pre-20th century history. This session outlines the larger context of antisemitism and offers the content teachers need to help students understand the origins and history of this form of hatred. Using interactive primary sources—both visual and textual—teachers will experience student activities and leave with classroom-ready materials.

12:00 p.m. – 12:30 p.m.

LUNCH BREAK

12:30 p.m. – 1:20 p.m.

Keynote Session 2

Dame Helen Hyde DME- *Understanding Holocaust Photography*

1:30 p.m. – 2:20 p.m.

Breakout Session 3

Coloring Pioneers

Hillary Van Dyke, University of South Florida

Session level: K-12

In Pinellas County, the most acknowledged history about who are pioneers are stories of white settlers. Through primary source analysis, discussion, and lecture, this presentation will look at stories of Black pioneers who were important to building Pinellas County. Along with sharing information about the Black pioneers, the session will ask participants to consider ways to embed this history into the K-12 curriculum.

In the Shadow of Empire: Ancient Israelite Civilization

Dori Gerber, Institute for Curriculum Services

Session level: 6-12

Using archaeology, and ancient texts, this session will explore ancient Israelite society in the context of ancient Mesopotamian and Egyptian civilizations. Focusing on the daily life, religion, and law and literature of ancient Israel, students will be able to develop a fuller picture of the ancient Israelites' role in the ancient world, their lasting contributions to the Western world, and the development of Judaism as we know it today. This session is ideal for teachers of ancient civilizations, world history, and world religions. Participants will work collaboratively to explore and analyze a variety of sources including documents, images, texts, etc. and leave with classroom-ready lessons and resources.

Understanding the Hidden Curricula and its Effect on Black Students in Title One Schools

Aaron Nance, University of North Carolina at Charlotte

Education has been systematically skewed because of its Eurocentric and western philosophies. The legacy of African Americans has been stolen and claimed by others as its own. Ignoring the contributions made by Black Americans, is indeed, an attempt to erase the culture and identity of the contributions made to reclaim and sustain the purpose of education, which is to provide equal opportunities to all students, regardless of race and creed. Thinkers such as W.E.B Du Bois and Carter G. Woodson understood the inequalities and provided thought-provoking solutions to challenge disparities in education. These educators represented at the core what it meant to be a Black Man in a white male-dominated society. My aim of this presentation is to bring awareness of the hidden curricula and how it has affected Black Students in title one schools. Also, the audience will have a clearer view of the limitations that title one schools, and stakeholders are challenged with daily. Lastly, there will be proposed alternatives on how to include the hidden curricula in Education that will adequately support Black students occupying title one schools.

2:20 p.m. – 2:30 p.m.

Short break and last opportunity to buy raffle tickets online





65TH ANNUAL CONFERENCE **THE PURSUIT OF HAPPINESS:** **REIGNITING THE SOCIAL STUDIES SPARK**

Keynote Speaker:

FCSS has added teacher and comedian, Devin Siebold to our conference lineup. Join your fellow social studies teachers and have your “spark” reignited through laughter and learning.

You may recognize Devin as he is featured on the social media site, Bored Teachers. He is also the host and creator of the top education/humor podcast in the world: "Crying in my Car: A Podcast for Teachers".



As a teacher, he worked in the classroom for 13 years in elementary, middle, and high school. Devin has spent his entire career in Title I schools as a highly-effective teacher and working as grade chair and basketball coach.

Devin delivers an endless supply of intelligent, clean humor that appeals to all demographics. He has a unique wit-filled style to his delivery and will leave audiences engaged and rolling with laughter. He prides himself on being highly original and thought provoking and pulls material from his childhood spent in government housing, growing up in diversity-filled neighborhoods, and working his way to being a National Merit Scholar, and giving back through his years as a middle/high school teacher in Florida.

Come and join us as Devin Siebold will be speaking at multiple sessions throughout the FCSS workshop, as well as during our Excellence in Education awards dinner on Saturday night. Tickets are available through registration on the FCSS website.

