

**TEACHING AMERICAN HISTORY 2004 GRANTS**  
**Program Abstracts**

**ALABAMA**

**Grantee: Birmingham City School, Birmingham, AL**

**Project Name: Teaching American History**

**Project Director: Theresa B. Thomas (205) 231-4673; tbthomas@bhamcityschools.org**

**Funding: \$991,279**

**Number of Teachers Served: No information available**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

District teachers in grades 5, 6, 7, 10, and 11 will participate in a professional development program designed to improve content knowledge of American history and pedagogical skills in partnership with University of Alabama/Birmingham, Birmingham Southern College, and Miles College. Primary source expertise will be provided by additional partners, including Birmingham Public Library, Birmingham Civil Rights Institute, Birmingham Historical Society, and Sloss Furnaces Historic Site. Summer institutes, school-year seminars, and field trips to historic sites focus on historical content covering Formation of Our Nation 1763-1900 (Gaining Independence, Forming and Growth of a Nation, Civil War, Reconstruction, Westward Expansion) and Becoming a World Power 1877-Present (Emergence of Modern America, Great Depression and World War II, Post-War U.S., and Contemporary U.S.). A wide variety of primary sources are incorporated throughout all modules. The program includes mentoring and coaching, and creating of a website offering history resources and a means for communication among participants.

## **ARIZONA**

**Grantee: Maricopa County Superintendent of Schools, Phoenix, AZ**

**Project Name: Project REED (Rural Education Encountering Democracy)**

**Project Director: Allison A. Cioffi (602) 506-1239; acioff@schools.maricopa.gov**

**Funding: \$1,000,000**

**Number of Teachers Served: 60**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

The Maricopa County Small Schools Consortium is a poor, remote, and rural school district consortium in western Arizona with few teachers qualified to teach American history. To remedy this situation, the consortium will partner with its educational and professional development association, Facing History and Ourselves, as well as Pueblo Grande Museum and Arizona State University to offer Project REED. This program builds on training strategies used in a 2003 Teaching American History grant program. Teachers in grades 5, 7, and 11 will attend “Forging A Nation: Becoming American,” a 5-day teacher training institute covering Membership in American Democracy; Ideas of Liberty and Justice in 19<sup>th</sup> Century America; Challenges to the Ideals of American Democracy; The Progressive Age: Responding to Crisis in American Democracy; and Legacies: Preserving American Democratic Ideals in our Lifetime. Teachers will also take online courses through Arizona State University. Individualized follow-up and mentoring are provided by partnering agency faculty and specialists.

## **CALIFORNIA**

**Grantee: Alameda County Office of Education, Hayward, CA**

**Project Name: Words That Made America Project**

**Project Director: Gladys L. Frantz (510) 670-4207; gfrantz@acoc.k12.ca.us**

**Funding: \$999,133**

**Number of Teachers Served: 90**

**Number of School Districts Served: 2**

**Number of Students Served: 15,000**

This research-based professional development program brings together Hayward and San Leandro schools with the LEA, Mills College, and Bancroft Library of the University of California-Berkeley to close the achievement gap between district schools and other County schools. The program will cultivate a cadre of elementary, middle and high school teachers in grades 5, 8, and 11 knowledgeable about U.S. history and skilled in preparing students of diverse backgrounds to meet state history standards. Activities include a 2-week annual summer institute covering history content, pedagogy, and new resources; a minimum of 24 hours of classroom-based training and coaching to implement new materials; and establishment of an Alameda County Alliance of American History Educators to provide a forum for teaching practice based on historical thinking benchmarks. The 5<sup>th</sup> grade content emphasizes documents related to ideas that shaped the colonial, Revolutionary, and early national period and conflicts arising out of revolution, expansion, and slavery. The 8<sup>th</sup> and 11<sup>th</sup> grade institute covers 1830 through the present and will examine documents related to the Civil War, Amendments 13, 14 and 15, creation of a mass production economy, increasing power of the federal government, and emergence of the nation as a global power.

**Grantee: Anaheim Union High School District, Anaheim, CA**

**Project Name: The American Experience: The History of Democracy in America**

**Project Director: Jane Davis (714) 999-5601; davisj@auhsd.kas.ca.us**

**Funding: \$917,179**

**Number of Teachers Served: 100**

**Number of School Districts Served: 6**

**Number of Students Served: No information available**

This professional development project—offered by a high school district serving students speaking over 52 languages and coming from a multitude of cultural backgrounds—teams the district and 5 feeder elementary districts with California State University-Fullerton History Department, CSUF Secondary Education Department, Project First, Constitutional Rights Foundation, National Archives and Records, Pacific Region, Nixon Library and Museum, and the Orange County Department of Education. Through institutes, seminars, vertical articulation meetings, and a showcase conference at the end of the third year, teachers in grades 5, 8, and 11 will study the Declaration of Independence, American Revolution, Constitution, Bill of Rights, Civil War to Civil Rights, immigration, foreign policy, post-World War II, Cold War, and Vietnam. The project is designed to improve the quality of the U.S. history curriculum and instruction, boost student achievement, and sustain effective teaching by developing a teacher leader cohort.

**Grantee: Baldwin Park Unified School District, Baldwin Park, CA**

**Project Name: Reconstructing the Past: The Three R's—Reading, Research and Reporting**

**Project Director: Dave Landers (626) 962-3311; drlanders@earthlink.net**

**Funding: \$999,999**

**Number of Teachers Served: 108**

**Number of School Districts Served: 1**

**Number of Students Served: 18,000**

Participants in this project are immersed in substantive history content through lectures; small group discussions; independent study and research projects; historical reading and research; field trips to historic sites, museums, and libraries; and historical writing opportunities. Partners share responsibility for workshops and colloquia. Each year a 5-day summer colloquium will be led by the National Council for History Education; a 2-day American history institute by the Colonial Williamsburg Educational Foundation; quarterly American history seminars by the Azusa Pacific University History Department and Graduate Library; 3 workshops per year by the Historical Society of Southern California to introduce teachers to local primary sources; 2 workshops annually by the National Archives and Records Administration to teach participants how to find primary documents; and 1 workshop per year by the Autry National Center Museum of the American West to introduce teachers to their research facilities. Content for year 1 will be the evolution of American political democracy from colonial days to the present; year 2 will showcase distinctively American tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, and cultural diversity and civic unity; year 3 will teach the changing role of the United States in the outside world, relations between domestic affairs and foreign policy, and American interactions with other nations and regions.

**Grantee: Borrego Springs Unified School District, Borrego Springs, CA**

**Project Name: Teaching American History Distance Consortium Project**

**Project Director: Larry W. Talbert (760) 767-5357; ltalbert@bauad.k12.ca.us**

**Funding: \$978,191**

**Number of Teachers Served: 60**

**Number of School Districts Served: 9**

**Number of Students Served: No information available**

Three communities in remote areas—Borrego Springs, CA; Haines, AK, and Keshequa, NY—will partner together to create a consortium to provide their history teachers with professional development to improve the teaching and learning of U.S. history. Working with the National Rural Education Association, 3 more rural districts will be added to the Consortium in year 2 and another 3 districts in year 3. Content is divided so that year 1 covers “The Early Years,” year 2, “The Middle Years,” and year 3, “The Recent Years.” Other partners are the Sheldon Museum, Auburn University, and distance education consultants who will present at the annual one-week Summer Academies focusing on history content, teaching strategies, and technology. Monthly follow-up sessions are conducted through peer counseling. All sessions will be video-conferenced, and 3D websites with chat function will be established. The project tests a concept that offers a solution for small and isolated districts to participate in the Teaching American History program, and will be evaluated by an external evaluator.

**Grantee: Chico Unified School District, Chico, CA**  
**Project Name: No Paine, No Gain: A Common Sense Approach to Teaching Traditional American History**  
**Project Director: Cynthia A. Kampf, Ed. D. (530) 891-3000; ckampf@chicousd.org**  
**Funding: \$837,185**  
**Number of Teachers Served: 56**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

The Chico Unified School District in partnership with North State Historical-Social Science Project, California State University History Department, and Chico Museum, will offer professional development program for teachers in grades 5, 8, and 11. By improving the quality of teachers' instruction, the project is designed to raise the achievement of the district's students, the majority of whom have been unable to demonstrate proficiency in the subject on the California Content Standards Test. In summer institutes and throughout the year, university faculty will make content presentations and offer related sources keyed to the California History-Social Science Content Standards. Participants will learn literacy strategies to help students more effectively read history textbooks, understand arcane primary resources, and write essays using historical evidence. Teachers will also learn to engage students by having them "do" history, rather than simply hearing or reading about it. The 5th grade teachers' program will cover the period extending from the pre-Columbian era to the mid-19<sup>th</sup> century, with an emphasis on the colonial to Constitutional period. The 8<sup>th</sup> grade curriculum will focus on the Constitutional period through the end of the 19<sup>th</sup> century, and the 11<sup>th</sup> grade teachers will examine 20<sup>th</sup> century American history.

**Grantee: Glendale Unified School District, Glendale, CA**  
**Project Name: Improving the Teaching of American History**  
**Project Director: Joel Shapiro (818) 241-3111; jshapiro@gusd.net**  
**Funding: \$1,000,000**  
**Number of Teachers Served: No information available**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

Teachers in grades 4, 5 and 8 from 12 elementary and 4 middle schools serving primarily immigrant students will participate in a professional development program designed to improve U.S. History instruction, increase student achievement, and develop replicable training. Through a partnership with Glendale Community College and Japanese-American National Museum, the district will provide monthly presentations on history content and research methods, curriculum coaches to assist lesson and unit plan development and feedback, and other collaborative activities aimed at improving understanding of American history and performance levels. Content will address the Declaration of Independence, Bill of Rights, Citizenship, Voting Rights, Political Parties, Judicial Independence, Early Exploration, Lewis and Clark, Colonial America, American Revolution, Westward Expansion, Mexican-American War, Slavery and Abolition, Industrial Revolution, Inventions, World War II, Immigration, a host of historical individuals (focusing on biographies), as well as the internment of Japanese Americans.

**Grantee: Hacienda La Puente Unified School District, City of Industry, CA**  
**Project Name: American History Institute for Teachers**  
**Project Director: Barbara Nakaoka (626) 933-3810; bnakaoka@hipsd.k12.ca.us**  
**Funding: \$995,449**  
**Number of Teachers Served: 114**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

A partnership between the district and California State Polytechnic University-Pomona is providing professional development to all American history and Social Studies teachers in grades 5, 8 and 11. To improve content knowledge and teaching skills, each of the 3 project years focuses on a different grade through 2-week summer institutes; monthly faculty-to-faculty dialogues; classroom observation and discussions of lessons and student work sessions; historic site visits; use of a project website and bulletin board; 6 follow-up seminars; and fellowship travel opportunities for research. The program enhances technology use by integrating Annenberg/Corporation for Public Broadcasting multimedia resources, telecommunication technologies, and web-based resources. Year 1 focuses on 5<sup>th</sup> grade content standards— Discovering New Worlds, Exchange, Conflict and Accommodation in Colonial America. Year 2 focuses on 8<sup>th</sup> grade standards, addressing the founding period, Constitution, slavery, Civil War and Reconstruction. Year 3, focusing on 11<sup>th</sup> grade standards, examines America’s role as a world power in the 20<sup>th</sup> century.

**Grantee: Long Beach Unified School District, Long Beach, CA**  
**Project Name: Standards in the HOUSE (History of the United States for Elementary Education)**  
**Project Director: Dawn M. Lakowski (562) 426-6288; DLakowski@lbusd.k12ca.us**  
**Funding: \$997,996**  
**Number of Teachers Served: 225**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

In partnership with Rancho Los Alamitos, Natural History Museum of Los Angeles, and Long Beach Historical Society, the district is providing a faculty development program designed to improve content knowledge and pedagogical skills of American History teachers. The project is also intended to make traditional history coursework academically challenging and developmentally appropriate for elementary school children. Each year, a cadre of 75 teachers (25 each from grades 3, 4 and 5) will be selected from a cross-section of the district to attend monthly seminars and summer institutes for college credit. Course content will include Country Life: Storytelling and Folklore; Immigration and Money; Citizenship; Survival – A Changing America (Risk and Consequences, Communication, and Dollars and Cents); Going West; Columbus, Coronado, and deVaca; and Heritage: A New Nation, Cooperation, and Communication. Participants will receive “traveling trunks” of historical artifacts and other primary resources to use in the classroom. After completing the program, teachers will implement an instructional model in which they layer the CA History Standards with themes and ideas from the Open Court Reading Series to maximize teaching effectiveness.

**Grantee: Los Angeles County Office of Education, Downey, CA**  
**Project Name: American History for 21<sup>st</sup> Century Citizens Program**  
**Project Director: Michelle M. Herczog (562) 922-6908; Herczog\_Michelle@lacoedu**  
**Funding: \$1,819,113**  
**Number of Teachers Served: 396**  
**Number of School Districts Served: 8**  
**Number of Students Served: No information available**

This program builds on the office's first Teaching American History program, bringing together 32 K-12 teachers each year from Los Angeles, Orange, Riverside, San Bernardino and San Diego Counties with the National Center for History in the Schools at UCLA, California History-Social Science Project at California State University, Long Beach, and UCLA School Management Program in a 9-day symposium followed by 9 days of field study at historic sites and museums. Year 1 targets 3<sup>rd</sup> and 4<sup>th</sup> grade teachers, focusing on A History of California: A Legacy for Building Local, State and National Communities. Year 2, for 8<sup>th</sup> grade teachers, focuses on American history through the 19<sup>th</sup> Century: Expansion, Conflict and Resolution. Year 3, for 11<sup>th</sup> and 12<sup>th</sup> grade teachers, explores U.S. History and Geography: Continuity and Change in the 20<sup>th</sup> Century. Teachers return from field study to receive and learn coaching and create a classroom project. Simultaneously, 100 teachers from Los Angeles, Tulare, Kern, and San Joaquin Counties in grades 5, 8, and 11-12 participate in a Weekend Institute Series on American history that includes content and pedagogy instruction, field study, and lesson plan preparation/website publication.

**Grantee: Oakland Unified School District, Oakland, CA**  
**Project Name: History Grows in Oakland: Teaching American History in an Urban School District**  
**Project Director: Stanley L. Pesick (510) 879-8497; stan.pesick@secmail.ousd.k12.ca.us**  
**Funding: \$1,000,000**  
**Number of Teachers Served: 75**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

The district is collaborating with University of California Berkeley, Department of History, Social Science Project and Interactive University and with Oakland Museum of California to engage teachers in grades 5, 8, and 11 in intensive, content-rich staff development in American history. Aimed at translating knowledge of U.S. history into effective instruction, the program covers biography; the Mayflower Compact; Religious-state tensions in colonial times; beginnings of slavery; the Constitution; Revolutionary War and Declaration of Independence; Spanish-American War; Cold War; Vietnam War and the collapse of the Soviet Union. Participants attend monthly meetings, a week-long summer institute, and develop an American History lesson focused on an instructional question they wish to research and share at a regional Teaching American History conference held at the end of the second and third grant years.

**Grantee: Sweetwater Union High School District, Chula Vista, CA**  
**Project Name: The Voice of Democracy**  
**Project Director: Sharon Leslie (619) 691-5519; sharon.leslie@suhsd.k12.ca.us**  
**Funding: \$646,564**  
**Number of Teachers Served: 75**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

Collaborating with San Diego State University, the San Diego County Office of Education, the San Diego Museum of Art, and the South Bay Union School District, the Sweetwater Union High School District in Chula Vista, California will provide a focused, sustained professional development program over a three-year period for teachers from 34 elementary, middle, and high schools. Through summer institutes, the program will focus on the evolution of democracy in the United States, with particular focus on the Revolution and the Constitution. Teachers will learn to integrate vertical thematic content with state and district standards, by working hand-in-hand with university and curriculum experts. These experts from the field of education will help participants develop U.S history lesson plans that help children learn to use primary resources as a historian does. Historical documents will include letters, notes, paintings, speeches, cartoons, slave narratives, court cases, radio addresses, newspaper articles, and ballot measures. An Instructional Coach model will be used for the middle and high school teachers, who will receive 114 hours of professional development for participation in the program, while elementary school participants will receive 72 hours of professional development.

**Grantee: Yolo County Office of Education, Woodland, CA**  
**Project Name: Reading, Thinking, and Writing in American History: A K-16 Collaborative**  
**Project Director: Nancy J. McTygue (530)752-6192; njmctygue@ucdavis.edu**  
**Funding: \$1,000,000**  
**Number of Teachers Served: 120**  
**Number of School Districts Served: 6**  
**Number of Students Served: 23,352**

This project, partnering the Yolo County Office of Education with the Area 3 History and Cultures Project and the Department of History at University of California, Davis addresses the absence of subject matter preparation of U.S History teachers in grades 5, 8, and 11, and low levels of literacy and achievement rates among native English speakers and English Learner student populations in American history courses. The program includes presentations by professional historians on mentoring and coaching in historical methodology; instruction in teaching strategies; and training in reading comprehension strategies for U.S. history texts and primary/secondary sources. Content includes Federalism, Articles of Confederation, Civil War, Reconstruction, Civil Rights, Manifest Destiny, Monroe Doctrine, Roosevelt Corollary, Truman Doctrine, and Movements of the 20<sup>th</sup> Century.



## **COLORADO**

**Grantee: Centennial Board of Cooperative Educational Services (Centennial BOCES),  
Longmont, CO**

**Project Name: T.H.E.P.A.S.T. American History Project**

**Project Director: Dana Seltzer (303) 772-4420; dselzer@cboces.org**

**Funding: \$997,233**

**Number of Teachers Served: 116**

**Number of School Districts Served: 31**

**Number of Students Served: 38,907**

BOCES, in partnership with the National Council for History Education and the Colorado Institute for Historical Study will improve the quality of instruction and teacher knowledge of American history through a 5-day intensive summer academy each summer for 3 years (1 for elementary teachers and 2 for secondary). This approach to the study of American history uses the process of examining artifacts and primary documents to highlight themes and ideas of traditional American history, providing a tangible connection aimed at extending the learning process and increasing retention. Each summer will focus on a different century: in 2005, the 18th century; 2006, the 19th century; and 2007, the 20th century. Within each century the material will be approached thematically: Freedom and Tyranny, Liberty and Equality, the American Economy, Localism / Regionalism / Nationalism, and Establishing America in the World. In addition there will be 4 one-day Professional Ongoing Developmental Sessions (2 in October, 2 in April) to ensure continuous additional professional development. A separate web-based teleconferencing system for on-line learning, communication, and continuous contact will also be provided.

