



THE
NEWBERRY
Teacher Programs



Newberry Teacher Programs

Professional Development Seminars, 2026-27

Online registration for **NTC**, **NTC+** and **CPScholars** seminars will open on
Tuesday, September 8, 2026, at 8am CST on Learning Stream.

Archives from the Ground Up: Creating a School Archive, NTC

September 24, 2026, 9:30AM-12:30PM / 3 CPDUs

Daniel Chaidez (*Loyola University Chicago*)

The archive is a powerful and accessible resource for any school or classroom. This seminar centers around the creation of a local, community-based archive in a school setting. Using concepts from Public History, Archival Studies, and a real-life case study at Leyden High School, this seminar will provide information on focus on different aspects and possibilities of a community archive starting with archival basics like how to accession items and create a collecting scope, all the way to creating an exhibit and teaching students how to work in the archives. Unlock the power of a community archive for your school!

Format: Methodology-Focused; Workshop-Based

Subjects: Chicago History; Illinois History; History of the Midwest; Social science; US History; Civics; Government

Learning Standards/Curriculum Connections: C3 Framework: History; IL State Standards: Social Science

The World's Parliament of Religions, 1893, NTC+

September 25, 2026, 9:30AM-3:30PM / 5 CPDUs

Dr. Laura Dingeldein (*University of Illinois Chicago*)

In this workshop, we will investigate the World's Parliament of Religions, one of many congresses held at the 1893 Chicago World's Fair. Various described as the "first school of comparative religions" and "the dawn of religious pluralism," this momentous event is an excellent case study for students who want to probe the intersection between religion, race, gender, and notions of progress in the context of 19th-century American history. Workshop participants will be introduced to resources and activities for teaching high school students about the Parliament, and they will also explore historical documents related to the Parliament that are housed in the Newberry collections. (Scroll to next page for standards).

Format: Content & Methodology; Discussion; Collections Workshops

Subjects: Chicago History; Illinois History; History of the Midwest; Social Science; World History

Learning Standards: C3 Framework: History; IL Inclusive Mandate: Asian American History;
Supplementary Course Standards: Religious Studies

Courtroom 600: A New Framework for Teaching the Origins of WWII, NTC

October 1, 2026, 9:30AM-12:30PM/ 3 CPDUs

Dave Fript (*Independent Scholar*)

Allied prosecutors argued that World War II in Europe was caused not by the Versailles Treaty or economic despair, but by a conspiracy: Nazi leaders who planned aggressive war driven by racial ideology. This session introduces the Courtroom 600 project through Module 1: Conspiracy — the first in a four-part curriculum modeled on the Nuremberg indictments. This inquiry-based, standards-aligned, single-class lesson is adaptable from grades 7–12 with flexible activities for diverse learners. Participants experience the lesson as students would, analyzing primary sources in small group discussions, and leave with a suite of resources for immediate classroom implementation.

Format: Content- and Methodology-Focused

Subjects: Social Science; US History; Civics; Government; Social and Emotional Learning

Learning Standards/Curriculum Connections: C3 Framework: History; IL State Standards: Social Science

The Global American Revolution, CPScholars

October 2, 2026, 9:30AM-3:30PM / 5 CPDUs

Dr. Katlyn Carter (*University of Notre Dame*)

As we mark 250 years since the signing of *The Declaration of Independence*, how should we teach the American Revolution? This seminar will provide tools for getting students to think about the American Revolution from multiple perspectives, beyond the traditional national origin story. What if we think about the Revolution as an imperial war? What did the Revolution mean to Native Americans? Are there ways in which loyalists can be considered winners of the war? And finally, did the American Revolution lead to others that broke out afterward, like the French, Haitian, or Latin American revolutions? We will explore sources in the Newberry's collection that can help students explore these questions and gain new insights on historical thinking and the Revolution.