SAVE THE DATE:
October 14-16,
2022

WHERE
Florida Hotel &
Conference Center
1500 Sand Lake Road
Orlando, FL 32809

REGISTRATION
Registration is now available
on the FCSS website

CONFERENCE HIGHLIGHTS

- **Content-based sessions**
- **Teacher Resources**
- **Collaboration with other social studies teachers**
- **Excellence in Education Awards Dinner**
- **Amazing Door Prizes**
- **Great Celebrations!**

WWW.FCSS.ORG

2:30 p.m. – 3:20 p.m.

Breakout Session 4

1763: The New Frontiers Were Not Where We Think They Were

Dr. Roger Smith, Flagler College/St. Augustine Historical Society

Session level: 6-12

After the French and Indian War, Great Britain initiated the Proclamation Line of 1763. American history books explain that the purpose of the Proclamation Line was to hinder westward expansion into Indian lands. The British National Archives tell a different story. The true purpose of the Proclamation Line was to force American colonists to migrate into the new, near-empty British colonies of East and West Florida, as well as Quebec and Nova Scotia. In British North America, the new frontiers for colonial settlement was to be to the extreme north and south, not westward. What would this mean for St. Augustine, Pensacola, Mobile, and Baton Rouge and why do we not talk about it?

Connecting History, Primary Sources, and Values: The Medal of Honor Character Development Program

Noel Wall, Medal of Honor Character Development Program

Session level: K-12

Inspire your students through the stories of heroes, and engage them with the use of personal narratives and primary sources.

Attendees joining this session will learn how the Medal of Honor Character Development Program uses the stories of Medal of Honor Recipients and Citizen Heroes to teach students about the values of courage, commitment, sacrifice, integrity, citizenship, and patriotism. By following the individual journeys of Medal of Honor Recipients from the Civil War until the present, students will have a front-row seat to important moments in history and an insight into how our country and its military have changed over time. Through oral history videos and primary sources like Medal of Honor citations, students can explore how these extraordinary individuals displayed essential values, even in the most dire of circumstances.

The Congressional Medal of Honor Society's free resources include lesson plans, videos, webinars, free online training, and in-person professional development workshops. All attendees can access the materials and use them with students immediately.

Pushing West: A Genealogical Perspective of the Role of the Quaker Settlement In Wrightsboro, Georgia Pre- And Post-Revolutionary War

Keira Murphy, Jumpstart Genealogy

Session level: 6-12

Drawing from my own genealogical research, this presentation will follow the life stories of John Stubbs, Joseph Stubbs, and Joseph Maddock and their families from the epicenter of Quakerism in Pennsylvania to the wild, unsettled frontier of eastern Georgia in the 18th and 19th centuries. These men led a group of at least 132 other families through the turbulent

political and religious environs of the southern colonies to settle Wrightsboro, a township encompassing about 12,000 acres in present-day McDuffie County, Georgia, that was granted to them by the Royal Governor of Georgia, Sir Joseph Wright.

Wright believed that granting land to the Quakers would help slow-growing Georgia overcome some of its earlier political and military difficulties. The land that the Quakers began to inhabit in the early 1770s was considered the far reaches of civilization, the western frontier. Threats from the Native people, who felt the Quakers were stealing their land, were real and proved deadly on many occasions. Wright thought a new community willing to clear and cultivate the land would go a long way to expanding the western border of Georgia and buffering the eastern port cities from Native American attacks.

Genealogical records form the foundation of this research project and attendees will experience the excitement of uncovering this amazing story as it develops through the use of primary resources. Learn what happens to Wrightsboro and the founding families as the nation systematically grows after the Revolutionary War and their impact on the impending Civil War.