**Grantee: Pueblo School District No. 70, Pueblo, CO**

**Project Name: Southeastern Colorado American History Project: Preparing Teachers as  
Historians and Instructors of American History**

**Project Director: Jonathan Rees and Ginger Andenucio; (719) 295-6508;  
gandenucio@district70.org**

**Funding: \$999,900**

**Number of Teachers Served: 375**

**Number of School Districts Served: 16**

**Number of Students Served: No information available**

This collaborative professional development project brings together elementary and secondary educators from 16 rural school districts with Colorado State University-Pueblo and a network of regional historical agencies and foundations. Teams of K-12 teachers participate in summer institutes and immersion activities designed to increase content knowledge in traditional American history; engage in school-based joint efforts to develop history curricula; form professional networks for interaction among all history teachers; and help disseminate curricula that will improve student achievement, focusing on students in high-poverty schools. The project emphasizes ongoing, embedded assessment to drive the design of all activities. Content addresses: Wars that Changed America; America: the Economic Engine of the World: Commercial and Industrial History from Colonial Mercantilism to Modern Capitalism; and History of the American West.

## CONNECTICUT

**Grantee: Capitol Region Education Council, Hartford, CT**

**Project Name: The Charter Oak Collaborative: Teaching American History in the Capitol Region**

**Project Director: Anne Raymond (860) 524-4019; araymond@crec.org**

**Funding: \$960,000**

**Number of Teachers Served: 80**

**Number of School Districts Served: 7**

**Number of Students Served: No information available**

This project brings together a consortium of organizations, including the University of Connecticut's History Department and Neag School of Education, Connecticut State Department of Education, 7 Capitol Region school districts, and 13 museums/historical societies in an initiative designed to bring significant change to the way U.S. history is taught in grades 8, 10, and 11. Middle and high school teacher participants attend content-rich summer institutes, and 10 school-year workshops on primary source materials and effective teaching strategies. Presentations and materials will be made available to the other 28 public school districts within the Capitol Region Education Council. Historical themes to be addressed include: Change and Continuity in American Democracy: Ideas, Institutions, Practices and Controversies; The Gathering and Interactions of Peoples, Cultures and Ideas; Economic and Technological Changes and Their Relation to Society, Ideas and the Environment; and The Changing Role of America in the World.

**Grantee: Hartford Public Schools, Hartford, CT**

**Project Name: Teaching American History Grant Program – Hartford Public Schools**

**Project Director: Ilene V. Lowenstein (860) 695-8665; ilowenstein@hartfordschools.org**

**Funding: \$926,250**

**Number of Teachers Served: 40**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

The Hartford Public Schools will join Connecticut Historical Society and Trinity College to offer professional development aimed at: (1) improving teaching quality and raising fifth-grade student achievement in traditional American history by training a cohort of 30 fifth-grade teachers; and (2) strengthening the existing Hartford Public School Teaching American History initiative for middle and high school teachers, by developing a 10-member Teacher Support Team. Participants will attend professional development sessions and programs at historic-cultural sites related to the content of the 5th grade American history curriculum, which covers the period of pre-contact through the Early Republic. Teachers will learn how to systematically use materials and field study experiences that appeal to a variety of learning styles; engage students actively in the learning process; and use local sources to reinforce major themes in American history. The Connecticut Historical Society will provide Resource Activity Packets with primary source documents and reproduction artifacts, along with strategies for using these materials in the classroom. U.S. history professors from Trinity College will serve as lecturers and resources. The 10 middle and high

school teachers on the Teacher Support Team will receive advanced training in both traditional American history content and mentoring/coaching skills.

**Grantee: Windham Public Schools, Willimantic, CT**

**Project Name: The Power of Local Voices and Action in Historical Context: Teaching Traditional American History in Northeastern Connecticut**

**Project Director: Paula Colen (860) 455-0707; pcolen@eastconn.org**

**Funding: \$692,838**

**Number of Teachers Served: 65**

**Number of School Districts Served: 10**

**Number of Students Served: No information available**

Windham Public Schools is partnering with 9 other school districts, EASTCONN, a regional service center serving 36 school districts, the University of Connecticut, 6 museums, 2 historical societies, Connecticut State's Children's Librarian and the State Troubadour to provide professional development for 65 history teachers in grades 5-12 that will result in improved learning outcomes, a stand-alone theme-driven curriculum in U.S. History, and a guide for meaningful integration of local resources into teaching practices. Goals include building a community of practice to reduce professional isolation and improvement of teacher content knowledge and pedagogical skills. The program includes intensive summer institutes, follow-up workshops, mentoring, exemplary classroom practices and ongoing technical and collegial support. Institute and workshop content focuses on: Revolution and the New Nation (1754-1820), Expansion and Reform (1801-1861), Civil War and Reconstruction (1850-1877) and the Development of the Industrial U.S. (1870-1900).

## **FLORIDA**

**Grantee: School District of Hillsborough County, Tampa, FL**

**Project Name: Linking Tradition to Tomorrow**

**Project Director: Barbara D. Anderson (813) 272-4880; barbara.anderson@sdhc.k12.fl.us**

**Funding: \$928,000**

**Number of Teachers Served: No information available**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

Linking Tradition to Tomorrow seeks to improve content knowledge for elementary through high school teachers of history in the Hillsborough County area, and to provide the resources to teach American history as a separate subject at all grade levels, in the form of curriculum guides that include specific American history content. To accomplish this, the district will partner with University of South Florida, Annenberg Corporation, George Mason University, City University of New York, Colonial Williamsburg Foundation, Close-Up Foundation, Tampa Educational Cable Consortium, Florida International Museum, Tampa Bay History Center, and University of Tampa. Over three years, 17 different trainings will be offered through video, Internet, live digital links, lectures, cooperative learning, hands-on experiences and field excursions. Historical thinking skills will be taught, including comprehension, analysis/interpretation, research capabilities, and analysis/decision-making. Content will cover A Biography of America (First Americans through late 20<sup>th</sup> century); History Matters (Puritans, Jefferson's Republican Party, railroad expansion and the middle class, and women's suffrage, and more); the American history lecture series (19<sup>th</sup> century politics, Civil War, Manifest Destiny, and more); and field excursions (St. Augustine, Ft. Foster, Ybor City State Museum; H.B. Plant Museum).

## **GEORGIA**

**Grantee: Troup County School System, LaGrange, Georgia**

**Project Name: Troup County Schools Teacher As Historian Project**

**Project Director: Janet Solomon (706) 812-7923; solomonj@troup.org**

**Funding: \$1,000,000**

**Number of Teachers Served: 120**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

The Troup County School System will partner with the Library of America, LaGrange College, and Troup County Historical Society to launch the Teacher As Historian project. The program will train 45 master teachers and 75 classroom teachers from 19 elementary, middle, and high schools serving predominantly low-income students from rural and urban communities. To date, more than 20% of the secondary schools here have scored below the state passing rate on American history/social studies standardized measurements, and more than 80% of all county elementary school teachers have had insufficient content preparation in traditional American history. Through three consecutive summer institutes, Library of America historians and LaGrange College professors will help county teachers gain content knowledge and pedagogical skills. Teachers will learn innovative instructional practices and develop new ways to incorporate content into existing curricula; they also will establish an ongoing infrastructure for high-quality professional development that can be used as a catalyst for research. Year 1 content focuses on Georgia's involvement in the Civil War. Possible topics for the second and third years may include American Revolution, Native Americans, Westward Expansion, Reconstruction, World War II, and Civil Rights.

## **IDAHO**

**Grantee: Minidoka County School District, Rupert, ID**

**Project Name: Magic Valley Teaching American History Project**

**Project Director: Nick Hallett (208) 436-4727; nhallett@sd331.K12.id.us**

**Funding: \$950,093**

**Number of Teachers Served: 120**

**Number of School Districts Served: 7**

**Number of Students Served: No information available**

In cooperation with Boise State University, the Gilder-Lehrman Institute for American History, and the National Association of Scholars, the districts will provide content-based professional development for history teachers in more than 25 schools. Teachers participate in summer institutes and one-day seminars during the school year, focusing on primary documents, testing historical hypotheses, and immersion in the issue of liberty and equality. Participants are supported by Instructional Learning Teams who translate content knowledge and sources into instructional units and lesson plans. Topics reflect two themes: The History that Presidents Make, and Civil Rights and the Regime of Liberty. Within these, faculty cover such subjects as the Northwest Ordinance, the Constitution, religious liberty, Jefferson letter to the Danbury Baptists, Washington's Farewell Address, the First Amendment Establishment Clause, Slavery, Frederick Douglass and the Abolition Movement, Civil War, the 14<sup>th</sup> Amendment, Civil Rights, etc.

## **ILLINOIS**

**Grantee: Chicago Public Schools, District #299, Chicago, IL**  
**Project Name: Connecting with American History Project**  
**Project Director: Albert Bertani (773) 553-3497; abertani@cps.k12.il.us**  
**Funding: \$1,213,290**  
**Number of Teachers Served: 80**  
**Number of School Districts Served: 1**  
**Number of Students Served: 12,000**

In cooperation with the Newberry Library, Chicago Historical Society, Chicago Metro History Education Center, Constitutional Rights Foundation Chicago, and DuSable Museum of African American History, the project immerses 10<sup>th</sup> grade American History teachers in a series of professional development activities designed to increase teaching skills and content knowledge. Content focuses on significant defining moments of five seminal periods of traditional U.S. history: From Revolution to New Nation; Reconstruction of American Citizenship; Nation of Immigrants; Depression, War, and the State; and American's Second Reconstruction. Participants use Quarterly Planning Maps combined with benchmark assessments to align instructional skills with student progress. The program integrates traditional delivery methods—symposia, institutes, seminars and workshops—with “reform activities” including study groups, collaborative curriculum development, action research, and coaching.

**Grantee: Rockford Public School District #205, Rockford, IL**  
**Project Name: History Connections**  
**Project Director: Lisa Mehlig (815) 967-8067; mehligl@rps205.com**  
**Funding: \$981,539**  
**Number of Teachers Served: 150**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

Rockford Public Schools, Northern Illinois University, Rock Valley College, Rockford College, Midway Village and Museum Center, Burpee Museum, and Rockford Park District-Atwood Center are forming a partnership to raise student achievement by improving teachers' knowledge, understanding, and appreciation of traditional American history through curriculum and assessment development and modeling of engaging teaching strategies. The project targets teachers of 5th grade, 8th grade, and high school. Content will focus on Immigration and Migration; Natives and Pioneers; Justice for All; and War and Social Upheaval. The project will begin with the first annual Teacher Leader Institute, held in collaboration with university/college faculty and museum experts. The institute will be followed by teacher seminars. In addition, a job-embedded model of professional development will be initiated, and a history lab will be established.

**Grantee: School District U-46, Elgin, IL**

**Project Name: American History Partnership**

**Project Director: Steven Klein (847) 888-5000 ext. 5357;klein\_s/gi@dns.u46.k12.us**

**Funding: \$722,943**

**Number of Teachers Served: 72**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

During each of the project's three years, 24 elementary, middle, and high schools drawn from virtually every district campus will participate in a 12-month program of intensive study, classroom instruction, and professional reflection through a 2-day spring symposium; a series of 1 to 4-day seminars related to historical eras identified in state goals; 3 team study days; and a 1-day meeting for curriculum review. Collaborating organizations in this program will raise student and teacher knowledge of U.S. history, increase pedagogical skills, and revise the social studies scope to meet state standards. These organizations include: Constitutional Rights Foundation, Chicago; Elgin Area Historical Society, and the Illinois State Historical Library at the Abraham Lincoln Presidential Library. Content covers early and colonial history; American Revolution and early national period; national expansion; Civil War and Reconstruction; Industrial U.S.; U.S. emergence as a world power; prosperity; the Depression; New Deal and World War II; post-war and the Cold War; and contemporary U.S. from 1968 to the present.



## **INDIANA**

**Grantee: Brown County Schools, Nashville, IN**

**Project Name: Making Connections: Teaching American History Across Grade Levels and Across Curriculum**

**Project Director: Melissa R. Bingmann (317) 278-9024; mbingman@iupui.edu**

**Funding: \$983,623**

**Number of Teachers Served: 90**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

This partnership between Brown County schools, Indiana University-Purdue Department of History, and Indiana Historical Society brings scholarship, archival, photographic and other primary historical materials to one of the state's rural school districts in order to support and train K-12 teachers in developing new U.S. history curricula, and to cultivate professional relationships between historians and county teachers. Up to 80 teachers will participate in seminars during the school year; up to 60 will receive funding for classroom history projects; and up to 40 will participate in intensive summer field experiences. Teachers who participate in at least 50% of the seminars will receive stipends and \$1000 to create an innovative curricular unit. Historians and educators serve as mentors, and teachers earn graduate credit for academic activities. Content covers Colonial America, the agricultural revolution, Revolutionary War, Constitution, Western expansion, and Civil War and Reconstruction.

## **KANSAS**

**Grantee: Kansas City Public Schools, Kansas City, KS**

**Project Name: Freedom Grows: The Story of the Establishment and Expansion of Democracy in America**

**Project Director: Mae Leech (913) 279-2287; maleech@kckps.org**

**Funding: \$1,000,000**

**Number of Teachers Served: 100**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

Kansas City Public Schools are partnering with Kansas State University, the National Association of Scholars, the Truman Presidential Library, and the Eisenhower Presidential Library to provide a three-year program aimed at improving elementary and high school student achievement by inspiring and instructing teachers about traditional American history. The program will give teachers a variety of professional development opportunities, including summer institutes and graduate courses by historians, as well as workshops and colloquia during the academic year. Each year, the program will focus on a particular period of American history: Year one will concentrate on the growth of freedom as a result of this country's founding. Year two will feature the expansion of liberty to former slaves and westward movement. Year three will examine the growth of personal freedom following World War II. The basic design of the project is to provide intensive intervention for 100 teachers: 50 elementary, 20 secondary, 10 pre-service, and 20 lead teachers.

**Grantee: Southeast Kansas Education Service Center, Girard, KS**

**Project Name: Project Primary Sources**

**Project Director: Mike Bodensteiner (620) 724-6281; mike.bodensteiner@greenbush.org**

**Funding: \$930,280**

**Number of Teachers Served: 100**

**Number of School Districts Served: 37**

**Number of Students Served: No information available**

Based on the American Historical Association's Benchmarks for Professional Development in Teaching of History, this professional development project requires commitments by middle and high school U.S. History teacher participants to enhancing content knowledge of American history, demonstrating techniques learned in the classroom, correlating lessons to state standards, and agreeing to conduct workshops for other teachers. Teachers engage in 1-5-day institutes, workshops, and meeting presentations. Project partners include a consortium of 37 districts, Pittsburg State University, National Archives and Records Administration, and Gilder Lehrman Institute. Content addresses, among other topics: The Era of George Washington; Constitution; North American Slavery; Civil War; Civil Rights; America Between the Wars; and events related to the changing character of American society and culture; arts and letters, education and thought, and religion and values.

**Grantee: Wichita Public Schools, USD #259**

**Project Name: Impact America: A Greenhouse to Grow Knowledge, Understanding and Appreciation of American History in the Wichita Public Schools**

**Project Director: Gini Johnson (316) 973-4695; gijohnson@usd259.net**

**Funding: \$999,345**

**Number of Teachers Served: 180**

**Number of School Districts Served: 1**

**Number of Students Served: 18,000**

Impact America addresses district-wide evidence of limited teacher content knowledge in American history and need for improved U.S. history instructional skills and student achievement in grades 8, 10 and 11. The program is divided thematically to encompass curricular needs of the different grades. A cadre of 60 teachers per year will participate in workshops, collaborative learning communities and institutes centered on Constitutional principles and on individuals, issues, events, turning points, struggles and achievements in the growth of the United States. Lesson ideas, activities, strategies, and content are shared with other teachers via an interactive website. Ongoing teaching, coaching and conferencing will be provided by Friends University faculty with support online from Friends and Gilder Lehrman Institute. The cadre will do research with additional project partners: Truman Presidential Museum and Library, Eisenhower Museum, Old Cowtown Living History Museum, Wichita-Sedgwick County Historical Museum, and Kansas African-American Museum.

## **KENTUCKY**

**Grantee: Jefferson County Public Schools, Louisville, KY**  
**Project Name: Shaping a New Nation: Turning Points in American History**  
**Project Director: Laura Clifford; (502) 485-6542; lcliffo1@jefferson.k12.ky.us**  
**Funding: \$513,131**  
**Number of Teachers Served: 35**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

Jefferson County Public Schools is collaborating with University of Louisville, Filson Historical Society, Mount Vernon, Locust Grove, Kentucky Historical Society, and Kentucky African-American Heritage Foundation to develop elementary and middle school teachers' knowledge of historical content, processes, and instructional strategies that enhance student interest and achievement in American history. Participants in this professional development effort attend summer institutes, Saturday seminars, Living History lectures, and engage in historical immersion programs. Resource materials and coaching are provided to aid the participants' grade 5 and grade 8 lesson plans and ability to teach with primary source documents. Summer institute topics include: Causes of the American Revolution, Declaration of Independence, Articles of Confederation; Framers of the Constitution; Bill of Rights; the Whiskey Rebellion; Establishing a Cabinet; George Washington's Legacy; Henry Clay and the American System; Politics in a Frontier State; and many other issues.