Format: Content-Focused; Lecture; Discussion; Document-Based Lesson Planning; Workshop

Subjects: Social Science; US History; Civics; Government; Social Science; World History

Learning Standards/Curriculum Connections: C3 Framework: History; IL State Standards: Social Science; IL Inclusive Mandate: Native American History

The Crucible and Its Afterlife, NTC

October 8, 2026, 9:30AM-12:30PM / 3 CPDUs

Dr. Kay Daly (*Independent Scholar*)

On its surface a tale of witch hysteria, Arthur Miller's *The Crucible* was written to critique of a momentous event in contemporary society, the "Red Scare." But since the play's 1953 premiere, that context has changed, as have audiences and readers. This symposium explores the shift in perspective from Baby Boomers, the play's first audience, through the Gen X, Millennial, and Gen Z audiences that have followed. This seminar offers insights into how to teach the play in its original context while also negotiating students' reactions based on their own perspectives.

Format: Content-Focused; Lecture

Subjects: English Language Arts; Literature; Social Science; US History ;Civics; Government

Learning Standards/Curriculum Connections: C3 Framework: History; IL State Standards: English Language Arts; College and Career Readiness: English Language Arts

Teaching the 5 Cs of Thinking using the US Civil Rights Movement, NTC+

October 13, 2026, 9:30AM-3:30PM / 5 CPDUs

Dr. Karen J. Johnson (*Wheaton College, IL*)

What is the narrative of the civil rights movement? How should we remember civil rights activists, those who opposed them, and those who were not involved? Answers to these questions may, initially, seem obvious, though they can range depending on a person's contexts and experiences. History is a debate about the past, and the stakes about what we include and leave out in our narrative – such as whose perspectives and which actors we include, where we situate the movement, what caused it, if it achieved its goals, what role religion played, and when it began and (perhaps) ended – are high. By exploring these foundational questions about the movement, this workshop will help teachers consider how they can help their students become critical pragmatists, people who can use historical reasoning to evaluate the strengths and weaknesses of different arguments. Exercising courage as we wade into these difficult waters, we will practice looking for complexity in the past, recognizing the importance of context, accounting for change over time, and emphasizing the contingency of past events.

Format: Content- and Methodology-Focused; Discussion

Subjects: Chicago History; Illinois History; History of the Midwest; Social Science; US History; Civics; Government; Social and Emotional Learning

Learning Standards/Curriculum Connections: C3 Framework: History; IL State Standards: Social Science; IL Inclusive Mandate: Black History; IL Inclusive Mandate: US Women's History

Medieval Approaches to USA 250, NTC+

October 22, 2026, 9:30AM-3:30PM / 5 CPDUs

Dr. Bradley Phillis (*Appalachian State University*)

It is well known that the founders of the United States looked to the intellectual and political worlds of Greece and Rome for inspiration and guidance as they constructed their new republic. By contrast, the role that medieval ideas and institutions played in the establishment of the United States is less well known, and many K-12 curricula and standards documents reinforce the idea that the US was born of Enlightenment ideas that swept away the vestiges of the Middle Ages. In this workshop, we will explore how K-12 teachers might have their students study medieval ideas and institutions with an eye toward rethinking the relationships between the Middle Ages, the Enlightenment, the founding of the United States, and the idea of the modern world.

Format: Content-Focused; Discussion; Collections Workshop

Subjects: Social Science; US History; Civics; Government; Social Science; World History

Learning Standards/Curriculum Connections: C3 Framework: History; IL State Standards: Social Science

Standing at Chicago's Cultural Crossroads: Maxwell Street, Blues, and the Soundtrack of the Sixties, NTC+

October 29, 2026, 9:30AM-3:30PM / 5 CPDUs

Dr. Ben Schacht (*Independent Scholar*)

This seminar explores Maxwell Street's multicultural musical milieu, particularly the overlap between the neighborhood's Jewish and African American populations, and its contributions to 1960s counterculture. Guided by a curated playlist and a set of primary and secondary source readings, we will discuss the cultural and musical form of the blues, the history of Maxwell Street, the significance of Chicago in blues history, Chess Records, Big Bill Broonzy, Mahalia Jackson, Studs Terkel, Mike Bloomfield, and more.

