

## 2005 Teaching American History Grantees

### Alabama

**Grantee:** Madison County Board of Education, Huntsville, AL

**Project Name:** Community for Teaching America's Past (CTAP)

**Project Director:** Pamela J. Gothart; (256) 837-0331; pgothart@madisonk.12.al.us

**Funding:** \$999,940

**Number of Teachers Served:** 90-105

**Number of School Districts Served:** 10

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

This partnership for professional development in American history teaching brings together 10 districts with the Gilder Lehrman Institute, Early Works Museum, Veterans Memorial Museum, University of Alabama-Huntsville, Alabama A&M/UAH Regional Service Center, and American Village. The target audience of teachers in Grades 4, 5, 6, 10, and 11 will engage in blended study cycles during the school year, summer academies, field trips, Saturday seminars, and capstone sessions, and ongoing collaboration through professional learning communities. CTAP organizes traditional American history content into four themes: People Who Lead Us, Documents and Institutions that Unite Us, Issues that Divide Us, and Events that Shape Us. Alabama's role in history is a special focus for fourth grade teachers, while America's beginnings to 1877 are a focus for fifth and tenth grade teachers. Sixth and eleventh grade teachers examine the period between 1877 and the present.

### Alaska

**Grantee:** Fairbanks North Star Borough School District, Fairbanks, AK

**Project Name:** Fairbanks Teaching American History Project

**Project Director:** Sandy McGill; (907) 452-2000; dcrevensten@northstar.k12.ak.us

**Funding:** \$499,963

**Number of Teachers Served:** 34

**Number of School Districts Served:** 1

**Number of Students Served:** 6,996

Located in an isolated, mostly rural community in the heart of interior Alaska, the school district is partnering with the National Council for History Education, the University of Alaska-Fairbanks History Department, the University of Alaska Museum, and the Tanana-Yukon Historical Society to improve the instruction of traditional American history in district middle and high schools. Partners will offer a series of related colloquia, workshops, and study groups to 60 participants who will practice history's "habits of the mind," read primary source documents, interact with historians and master teachers, and produce standards-based U.S. history lessons. The project will focus on the three foundation documents of our country: the Declaration of Independence, the Constitution, and the Bill of Rights. The project will then trace the application of these documents' principles to six major eras of U.S. history: the Revolution and the New Nation (1763-1815); Expansion and Reform (1801-1861); Civil War and Reconstruction (1850-1877); the Development of Modern America (1865-1920); Modern America and the World Wars (1914-1945); and Contemporary America (1945 – present). Core ideas will also be linked to Alaska's history.

## California

**Grantee: Clovis Unified School District, Clovis, CA**

**Project Name: American Foundations and Documents in Action**

**Project Director: Rob Darrow; (559) 327-9635; robdarrow@cusd.com**

**Funding: \$1,782,741**

**Number of Teachers Served: 200**

**Number of School Districts Served: 6**

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

To raise student achievement and enhance teaching skills in American history throughout a six-county region of central California, the LEA is partnering with the California State University- Fresno History Department, the San Joaquin Valley History/Social Science Project, and the American Institute for History Education. The professional development program for social studies and American history teachers will be available to 200 teachers in Grades 5 through 12. Components include a master's cohort, four 2-day colloquia, seven monthly seminars, and annual six-day travel study tours. The theme for Year 1 is Foundations of the American Nation. Year 2 focuses on Documents of the Nation. Year 3 explores American Foundations and Documents in Action.