**Grantee: Letcher County Schools, Whitesburg, KY**  
**Project Name: Documenting American Democracy: A Three-Year Professional Development Program for Teachers**  
**Project Director: Kathi L. Kern (859) 257-3555; kern@uky.edu**  
**Funding: \$998,073**  
**Number of Teachers Served: 40**  
**Number of School Districts Served: 12**  
**Number of Students Served: No information available**

In partnership with the University of Kentucky, the Kentucky Historical Society, and Appalshop (an independent, community-based humanities center), the Letcher County School District will offer a 3-year professional development program for teachers in 12 school districts in a 9-county region of eastern Kentucky. The 40 American Democracy Fellows will be 4<sup>th</sup> through 12<sup>th</sup> grade teachers, with priority given to schools that scored poorly in the history section of the Kentucky Core Content Test. Teachers will "do" history by using local sources to investigate historical patterns, through a curriculum that focuses on how the past has shaped the present. The project will stress new teaching strategies and encourage participants to become a community of scholars. Teachers from successful schools will be encouraged to form alliances with those from low-performing schools. Each Fellow will receive the in-class support of a Master Teacher who, along with the project faculty, will provide evaluation. Each year's program will focus on one of three themes of American democracy: Life (History and the Land); Liberty (Expanding American Citizenship), and the Pursuit of Happiness (Industrialization and the American Dream).

**Grantee: Ohio Valley Educational Cooperative, Shelbyville, KY**  
**Project Name: Project USA: Understanding the Study of American History**  
**Project Director: Michael Franken (502) 647-3533; mfranken@ovec.coop.k12.ky.us**  
**Funding: \$993,755**  
**Number of Teachers Served: 40**  
**Number of School Districts Served: 5**  
**Number of Students Served: No information available**

Project USA supports American history teachers in grades 5 and 8 in 18 schools through institutes and workshops that balance traditional U.S. history content with research-based delivery strategies, frequent coaching and mentoring, monthly networking/study groups, and historic site visits. Partners in the project include Gilder Lehrman Institute of American History, University of Kentucky history professors, University of Louisville, Centre College, Berea College, Transylvania University, Eastern Kentucky University, Georgetown College, Millersville University, Kentucky History Center, Kentucky Association of Teachers of History, and Administrative Office of the Courts. The professional development model is intended to have a high potential for replication and will provide online thematic study units available nationally. Content addresses, among other topics: Colonial America, American Revolution, U.S. Constitution, Westward Expansion, Civil War, Great Depression, and World War II.

## **LOUISIANA**

**Grantee: Assumption Parish School Board, Napoleonville, LA**

**Project Name: Teaching Traditional American History in South Louisiana**

**Project Director: Malcolm M. Duplantis (985) 369-7251; mduplantis@assumption.k12.la.us**

**Funding: \$952,172**

**Number of Teachers Served: 90**

**Number of School Districts Served: 7**

**Number of Students Served: No information available**

This professional development program, in partnership with Nicholls State University, is building a network of 30 American history teachers within 7 districts each year to improve student achievement; improve teachers' content knowledge; improve teachers' use of effective teaching strategies; and to create a system to support teacher's continued growth in knowledge, understanding, and appreciation of American history. Resources developed during the program will include lesson plans for 5th through 12th grade, and a website for teachers to use as a support when preparing and teaching lessons on American history. Teachers will study American history at the university level for graduate credit, learn and apply effective strategies of instruction for American history, participate in a seminar, redeliver knowledge and methods they have learned to teachers in their district, and mentor new teachers at their school. Content includes: lives, careers and writings of American presidents; Civil Rights; history of the 1960s; American Involvement in the Middle East; Puritans; U.S. Constitution; Hamiltonian vs. Jeffersonian democracy; Jacksonian democracy; Civil War and Reconstruction; Rise of Big Business; American Imperialism; New Deal; World War II; Cold War; and Vietnam.

**Grantee: Tangipahoa Parish School System, Amite, LA**

**Project Name: Louisiana's Role in Traditional American History**

**Project Director: Thomas Bellavia (985) 748-2501; super@tangischools.org**

**Funding: \$999,000**

**Number of Teachers Served: 720**

**Number of School Districts Served: 14**

**Number of Students Served: No information available**

This project, aimed at middle and high school teachers in grades 7-12, uses the Louisiana History Series produced by Louisiana Public Broadcasting as a key companion to enriching new state content standards, and meeting certification provisions associated with No Child Left Behind legislation. Partners include: Southeastern Louisiana University, Region II Service Center, Louisiana Public Broadcasting, Louisiana State Archives, Museum and Library, Historic New Orleans Collection, Louisiana Office of Culture, Recreation and Tourism, and consultants. Content-rich instruction is provided through graduate coursework, workshops, technology, and introduction of new curricula and innovative teaching strategies designed to increase student performance. The project serves 240 teachers annually. Summer institute topics cover: Beginning of the American Experience; Formation of a Nation 1763-1800; Establishing a National Character 1800-1840; Growth and Division 1800-1860; Great National Conflict and its Aftermath 1860-1900; A Robust Democracy 1890-1920; Robust to Bust 1918-1932; An Encroaching World 1933-1945; Postwar World War II; Testing the Limits of America's Character 1961-1974; and U.S. in a Global, Technological Age.

## **MASSACHUSETTS**

**Grantee: Boston Public Schools, Boston, MA**

**Project Name: Turning Points: Examining the Course of Our Nation**

**Project Director: Judy Berkowitz (617) 635-7936; mroberts@boston.k12.ma.us**

**Funding: \$1,000,000**

**Number of Teachers Served: 254**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

This project provides professional development to expand teachers' knowledge and instructional skills as a means of increasing student achievement and addresses gaps in students' exposure to the state-based curriculum, as well as literacy needs in history. Training strategies are designed to reach 124 teachers in grades 3 and 5 and 130 high school U.S. History teachers in grades 9, 10, and Advanced Placement classes. In collaboration with Boston University, the Boston History Collaborative, John F. Kennedy Library and Museum, and the Museum of Afro-American History, 10 content seminars will be offered per year (30 hours) spanning traditional American History from the age of exploration to the cotemporary era. Summer institutes of 30 each per summer will provide in-depth focus on one of the eras and topics covered in the seminars. Topics will form the nucleus of new curricula in grades 3, 5, 9, and 10. Seminars and coaching will be provided on interactive teaching techniques and literacy strategies. At the end of the project, all students in grades 3, 5, 9 and 10 will perform proficiently on District history assessments. The Education Alliance at Brown University will evaluate the program.

**Grantee: Brockton Public Schools, Brockton, MA**

**Project Name: Teaching American History Through Discovery, Investigation and Participation**

**Project Director: Margaret Lowe (508) 531-2406; mmcmanus@ci.Brockton.ma.us**

**Funding: \$796,770**

**Number of Teachers Served: 180**

**Number of School Districts Served: 6**

**Number of Students Served: No information available**

Building on Plymouth's Teaching American History grant, six Massachusetts school districts, in partnership with Bridgewater State College, are focusing on rights and responsibilities in this professional development program for K-12 teachers. The project involves in-depth study of traditional American history through the lens of the U.S. Constitution, interactions with historians; workshop study of key primary documents; travel to national museums and archives; summer institute field studies; and incorporation of findings into lesson plans. It aims to give students and teachers a knowledge of what the Constitution reveals about the wider narrative of American history from 1600 to the present, and, in so doing, seeks to generate greater student appreciation of founding ideals and improved performance. The theme for year 1 is Founding Ideas and Documents: Origins of the U.S. Constitution. Year 2's theme is The Document Itself: Creation, Ratification and Impact of the U.S. Constitution. Year 3 addresses Interpretating the Centuries: The Lived Meaning of the U.S. Constitution.

**Grantee: Fall River Public Schools, Fall River, MA**  
**Project Name: History, Together: An Early-Grades Foundation for Traditional American History Education**  
**Project Director: Susan S. Horvitz (508) 235-2637; suehorvitz@comcast.net**  
**Funding: \$993,531**  
**Number of Teachers Served: 108**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

The district is partnering with Bristol Community College and Brown University's Education Alliance to extend the Teaching American History Professional Development Project (a program that benefits high school teachers) in order to improve content knowledge and instructional skills for elementary school teachers in the Fall River area. For each of the grant's three years, at least 36 teachers (three from each of the region's 12 elementary schools) will attend a year-long, graduate level course whose syllabus will be determined by the American history learning standards for grades 3, 4, and 5. The course, entitled The American Experience: Land, People, and Change, will focus on Native peoples, historical landscape, and foundations of American government. Teachers will learn about cultural diffusion and innovation, political ideals and institutions, and patterns of social and political interaction. During the second semester, participants will meet with a facilitator to develop school-wide strategies for aligning curriculum with state standards and integrating them with literacy and mathematics standards already in place. Opportunities are provided for non-participants to develop such strategies.

**Grantee: Fitchburg Public Schools, Fitchburg, MA**  
**Project Name: The Story of America**  
**Project Director: Teresa A. Thomas (978) 665-4587; tthomas@fsc.edu**  
**Funding: \$993,433**  
**Number of Teachers Served: 70**  
**Number of School Districts Served: 10**  
**Number of Students Served: No information available**

This professional development program for middle and high school American History teachers brings together 10 school districts with Fitchburg State College and Mount Wachusett Community College to strengthen teacher understanding of significant issues, episodes and turning points in U.S. history. During the course of the project, 6 graduate-level academic seminars cover the span from colonial times to the modern era, with the sixth seminar exploring the role of women in American history. Seminars address: American Revolution and Early Republic, Sectionalism, Civil War and Reconstruction, Westward Expansion; Industry; Immigration and the Progressive Era; World War II; and Cold War and the Modern Era. The program also includes readings, research, symposia, exploration of primary sources, field experiences, and integration of material into classroom activities. Participants receive a Certificate of Advance Study in American History on completion of 240 hours of focused study. The program concludes with a 2-day conference to disseminate information and work products and begin the process of replicating skills with non-participating teachers.



**Grantee: Frontier Regional and Union 38 School District, South Deerfield, MA**

**Project Name: American Promises**

**Project Director: Barbara Mathews (413) 665-1155; bmathews@deerfield.history.museum**

**Funding: \$998,850**

**Number of Teachers Served: 150-200**

**Number of School Districts Served: 12**

**Number of Students Served: No information available.**

The LEA will partner with Franklin County Professional Development Collaborative, Pocumtuck Valley Memorial Association, and Hampshire County school districts of Granby and Ware to provide a three-year professional development program in traditional American history for up to 80 K-12 teachers from primarily poor and rural school districts. Activities include a seminar series (8 per year) and workshops (40-60 per year); along with individualized teaching support. The history content will be organized around the fundamental premises expressed in the United States' founding documents. Each year, the program will examine significant issues, episodes, and people from the Colonial period into the 20<sup>th</sup> century in the context of America's founding ideals: (1) The Promises of the American Revolution: Colonies to Nations; (2) Testing the Promises: The Civil War, Industrialization, and Immigration; and (3) Claiming the Promises: Two World Wars, More Immigration, A New Deal and Civil Rights. It is hoped that this program's model of professional development, which will include the creation of instructional resources, will have the potential for widespread application.

**Grantee: Newton Public Schools, Newtonville, MA**

**Project Name: The World in America: America in the World**

**Project Director: Susan E. Linn (617) 559-9038; susan\_linn@newton.mec.edu**

**Funding: \$981,028**

**Number of Teachers Served: 150**

**Number of School Districts Served: 4**

**Number of Students Served: No information available**

Teachers in grades 5, 8, 10, and 11 participate in content-based, week-long summer institutes, 3-day school-year seminars, book discussion groups, study tours, and conferences in a professional development program aimed at improving U.S. history content knowledge and instruction, encouraging history teacher collaboration within and across schools, and meeting needs identified by teachers and the 2002 Massachusetts Curriculum Framework for History. The project is supported by a newsletter, website, and quarterly meetings of an Advisory Board composed of all partner representatives. World in America: America in the World Collaborative includes 4 districts, Primary Source, Suffolk University, Boston Public Library, and Adams National Historical Park in Quincy. Year 1 focuses on Colonial America; Year 2 on 19<sup>th</sup> Century America; and Year 3 on The 20<sup>th</sup> Century.

**Grantee: Shore Educational Collaborative, Chelsea, MA**  
**Project Name: Project LOCAL: Learning Our Community's American Lore**  
**Project Director: Calvin L. Carpenter (781) 393-9016; carpec@Medford.k12.ma.us**  
**Funding: \$914,089**  
**Number of Teachers Served: 69**  
**Number of School Districts Served: 5**  
**Number of Students Served: 4,800**

In partnership with Tufts University, the communities of Everett, Medford, Revere, Somerville, and Winthrop will provide American History teachers with a series of day-long intensive professional development workshops using a train-the-trainer model to incorporate local history into the teaching of traditional American History. Initial workshops provide access to experts in American history, sites of historical significance, primary resource materials, and teaching strategies that foster higher thinking order skills. Subsequently, site leaders will provide a series of workshops within their respective communities, supported by historical societies and historic sites. Tufts University will host a website containing a library of teaching strategies, discussions, and models as a lasting resource. Project LOCAL will directly involve 75% of grades K-12 U.S. history teachers in each district over the grant period. Lectures by historians address the 17<sup>th</sup>, 18<sup>th</sup>, early 19<sup>th</sup>, late 19<sup>th</sup>, early and late 20<sup>th</sup> centuries, incorporating discussion of most significant primary sources of each period.

**Grantee: Springfield Public Schools, Springfield, MA**  
**Project Name: Teachers as Historians**  
**Project Director: Rosemary Kalloch (413)787-7074; kalloch@sps.springfield.ma.us**  
**Funding: \$994,819**  
**Number of Teachers Served: 50**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

This partnership brings together the Springfield Public Schools with five colleges, the Springfield Library and Museums, History Institute at the University of Massachusetts and the Springfield Armory National Historic Site. The district serves a population that is 48% Latino, 28% African-American, 21% white, and 2% Asian; 77% live in households below the federal poverty level, and 11% are enrolled in English language learner programs. Taught by college faculty, the professional development program provides teachers from all grade levels with content knowledge in U.S. history through summer institutes and 10 academic year seminars, and classroom instructional strategies through coaches and use of student achievement data. Topics—emphasizing critical events and individuals—include the U.S. Constitution, Civil War, immigration, Declaration of Independence, and primary documents on the abolitionist movement, Reconstruction, and Civil Rights movement of the 20<sup>th</sup> century.

**Grantee: Weymouth Public Schools, Weymouth, MA**  
**Project Name: Lest We Forget: The Teaching of American History**  
**Project Director: Jane E. Killinger (781) 335-1460; jkillinger@weymouthschools.org**  
**Funding: \$900,421**  
**Number of Teachers Served: 164**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

Aimed at reviving appreciation for U.S. history, this professional development program offered by the district and primary partners, University of Massachusetts-Boston and Adams National Historical Park, calls for in-depth instruction in American history content and content pedagogy for 122 K-4 grade teachers, 12 5<sup>th</sup> grade teachers, and 30 teachers in grades 7-12. The project promotes historical thinking benchmarks, and includes 46 modules taught by University professors on events, issues and people significant to American history. Four week-long summer institutes address the John and Abigail Adams' family legacy. Curriculum institutes, study groups, and coaching focus on improving the quality of history instruction. The content is grounded in traditional American history: New England Colonies; Rebellion and Independence; English Roots; Search for a New Government, Federalist Papers, Constitution, Bill of Rights, The New Republic; de Tocqueville; Women's Suffrage in the Jacksonian Era; Slavery and Abolition; Civil War; Reconstruction; Jim Crow and the New South; Industrialization; Chinese Immigration and Exclusion; Imperialism and World Power; Progressive Era; World Wars I and II; New Deal; Cold War; and the Civil Rights Movement.

## **MARYLAND**

**Grantee: Anne Arundel County Public Schools, Annapolis, MD**

**Project Name: Teaching American History in Anne Arundel County**

**Project Director: Lisa Kissinger (410) 222-5440; lkissinger@aacps.org**

**Funding: \$994,183**

**Number of Teachers Served: 90**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

American history teachers in grades 5, 8, and 11 are targeted in this effort to enhance content knowledge of traditional U.S. history, knowledge of resources, and instructional skills, with the long-term goal of increasing student enrollment in the AP U.S. History course. The program includes in-service orientation workshops, a 10-day graduate-level summer institute, and in-service follow-up workshops during the school year—designed and taught by historians from the University of Maryland, Baltimore County and County master teachers. Additional sessions and resource will be provided by Martha Ross Center for Oral History, Maryland State Archives, and Maryland Historical Society. A program website will publish exemplary lesson plans and successful participants will mentor other teachers in the pre-AP U.S. history pipeline. Summer institutes focus on significant turning points including the American Revolution, Civil War, Great Depression, World War II, and the Civil Rights Movement.

## **MICHIGAN**

**Grantee: Alpena-Montmorency-Alcona Educational Service, Alpena, MI**

**Project Name: American History – Turning Points**

**Project Director: Gary Goren (989) 354-3101; goreng@amaesd.k12.mi.us**

**Funding: \$853,158**

**Number of Teachers Served: 30**

**Number of School Districts Served: 4**

**Number of Students Served: No information available**

The American History Project – Turning Points faculty development project is a collaboration among the Alpena-Montmorency-Alcona Educational Service District, four rural school districts, the Central Michigan University, Arts and Libraries, the Alpena County Library, and the Henry Ford Museum. It will reach K-12 history teachers in three counties in northeastern, lower Michigan – an area of high poverty, large distances, small populations, and low student achievement scores. Through summer institutes and school-year workshops and colloquia, 30 fifth-, 8<sup>th</sup>- and 11<sup>th</sup>-grade teachers will be trained in American history content, and will gain a better understanding of the discipline of historical inquiry. Participants will utilize primary materials from local archives, museums, historic sites, and online resources. Program content will be organized by topic and grade-level and fall into five major historical periods: Colonial and Revolutionary American in the Atlantic World; U.S. History through the Civil War; U.S. History to World War I; U.S. History in the 20<sup>th</sup> century; and Michigan History in the United States. Participants will form a teacher cohort system called the Corps of Discovery, and develop model teaching units and lesson plans stored on a CD-Rom for replication in other school districts.