Format: Content-Focused; a mix of lecture, critical listening, and group discussion

Subjects: Chicago History; Illinois History; History of the Midwest; Social Science; US History; Civics; Government

Learning Standards/Curriculum Connections: C3 Framework: History; IL Inclusive Mandate: Black History; Supplementary Course Standards: Religious Studies

Books as Cultural Heritage in France (French Language Workshop), CPScholars

November 6, 2026, 9:30AM-3:30PM / 5 CPDUs

Dr. Liz Hebbard (*Indiana University Bloomington*)

From the twelfth century onwards, scholars, soldiers, and policymakers have struggled to make sense of the Crusades: why they happened, how they operated, and how they shaped the world. This seminar will explore different perceptions and uses of the Crusades from the Middle Ages to today. Through guided

readings, discussions, and hands-on work with Newberry collection materials, participants will learn how the process of understanding the Crusades can help students and teachers use the distant past to meet the challenges of the present. **Note: This seminar will be conducted in French.**

Format: Lecture; Discussion; Collections Workshop

Subjects: World Languages; Social Science; World History; Literature

Learning Standards/Curriculum Connections: IL State Standards: Social Science

Making Sense of the Crusades, NTC+

December 1, 2026, 9:30AM-3:30PM / 5 CPDUs

Dr. Chris Fletcher (*Newberry Library*) and Mr. Tim Soriano (*St. Xavier University*)

This seminar explores the history, culture, and lived experiences of Chicago's Haitian community within broader narratives of migration, race, politics, and Black internationalism. Participants will examine the historical roots of Chicago's Haitian community and how Haitian immigrants and Haitian Americans have shaped cultural, political, religious, and educational life in Chicago.

Format: Content-Focused; Discussion; Collections Workshop

Subjects: Social Science; World History

Learning Standards/Curriculum Connections: C3 Framework: History; Supplementary Course Standards: Religious Studies; College and Career Readiness: English Language Arts

Haitian History and Culture in Chicago, NTC

January 22, 2027, 9:30AM-12:30PM / 3 CPDUs

Dr. Courtney Pierre Joseph (*Lake Forest College*)

This seminar explores the history, culture, and lived experiences of Chicago's Haitian community within broader narratives of migration, race, politics, and Black internationalism. Participants will examine the historical roots of Chicago's Haitian community and how Haitian immigrants and Haitian Americans have shaped cultural, political, religious, and educational life in Chicago.

Format: Content-Focused, Lecture

Subjects: Chicago History; Illinois History; History of the Midwest; Social Science / World History

Learning Standards/Curriculum Connections: C3 Framework: History; IL Inclusive Mandate: Black History

Why Do You Write Like You're Running Out of Time? The Federalist Papers, NTC

February 19, 2027, 9:30AM-12:30PM / 3 CPDUs

Professor Andrew Trees (*Roosevelt University*)

This seminar will place *The Federalist Papers* in a rich historical context before doing close textual readings of specific excerpts. Then, we will consider larger debates surrounding these papers in the early republic as well as in possible lesson plans. (Scroll to next page for standards).

Format: Content-Focused, Discussion

Subjects: Political Science; Social Science; US History; Civics; Government

Learning Standards/Curriculum Connections: C3 Framework: History

From Wong Kim Ark to #StopAsianHate: Resistance, Agency, and Civil Rights in Asian American History, NTC

February 23, 2027, 9:30AM-12:30PM / 3 CPDUs

Dr. Michael Jin (*University of Illinois Chicago*)

Illinois' TEAACH Act calls for the teaching of Asian American contributions "toward advancing civil rights from the 19th century onward." This workshop explores key moments in American history that center the voices of Asian Americans who were at the forefront of struggles for social justice and defied the popular model minority thesis. We will discuss how to foster our students' understanding the rich yet distressingly understudied history of Asian American resistance to racial, social, and political oppressions that have shaped foundational American institutions.