**Grantee: Glendale Unified School District, Glendale, CA**

**Project Name: Conflict and Consensus in American History**

**Project Director: Joanna Junge; (818) 241-3111; jjunge@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**

The LEA is partnering with the University of California at Los Angeles History and Geography Project to provide fifth, eighth, and eleventh grade teachers in the district with a professional development program designed to enrich the teaching of U.S. History. Participants will engage in summer institutes, workshops, technology integration, reading groups, history tours, conferences, and mentoring tied to understanding and teaching the following themes: Resolving Conflict in a New Democracy; Internal Conflict and Resolution; and the United States in the Larger World: Conflict and Consequences. The program seeks to expose teachers to divergences of opinion that shaped the nation as well as periods of consensus, and to teach the pedagogical skills needed to integrate reading and writing strategies into a curriculum requiring critical thinking. Year 1 focuses on the Constitution and the struggles of founding fathers; Year 2 addresses the War for independence, the Civil War and the Civil Rights movement. Year 3 looks at tension between Native Americans and settlers during Westward expansion.

**Grantee: Glen County Office of Education, Willows, CA**  
**Project Name: E Pluribus Unum: The Northeastern California Teaching American History Project**  
**Project Director: Jennifer L. Metherd; (530) 865-1277; jmetherd@glencoe.org**  
**Funding: \$999,997**  
**Number of Teachers Served: 45**  
**Number of School Districts Served: 128**  
**Number of Students Served: No information available**

A consortium of nine northeastern counties fragmented into 128 school districts will partner with the North State History-Social Science Project, the California Council for History Education, and the California State University, Chico. The project will address the lack of preparation in American history on the part of most history teachers and low performance of students on state standards tests. It also aims to establish a permanent structure to support professional development in American history through the California Council for History Education. Summer institutes for teachers in Grades 5, 8, and 11 will be followed by school year sessions, mentoring, conferences, and use of tested model lessons. The content follows traditional American history, covering issues and turning points, influential Americans, and freedom and democracy. Content includes slavery, the American Revolution, and the Constitution in the fifth grade, State vs. Federal authority and Reconstruction in the eighth grade, and the Depression through post-World War II in the eleventh grade.

**Grantee: Los Angeles County Office of Education, Downey, CA**  
**Project Name: No Citizen Left Behind: Constitutional Heritage for 21<sup>st</sup> Century Citizens**  
**Project Director: Michelle M. Herczog; (562) 922-6908; herczog\_michelle@lacoed.edu**  
**Funding: \$1,359,344**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: Not applicable**  
**Number of Students Served: No information available**

No Citizen Left Behind targets middle and secondary school teachers of students in largely under-served settings, including juvenile hall, court and community schools, and continuing high school education centers. The professional development program is a collaboration of the Los Angeles County Office of Education, the National Center for History in the Schools at the University of California-Los Angeles, the National Constitution Center, the National Center for the Preservation of Democracy, and the Center for Civic Education and Constitutional Rights Foundation. The program will provide participants with in-depth content knowledge and help them develop instructional strategies and curricula adapted to the student populations. Activities include scholar-led field studies and local symposia, mentoring, coaching, and the posting of educators' best practices to the grant website. Content focuses on traditional American history, covering the American Revolution, the Bill of Rights, Westward Expansion, and changes to Constitutional law. Special attention will be paid to preparation for responsible citizenship in a civil society, and the evolution of social, economic, and political conditions in America today.

**Grantee: Napa Valley Unified School District, Napa, CA**  
**Project Name: TRADITION Project 2**  
**Project Director: MaryAnn O. Salinger; (707) 235-3666; msalinger@nvusd.k12.ca.us**  
**Funding: \$999,916**  
**Number of Teachers Served: 60**  
**Number of School Districts Served: 2**  
**Number of Students Served: No information available**

This professional development consortium to enhance content knowledge and teaching of traditional American history partners two mid-size school districts northeast of San Francisco, two collaboratives of small rural schools represented by their County Offices of Education, Sonoma State University, and Marin American Indian Museum. Participants include 60 fifth grade history teachers who enroll for the entire three-year program, which includes orientation days, annual two-week summer institutes, follow-up institute days, an interactive website, and extensive trips to historic sites. The curriculum focuses on colonial history from pre-Columbian cultures through the American Revolution, emphasizing events, people, significant issues, and turning points. Year 1's theme is American Frontiers; Year 2, Colonial Communities and Institutions; and Year 3, Creation of the American Republic.