**Grantee: Dickinson-Iron Intermediate School District, Kingsford, MI**

**Project Name: Building Bridges**

**Project Director: Dee Benjamin; (906) 776-8137; dbenjamin@diisd.org**

**Funding: \$696,450**

**Number of Teachers Served: No information available**

**Number of School Districts Served: 52**

**Number of Students Served: No information available**

The Dickinson-Iron Intermediate School District, in coordination with four other Intermediate School Districts (ISDs) will join Northern Michigan University, Michigan Technological University, and Lake Superior State University to create a professional development program for K-12 teachers of history in Michigan's Upper Peninsula. The program includes summer institutes, workshops during the school year, mentoring, master teacher site visits, and online interaction. The project will use the History Themes Project, which was developed collaboratively with the Michigan Education Portal for Interactive Content. Summer institutes will focus on American history content, while school year workshops will focus on best practices for classroom instruction, including problem-based learning, curriculum mapping, and utilizing primary resources. Topics include National History Strands; Michigan Curriculum Framework; Civilization; Cultural Diffusion; Innovation; and Human Interaction with the Environment. Kindergarten through 5<sup>th</sup>-grade teachers will explore topics related to the period of American history from Beginnings to 1830. Teachers of history in grades 6 through 8 will study the period of 1763 to 1877, and 9<sup>th</sup> to 12<sup>th</sup> grade teachers will focus on 1877 to the present. Teachers will

develop a three- to five-day unit plan based upon what they learned in the summer institutes, and will be required to attend the Fall Educator's Forum in November 2005.

**Grantee: Okemos Public Schools, Okemos, MI**

**Project Name: Path to the Present: A Model Program to Improve and Support Modern American History Teaching in Michigan**

**Project Director: Lee Gerard (517) 349-9460; lgerard@okemos.k12.mi.us**

**Funding: \$999,878**

**Number of Teachers Served: 60**

**Number of School Districts Served: 10**

**Number of Students Served: No information available**

This project is teaching 10 teacher-pairs per year from a diverse group of schools in mid-Michigan at intensive 2-week history academies in collaboration with Michigan State University's Department of History and MATRIX Center for the Humane Arts, Letters and Social Sciences and Social Sciences Online; ABC-CLIO, H-Net Humanities and Social Sciences Online; Michigan Historical Center and State Archives; and Michigan Department of Education. The teacher-pairs—1 new and 1 master teacher in grades 9-11—will create model curricula and attend follow-up school-based workshops in which outcomes will be disseminated to other teachers. Participants are intended to form the core of a new Michigan History Teaching Network with online headquarters for continuing education. Addressing crucial events and turning points in traditional American History, year 1 focuses on Growth of the State: U.S. and the World; year 2 on Economic Development and Political Reform; and year 3 on American Society and Culture: Pluralism and Diversity. The project supports methodologies for using primary materials to develop student aptitude in analyzing historical issues.

## MINNESOTA

**Grantee: Northfield Public Schools, Northfield, MN**

**Project Name: Shaping the American Nation: Immigration and Its Historical Impacts**

**Project Director: Kristin M. Repensky (507) 663-0600; kristin.repensky@nfl.d.k12.mn.ud**

**Funding: \$640,761**

**Number of Teachers Served: 87**

**Number of School Districts Served: 1**

**Number of Students Served: 3,871**

This professional development project provides teachers in grades K-12 with an in-depth perspective on the impact of immigration on U.S. history using week-long summer seminars and 12 full-day workshops. American history specialists offer an overview of basic American documents, governmental structures, and social and cultural development shaped by immigrants by examining American history from early colonial times through the present. Year 1 focuses on the colonial period; year 2 on the Revolution through 1850; and year 3, from 1850 to the present. Partners include Carleton and St. Olaf Colleges, St. Mary's University, Minnesota History Center, and University of Minnesota's History Department and Immigration History Research Center. Aimed at all students in the Northfield Public School system, the program will invite an additional 30 English teachers to participate.

**Grantee: Northwest Service Cooperative #928, Thief River Falls, MN**

**Project Name: We, Too, Are the People**

**Project Director: Faye V. Auchenpaugh; (218) 681-8005; fauchenp@nw-service.k12.mn.us**

**Funding: \$999,938**

**Number of Teachers Served: 150**

**Number of School Districts Served: 42**

**Number of Students Served: 8,000**

This project partners 42 school districts in 12 counties of rural northwest Minnesota with the National Humanities Center in North Carolina, Minnesota Historical Society, Hamlin University in St. Paul, Minnesota Humanities Commission, and Cooperative Ventures, an independent educational evaluation organization in St. Paul. While all districts teach American History as a separate academic subject, the project aligns with an instructional improvement review model designed to broaden instructional skills and content knowledge of American history and literature teachers and build collegial networks. To improve teaching about significant issues, episodes and turning points in U.S. history teachers, participants explore a specific period during 5-day intensive summer institutes, and engage in school-year 2-day institutes to explore how the history of their geographic area fits into the national historical context for that period. The first era to be studied is America: Living the Revolution, 1779-1823. The program includes development of lesson plans and study groups facilitated by curriculum and instructional specialists.

## MISSOURI

**Grantee: Chillicothe R-II School District, Chillicothe, MO**

**Project Name: Teaching Traditional American History**

**Project Director: Mike Lair (660) 646-0700; lairmike@hotmail.com**

**Funding: \$892,875**

**Number of Teachers Served: 150**

**Number of School Districts Served: 24**

**Number of Students Served: No information available**

In partnership with the University of Missouri Western, Central Methodist College, Truman Presidential Museum and Library, the State of Missouri's Office of the Secretary of State Archivist, Livingston County Library, and 23 northwestern school districts, Chillicothe R-11 School District aims to accomplish 2 goals: establish a network of master teachers, and ensure that northwestern Missouri teachers and administrators have the skills, knowledge, and abilities to teach U.S. history. The first goal will be addressed by the annual 3-week summer institute that will enhance teachers' knowledge of U.S. history, and enhance their critical thinking skills. Content for year 1 will be Manifest Destiny: A Clash of Cultures; year 2, American 20th Century Diplomatic History; and year 3, The Civil War. The second goal will be addressed by introducing of instructional management tools, ongoing workshops and seminars, and the Anytime Learning System computerized tool with the American Education History Instructional Titles.

**Grantee: Republic R-III, Republic, MO**

**Project Name: American History Education Enhancement Project**

**Project Director: Cinthia Mais (417) 732-3650; cmais@mail.republic.k12.mo.us**

**Funding: \$983,014**

**Number of Teachers Served: 25**

**Number of School Districts Served: 7**

**Number of Students Served: No information available**

The American History Education Enhancement Project offers middle and high school social studies teachers the means to earn a master's degree that strengthens their knowledge and appreciation of U.S. history through 5 3-hour graduate courses. The professional development program includes summer institutes, 15 hours of Internet-delivered coursework on content and research, and face-to-face pod meetings at individual schools in which participants work with a master teacher to transfer course material to the classroom. Course content focuses on extensive readings and discussions regarding the Revolutionary War and Early Republic, Civil War, 19<sup>th</sup> century social history, women's history, and history of education. Project effectiveness in boosting student performance will be measured by a quasi-experimental design in which students of participants and non-participants are pre- and post-tested. Partnering with the 4 public school systems in Greene and Christian Counties are Southwest Missouri State University, Springfield-Greene County History Museum, and Greene County Archives.



## MISSISSIPPI

**Grantee: Lawrence County School District, Monticello, MS**

**Project Name: Teaching History Instructors in a Network of Knowledge (THINK)**

**Project Director: Deborah Sylvester (601) 587-2306; dsylvester@Lawrence.k12.ms.us**

**Funding: \$988,574**

**Number of Teachers Served: 100**

**Number of School Districts Served: 2**

**Number of Students Served: 6,605**

Two rural, high poverty districts with low-performing students are partnering with William Carey College, Copiah-Lincoln Community College, Old Capitol Museum of Mississippi History and Lawrence County Historical Society to build capacity to support and sustain improved U.S. History instruction, and improved student understanding, achievement and appreciation for American history. Of 100 K-12 teacher-volunteers who will participate in project services, 25 will be selected as the representative sample for evaluation. Participants in this "learning network" to create teacher leaders engage in a series of intensive workshops and visit historic sites in order to focus on teaching traditional U.S. History as a separate subject. The teacher volunteers will be led by professors and historians. Professional development activities are combined with an array of educational resources including an online database, materials, peer mentoring, and a library. Major content themes include Conflict (Revolutionary War, Civil War, World Wars, 20<sup>th</sup> century wars); Change/Expansion (colonial times, Lewis & Clark, Manifest Destiny); and Captivity/Human Rights (slavery, Underground Railroad, internment camps, women's rights).

**Grantee: Philadelphia School District, Philadelphia, MS**

**Project Name: History Connections**

**Project Director: Moira R. Rankin (301) 317-0110; moira@soundprint.org**

**Funding: \$998,474**

**Number of Teachers Served: 25**

**Number of School Districts Served: 2**

**Number of Students Served: No information available**

Philadelphia School District is partnering with Newton County School District, University of Southern Mississippi, and Mississippi State University, museums, archives and historical sites to provide American history teachers in grades 5, 8, and 11 with professional development including summer institutes; seminars; ongoing mentoring by University faculty; instruction in primary sources at historic sites and museums; education in oral and visual history principles for research; and curriculum development using primary sources, field trips and artifacts. Public broadcasters, Mississippi Television Authority, and the SOUNDPRINT Media Center are extending the seminars' reach and mentoring across the state via an electronic interactive network. The public broadcasters also provide audio and video material for instructional use and professional development—technology resources that will be left in place. Content aligns with state standards and covers Colonial American, Civil War and Reconstruction, The Great Depression, World War II and post WWII, and Civil Rights.

## **MONTANA**

**Grantee: Bozeman School District #7, Bozeman, MT**

**Project Name: Telling Lives, Teaching Lives**

**Project Director: Robert W. Rydell (406) 994-4395; rwrydell@montana.edu**

**Funding: \$1,000,000**

**Number of Teachers Served: 108**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

Using biography, founding documents, and museum artifacts, this professional development project for Bozeman K-12 and Gallatin County K-8 teachers focuses on three turning points in American history: the era of the American Revolution and Constitution; the era of the Civil War; and the era of the Great Depression and Second World War. Partners in improving teachers' and students' understanding and attitudes toward American History include Montana State University/Bozeman Department of History and Philosophy, Program in Native American Studies, and Museum of the Rockies; the National Council for History Education, and Northwest Regional Educational Laboratory. Partners will share responsibility for providing colloquia, summer institutes, presentations at state gatherings, and follow-up sessions to ensure integration of project findings. The project will be disseminated through concurrent U.S. History sessions at Montana Education Association meetings to more than 2,000 teachers statewide—a basis for organizing a network of teachers and administrators committed to improve history teaching.

## **NORTH CAROLINA**

**Grantee: Bertie County Schools, Windsor, NC**

**Project Name: TRACES in American History (Teaching with Relevant Academic Content and Engaging Strategies)**

**Project Director: Carol C. Atkins (252) 794-6018; atkinsc.bco@bertieschools.com**

**Funding: \$919,251**

**Number of Teachers Served: 90**

**Number of School Districts Served: 3**

**Number of Students Served: 1,900**

TRACES brings together 3 school systems including 18 schools located in a rural, high-poverty area of North Carolina with St. Augustine's College, Organization of American Historians, National History Day, SERVE, Teachers' Curriculum Institute, National Center for History in the Schools, and a host of other local/state historical organizations to improve outcomes for American History studies. The comprehensive 120-hour professional development program including 2-week summer institutes, at least 5 workshops per school year, and followed up by in-class coaching aligns with benchmarks established by the American Historical Association. History experts provide teachers in grades 4, 5, 8, 10, 11, and 12—with an emphasis on grades 5, 8, and 11—with instruction in U.S. history content and pedagogy along with guiding activities designed to enhance classroom instruction. Content examines the American Colonial experience; contending goals of Nationalism and Sectionalism 1815-1650; Civil War and Reconstruction; economic; social and political trends of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries; and causes and effects of U.S. involvement in international affairs.

**Grantee: Cleveland County Schools, Shelby, NC**

**Project Name: U.S. History Consortium**

**Project Director: Robert W. Brown (704) 482-5354; rbrown@clevelandcountyschools.org**

**Funding: \$886,441**

**Number of Teachers Served: 75**

**Number of School Districts Served: 2**

**Number of Students Served: 2,000**

In conjunction with Lincoln County Schools, University of North Carolina at Charlotte, Temple University, Gettysburg College, and George Washington University, Cleveland County Schools is providing a 5-step sustainable model of professional development for American history teachers in grades 10 and 11. Participants receive background assignments throughout the year and attend summer institutes focusing on: From the Revolution to New Republic (1756-1820); From Sectionalism to Reconstruction; and The Roaring Twenties through World War II. Other activities include historic site visits, content seminars, discussions, experiential learning, research led by scholars, and curriculum development centering on skills needed for student understanding such as higher order thinking skills, primary source document analysis, and multidisciplinary seminars. Preservice, initially licensed teachers and lateral entry teachers will attend workshops to increase content knowledge and methodological practices from the beginning of their careers.

## **NORTH DAKOTA**

**Grantee: Fargo Public Schools, District #1, Fargo, ND**

**Project Name: Fargo Public Schools – Teaching History Project**

**Project Director: Nancy H. Murphy (701) 446-1047; murphna@fargo.k12.nd.us**

**Funding: \$ 861,446**

**Number of Teachers Served: 75**

**Number of School Districts Served: 2**

**Number of Students Served: No information available**

The Fargo Public Schools and West Fargo Public Schools will collaborate with North Dakota State University, Valley City State University, the North Dakota Historical Society, and the Institute for Regional Studies to offer this professional development program to history/social studies teachers in grades 6, 8, 9, and 11. In addition to a high failure rate of students in history classes and high student drop-out rate, an estimated 30% of the district's history and social studies teacher do not meet the state's definition of "highly qualified." The project seeks to increase participants' knowledge of American history and primary sources, improve pedagogical skills, and give teachers an opportunity to develop curricular units, classroom materials, and assessment tools. Teachers completing the project will offer professional development programs to fellow history teachers. The training method follows the Joyce and Showers model for professional development, and includes summer institutes, monthly meetings, and ongoing coaching. Content addresses: Women in America; American Frontier and West; America's Changing Identity Viewed Through Documents; Key Episodes in American Political and Social History; and America in the Western Hemisphere: Turning Points in History.

## **NEBRASKA**

**Grantee: Educational Service Unit #2, Fremont, NE**

**Project Name: American Independence – Myths and Realities**

**Project Director: Diane M. Wolfe (402) 721-7710; dmwolfe@esu2.org**

**Funding: \$999,998**

**Number of Teachers Served: No information available**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

Teachers from 40 schools throughout northeast Nebraska will participate in this three-year program offered collaboratively by Educational Service Unit #2, Wayne State College, and the Eastern Nebraska Distance Learning Consortium. Scholars of U.S. history will help participants explore the myths and realities concerning U.S. and Native American struggles for independence during this country's formative period in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries. The program seeks to form a cadre of educators dedicated to improving American history instruction. Teachers will conduct graduate-level coursework and develop and post online lesson plans to be used by teachers across the nation. They also will create an online American history course to be delivered through Wayne State College for the duration of the project and beyond. The program's success will be evaluated through a three-year qualitative and quantitative applied research study, which will examine the impact of project staff development on teacher self-efficacy and student academic performance.

**Grantee: Lincoln Public Schools, Lincoln, NE**

**Project Name: Teaching Excellence in America's Core History (TEACH)**

**Project Director: Karen Stanley (402) 436-1827; kstanle@lps.org**

**Funding: \$995,963**

**Number of Teachers Served: 60**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

Partnering with Nebraska Wesleyan University and Nebraska State Historical Society, Lincoln Public Schools is providing a professional development program for elementary through high school teachers that includes history seminars; summer colloquia involving work with primary documents and artifacts; institutes; workshops in academic settings and historic sites; and mentoring to improve the teaching of U.S. history. Participants can earn 18 hours of graduate credit and are expected to provide district leadership in history instruction strategies and classroom activities impacting 1,200 teachers and 32,000 students. The program replaces broad survey courses with course syllabi aligned with identified periods of American history: Progressivism and Expansion of Democracy in the 20<sup>th</sup> Century; U.S. Rise to World Power; Struggle for Civil Rights Among Minority Populations; Confronting the Challenge of the Great Depression; The Cold War at Home and Abroad; and Challenges of Post-Cold War America.

**Grantee: Millard Public Schools, Omaha, NE**  
**Project Name: Teaching American History: MPS & MOEC**  
**Project Director: Martha M. Bruckner (402) 895-8306; mmbruckner@mpsomaha.org**  
**Funding: \$910,930**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 7**  
**Number of Students Served: No information available**

The district—representing Metropolitan Omaha Educational Consortium (MOEC)—is partnering with area schools, Nebraska Department of Education, University of Nebraska at Omaha, University of Nebraska-Lincoln, and Strategic Air and Space Museum to improve teacher competency in U.S. history, and raise the level of achievement of more than one quarter of Nebraska students. Summer seminars, workshops, videoconferences, consultations, and creation of a electronic lesson plan library (1,000 documents) are components designed to improve content knowledge and pedagogical skills of primary and secondary school teachers in grades 5, 8, 9, 11 and 12. Content topics include: Thomas Jefferson’s Vision of a Meritocracy; Federalist vs. Anti-Federalist Debate; Ronald Reagan and the Conclusion of the Cold War; Kansas-Nebraska Act; Lewis and Clark; American Revolution; Civil War and Reconstruction; and the Civil Rights Movement.

## **NEW HAMPSHIRE**

**Grantee: Manchester School District, Manchester, NH**

**Project Name: History in Perspective**

**Project Director: Judith Moyer (603) 862-1765; jmoyer@cisunix.unh**

**Funding: \$997,528**

**Number of Teachers Served: 20**

**Number of School Districts Served: 9**

**Number of Students Served: No information available**

History in Perspective offers middle and high school teachers 18 two-day seminars, 2 week-long summer institutes, workshops on authentic achievement, and workshops on infusing children's literature about U.S. history into reading and writing assignments in the upper elementary grades. Working with a University of New Hampshire historian and social studies curriculum specialists, teachers will gain an understanding of authentic instruction and assessment, will use age-appropriate primary and secondary source materials, will invite critical thinking about history, and will use Internet/technology resources for teaching traditional American history. Content selection reflects responses to a survey of teacher interests: Colonial Heritage; American Revolution; Constitution; Westward Expansion; Native American Experience; Slaves; Citizens and Soldiers; African-Americans in the 19<sup>th</sup> Century; Civil War and Reconstruction; Industrialization in the 1800s, Immigration; Great Depression and New Deal; Civil Rights; Women and History; Cold War; Vietnam, Foreign Policy; and U.S. History through the Arts.