Where No Woman Has Gone Before: Female Astronauts and the History of Women in the Labor Force

Lesley Mace, Federal Reserve Bank of Atlanta- Jacksonville Branch

Session level: 6-12

Soviet cosmonaut Valentina Tereshkova's 1963 Earth orbit made her the first woman to conquer the final frontier, but it would be another twenty years before Sally Ride became the first American woman to fly in space. The experience of women in the U.S. space program has mirrored that of women in the U.S. labor force in general. Using the backdrop of the U.S. space program, this session will feature primary source documents to highlight the strides women have made in the workforce and introduce a lesson plan utilizing the careers of the Barbie doll (including astronauts) to review historical trends in women's labor force participation and chosen occupations. Along the way, you will also discover the stories of the Mercury 13, the women behind the scenes in some of NASA's greatest achievements, who inspired the first Black woman in space, and the leading ladies of space exploration today.

3:30 p.m. – 4:20 p.m.

Breakout Session 5

Building Character, Honoring Service: Veterans Heritage Project

Hannah Nichols and Donna Martellotto Boyce, Veterans Heritage Project

Veterans Heritage Project (VHP) is a character education program which allows students to cross frontiers in history by interviewing military veterans and preserving their stories in the Library of Congress and annual book publication, *Since You Asked*. Since the time of its founding in 2004 by a history teacher, VHP students have captured first-hand accounts of history from over 2,600 veterans, encompassing World War I to present-day service. Veterans share experiences of serving all over the world, experiencing diverse cultures, and utilizing groundbreaking technology.

By participating in VHP, students learn important lessons of character, leadership, and civic engagement while bettering their communication and writing skills. Students gain technology skills, and some learn how to use Adobe PhotoShop and InDesign to lay out veteran stories for publication. Furthermore, students organize and participate in book receptions to celebrate the preservation of their veterans' stories, as well as civic events in their schools and communities. Teachers volunteer to lead VHP Chapters at schools in Arizona, Florida, and Tennessee and are supported by VHP staff and an online learning platform. Our presentation will feature: VHP's founder and retired teacher Barbara Hatch, current teacher advisor Donna Martellotto Boyce, who teaches at St. Joseph Academy in St. Augustine, and VHP program coordinator Hannah Nichols. We will also have interactive engagement with a previously interviewed veteran, alumni student, and the digitized Veterans History Project archives at the Library of Congress. Attendees will learn how to bring VHP to their school and enhance curriculum through experiential learning.

Choosing Innovation: How Kennedy's Moon Race Fulfilled America's Founding Principles

Benjamin Boyce, Jack Miller Center

Session level: 6-12

When Kennedy announced America's goal to the moon, people looked at such a goal as the embodiment of embracing the new frontier of the Space Age. Kennedy's challenge launched America, and indeed, the world, into the future. What few people fail to realize is that Kennedy's bold announcement not only changed the course of the future of America, it fulfilled ideas that have been present in the ideas and documents of America's founding and early years.

This presentation will look at America's long history of expanding beyond existing boundaries. In conquering space, famously the last frontier, America was fulfilling a concept that had existed since before the nation existed. Moreover, in "choosing" to go to the moon, Kennedy channeled the spirit of innovative policymakers before, (men like George Washington, Alexander Hamilton, and Thomas Jefferson) who, rather than simply reacting to what happened around them, made choices that drove the nation forward.

Many educators teach American history as two separate stories, (Revolution up to Civil War; and Everything Since) and this topic is a great opportunity to connect early American History to the History of the Cold War and Beyond.

Daily Writing with Document Based Questions

Jacqueline Migliori, The DBQ Project

Session level: 6-12

Writing in Social Studies classes can take many forms. There is writing for communication but there is also writing for learning. Experience how you can make writing a constant in your class with quick writes and how you can progress student writing to building effective argument essays using DBQ Online. Grades 3-12 teachers welcome! Digital devices are highly recommended for this session.

Innovation Cycles: Creative Destruction and Market Disruption

Brett Burkey, Florida Council on Economics

Session level: 6-12

Capitalism has a constantly changing dynamic, an innovative spirit in which a set of new ideas and processes challenge the existing ones. The exercise of creating new industries does not go forward without sweeping away the pre-existing order. Unfortunately, a society cannot reap the rewards of creation without accepting that some individuals might be worse off, not just in the short term, but perhaps forever. The evidence can be found throughout the progression of the U.S. economy. This lesson will take students on a 250-year tour of America's cyclical transformations from agrarian to industrial and then information-based economies. Evolution has not come without a price as those slow to adapt inevitably fall behind and perish. As an assessment, students will explore contemporary innovations and evaluate their disruptive potential and influence in breaking the established molds. Student comprehension will be enhanced through a content-rich slide deck and numerous activities and readings.