**Grantee: Northern Humboldt Union High School District, McKinleyville, CA**  
**Project Name: Northwestern California Teaching American History Program**  
**Project Director: Jack M. Bareilles; (707) 839-6492; humboldtcountyhistory@hotmail.com**  
**Funding: \$974,433**  
**Number of Teachers Served: 105**  
**Number of School Districts Served: 35**  
**Number of Students Served: No information available**

Up to 60 local elementary and charter schools in two counties are participating in this professional development program aimed at the needs of primary grade teachers in an area marked by dislocation, unemployment, and poverty. The counties are home to the two largest Native American tribes in California, along with several smaller tribes. Partners include historians from Humboldt State University, the Gilder Lehrman Institute of American History, four museums, and the White House Historical Association. Based on the success of two previous TAH grants for middle and high school teachers, elementary teachers will receive 100 hours of graduate U.S. History instruction and pedagogical training, mentoring, in-service workshops, and observation. Participants will teleconference with noted historians, read 14 texts, study primary documents, develop lesson plans, and participate in a two-week study trip to historical sites on the East Coast. Content covers transformational moments of political and social change stemming from colonial struggles to the American Revolution, Federalist and Anti-Federalist debates, slavery, antebellum reformers, the Civil War, industrialism, immigration, imperialism and anti-imperialism, the 20<sup>th</sup> Century, the Civil Rights movement, the New Deal, World War II, and the Cold War. Readings range from *Huck's Raft: A History of American Childhood* to *The Week the World Stood Still: Inside the Cuban Missile Crisis*.

**Grantee: Pasadena Unified School District, Pasadena, CA**  
**Project Name: Presidents and Precedents: A Constitutional Lens on American History**  
**Project Director: Felicity Swerdlow; (626) 795-6981; fswerdlow365@pusd.us**  
**Funding: \$969,555**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 2**  
**Number of Students Served: No information available**

This partnership brings together two school districts challenged by poverty, low performance, and language barriers with the Huntington Library and Constitutional Rights Foundation to increase teacher knowledge of American history, improve history instruction, and build a sustainable model for encouraging teachers to be lifelong learners of U.S. history. Using the Seminars with Scholars model, which emphasizes interaction between teachers and advanced scholars, the program provides 10 days of professional development to annual cohorts of 30 teachers, and 16 hours focused on content knowledge and building the capacity to teach topics mandated by state standards. Every fourth, fifth, eighth, and eleventh grade U.S. or California State history teacher will be invited to participate. Based on teacher-identified needs, the program focuses on strengthening knowledge of Constitutional and presidential history. Some of the topics are Colonial America, the Age of Jackson, President Polk and Manifest Destiny, Lincoln, Slavery, and the Civil War, and the Presidency of Theodore Roosevelt.

**Grantee: Placer County Office of Education, Auburn, CA**  
**Project Name: Connections to American History: Understanding Our Nation Through a Local Lens**  
**Project Director: Steven J. Carney; (530) 889-5969; scarney@placercoe.k12.ca.us**  
**Funding: \$1,000,000**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 10**  
**Number of Students Served: No information available**

Partners in this professional development program for American History teachers in Grades 5, 8, and 11 include 10 rural and suburban school districts, California State University-Sacramento, and Placer County museums and archives. Training is carried out through summer institutes, content colloquia during the academic year, and lesson study teams designed to build effective instructional skills as well as amplify student achievement in and teachers' appreciation for American history. The Summer Institutes of Core Content Learning will be devoted to deepening teachers' knowledge and understanding of major historical problems in American history. Each year, the institutes will focus on improving content knowledge appropriate for the given grade level. The State standards require fifth grade teachers to cover pre-Columbian America to the Early Republic. The eighth grade standards cover the long 19<sup>th</sup> century, from the Constitution to the First World War, and the eleventh grade standards focus on the 20<sup>th</sup> century. Fundamental events, key individuals, and issues in U.S. history to be studied are the following: Major Themes of American Freedom, American Biography, and Empire of Laws.