**Grantee: Merrimack School District, Merrimack, NH**

**Project Name: America: A Story of Beginnings and A Story of Change**

**Project Director: Antonio Paradis (603) 206-6800; tony@seresc.net**

**Funding: \$998,773**

**Number of Teachers Served: 144**

**Number of School Districts Served: 18**

**Number of Students Served: No information available**

In an effort to raise student achievement, the district is partnering with 17 rural school districts and the Southeast Regional Education Service Center, Plymouth State University, New Hampshire Historical Society, National Park Service, and selected museums to provide this program for teachers of American history. The project's goal is to improve American history content, teaching strategies, and materials. Teachers in grades 6 and 10 will participate in a variety of projects, including colloquia on Themes of American History and History's Habits of the Mind; summer institutes providing American history content; online graduate instruction in unit-planning, instructional methodology, and educational resources; and collaborative work that teams school districts with scholar/historians. Content will address three areas of traditional American history: America as Agrarian Society (1607-1813); America as an Industrial Nation (1813 to 1945); and America as a Post-Industrial Nation (1945 to present).

**Grantee: Rivendell Interstate School District, Orford, NH**  
**Project Name: History Harvest: Gathering America's Past**  
**Project Director: Fern Tavalin (802) 387-4277; tavalin@sover.net**  
**Funding: \$907,386**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

The History Harvest Project extends the work of a previous Teaching American History grant, The Flow of History, to 15 schools in New Hampshire and Vermont. It is a collaborative work of the Rivendell Interstate School District, the Southeast Vermont Community Learning Collaborative, Great Falls Region Chamber of Commerce at Bellows Falls Waypoint Interpretive Center, Alliance for Lifelong Learning, and University of Vermont. The project provides qualifying teachers in grades 3-10 with a professional development program featuring summer institutes, follow-up study groups, a quarterly newsletter, online discussions, and historian-mentors. The program is organized around: (1) Gathering and Interactions of Peoples, Cultures and Ideas (Colonization, Settlement, and Communities – 1607 to 1763); (2) Change and Continuity in American Democracy: Ideas, Institutions, Practices and Controversies (Crisis of the Union – 1850 to 1877; and Contemporary America – 1945 to present); and (3) Economic and Technological Changes and their Relation to Society, Ideas and the Environment (Development of Modern America – 1865 to 1920; and Modern America – 1914 to 1945). An online information center and primary resource database provide universal access to teachers, students, and community members interested in American history.

**Grantee: Timberlane Regional School District, Plaistow, NH**  
**Project Name: Weaving the Thread of American History**  
**Project Director: Dwight S. Wilder (603)382-6541; dwilder@timberlanehs.com**  
**Funding: \$587,340**  
**Number of Teachers Served: No information available**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

This project is designed to enhance faculty content knowledge, develop comprehensive student expectations of U.S. history, create ongoing interaction among history teachers at different grade levels, and promote continuous improvement of instruction and achievement. It seeks to define American history as a key thread running from elementary through high school. Through a partnership with the National Council for History Education, the program provides teachers in grades 5, 8, and 11 with four major 5-day history colloquia, workshops, seminars, coursework, guest speakers, visits, and in-class activities. Project evaluation measures individual professional development, group-based events, and overall project impact. The region has exceptional resources for professional development in content knowledge, encompassing sites from colonial times through the early Republic, Industrial Revolution, immigrant experience, to the technological and social advances of the 20<sup>th</sup> century. Colloquia address the Colonial Period and Early Republic, 19<sup>th</sup> century America, and 20<sup>th</sup> century America.



## **NEW JERSEY**

**Grantee: Discovery Charter School, Newark, NJ**  
**Project Name: The Overcoming Obstacles to Liberty Fellowship**  
**Project Director: Kevin Brady (973) 623-0222; adewey@aol.com**  
**Funding: \$999,275**  
**Number of Teachers Served: 150**  
**Number of School Districts Served: 14**  
**Number of Students Served: 15,000**

A consortium of 14 urban charter districts is partnering with the American Institute for History Education, Temple University historians and scholars from Princeton University, Mount St. Vincent College, University of Delaware, Montclair State University, Foreign Policy Research Institute, New Jersey Historical Society, and Civil War Institute to offer six American History seasonal colloquia, a field trip series, and summer institutes to teacher “fellows” in grades K-8. The fellows will, in turn, train all history teachers in their districts and beyond in much-needed turnkey workshops, and form vertical teams to review history curricula. Compilations of professional development sessions will be published on 3 interactive CD-ROMS and a website with the assistance of an experienced multimedia firm. Content covers: The Empire vs. the Colonies; Agrarian Culture vs. Industrialization and the Market; and International Liberalism vs. The Totalitarians.

**Grantee: East Brunswick Public Schools, East Brunswick, NJ**  
**Project Name: The Overcoming Obstacles to Liberty (TOOL) Fellowship**  
**Project Director: Robert G. Shamy (732) 446-0853; rshamy@ebnet.org**  
**Funding: \$997,460**  
**Number of Teachers Served: 550**  
**Number of School Districts Served: 5**  
**Number of Students Served: No information available**

A consortium of five urban and multicultural suburban public school districts, along with the Middlesex County Educational Technology Training Center and the New Jersey Network (PBS), will offer this program in partnership with the American Institute for History Education (AIHE), the Middlesex County Cultural and Heritage Commission, Princeton University, Rutgers University, Temple University, University of Delaware, the Civil War Institute, Newseum (Washington, DC), and Foreign Policy Research Institute. TOOL Fellows will form five core vertical teams, consisting of 8 elementary and middle school teachers and 2 high school teachers (who will serve as the content specialists and vertical team leaders). These teams will immerse another 500 teachers in the skills and content of this program. Participants will study the colonial period through the 20<sup>th</sup> century. By examining the ethos of the 17<sup>th</sup> and 18<sup>th</sup> centuries, teachers will find it easier to convey the meaning of such later events as the Civil War, Progressive Era, New Deal, and Civil Rights. Digital media servers will be installed in each consortium district to provide access to high-quality digital media in support of the instructional component of this program. AIHE will produce three interactive CDs for national distribution and a website with all the program’s events and materials.

**Grantee: Hackensack Public Schools, Hackensack, NJ**  
**Project Name: The People of America: The Heritage of Our Nation**  
**Project Director: Louis Moore (201) 646-7933; Loumoore@aol.com**  
**Funding: \$996,150**  
**Number of Teachers Served: 134**  
**Number of School Districts Served: 1**  
**Number of Students Served: 16,500**

The History Consortium at The Hermitage is composed of 15 urban and suburban high schools, historians from Columbia University, The Hermitage (a national historic landmark), and Rutgers University, and educators from Ramapo College. Since 2002, the consortium has provided professional development for teachers as historians from schools with significant immigrant populations and many non-tenured teachers. The program consists of an intensive summer Hermitage Institute, whose themes will be: Peopling of America (in 2004); Working in America (in 2005); and Living in America (2006). Scholars will explore the entire span of U.S. history from and consider aspects of each theme from a local, state, or regional perspective. Teachers will learn to use Columbia University's American History website (CAHO) which provides access to historians, documents, and prototype lessons. Participants also develop other prototype lessons for grades 8–12, referenced to the N.J. Core Curriculum Content Standards. Proceedings, digital documents for lessons, and lessons will be posted on the Hermitage's website.

## **NEW MEXICO**

**Grantee: Gallup-McKinley County Schools, Gallup, NM**

**Project Name: American Encounters: Teaching American History From Indian Country**

**Project Director: Chantal Irvin (505) 721-1004; cirvin@gmcs.k12.nm.us**

**Funding: \$997,552**

**Number of Teachers Served: 75**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

This professional development project provides elementary school teachers in the Southwest with seminars, graduate-level summer institutes, and action research projects during which they explore early American history from pre-contact through the mid-19<sup>th</sup> century through the theme of American Encounters. The perspective allows for a culturally and geographically inclusive interpretation of early U.S. history and acknowledges the role that all early Americans played in the founding of the country. Participants make use of museum, primary documents, artifacts and other resources in the Washington, DC area, and learn research-based strategies for increasing Native students' appreciation for American history. Cultural sensitivity and Native traditions are incorporated into lesson plans mapped to county American history standards. Participants serve as mentors for other teachers and resource models for those seeking innovative tools for working with Native students. Research generated by the project will provide a body of information on the effectiveness of teaching innovations in raising Native student achievement in American history.

## NEVADA

**Grantee: Clark County School District, Las Vegas, NV**

**Project Name: Living American Freedom, Living American History**

**Project Director: Sara Gardner (702) 799-8464; Sara\_Gardner@interact.ccsd.net**

**Funding: \$985,729**

**Number of Teachers Served: 150**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

American history teachers in grades 7 and 11 will participate in a professional development program including a series of colloquia combining lectures, discussions and readings, summer institutes, and community programs focused on a theme of “living history.” Aimed at enhancing student academic achievement in U.S. History, teacher mastery of history content, teachers’ application of primary sources in the classroom, and instructional skills, the program partners the district with history department faculty from Community College of Southern Nevada, Education faculty from University of Nevada, Nevada State Museum and Historical Society, and Nevada Humanities. Colloquia emphasize particular themes: American freedom related to race, gender, class, and ethnicity. Guest speakers cover such topics as Freedom from the Mother Country, Slavery, Civil War and Reconstruction, Progressive Freedom, Depression and World War II, Cold War and Civil Rights.

**Grantee: Washoe County School District, Reno, NV**

**Project Name: The Northern Nevada Teaching American History Project**

**Project Director: Susan H. Davis (775) 850-8025; shdavis@washoe.k12.nv.us**

**Funding: \$978,152**

**Number of Teachers Served: 300**

**Number of School Districts Served: 7**

**Number of Students Served: 74,000**

This project results from over 3 years of collaboration between the LEA and its partners: University of Nevada-Reno, Truckee Meadows Community College, Nevada Humanities, Nevada Historical Society, Nevada State Historic Preservation Office, Channel 5 (public broadcasting station), and Consolidated Management Services (providing primary source workshops and access to the Library of Congress and National Archives and Records Administration). Aimed at history teachers in 6 rural school districts and a high school in the Paiute Tribal Reservation, the project is based on a comprehensive, research-based professional development model. Traditional American history topics such as the Constitution, U.S. as a nation of immigrants, impact of major leaders, and significant events such as the Louisiana Purchase, Brown vs. Board of Education are addressed in 9-day summer institutes; book clubs; Saturday dialogues; community symposia; primary source workshops; on-site pilot history curriculum enhancement teams; and a project website. Elementary through high school teachers are participating.

## **NEW YORK**

**Grantee: Buffalo City School District, Buffalo, NY**

**Project Name: Teaching Traditional American History Program**

**Project Director: June Simmons Barrow (716) 851-3966; jbarrow@buffalo.k12.ny.us**

**Funding: \$940,264**

**Number of Teachers Served: 100**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

In offering its Teaching Traditional American History Program, Buffalo City School District will partner with University of Buffalo (Department of American History and Department of Learning and Instruction), Buffalo and Erie County Historical Society, Randforce Associates, Inc., and Magi Educational Services, which will conduct an outside evaluation of the program. The project, which will reach the district's 100 teachers in grades 7, 8, and 11 aims to expand teachers' knowledge and use of historical resources, enrich their repertoire of instructional strategies, and enhance understanding and use of classroom assessments to evaluate students' knowledge of U.S. history. Teachers will attend professional development days throughout the school year and participate in a summer institute, which will focus on five areas of U.S. history: Colonial America; the Early Republic; A Nation Divided; Growth and Expansion; and Modern Nation, Global Power. Each day will be divided into three sessions: (1) Traditional American History – taught by professors from the University of Buffalo's Department of American History; (2) Pedagogy – taught by the university's Department of Learning and Instruction; and (3) Resources – taught by a history professor from the university.

**Grantee: Community School District 14, Brooklyn, NY**

**Project Name: District 14 Teaching American History Project**

**Project Director: Jill Bloomberg (718) 935-4252; jbloomb@nychoe.net**

**Funding: \$1,000,000**

**Number of Teachers Served: 160**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

This urban school district serves approximately 17,000 students, 83% of whom come from low-income families. Partnering in this comprehensive professional development program for 2<sup>nd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade teachers are the College of Mount St. Vincent, American Museum of Natural History, Brooklyn Historical Society, Brooklyn Museum, Museum of the City of New York, and South Street Seaport Museum. Activities designed to improve U.S. history content knowledge and teaching skills include graduate-level coursework, museum studies, seminars, school-based projects, research, curriculum development and historic site visits. Topics will include the Revolutionary War; Emancipation, World War II; Native America; Westward Expansion; Industrial Revolution; Roaring Twenties; Immigration; Slavery; Civil War; and Reconstruction among many others.

**Grantee: Greece Central School District, North Greece, NY**  
**Project Name: Institutes for Improving the Instruction of American History**  
**Project Director: Christopher Miller (585)966-2463; Christopher.Miller@greece.k12.ny.us**  
**Funding: \$814,076**  
**Number of Teachers Served: 300**  
**Number of School Districts Served: 10**  
**Number of Students Served: 48,500**

Teachers will attend a series of 8 full-day professional development workshops led by professors of American history from Nazareth College, and scheduled throughout the school year. Content for grades 4 and 5 focus on early life in the Americas, roots of American democracy and government, and trends in American history. For grades 7, 8, and 11, workshops focus on the Constitution, rights of Americans, and American foreign policy. Emphasis will be placed on topics with which students struggle, as determined by New York State student assessment data. Staff from Strong Museum will lead a workshop in which teachers will use the museum's artifacts and collections in their study. The workshop series will conclude with a session led by educators from History Alive! Teachers will also learn research-based strategies to improve instruction. Elementary teachers will visit the Genesee Country Village and Museum and the Susan B. Anthony House to gain greater insight into life in 19th-century America. Mentoring support will be provided throughout the year to assist teachers in incorporating content knowledge into daily classroom activities.

**Grantee: Jamestown City School District, Jamestown, NY**  
**Project Name: Teachers Discovering History as Historians**  
**Project Director: Judith Guild (716) 483-7112; jguild@jamestown.wnyric.org**  
**Funding: \$936,684**  
**Number of Teachers Served: 100**  
**Number of School Districts Served: 49**  
**Number of Students Served: No information available**

This project aims to improve student achievement in southwestern New York State through a 3-year professional development program provided by a consortium of partners. Each summer the consortium will host teachers in a 7- to 12-day summer institute developed around 3 topics: The Growth of Government and Impact of Turning Points; Struggles for Justice in the United States; and United States Foreign Policy and International Relations. Teachers will develop lesson plans and classroom activities, which will be published on a Teachers Discovering History as Historians website. Summer sessions will be followed by professional development in-service conferences in the fall and spring and optional symposia. New York State Teachers Centers in the participating counties provide venues for web-based instruction; become host agencies for the Southern Tier Social Studies Educators Consortium; provide additional professional development trainers; and create a basis for long-term commitments to American history instruction. The program uses the Lectureship Program of the Organization of American Historians. Other partners include St. Bonaventure University, Jamestown Community College, the Seneca-Iroquois National Museum, the Chautauqua Institution, and the Robert H. Jackson Center.

**Grantee: Community School Districts 17 & 22, Brooklyn, NY**  
**Project Name: Teacher as Historian: A Teaching American History Initiative**  
**Project Director: Barbara Berg (718) 968-6181; bberg@nycboe.net**  
**Funding: \$1,000,000**  
**Number of Teachers Served: 250**  
**Number of School Districts Served: 2**  
**Number of Students Served: 13,000**

This project is designed to improve student achievement in American history; provide enriched content knowledge for teachers at the elementary and middle school level; and involve parents in the learning process by enabling them to actively encourage their children as they study American history and its relevance today. This proposal also introduces a pilot high school component. The project components include: ongoing professional development; a 4-day summer institute for high school teachers and a 1-week seminar for elementary and middle school teachers; networking, mentoring, and website development; and parent education. The school districts are partnered with the Gilder-Lehrman Institute for American History; City University of New York; and the Brooklyn Museum of Art. Content may include: The Era of George Washington; North American Slavery in Comparative Perspective; American Civil War; America Between the Wars; Cold War; Civil Rights Movement; and New York in the 20<sup>th</sup> Century.

**Grantee: New York City Department of Education, New York, NY**  
**Project Name: Framing American History: From Staff Development to Student Achievement in the Study of American History**  
**Project Director: Alice Stabiner (212) 374-2793; astabin@nycboe.net**  
**Funding: \$2,000,000**  
**Number of Teachers Served: 244**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

Framing American History represents a collaboration among the Department of Education, Gotham Center of the City University of New York, City Lore, New York's Center for Urban History and Culture, Historic House Trust of New York City, Henry Street Settlement, New York, Brooklyn and other historical societies and museums across the city. The professional development program includes a 40-hour summer institute for 100 teachers in grades 4-8 in year one; a 60-hour Fellows program of intensive seminars for 24 teachers in grades 7-8 in year two; and an ambitious program of formal, mentored dissemination throughout the school system, fully preparing an additional 120 U.S. history teachers in year three. The program targets schools not served by other enrichment programs, focusing on under-performing schools and under-trained teachers. Content addresses the Declaration of Independence, Constitution, Bill of Rights, Civil War and Reconstruction, the Great Depression and World War II, and Immigration and Migration, 1830-present.

**Grantee: New York City Department of Education, Region IV, Queens, NY**  
**Project Name: Teaching American History: A Collaboration Among Teachers, Scholars, and Museums**  
**Project Director: John-Paul Bianchi (718) 391-8307; jbianch@nycboe.net**  
**Funding: \$980,782**  
**Number of Teachers Served: 96**  
**Number of School Districts Served: 40**  
**Number of Students Served: 12,000**

U.S. History teachers in grades 7, 8 and 11 from 22 middle and high schools will engage in a professional development program focusing on the themes of Democracy, Becoming American, and America and the World. The themes cover events and turning points ranging from the American Revolution to Beyond the Cold War. To cultivate school-site support and leadership, intensive training will be provided to 24 social studies assistant principals, who will disseminate information about the project at district meetings. Activities include 5 day-long retreats during the school year, a week-long summer institute in which participants develop document-based curriculum units, school-year inter-visitations, and pre- and post-project evaluations intended to improve instructional skills and assessment-based curriculum design. Partners with the district include: American Social History Project at City University of New York, Brooklyn Historical Society, Brooklyn Museum of Art, Museum of Television and Radio, and Education Development Center.