Format: Content- and Methodology Focused; Lecture; Discussion

Subjects: Social Science; US History; *Civics; Government

Learning Standards/Curriculum Connections: C3 Framework: History; IL State Standards: Social Science; IL Inclusive Mandate: Asian American History

Shakespeare's Problematic Plays, NTC

March 9, 2027, 9:30AM-12:30PM / 3 CPDUs

Dr. Casey Caldwell (*Carthage College*)

In this seminar we will discuss pedagogical approaches to teaching Shakespeare's so-called "problematic plays." Focusing on three of his plays—*Taming of the Shrew*, *The Merchant of Venice*, and *Othello*—we will look especially at the social and identity issues that scholars, theater practitioners, and audiences have often found to be problematic in these dramas. Our approach will not be to seek to dispel the illusion of moral complexity or even moral fault in these plays for students. Instead, it will be to embrace their problems as teaching opportunities. Teaching this moral complexity begins with a firm grasp of it ourselves, however, so we will dedicate much of our energy to clarifying the problematic content in these texts. We will analyze each play in terms of one overriding issue: gender in *Taming*; religion in terms of antisemitism in *Merchant*; and race in terms of anti-blackness in *Othello*. We will also discuss how each mixes them together (e.g., *Othello* is also about islamophobia and anti-Blackness). A quick read-through of each play prior to the seminar will be important. (No other outside readings will be assigned.) Any edition of the plays will be fine, and it will be helpful to bring a copy of each to the seminar.

Format: Lecture; Discussion

Subjects: English Language Arts; Literature

Learning Standards/Curriculum Connections: IL State Standards: English Language Arts; IL Inclusive Mandate: Black History; College and Career Readiness: English Language Arts

A Global Revolution: 1776 and the Imperial World, NTC

March 16, 2027, 9:30AM-12:30PM / 3 CPDUs

Mr. Tim Soriano (*St. Xavier University*)

This seminar will place the American Revolution in a global context, with an examination of the concurrent social, religious, and political changes in the imperial worlds of Latin America, the Caribbean, Africa, and Asia.

Format: Content-Focused; Discussion

Subjects: Political Science; Social Science; World History

Learning Standards/Curriculum Connections: C3 Framework: History; IL State Standards: Social Science

Indigenous Chicago, NTC+

March 26, 2027, 9:30AM-3:30PM / 5 CPDUs

Dr. Meredith McCoy (*Carleton College*)

In this session, teachers will learn about the Indigenous Chicago curriculum and best practices for teaching Indigenous Studies in K-12 classrooms. Through an engagement with primary sources and existing Indigenous Chicago units, teachers will build content knowledge and confidence towards incorporating Indigenous histories in their classrooms. Best for high school History and Social Studies teachers, this session is open to any educator working to better address Indigenous peoples and histories in the classroom.

Format: Content-Focused; Lecture; Collections Workshop

Subjects: Chicago History; Illinois History; History of the Midwest; Social Science; US History; Civics; Government; Social and Emotional Learning

Learning Standards/Curriculum Connections: IL State Standards: Social Science; IL Inclusive Mandate: Native American History

The Books. The Bans. The Contradiction. NTC+

March 30, 2027, 9:30AM-3:30PM / 5 CPDUs

Stacey A. Gibson (*Transform the Collective*) and Dr. Nora Epstein (*Newberry Library*)

While book bans are not new, the current trends in book banning have left many educators rethinking (or outright changing) what texts to teach and how to teach that content. People in schools were used to literature and history class content being targets of bans, but now math and science content is under increased scrutiny as challenges have been filed against that content. The recent book challenges, particularly focused on texts by and about the history and experiences of people of color, prove how systemic policy quickly disrupted many educational best practices. This seminar, which is designed for educators of all content areas, will explore the new and often unspoken risks of making curricular choices at a time where more content and the educators who deliver that content are challenged and are deemed 'ban-able.' Be ready to discuss the ways educators can be supported in the midst of one of many complex contradictions in the industry. We will also discuss how schools and libraries are responding to the

increased challenges. A special element of this seminar will include a historical overview of book banning, featuring banned books in the Newberry's special collections.