**Grantee: Riverside Unified School District, Riverside, CA**  
**Project Name: Teaching American History**  
**Project Director: Don Ruisinger; (951) 788-7134; druisinger@rusd.k12.ca.us**  
**Funding: \$871,137**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 1**  
**Number of Students Served: 10,000**

In partnership with the National Council for History Education, the Inland Empire Consortium on International Studies, the California State Universities at Fullerton and San Bernardino, the California State Polytechnic University-Pomona, and the National Archives-Pacific Region, the LEA is providing a professional development program for eighth and eleventh grade American history teachers. Close proximity to the Mexico-U.S. border creates a diverse school community that is enriched and challenged by blending cultures, high poverty levels, and linguistic diversity. With numerous newcomers to America, improving the capacity to teach American history effectively is imperative. Activities include week-long summer colloquia, bi-monthly workshops led by historians, yearly primary source workshops, field trips, classroom observations and collaborations with master teachers, monthly professional development meetings during the school year, and year-round website support. Year 1 addresses Our English Heritage, Ideological Origins of the American Revolution, and U.S. Foreign Policy since WWII. Year 2 focuses on the Constitution, Civil War, and Civil Rights Movement. Year 3 examines the Industrial Revolution, the Rise to World Power, and the Impact of World War II.

**Grantee: San Francisco Unified School District, San Francisco, CA**  
**Project Name: Citizenship and Identity: Teaching American History with Primary Source Documents**  
**Project Director: Sandra Lam; (415) 355-7612; slam@muse.sfusd.edu**  
**Funding: \$999,758**  
**Number of Teachers Served: 125**  
**Number of School Districts Served: 1**  
**Number of Students Served: 8,800**

Eighth and eleventh grade teachers of American history will deepen their knowledge of U.S. history and improve history instructional skills through a professional development program partnering the school district with San Francisco State University and the National Archives and Records Administration. The program provides for enrollment in U.S. History graduate courses or enrollment in a 10-session seminar series, document research in a seminar, guest lectures, and dissemination of a document-based curriculum on the project's website. Important historical themes for the project include the expansion of the voting franchise over the last 200 years, as well as the conflict between state and federal authority. The integration of immigrants into the social and political fabric of American culture will be another theme on which the program will focus.

**Grantee: San Juan Unified School District, Carmichael, CA**  
**Project Name: Knowing History, Thinking Historically: An Apprenticeship Program in American History**  
**Project Director: Judy Smith; (916) 979-8772; judsmith@sanjuan.edu**  
**Funding: \$990,607**  
**Number of Teachers Served: 72**  
**Number of School Districts Served: 1**  
**Number of Students Served: 10,000**

In collaboration with the History Project, a K-16 consortium including History Departments of the University of California at Davis, California State University/ Sacramento, and the San Juan School District, this project is providing teachers in Grades 5, 8, and 11 with a rigorous professional development program designed to increase student achievement in U.S. history and promote responsible citizenship. The partnership's primary goal is to create a state-of-the-art U.S. history program sustainable beyond the grant. Secondly, it seeks to refine the model for adoption by other districts in the Sacramento Valley and throughout California. Content themes include Freedom Visions, Americans We Should Know, and Constitutional Frameworks. Citizenship responsibilities and challenges are underlying themes. Four-week summer coursework is followed with school-year lectures, development of model lesson plans, historical research, and presentation of lessons to other district history teachers.