**Grantee: New York City Department of Education Region 9, New York, NY**  
**Project Name: Voices of America**  
**Project Director: Jill Myers (212) 356-3759; jmyers@nycboe.net**  
**Funding: \$ 927,121**  
**Number of Teachers Served: 36**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

The LEA will collaborate with Baruch College, Hunter College, and the Museum of the City of New York to offer Voices of America which is a program designed to improve the quality of American history education in the area's 11<sup>th</sup> grade classrooms. Twelve teachers from small alternative high schools will be selected in the first year, to be joined by 12 more teachers each consecutive year. History professors from Baruch College and historians and curators from the Museum of the City of New York will conduct 6 full-day content sessions on the major themes in American history. Additional 12 full-day sessions will be facilitated by a history educator from Hunter College, who will help teachers implement methods for integrating the new content into their classrooms. Annual summer institutes combine scholarship with an exploration of New York City's cultural institutes, along with a practicum in non-fiction reading and writing. Content will address six major themes in American history, which meet New York City standards for teaching and learning: Constitutional Foundations; Industrialization; The Progressive Movement; Prosperity and Depression (1917 to 1940); An Age of Global Crisis; and A World in Uncertain Times (1950 to present). Teachers will be in email contact with staff at partnering institutions and have access to primary documents, images, and artifacts.



**Grantee: New York City Department of Education, Regional Instruction Center 10, New York, NY**

**Project Name: Foundations of American Democracy**

**Project Director: Julie Vitulano (912) 521-3628; jvitulano@nycboe.net**

**Funding: \$969,903**

**Number of Teachers Served: 60**

**Number of School Districts Served: 3**

**Number of Students Served: No information available**

Foundations of American Democracy seeks to reform American history middle and high school classes by creating a cadre of 55 teacher-leaders and 5 coaches who will facilitate U.S. History staff development, and serve as exemplary teachers in their home schools. All social studies teachers in the region are expected to participate in some component of the program. Region 10 students are among the neediest in the city; many are immigrants and English language learners. A quarter of the teachers are working on certification requirements. This project partners the region with Columbia University's History Department, the Social Studies Department of Teachers College, Columbia University, and Whitney Museum of American Art's Education Department. Content examines the Colonial Experience; Civil War; Immigration; Reform Movements; Foreign Policy; and Landmark Court Cases through 18 intensive workshops per year and pedagogical practice.

**Grantee: North Rose-Wolcott Central School District, Wolcott, NY**

**Project Name: Common Ground—Uncommon Perspective**

**Project Director: David Murphy (315) 594-3143; dmurphy@nrwcs.org**

**Funding: \$779,260**

**Number of Teachers Served: 75**

**Number of School Districts Served: 4**

**Number of Students Served: 5,000**

This effort to improve teaching and learning of American history throughout the Eastern Wayne County Rural Public Schools and Finger Lakes Region teams 4 high-need K-12 public school districts with Syracuse University, State University of New York-Oswego, Wayne County Historical Society and Museum, Women's Rights National Historical Park, National Women's Hall of Fame, and Genesee Country Museum. Targeting teachers in grades 4, 5, 7, 8 and 11, the project includes summer training institutes, school-year seminars, coaching, mentoring, website posting of lesson plans, and site visits. In addition to raising student achievement by improving teachers' knowledge and appreciation for traditional American History, project goals include expanding the model to cover 300 teachers and 100,000 students beyond the 300-mile consortium. Summer institutes focus on American Colonial and Revolutionary History; Framing of the Federal Constitution and Early Years of the Young Republic; Territorial Expansion, Reform Movements; Economic Developments; Civil War; U.S./Canadian Struggles over Citizenship; and Unity and Cultural Minorities.

**Grantee: Region 2, NYC Department of Education, Bronx, NY**  
**Project Name: Telling America's Story for Elementary School Educators**  
**Project Director: Philip Panaritis (718) 828-4638; ppanari@nycboe.net**  
**Funding: \$998,889**  
**Number of Teachers Served: 453**  
**Number of School Districts Served: 1**  
**Number of Students Served: 25,000**

This intensive professional development project for fourth grade teachers in 41 schools serves low-performing minority, immigrant and English language-learning children located in the poorest Congressional District of the nation. Telling America's Story for Elementary School Educators expands the region's current TAH grant for middle and high school teachers, enabling a K-12 model for teaching traditional U.S. history. Partners include the History and Early Childhood Education Departments at Lehman College, City University of New York, New York Historical Society, Organization of American Historians, and Gilder-Lehrman Institute of American History. Sixty teacher-historians participate in 3 week-long institutes each year, colloquia on teaching with primary sources, lectures by historians, mini-sessions on transforming knowledge into lesson plans, and become master teachers who lead study groups and book clubs in each school. All 453 grade 4 teachers attend history lectures, forums, discussion, study groups, use the Gilder-Lehrman Institute's documentary resources, and receive museum passes. Institute topics are aligned with critical topics in the 4<sup>th</sup> grade curriculum including Colonial and Revolutionary America; the Revolutionary War; New Nation; Fundamental Values and Principles of American Democracy; Industrialism and Growth of the New Nation; and Urbanization Implications.

**Grantee: Patchogue-Medford School District, Patchogue, NY**  
**Project Name: Conversations on Liberty: Personal Narratives of American Freedom**  
**Project Director: Gloria Sesso (631) 447-3185; rcohn@admin.pat-med-k12.ny.us**  
**Funding: \$999,999**  
**Number of Teachers Served: 240**  
**Number of School Districts Served: 3**  
**Number of Students Served: 30,000**

To address the problem of student underachievement in American history in grades 5, 8, and 11, this project aims to create a dynamic and self-sustaining program to deepen the knowledge of American history using personal narratives, visual artifacts, and the personal papers of persons who were players in the historic drama. To achieve this goal, partnerships have been established with the Colonial Williamsburg Foundation, the National Council for History Education, Columbia University and State University of New York-Stony Brook History Departments, the Metropolitan Museum of Art, and the New York Council for History Education. The National Council for History Education will convene 3 collaborative seminars; Stony Brook historians, 6 fall and spring seminars; and the Metropolitan Museum of Art, 1-day fall and spring seminars. Year 1 content focuses on the American Revolution and the Vision of the Founding Period; year 2, Civil War and Reconstruction Period; and year 3, Civil Rights Movement in the 20th Century. In addition, the program will encourage collaboration, planning and networking. The project will be reinforced by an ongoing mentoring program and presentations at history conferences and workshops.

**Grantee: Rochester City School District, Rochester, NY**  
**Project Name: Project Pride**  
**Project Director: David Silver (585) 262-8300; David.Silver@rcsdk12.org**  
**Funding: \$1,000,000**  
**Number of Teachers Served: 30**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

This professional development program brings the district together with St. John Fisher College, Akwaaba, The Heritage Association, Inc. (Underground Railroad), Genesee Country Village and Museum, Rochester Museum and Science Center, and Margaret Woodbury Strong Museum. Project Pride is designed to build a corps of 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade teachers who are proficient in traditional American history content and pedagogy. It will create a separate course of study to be integrated into elementary and secondary school curricula, addressing 19<sup>th</sup> century American history with a special focus on the pre- and post-Civil War era, including abolitionism, early civil rights, and the women's suffrage movement. Local historians, archeologists, and researchers are active partners in this program, particularly because the women's suffrage and the early civil rights movements had roots in this region: Susan B. Anthony and Frederick Douglass, among others, lived and worked in Rochester. Teachers will learn American history content, local resources, and become involved in a network for mentoring by education and history professors at St. John Fisher College.

**Grantee: Roscoe Central School, Roscoe, NY**  
**Project Name: My Freedom: An Innovative and Comprehensive Professional Development Program for American History Teachers**  
**Project Director: George V. Will (845)439-3527; gewill@roscoe.k12.ny.us**  
**Funding: \$995,078**  
**Number of Teachers Served: 77**  
**Number of School Districts Served: 8**  
**Number of Students Served: 11,409**

A consortium of rural low-performing districts is partnering with the Smithsonian Institution, National Council for History Education, Cornell University, Sullivan County BOCES and other organizations to provide history curriculum development, alignment and integration for teachers in grades K-12. The significant challenges of serving an impoverished and disadvantaged community are worsened in this area by a limited tax base that cannot independently support academic/professional development programs. Through the My Freedom project, enhancement of teacher content knowledge and instructional skills will be provided through multi-day sessions, after-school and summer seminars and institutes; Internet-based learning tools; on-site study at Colonial Williamsburg; American history education conferences; and peer discussion groups. Each project year, historians and experts will work with participants on content highlighting a period of U.S. history that influenced the development of democracy: Foundation of Freedom, Reconstructing a Nation, and Modern Expressions of Freedom.

**Grantee: Tompkins-Seneca-Tioga BOCES, Ithaca, NY**  
**Project Name: Teaching American History: A Model for University-Secondary Cooperation**  
**Project Director: Trina S. Newton (607) 252-1551; tnewton@mail.tstboces.org**  
**Funding: \$983,717**  
**Number of Teachers Served: 100**  
**Number of School Districts Served: 44**  
**Number of Students Served: No information available**

This partnership brings together three upstate New York school districts in a 9-county area with historians from the State University of New York at Binghamton (SUNY Binghamton) and the School of Education and Human Development at SUNY Binghamton. Focusing on pre-service and in-service teacher training, the project aims to improve high school teaching of U.S. history in school districts serving 43,000 students. Week-long summer workshops are supplemented with online workshops, in-service curriculum workshops at individual schools, a book-reading circle, and graduate-level courses for which credit is provided on successful completion. This collaboration extends a TAH program by including a distance-learning component geared to distant rural districts. Content addresses the American Revolution and New Nation; Political and Social Change in the 19<sup>th</sup> Century; Slavery; Civil War; Reconstruction; U.S. and the Cold War; and the Civil Rights Movement.

**Grantee: Ulster County Board of Cooperative Education, New Paltz, NY**  
**Project Name: In Pursuit of Freedom: The American Journey**  
**Project Director: Jane Bullowa (845) 255-1400; jbullowa@mhric.org**  
**Funding: \$780,676**  
**Number of Teachers Served: 120**  
**Number of School Districts Served: 23**  
**Number of Students Served: No information available**

Forty teachers per year from grades 4, 5, 7, 8 will be immersed in 2 annual week-long summer institutes at State University of New York-New Paltz to improve their U.S. history content knowledge, and will engage in school-year instructional activities offered by the Institute of Higher Education, New York State Museum, New York State Archives and Records Administration, Tenement Museum, Huguenot Historical Society Museum, and the Elting Memorial Library. LearningTimes.org is providing virtual office space for the project and will facilitate access to HistoryQuest, a virtual exhibit involving students sharing local historical documents. Content addresses: Early Communities in New York, Roots of the Revolution and Constitution; A Legacy of Freedom and Justice; Evolution of 19<sup>th</sup> Century American Economy; New York and the 20<sup>th</sup> Century; and The American Immigrant Experience.

**Grantee: Wayne-Finger Lakes BOCES, Newark, NY**

**Project Name: Crossroads of Change**

**Project Director: Kevin Sheets (607) 753-2060; sheetsk@cortland.edu**

**Funding: \$992,432**

**Number of Teachers Served: 262**

**Number of School Districts Served: 300**

**Number of Students Served: No information available**

A collaboration of the LEA with State University of New York-Cortland, National Women's Hall of Fame, Women's Rights National Historical Park, Seneca Falls Heritage Area, and Seneca Falls Historical Society is creating an online professional development system in traditional American history for intermediate and high school teachers. Activities include 120 hours of lectures, discussions, site visits, research, and content development during the summer or after-school symposia. A team of 12 master teachers, historians, and consultants will develop course content in year 1; subsequently, the course development team will work with course developers to convert material to 3 instructor-led online courses including peer review and a web bank of approved lesson plans reaching multiple school districts. The course will be piloted by 200 teacher volunteers from the 300 districts in the AccelerateU consortium. To strengthen historical knowledge and ability to interpret historically, participants will study the period 1825-1861, bounded by the opening of the Erie Canal and start of the Civil War, examining how it affected the nation into the 20<sup>th</sup> century. To facilitate data-driven instructional decision making by teachers, the project is also creating a web-based display of student history test scores by question.

## **OHIO**

**Grantee: Cleveland Municipal School District, Cleveland, OH**

**Project Name: Making History: Cleveland as American History**

**Project Director: Camiele Pagagianis (216) 858-0307; camiele.papagianis@cmsdnet.net**

**Funding: \$996,975**

**Number of Teachers Served: No information available**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

Focusing on three aspects of migration and immigration to Cleveland—African-American, Latino, and Eastern European—Making History brings the district together with Kenyon College, WVIZ/IDEASTREAM (a public broadcasting program), AMISTAD America, Ukrainian Museum and Archives, and the Spanish American Committee. The project combines hands-on methods of teaching local history with the efforts of the district's Transformation Program and redesign of the middle school. Teacher in grades 8 and 10 from 4 middle schools and 4 high schools will be introduced to new subjects and historical scholarship, engaged in school-based research teams and monthly meetings of Learning Communities, and, with students, expand use of technology, field work and pilot curriculum projects related to broad themes in American history and Ohio history standards and benchmarks. Participants engage in week-long summer institutes focusing on the migrant experience, 2 colloquia, and an annual convocation for all 8<sup>th</sup> and 10<sup>th</sup> grade American history teachers.

**Grantee: Columbus Public Schools, Columbus, OH**

**Project Name: History WORKS II: Building Foundations**

**Project Director: Dwight C. Groce (614) 365-5727; dgroce@columbus.k12.oh.us**

**Funding: \$989,413**

**Number of Teachers Served: 100**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

This project, partnering the district with Ohio State University's Department of History, Ohio Historical Society, and other cultural institutions, targets elementary school teachers in grades 3-5, building on accomplishments and networks established by the existing History WORKS project for middle and high school American history teachers. The program features graduate-level training through summer institutes and school-year seminars, a web-based resource center, and a lecture series that brings middle and high school project participants together with elementary school colleagues. Teachers use their enhanced content knowledge and access to archival resources to create curricular materials that are shared on the website. The timing of the project coincides with introduction of new state standards for history and social studies, and a new 5<sup>th</sup> grade achievement test with a strong American history component. Two core themes are emphasized: Changing Faces and Places: Exploration, Immigration and Frontiers; and Taking a Stand: The Power of Constitutional History. Lectures address cornerstone topics such as the Cold War, Civil War, and the presidency.

**Grantee: Fostoria Community Schools, Fremont, OH**  
**Project Name: Expanding America: Democracy, War, Diplomacy, and Migration**  
**Project Director: Thomas J. Culbertson (419) 332-2081; tculbertson@rbhayes.org**  
**Funding: \$999,874**  
**Number of Teachers Served: 105**  
**Number of School Districts Served: 21**  
**Number of Students Served: No information available**

Over a 3-year period, Expanding America will offer 3 summer institutes and 18 Saturday colloquia to teachers in grades 4-12, building on the History Links model supported by an existing TAH grant. For evaluation purposes, a sub-sample of 15 teachers in grades 8, 10, and 12 will be selected from the larger group. The professional development program aims to prepare teachers for new state content standards emphasizing incorporation of traditional American history, and equip teachers to present traditional history more effectively. It makes extensive use of original documents and provides learning specialists and historians to work informally with participants, as well as to provide content knowledge. Partners with the northwest Ohio schools include Rutherford B. Hayes Presidential Center, Bowling Green State University, and WGTE. Year 1 addresses America and the World during the Colonial Period, American Revolution and Development of American Democracy. Year 2 focuses on War, Expansion and Democracy from the Revolution to the Civil War and Expanding American Democracy. Year 3 highlights topics in Becoming a World Power-The U.S. since the Civil War and The Cold War and its Aftermath.

**Grantee: Mid-Ohio Educational Service Center, Mansfield, OH**  
**Project Name: History in the Heartland**  
**Project Director: Thomas P. Ash (419) 774-5523; moesc\_supt@ncocc-k12.org**  
**Funding: \$965,540**  
**Number of Teachers Served: 120**  
**Number of School Districts Served: 53**  
**Number of Students Served: No information available**

History in the Heartland brings together middle and high school teachers in 100 schools in 12 counties with four regional campuses of Ohio State University and the Ohio Historical Society to increase teacher content knowledge of and appreciation of traditional American history. The intensive, ongoing professional development program aims to generate greater student interest and achievement in American History, as well as boost scores on state achievement tests. Participants earn graduate credit through school-year seminars, summer institutes, and a web-based resource center focusing on four core themes: History of the West; The Country and the City; Of Campaigns and Conventions; and The Cold War: America's Long Race for Security and Predominance. Teachers are expected to use enhanced knowledge and the Historical Society's archives to create curricular materials to share with colleagues in print and on the website, which will also provide access to primary source documents, physical artifacts, and forums.

**Grantee: Mid-Ohio Educational Service Center, Mansfield, OH**  
**Project Name: Teaching American History in Mid-Ohio Schools**  
**Project Director: John C. Swesey (419) 774-5520; lexcammy@aol.com**  
**Funding: \$997,593**  
**Number of Teachers Served: 120**  
**Number of School Districts Served: 19**  
**Number of Students Served: No information available**

A professional development program for upper elementary (grades 6-8) and secondary American history teachers partners the LEA with Ashbrook Center at Ashland University to provide 9 intensive one-week summer institutes, one-day Fall and Spring seminars, and expansion of a website including an audio archive of project lectures, historical documents, and model lesson plans. Year 1 covers the Constitutional Convention, Civil War and Reconstruction, and Presidential Greatness; year 2 focuses on Revolution to Constitution, Abraham Lincoln and Emancipation, and America's Response to the Great Depression; and year 3 covers the Federalist and Anti-Federalist Debate, Jacksonian America, and America's Rise to Global Power. The Service Center encompasses an area including 3 counties, 19 school districts, 3 alternative school programs, and 3 career tech/vocational schools.