4:20 p.m. – 4:30 p.m.

Closing and Raffle Drawing

The participant who tags [@FLhistoryed](#) AND uses all the following hashtags on social media the most, wins one ***free registration*** for **FLCHE's 2023 Conference in St. Augustine: [#FLCHE2022](#), [#FrontiersInHistory](#), and [#HistoryEducationMatters](#).**



TeachingAmericanHistory.org

The leading online resource for American history teachers & students

TAH.org provides a wide array of free classroom resources - primary documents, books, online interactive exhibits, lesson plans, podcasts, and more - for you and your students. Along with content education opportunities to grow your own knowledge of American history and government, TAH also offers teacher programs - webinars, in-person seminars, weekend colloquia at historic sites, and graduate courses. For our upcoming programs, please visit [TAH.org/events](https://www.teachingamericanhistory.org/events).

Please stop by our booth for more information and to pick up some free books. You can also enter to win a classroom set of *50 Core American Documents* books.

We'd love to connect with you - follow us on social media! [@TeachAMHistory](https://twitter.com/TeachAMHistory)



Strengthening Constitutional Self-Government

Join TAH.org and Florida Council for History Education for a 4 part series of seminars, focusing on the **National History Day** theme *Frontiers in History* . You can go to one, a few, or all of the seminars.

September 24, 2022, 9:00 AM-2:15 PM

Executive Power and Constitution, Scholar: Dr. Stephen Knott
Federal Reserve Bank of Atlanta, located in Jacksonville, Florida

November 12, 2022, 9:00 AM-2:15 PM

Landmark Supreme Court Cases, Scholar: Dr. Eric Sands
St. Augustine Historical Society, located in St. Augustine, Florida

February 4, 2023, 9:00 AM -2:15 PM

WWII, FDR, & Holocaust, Scholar: TBD
Federal Reserve Bank of Atlanta, located in Miami, Florida

March 4, 2023, 9:00 AM-2:15 PM

American Revolution, Scholar: TBD
Sarasota Middle School, located in Sarasota, Florida



For details and registration on each seminar, please go to
<http://www.flche.net/ashbrook-center-at-ashland-university-workshops-in-florida.html>



Through ongoing, year-round professional development events, the TPS program at the University of Central Florida helps educators unleash the power of primary sources in the classroom.



SOURCES

Annual Conference

Saturday, January 21, 2023
University of Central Florida
Orlando, Florida



Join us for our annual conference on the beautiful campus of the University of Central Florida.

Presenters will provide strategies for using primary sources to help K-12 students engage in learning, develop critical thinking skills, and build content knowledge.

Register for free at Sourcesconference.com



@FLhistoryed
#FLCHE2022
#FrontiersInHistory
#HistoryEducationMatters

AmazonSmile is a simple and automatic way for you to support FLCHE every time you shop, at no cost to you. When you shop at smile.amazon.com, you'll find the exact same low prices, vast selection and convenient shopping experience as Amazon.com, with the added bonus that Amazon will donate a portion of the purchase price. This link will take people directly to smile.amazon.com in support of your organization so they won't have to search for your charity among almost a million other organizations.

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

To request a certificate of completion, please contact us via email at contactus@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

In Context

FLCHE's Biannual Digital Publication

Our digital publication is released to FLCHE members biannually.

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.
- Reviews of books, technology resources, and other educational materials are encouraged.
- If you are part of a Florida historical society or a Florida museum, we want to publish an article that commemorates or provide and analysis of a historical item within your collections.

If you are interested in submitting an article for publication, please submit the following, via our [website](#):

- ✓ 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 for more details on submissions.

Submissions for FLCHE's biannual publication, *In Context*, are accepted throughout the year.



We are incredibly grateful to our sponsors:

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