Format: Methodology-Focused; Discussion; Collections Workshop

Subjects: English Language Arts / Literature; Teacher Wellness; World History; SEL

Learning Standards/Curriculum Connections: IL State Standards: English Language Arts; IL Inclusive Mandate: Native American History; IL Inclusive Mandate: Black History

Food and Natural Philosophy in Early Modern England, CPScholars

April 2, 2027, 9:30AM-3:30PM / 5 CPDUs

Dr. Sarah Peters Kernan (*Independent Scholar*)

Early modern Europeans were interested in natural philosophy, the scientific study of the natural world. This precursor to modern sciences like physics, chemistry, and biology was often centered on food. Practitioners treated cultivating, preparing, and eating food as scientific topics, documenting their observations in letters, diaries, and recipe books. In England, the Royal Society of London, a leading scientific institution, discussed culinary matters in its journal, *The Philosophical Transactions*. Members like John Evelyn and Kenelm Digby published cookbooks and culinary advice, illustrating how scientific inquiry and food were closely linked. Examining historical recipes and texts reveals the deep connection between science and food in this period.

Format: Content-Focused; Lecture; Collections Workshop

Subjects: Social Science; World History

Learning Standards/Curriculum Connections: C3 Framework: History

Teaching Native American History in the Classroom, CPScholars

April 9, 2027, 9:30AM-3:30PM / 5 CPDUs

Dr. Eric Hemenway (*University of Michigan*)

During this seminar, we will use primary sources to help tell difficult and often untold stories of Native peoples in the United States to enrich and enliven our teaching in the classroom.

Format: Content-Focused; Discussion-Focused; Lecture; Collections Workshop

Subjects: Chicago History; Illinois History; History of the Midwest; Social Science; US History; Civics; Government

Learning Standards/Curriculum Connections: IL State Standards: Social Science; IL Inclusive Mandate: Native American History

Dissent and Democracy in Modern American History, NTC

May 7, 2027, 9:30AM-12:30PM / 3 CPDUs

Dr. Robert Johnston (*University of Illinois Chicago*)

What is dissent? What role has dissent played in the development of American democracy? This seminar asks teachers to consider those larger questions while exploring political movements and ideas outside the nation's mainstream in the late 19th and early 20th centuries. The seminar will explore topics such as labor and working-class radicalism, woman suffrage and feminism, and bohemian culture. Primary sources will be anchored in documents from the Newberry's collections. We will also examine scholarly perspectives that analyze and evaluate the larger legacies of dissent. The seminar will be all discussion, with close attention to the primary and secondary readings.

Format: Content-Focused; Discussion

Subjects: Chicago History; Illinois History; History of the Midwest; Social Science; US History; Civics; Government; C3 Framework: History

Learning Standards/Curriculum Connections: IL State Standards: Social Science; IL Inclusive Mandate: US Women's History

Teaching Language through Visual Sources (Mandarin Chinese Language Workshop), CPScholars

May 13, 2027, 9:30AM-3:30PM / 5 CPDUs

Dr. Frank Lixing Tang (*New York University*)

In today's media-rich world, we are surrounded by visuals—photos, videos, short films, and more. This workshop will explore how visual literacy has become an essential language skill and how language learning can be facilitated by visuals. This Mandarin Chinese workshop consists of three parts: (1) Lecture on the recent research findings on visual literacy and language through visuals, (2) demos of learning activities of teaching languages through visuals, and (3) hands-on group projects on teaching with visuals. Participants will have a chance to work in groups to design lessons on teaching Chinese through pictures, videos and short films and share their work through a gallery walk. We will put a special emphasis on the Newberry's rich array of digital collections as a resource for teaching visual images.

Note: This seminar will be conducted in Chinese.

Format: Methodology-Focused; Workshop-Based

Subjects: Bilingual Education; World Languages

Learning Standards/Curriculum Connections: ACTFL Learning Standards