## **OREGON**

**Grantee: Douglas ESD, Roseburg, OR**

**Project Name: Themes in American History: Promoting Authentic Inquiry into Our Common Heritage**

**Project Director: Dawne Huckaby (541) 440-4757; dawne.huckaby@douglasd.k12.or.us**

**Funding: \$981,564**

**Number of Teachers Served: 80**

**Number of School Districts Served: 13**

**Number of Students Served: No information available**

This collaborative effort to improve U.S. history programs, increase teacher knowledge of American history and connections with state/local history, improve instructional skills and student performance, and promote participation in a professional community of historians and master teachers brings 13 districts together with University of Oregon-Eugene, 3 libraries, and 5 historical societies and museums. From the pool of K-12 grade teacher applicants, emphasis will be placed on selecting middle and high school teachers without a strong history background; history teachers who want to expand their content knowledge and teaching skills; and elementary teachers responsible but unprepared for teaching state or national history. Professional development activities include summer institutes to study key historical themes, a year-long inquiry project, creation and implementation of inquiry-based instructional units incorporating technological strategies for organizing information, and participation in an online learning community. A project website will be created to disseminate resources. Possible content themes include: Exploring New Frontiers; Immigration/Emigration; American Dream; Civil Conflict; Expansion; Civil Rights; Beyond Our Borders; Fiscal Policies; and Role of Religion.

**Grantee: Lane Education Service District, Eugene, OR**

**Project Name: Teaching American History: Increasing Student Achievement and Building Community Capacity**

**Project Director: Robert Young (541) 461-8280; ryoung@lane.k12.or.us**

**Funding: \$947,785**

**Number of Teachers Served: 50**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

Lane Education Service District is partnering with Portland State University Department of History, Oregon State Historical Society, Oregon Department of Education, and other history education organizations to deliver a strong professional development program to teachers in grades 1-12, build networks for continuing education, and strengthen capacity of local historical associations to provide resources. The project builds on its first round Teaching American History project and will disseminate results by creating resources for colleagues, refining information developed in the first round in cooperation with the Department of Education and Historical Society, and making guides and products available nationally through the project website. Year 1 explores Expansion and Conflict, including westward movement, Native Americans, neocolonialism and the Pacific Rim. Year 2 addresses Democracy, covering

representational government, slavery and abolition and the Civil War. Year 3 focuses on Economic Growth, including colonial crafts to new technologies and international ties.

**Grantee: Southern Oregon Education Service District, Medford, OR**

**Project Name: Turning Points in American History**

**Project Director: Meighan Maloney (503) 977-7753; meighan\_maloney@opb.org**

**Funding: \$1,999,926**

**Number of Teachers Served: 100**

**Number of School Districts Served: 4 ESAs**

**Number of Students Served: No information available**

Turning Points addresses the professional development needs of middle and secondary school teachers in a consortium of Education Service Agencies through a content-rich workshop series based on the first five eras of American history as outlined by the National Center for History in the Schools. Partnering with 4 Education Service Agencies in Oregon, Iowa, and California are Riverside County Office of Education, National Center for History in the Schools, Annenberg/CPB, Organization of American Historians and Oregon Public Broadcasting. An advisory board of teachers, professional development providers, history scholars and distance learning professionals will guide the series, which consists of video, print materials, an interactive website, hands-on activities and facilitator's guide. After the grant period, all materials will be made nationally available on the web and Annenberg Channel. The goal of this multi-media project is to help teachers understand the lives, roles and impact of individuals in American history; events that have shaped history; and use of primary source materials as well as gain teaching credits.

## **PENNSYLVANIA**

**Grantee: Corry Area School District, Corry, PA**

**Project Name: Teaching Excellence in American Constitutional History (TEACH)**

**Project Director: Michael P. Federici (814) 824-2560; federici@mercyhurst.edu**

**Funding: \$984,920**

**Number of Teachers Served: 60**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

In conjunction with Mercyhurst College, Erie Maritime Museum, National Association of Scholars, Intercollegiate Studies Institute, and National Humanities Institute, Corry School District will offer teachers of traditional American history a three-year professional development program (Pennsylvania Act 48 credits), as well as educational resources, a project website, and mentoring program. Teachers in grade 8-11 will attend summer conferences at Mercyhurst College and visit three historical sites. Selected conference lectures and lesson plans will be published as a book to be used as a resource for teaching American history. Each summer a scholar will give a public lecture to bolster community interest and create public support for teaching traditional American history as a separate academic discipline. Course content will focus on the U.S. Constitution and the ways in which it has shaped and been shaped by significant important events and ideas. Viewing American history in a constitutional context will help teachers (and their students) learn how the past and present have been shaped by founding principles. The efficacy of this three-year program, which commences in 2005, will be evaluated by the American Academy for Liberal Education.

**Grantee: Indiana Area School District, Indiana, PA**

**Project Name: Teaching of American History - U.S. History**

**Project Director: Deborah M. Clawson (724) 463-8713; dclawson@iasd.cc**

**Funding: \$349,253**

**Number of Teachers Served: 45**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

The Indiana Area School district in rural northeast Pennsylvania will conduct this professional development project in collaboration with Indiana University of Pennsylvania, National Park Service, and Soldiers and Sailors Museum. This program features summer seminars, lectures, immersion visits to historic sites, and intensive training in the use of technology to enhance history instruction in the classroom. Teachers in grades 4-5 and 8-10 will work collaboratively in grade-level teams to integrate content and strategies into existing curricula. Ongoing support for teachers will include an interactive website and optional scholarships for books and fees, should teachers opt to pursue graduate work in U.S. history. Each year, program topics will focus on various periods of American history: Year One will cover Colonialism and Early Government Systems, the Jacksonian Period and Rise of American Democracy, and the Great Depression and the New Deal. Year Two will address the American Revolution, Civil War and Reconstruction, and World War II & the Beginnings of the Cold War. Year Three will focus on the U.S. Constitution and President Washington, Industrialization and World War I, and Vietnam and Its Legacy.

## **PUERTO RICO**

**Grantee: Puerto Rico Department of Education, San German, PR**

**Project Name: Teaching American History Grant Program**

**Project Director: Michael Campbell (787) 264-1919**

**Funding: \$813,657**

**Number of Teachers Served: 210**

**Number of School Districts Served: 18**

**Number of Students Served: No information available**

Seventy in-service history teachers in grades 5, 8, and 11 will be selected each year to participate in 8 American history content workshops and 3 workshops on pedagogical skills during the school year and 3-day intensive teaching workshops on traditional U.S. History during the summer. Participants will develop lesson plans and curricular changes based on their study of colonial times; the founding fathers; American Revolution; Civil War; Reconstruction; industrialization in 19<sup>th</sup> century America; the New Deal; World War II; and Cold War to Homeland Security. Twenty teachers will take part in a 15-day visit to U.S. historic sites each year. Participants are expected to disseminate their knowledge to teachers throughout the island by making resources available on the Department website. Collaborating partners include: InterAmerican University-San German, University of Puerto Rico-Rio Piedras, and Organization of American Historians.

## **RHODE ISLAND**

**Grantee: Providence School Department, Providence, RI**

**Project Name: Contingencies: Significant People, Events and Documents in the Making of a Democratic Republic**

**Project Director: David M. Fitzsimons (508) 675-1735; DMFitzsim@aol.com**

**Funding: \$871,632**

**Number of Teachers Served: 40**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

The district is partnering with the National Council for History Education, University of Rhode Island, and seven other Rhode Island organizations to provide comprehensive professional development for high school teachers of American History in a low-performing, high-poverty area. A series of 27 one-day seminars focus on traditional topics from the founding of the United States to the present, emphasizing key people, events and documents. Advance readings and morning sessions concentrate on content, while afternoons are devoted to creating primary source lesson plans designed to develop students' historical habits of mind. Participants participate in 200 hours of classroom time, earning graduate credit under the direction of historians, learning specialists, and master teachers; engage in six enrichment programs at historical sites; attend summer colloquia; receive subscriptions to the OAH Magazine of History; and attend a national forum for history. "Contingencies" stresses the proposition that actions and ideas have consequences, with the hope of encouraging students to be engaged citizens. Focusing on traditional topics, year 1 content covers 1770-1860; year 2, 1860-1920; and year 3, 1920-present.

## **SOUTH CAROLINA**

**Grantee: Anderson School District, Williamston, SC**

**Project Name: EXCEL—Excellence in Crafting Energetic Learners**

**Project Director: John Pruitt (864) 847-7344; pruitjtj@anderson1.k12.sc.us**

**Funding: \$999,782**

**Number of Teachers Served: 120**

**Number of School Districts Served: 3**

**Number of Students Served: 3,630**

Three school districts in rural South Carolina are teaming with the History Department at Clemson University, Anderson County Historical Society, Anderson County Library, Social Studies Consulting Services, and South Carolina Museum to promote excellence in the teaching and learning of American history. The program targets teachers in grades 4 and 5 without history credentials for intensive professional development including school-year retreats; summer institutes; peer support; hands-on training and coaching; designing model classrooms; technology support; and after-school student-teacher extension groups. The summer institutes address: the 13 Colonies; American Revolution; Constitution; 18<sup>th</sup> century Virginia; Civil War; Reconstruction; Western Expansion; Native American experience; Freedom of Expression; World War I; Great Depression; New Deal; World War II; Race and Rights; Role of Anderson County; and major development from WWII to the present.

**Grantee: Horry County Schools, Conway, SC**

**Project Name: The Discovery of American History Project**

**Project Director: Jeanie U. Dailey (843) 488-6852; jdailey@do.hcs.k12.sc.us**

**Funding: \$981,562**

**Number of Teachers Served: 120**

**Number of School Districts Served: 1**

**Number of Students Served: No information available.**

For this three-year project, northeastern South Carolina's Horry County Schools will join the National Paideia Center, Southeastern Region Vision for Education (SERVE), National Humanities Center (NHC), Center for Gifted Education, Francis Marion University, Furman University, and the Coastal Carolina University. Each summer, 40 teachers will participate in a staff development program that includes the study of primary source documents, backward planning unit design, and online seminar toolboxes, as well as training in the Paideia instructional model. Seminars will focus on the latest historiography, major historical debates, and primary documents. The project's goals are to (1) design, pilot, and institutionalize a three-year staff development model; (2) develop methods for working with school administrators to support this model; and (3) design and implement an instructional review process. Seminar content will be based upon NHC online toolboxes. The first toolbox features living in Revolutionary America from 1789-1820. The second addresses tensions produced by expansion and sectionalism. The third examines challenges faced by African-Americans from 1877 to 1920. Within the next few years, the NHC will develop a library of other toolboxes spanning the entire range of American history.

**Grantee: Richland School District, Columbia, SC**  
**Project Name: Teaching American History Grant Program**  
**Project Director: Mary Paige Boyce (803) 738-3276; mboyce@richland2.org**  
**Funding: \$999,558**  
**Number of Teachers Served: No information available**  
**Number of School Districts Served: 7**  
**Number of Students Served: No information available**

The project provides content-driven professional development for American History teachers in grades 4, 5, 8, and 11 through summer institutes and post-institute support in three regions of South Carolina. Participants receive 30 hours of content instruction, 15 hours of cultural institution collaboration, and 15 hours of method instruction. The project is aimed at helping teachers to develop innovative teaching techniques through use of local primary sources, and connecting national history to local and regional events, people and places. Historians provide master scholar sessions with documentary and material cultural resources relating to historical themes, and work with teacher participants to create lesson plans, which are published online. Graduate research assistants from the University of South Carolina assist in gathering materials and conducting research for teachers. Year 1 focuses on Exploration and Settlement through the Civil War; Year 2 on Reconstruction to the Post-Cold War; and Year 3 on Selected Themes.

## **SOUTH DAKOTA**

**Grantee: Black Hills Special Services Cooperative, Sturgis, SD**

**Project Name: Black Hills Teaching American History Project**

**Project Director: John Swanson (605) 394-1876; jswanson@tie.net**

**Funding: \$937,351**

**Number of Teachers Served: 75**

**Number of School Districts Served: 12**

**Number of Students Served: No information available**

Technology and Innovations in Education (TIE) will partner with Mount Rushmore National Memorial (National Park Service), Crazy Horse Memorial, Black Hills State University, and Chiesman Foundation for Democracy to develop, document, evaluate and disseminate this professional development program for teachers of American history in grades 5, 8 and 11. During guided, on-site summer immersion experiences at the Mount Rushmore and Crazy Horse Memorials, teachers will assume the role of historians. They also will receive off-site, content-focused training during the school year, including lectures by historians, guided reading/analysis of primary sources, in-depth Socratic method seminars, guidance for accessing technology-based resources, and networking opportunities. The program covers traditional American history, focusing on historical periods and primary source documents represented by the four presidents on Mount Rushmore (1750-1920). Participants also study historical chronology from this nation's beginnings, with a focus on Native cultures and perspectives on the period from pre-colonization/pre-reservation to the turn of the 20<sup>th</sup> century. Participants will develop a "toolkit" of effective strategies for weaving historical methods into pedagogy. Three 15-member cohorts of 5<sup>th</sup>-grade teachers will participate in a year-long program (for 4 graduate credit hours); one 15-member cohort of 8<sup>th</sup>-grade teachers and one 15-member cohort of 11<sup>th</sup>-grade teachers will participate in a more intensive, three-year program (for 10 graduate credit hours).



## TENNESSEE

**Grantee: Cheatham County Schools, Ashland City, TN**

**Project Name: Teaching American History in the Tennessee Heartland**

**Project Director: M. Bruce Gibbs (615) 792-5664; GibbsB@Cheatham.K12.TN.US**

**Funding: \$634,946**

**Number of Teachers Served: No information available**

**Number of School Districts Served: 4**

**Number of Students Served: No information available**

To help teachers develop the content knowledge and skills necessary to teach traditional American history as a discrete academic subject, this project will create in the spring of 2004 a website and listserv, and publish the first issue of a project newsletter. The cornerstone will be a 1-week summer institute offering graduate credit to participants. Institute I will cover subject matter for grades 4 and 8; Institute II, for grade 5 and high school. Each spring and fall, a 2-day in-service workshop will be held (Thinking as a Historian, and Teaching as a Historian). Partners include the Austin Peay State University's Department of History and Philosophy, Tennessee State University, Vanderbilt University, George Peabody College, the National Association of Scholars, The Hermitage, the James K. Polk Ancestral Home, the Theodore Roosevelt Association, and the National Council for History Education. Content addresses: Exploration and Settlement of the Americas; American Revolution; Constitution and Early Republic; Age of Jackson, Manifest Destiny; Reconstruction and Westward Expansion; Rise of Urban America; Growth of America as a World Power; Great Depression and World War I; Modern America.

**Grantee: Dyersburg City Schools, Dyersburg, TN**

**Project Name: Teaching American History: The Vertical Immersion Project**

**Project Director: Dan McDonough (731) 587-7466; danmc@utm.edu**

**Funding: \$981,949**

**Number of Teachers Served: 60**

**Number of School Districts Served: 35**

**Number of Students Served: No information available**

The school system is partnering with University of Tennessee at Martin, the Pink Palace Museum, Professional Development Center, Tennessee State Library and Archives, and other school systems in west Tennessee to enable teachers in grades 4 or 5, 8, 11 or 12 to develop expertise in traditional U.S. History content, teaching strategies, and other elements essential to meeting high instructional standards. Immersion refers to the project design in which triads of elementary, middle and high school teachers from a single district will be immersed in the subject matter through travel-studies, workshops, or classroom activities. Historic site sessions will take place at Williamsburg, Gettysburg, Monticello, Mount Vernon, Boston Freedom Trail, Independence Hall, National Civil Rights Museum, Shiloh National Military Park, and the Hermitage. Travel studies will broadly address "The Course of American Democracy and Growth and Expansion of America." Non-participating American history teachers will have access to 140 technology-driven instructional units.

**Grantee: Metropolitan Nashville School, Nashville, TN**  
**Project Name: Teaching American History Project**  
**Project Director: Todd D. Wigginton (615) 259-8671; rodd.wigginton@mnps.org**  
**Funding: \$995,200**  
**Number of Teachers Served: 630**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

The Metropolitan Nashville Public Schools will partner with Middle Tennessee State University, Nashville Public Television, the Hermitage (museum), the Tennessee Historical Society, Tennessee Historical Commission, Tennessee State Library, and the Tennessee State Museum to offer this professional development program serving 210 K-12 teachers. The project seeks to raise student performance in an area where the poverty level is 55%, and only 39% of all students have an average mastery of American history. Content in U.S. history will be provided through summer institutes and school-year mini-institutes. Each institute will correspond to one or more of periods of history defined in the Tennessee Curriculum Framework: Beginnings to 1619; Colonization and Settlement; Revolution and the New Nation; Expansion and Reform; Civil War and Reconstruction; Industrial U.S.; Modern America; Great Depression and WWII; Post WWII; and Contemporary America. Teachers will improve pedagogy by developing curriculum materials, improving use of technology, establishing a Teaching American History website, and assembling reading packets and lesson designs, including development of coursework for high school level Advanced Placement history classes.

**Grantee: White County Board of Education, Sparta, TN**  
**Project Name: Cumberland Plateau Consortium Teaching American History**  
**Project Director: Michael Birdwell; (931)372-3356; birdie@tntech.edu**  
**Funding: \$942,191**  
**Number of Teachers Served: No information available**  
**Number of School Districts Served: 21**  
**Number of Students Served: No information available**

This professional development program seeks to increase teachers' knowledge of history content; to increase teachers' use of primary materials, local history resources, and technology in history instruction; and to increase students' understanding of and skill levels in American history. The centerpiece is a series of 8 one-week summer institutes over a 3-year period. Year 1 summer institutes address Expansion and Reform for 4th and 8th grade teachers, and Modern America for 5th grade and high school teachers. Institutes for years 2 and 3 address Colonization and Settlement (4th and 8th grade), Revolution and the New Nation (4th and 8th grade), Civil War and Reconstruction (5th and 8th grade), Industrial U.S. (5th grade and high school), Great Depression and World War II (5th grade and high school), Post World War II (5th grade and high school), Three Worlds Meet, and Contemporary America. Academic year activities include mini-institutes offered throughout the region, and annual workshops on the National History Day competition. In addition, goals will be addressed by various lectures sponsored by local institutions, by mentoring and lead teachers, and by building a Web site as a hands-on curriculum resource. Partners include the Tennessee Technological University Department of History and Special Collections library, a network of regional historic sites and museums, and the National Council on Public History.

## TEXAS

**Grantee: Arlington Independent School District, Arlington, TX**

**Project Name: Making Connections in American History**

**Project Director: Elsa Scott (817) 419-5400; escott@aisd.net**

**Funding: \$998,867**

**Number of Teachers Served: 300**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

The Arlington Independent School District serves a diverse group of more than 62,500 students. Of these, 54% of elementary students, 44% of junior high students, and 30% of high school students receive free or reduced-cost meals. The Making Connections in American History project will be a collaborative project with the University of Texas at Arlington to improve students' understanding of U.S. history. Every year, 100 teachers will be offered a chance to attend a series of intensive, university-based American history seminars on "doing" history, as well as a series of Law-Related Education Institutes on our nation's founding documents. Teachers will improve their pedagogy by learning an inquiry-based, hands-on approach to teaching history. A cohort of 30 "History Alive!" coaches will assist with staff development, and serve as mentors for teachers on critical-needs campuses. Teacher training will follow the statewide approach to teaching American history. The 5th grade curriculum spans the period of exploration and colonization through Reconstruction. Eighth grade students take a state assessment aligned to curriculum objectives for U.S. history. In grade 11, students study American history from the second Industrial Revolution through the Cold War.

**Grantee: Denton Independent School District, Denton, TX**

**Project Name: Teaching Military History**

**Project Director: Angela Lindstrom (940) 369-0161; alindstrom@dentonisd.org**

**Funding: \$998,873**

**Number of Teachers Served: No information available**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

The Denton Independent School District will partner with University of North Texas to offer Teaching Military History, a faculty and student oriented program designed to improve the appeal and quality of American history instruction for at-risk students in grades 8 through 12. The 3-year program has three components: The first is geared toward students with a series of four two-week summer institutes, each of which will enroll 20 children and address a specific historical topic: Constitutional issues surrounding slavery and the Civil War; evolution of American diplomacy from the Spanish-American War to World War I; and others. The second component is geared toward teachers with creation of detailed lesson plans that adapt college-level military history courses for the high school classroom. In this project, teachers will work closely with UNT military history professors and 4 experienced high school teachers who serve as Master Teachers. The third feature of Teaching Military History will be the creation of two interactive websites. The first will be a password-protected site for the exclusive use of program participants (both faculty and students); the second Military History site will be available to all high school students and the general public.

**Grantee: Education Service Center Region VI, Huntsville, TX**  
**Project Name: Reviving the Tradition: Conceptualizing American History**  
**Project Director: Bill T. Shuttlesworth (936) 435-8338; bshuttlesworth@esc6.net**  
**Funding: \$828,968**  
**Number of Teachers Served: 75**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

The centerpiece of this program, conducted in partnership with History Department faculty at Sam Houston State University and the George Bush Presidential Library, is 140 contact hours of intensive training through 3-week summer institutes; 2 in-service days; and mini-workshops and close monitoring of middle and high school American History teachers. Designed to sharpen instructional skills and improve content knowledge, the training sessions also intend to produce professional networks that will be sustained by two online resources: a Conceptualizing American History website and an American History Teachers listserv discussion group. Student outcomes will be analyzed to determine effects of professional development activities. Content addresses: The Reach of Government in American Life; Individual Rights in a Multicultural Society; Relationship of People to the Land; and America's Place in the World—covering events and issues from colonial times to the present.

**Grantee: Education Service Center, Region 20, San Antonio, TX**  
**Project Name: Gateways to the Past: An American History Collaborative**  
**Project Director: Tori A. Austin (210) 370-5471; tori.Austin@esc20.net**  
**Funding: \$1,312,670**  
**Number of Teachers Served: 75**  
**Number of School Districts Served: 50, 27 charter schools**  
**Number of Students Served: 5,625**

American history educators in grades 5, 8, and 11 from 7 district schools primarily serving disadvantaged populations will have the opportunity to explore U.S. history, historical resources, and effective pedagogical practices through intensive summer institutes and Saturday seminars amounting to 15 professional development sessions per year. Gateways to the Past brings teachers together with faculty and staff from Trinity University, University of Texas Institute of Texan Cultures, and the State Bar of Texas, Law-Related Education Department. Focusing on increased student engagement with America's heritage, the project uses student-centered, hands-on interaction with primary sources. Participants will research and design "history trunks," and content-rich lesson plans. The evaluation methodology matches the treatment group to control group teachers based on courses taught, years of experience, gender, race/ethnicity, while students are randomly assigned to control and treatment groups. Content topics include the Declaration of Independence; Constitution; Bill of Rights; Supreme Court cases; and Federalist and anti-Federalist writing, among other subjects.

**Grantee: Fort Worth Independent School District, Fort Worth, TX**  
**Project Name: American EAGLE (Educators in American History Guiding Learners to Excellence)**  
**Project Director: Catherine G. Dikes (817) 871-2432; cdikes@ftworth.isd.tenet.edu**  
**Funding: \$905,118**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

The Fort Worth Independent School District has a high poverty rate, with more than 64% of its students eligible for reduced-price meals and 88 of 115 schools on Title I funding. This district will offer the American EAGLE professional development program in conjunction with Texas Christian University, Fort Worth Museum of Science and History, Amon Carter Museum, National Archives and Records Administration, and Legends of the Game Baseball Museum. Participating 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup>-grade teachers will be trained as historians by exploring and interpreting traditional American history through study, reflection, primary source research, and collaboration with historians. Each teacher will receive an estimated 112 hours of professional development through a hands-on apprenticeship approach that focuses on significant issues, episodes, and turning points in American history, according to nine historical periods: Colonization and Settlement; Revolution and the New Nation; Expansion and Reform; Civil War and Reconstruction; Development of the Industrial United States; Emergence of Modern America; Great Depression and World War II; Postwar United States; and Contemporary United States.

**Grantee: Region 14 Education Service Center, Abilene, TX**  
**Project Name: Growth of American Democracy with Ties to the Mexican American**  
**Project Director: Dr. Claire A. McLennan (325) 675-8652; mclennan@esc14.net**  
**Funding: \$1,000,000**  
**Number of Teachers Served: No information available**  
**Number of School Districts Served: 37**  
**Number of Students Served: No information available**

The Region 14 Education Service Center involves 37 school districts in rural west Texas, an area with a large number of poor students. The center will partner with McMurry University, Grace Museum, Buffalo Gap Historical Village, and Taylor County Historical Commission to provide a professional development program focusing on the Mexican American experience as a way to enhance the relevance of American history for the schools' large Mexican American population. Aimed at raising student achievement by improving the content knowledge and pedagogical skills of teachers in the 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades, activities include summer institutes, two annual forums, numerous workshops, and in-class followup. Fifth grade teachers will study colonial history to the present: Creating, Defining, and Refining American Democracy; Technological Change in the Life of the American Democracy; and Sustaining the American Democracy. Eighth grade teachers will focus on the period between 1500 and 1877: Colonization and Settlement; Revolution and the New Nation; Expansion and Reform; and Civil War and Reconstruction. Eleventh grade teacher seminars will cover the 1877 to the present: The Development of the Industrial U.S.; The Emergence of Modern America; and Postwar United States. Workshops will augment content and techniques covered in the institutes, and include

oral history, using the Internet, teaching reading/vocabulary, and connecting art and literature with history.

**Grantee: San Antonio Independent School District, San Antonio, TX**

**Project Name: Destination Exemplary**

**Project Director: Amy Jo Baker (210) 354-3439; abaker@saisd.net**

**Funding: \$999,999**

**Number of Teachers Served: 250**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

Destination Exemplary examines traditional American history content through the following sequence: The Quest for Liberty: The American Revolution and U.S. Constitution; The Quest of Equality with Cultures in Conflict: The Mexican War and Civil War; and The Quest for Opportunity: Industrialization, Urbanization, and Immigration. Professional development for teachers in grades 5, 8, and 11 includes colloquia for 36 mentor teachers, 16 Saturday seminars for 50 participants each, 5 training sessions for 200 teachers, and exemplary techniques of teaching U.S. History including integration of technology for 50 teachers. Supportive resources include field experiences to historic sites associated with the content and provision for sharing products and replicating the training. Major partners are the National Council for History Education and Trinity University. The district is also collaborating with Teachers Curriculum Institute, KLRN-TV, the Constitution Center, and the LBJ and George H.W. Bush Presidential Libraries. Intercultural Development Research Association will evaluate program effectiveness.

**Grantee: San Marcos Consolidated Independent School District, San Marcos, TX**

**Project Name: Teaching American History: A K-16 Collaboration**

**Project Director: Sylvia Garza (512) 393-6715; Sylvia.garza@san-marcos.isd.tenet.edu**

**Funding: \$996,903**

**Number of Teachers Served: 30**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

This project—resulting from months of planning with the district’s primary partner, Texas State University—provides in-depth training in American history content and pedagogy for elementary and secondary teachers in grades 5, 7, 8, and 11. The program aligns with benchmarks developed by representatives of the American Historical Association, Organization of American Historians, and National Council for Social Studies, and uses History Alive! resources and training. Activities include week-long summer institutes at Texas State with culminating immersion experiences, monthly professional development days, and ongoing coaching. An interactive website devoted to the project facilitates ongoing communication between district teachers and the university’s U.S. history and political science faculty, and will showcase participants’ best lesson plans. Year 1 focuses on 1500-1763; year 2 on 1763-1877; year 3 on 1877-the present.

## UTAH

**Grantee: Davis School District, Farmington, UT**

**Project Name: History Underscores Belief**

**Project Director: Norma Jean Remington (801) 402-5328; nremington@dmail.net**

**Funding: \$999,913**

**Number of Teachers Served: 190**

**Number of School Districts Served: 1**

**Number of Students Served: 11,914**

The History Underscores Belief project brings together Davis School District with Weber State University and local historical, technology and education organizations to improve pedagogical skills of history teachers in grades 4, 5, 7, 8, 11 and 12, and boost student achievement, participation, and interest in American history in all 76 district schools. While the project directly serves 190 teachers, the systemic change is anticipated to reach all 452 history teachers and 60,025 students. Teacher instruction will include professional development training sessions, experiential learning activities, student activities, materials development, and technology use delivered through workshops, summer institutes, teacher-sharing sessions, two trips, and an annual symposium. Project goals ensure that American History will be taught as a separate subject through five intertwining segments: Government (year 1); Peace and Conflict (year 2); and Expansion (year 3). Teachers will learn how historians conduct research and provided with materials on local and national initiatives that can be immediately integrated into the curriculum.

**Grantee: Washington County School District, St. George, UT**

**Project Name: Utah Teachers Academy for American History**

**Project Director: Chris Snodgrass (435)673-3553; csnodgrass@wash.k12.ut.us**

**Funding: \$969,747**

**Number of Teachers Served: No information available**

**Number of School Districts Served: 1**

**Number of Students Served: No information available**

This project will create a Community of Practice incorporating 5 characteristics of effective professional development: activities are conducted in school and linked to school-wide improvement efforts; teachers are actively involved in planning, setting goals, and selecting learning activities; self-instruction is emphasized and differentiated; training opportunities are offered; ongoing support and resources are provided; and training is concrete, with ongoing feedback, supervised trials, and assistance on request. A 5-week academy will be convened, supplemented by study group meetings, customized on-line courses, DVD-based virtual mentoring, and 20 half-day released time periods for teacher community interaction. Major content themes are: Conflict, Change and Expansion, and Captivity and Human Rights. Within each, participants will explore significant issues; effects on individual citizens; application of the principles of freedom and democracy as articulated in founding documents; America's struggles and achievements; and U.S. social; political; and legal institutions and relations. The project partners with the LEA include Southern Utah University, Utah Heritage Foundation, and Utah Historical Society. The partnership is committed to creating a Utah Academy of American History to enhance and sustain effective teaching in American history.

## **VIRGINIA**

**Grantee: Newport News Public Schools, Newport News, VA**

**Project Name: Foundations of Freedom II**

**Project Director: Jane Bailey (757) 591-4546; jane.bailey@nn.k12.va.us**

**Funding: \$873,730**

**Number of Teachers Served: 103**

**Number of School Districts Served: 1**

**Number of Students Served: 7,333**

Foundations of Freedom II builds on a current Foundations of Freedom project for elementary school teachers, providing a continuum for the 5<sup>th</sup> grade students who enter middle school. This professional development program, aimed at all 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade history teachers, emphasizes a different aspect of U.S. history each year to match the middle school curriculum: year 1, grade 6 teachers study Revolutionary America; year 2, grade 7 teachers study Sharing Freedom; year 3 grade 8 teachers study Founding Documents in Action. Special education teachers are included in all facets of the project, reflecting the large numbers of special education students in the district. Partners are involved in the 5-day history academies, History Alive! workshops, historic site visits, and other professional development activities. These include National Council for History Education, Virginia War Museum, Virginia Historical Society, Organization of American Historians, Teachers' Curriculum Institute, and Old Dominion University.



## WISCONSIN

**Grantee: Cooperative Educational Service Agency No. 11, Turtle Lake, WI**

**Project Name: History Through the Heartland on the I-94 Corridor**

**Project Director: Kurt Leichtle (715) 989-2020; kurt.e.leichtle@edu.rf**

**Funding: \$749,589**

**Number of Teachers Served: 30**

**Number of School Districts Served: 15**

**Number of Students Served: No information available**

This professional development program for American history teachers takes participants on a metaphorical journey connecting the regional past to the national past. Readings focus on growth, politics, and immigration and modernization, with the discussion connecting national themes to the physical environment of small towns and the urban metropolis of Wisconsin. Teachers in grades 6-12 will experience local history at different locations along the corridor and complete a research/curriculum project highlighting a key historical theme. Year 1 focuses on the fur trade, Euro-American settlement, environment, natural resources and development; year 2 on politics, reform, growth and material culture; year 3 on the matrix of ethnicity and modernization along with the post-industrial society of metropolis and high technology. Summer colloquia are combined with two-day workshops, development of a website, and individual projects tailored to grade level and student profiles. Partners include University of Wisconsin-River Falls and University of Wisconsin-Stout.

**Grantee: Cooperative Educational Service Agency #10 (#9910), Chippewa Falls, WI**

**Project Name: Learning by Doing: Public History in the Classroom**

**Project Director: Patricia R. Turner (715) 836-3369; turnerpr.uwec.edu**

**Funding: \$999,908**

**Number of Teachers Served: 205**

**Number of School Districts Served: 39**

**Number of Students Served: No information available**

This project—the first U.S. graduate curriculum in Public History designed for teachers in grades 4-12—promotes the "doing" of American history in the classroom by providing teachers with content-based professional development in the practice of public history. Partners in this intensive two-year program include 39 school districts in northwestern Wisconsin, University of Wisconsin-Eau Claire History Department, Public History Program, and Center for History Teaching and Learning, Chippewa Valley Museum, and State Historical Society. Participants—about two-thirds of all 310 American history teachers in the districts—will receive content knowledge stressing connections among local, regional and national narratives and hands-on experience in technology and instructional strategies; develop, implement and assess curriculum modules, oversee student projects in History Day; establish district-based study groups; and be introduced to public history theory and practice. Following state standards, the curriculum focuses on the American Revolution and early national period, Civil War and Reconstruction; and World War I, and America's emergence as a world power. To involve the maximum number of teachers without overextending personnel resources, teachers will be divided into cohorts of 25 certificate teacher and 75-100 study group members. The program calls for an intensive 3-

week summer institute, 5 mini-courses, 2 public lectures, and dissemination of course content by certificate teachers to study group members.

**Grantee: Milwaukee Public Schools, Milwaukee, WI**

**Project Name: Weaving American History**

**Project Director: Sharon Durtka (414) 475-8975; durtkas1@mail.milwaukee.k12.wi.us**

**Funding: \$875,997**

**Number of Teachers Served: 90**

**Number of School Districts Served: 1**

**Number of Students Served: 400**

The district, Gilder Lehrman Institute of American History, Marquette University, University of Wisconsin-Milwaukee, Educational Development Center and Cardinal Stritch University are working in partnership to develop a professional development model for 8<sup>th</sup> grade teachers who teach American history. The study uses a quasi-experimental research methodology to explore the effects of Weaving American History, collecting data through surveys, focus groups, test scores, interviews and document analyses. Ninety experimental participants in college courses, content/pedagogical workshops, mentoring/coaching, historical site visits, and on-line instruction will be compared with a control group of the same number of teachers and students. The initiative is designed to support students' and teachers knowledge of traditional American history, increase academic achievement, expand collegial relationships, develop a cadre of mentors and coaches, and develop an online course for sustaining professional development in history. Year 1 addresses Making of the American Mind (Pre-Contact to the Early Republic); Year 2, Slavery to Emancipation; and Year 3, Modern America Emerges. Literacy coaches visit classrooms regularly and provide feedback to teachers.

## WYOMING

**Grantee: Natrona County School District #1, Casper, WY**

**Project Name: American History Cowboy Coalition**

**Project Director: Kimberly L. Ibach (307) 233-2000; kim\_ibach@ncsd.k12.wy.us**

**Funding: \$999,779**

**Number of Teachers Served: 105**

**Number of School Districts Served: 1**

**Number of Students Served: 3,700**

Wyoming's first TAH grant supports a collaborative effort between the LEA and University of Wyoming Departments of History, Elementary Education and Secondary Education, American Heritage Center, and Natrona County Historical Society to provide professional development in American History to teachers in grades 4, 8, 11, and 12. To create systemic change in the way U.S. History is taught and a community of teacher and student historians who are more active community citizens, the program provides 192 hours of training per year, including experiential learning activities and resource acquisition and development. Year 1 addresses Government (major legal cases, We the People Initiative, Amendments); Year 2, Time, Continuity and Change (Revolutionary War, Declaration of Independence, World War II, post-war foreign policy); and Year 3, People Places and Environment (Manifest Destiny, Louisiana Purchase, Immigration). Pedagogical instruction is presented within the context of history content.