**Grantee: Santa Ana Unified School District, Santa Ana, CA**  
**Project Name: The Making of an American Nation**  
**Project Director: Robert D. Vicario; (714) 558-5758; rvicario@sausd.k12.us**  
**Funding: \$999,967**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 1**  
**Number of Students Served: 8,000**

This partnership of Santa Ana Unified School District with the California History/Social Science Project and the History Department at the University of California, Irvine, and the National Archives and Records Administration-Pacific Branch aims to raise student achievement on district benchmarks and State tests through an extensive program in teacher training on U.S. history content, curricular reforms, and literacy strategies for low performers. While 90 teachers in Grades 5 and 11 will participate in training institutes and follow-up workshops, history teachers in Grades 5, 8, and 11 will be vertically teamed to collectively address American History teaching. The program helps serve a low performing, urban district predominated by English Language Learners. Content includes the Constitution, Religion in America, A Nation of Immigrants, the Depression and New Deal, American Women, the Civil Rights Movement, and Post-War America. The first year's program will be organized around the theme, "Democratic Aspirations: Critical Questions in Twentieth-Century American History."

**Grantee: Wiseburn School District, Hawthorne, CA**  
**Project Name: Social Perspectives: A History of the United States**  
**Project Director: Robin Potchka; (310) 973-1300; robin\_potchka@lawndale.k12.ca.us**  
**Funding: \$499,964**  
**Number of Teachers Served: 78**  
**Number of School Districts Served: 2**  
**Number of Students Served: No information available**

Participants in this partnership of two school districts, the Constitutional Rights Foundation, Loyola Marymount University, Pepperdine University, and the Skirball Cultural Center will view the major cultural, political, and legal issues and events tied to California K-8 history standards. Located in a densely populated multiethnic community in Los Angeles County's South Bay, Wiseburn seeks to build appreciation for America's story among a student population of first and second-generation immigrants. The program involves teacher collaborations, seminars, workshops, coaching, needs assessments, and learning sessions with historian-coach teams. The professional development program includes such themes as Change and Continuity of American Democracy, Interactions of Peoples, Cultures and Ideas, Economic Opportunity and Exercise of Freedoms, and the Expanding Role of America in the World. Chronological periods cover Beginnings to 1607 and Immigration and Reforms, 1878-1914.

## **Colorado**

**Grantee: Southeastern Board of Cooperative Educational Services, Lamar City, CO**  
**Project Name: Enhancing History in Colorado II (ECHO II)**  
**Project Director: Richard Loosbrock; (719) 589-6527; rdloosbr@adams.edu**  
**Funding: \$499,956**  
**Number of Teachers Served: 100**  
**Number of School Districts Served: 18**  
**Number of Students Served: No information available**

ECHO II is a collaboration of the Southeastern and Santa Fe Trail BOCES with the Adams State College Departments of History, Government, and Philosophy, Old Bent's Fort National Historical Site of the National Park Service, Colonial Williamsburg, and the Organization of American Historians. ECHO II will improve student knowledge of basic U.S. history by providing elementary and secondary school history teachers with continued professional development. Through Freedom Trail field trips, workshops, and one-week annual graduate-level summer institutes, as well as through follow-up lectures and site visits by local historians, teachers will: (1) enhance their knowledge of traditional American history content and methodology; (2) become part of a community of local historians; (3) develop a network of resources; and (4) create learning strategies for applying their new knowledge and skills in the classroom. Program content will span American history from the Colonial Era through the Cold War. Content emphasizes the use of primary sources and connections between national and local historical events. Participants will select specific topics for examination.



## **Connecticut**

**Grantee: Area Cooperative Educational Services (ACES), North Haven, CT**

**Project Name: Slavery and Freedom in American History and Memory**

**Project Director: A. Craig Edmondson; (203) 498-6800; cedmondson@aces.k12.ct.us**

**Funding: \$906,293**

**Number of Teachers Served: 50**

**Number of School Districts Served: 31**

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

Slavery and Freedom in American History and Memory is a professional development program for middle school teachers developed by ACES in partnership with the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University and a consortium of other Connecticut public school districts. Secondary partners are the New York Historical Society, the Penn Center, and the National Underground Railroad Freedom Center. The program will focus on interrelationships between slavery and culture, politics, immigration, and the family. The first year will focus on slavery from the colonial period through 1807. Year 2 examines chattel slavery, its abolition, and legacy. The third year will focus on the Civil Rights Movement. Participants are expected to expand their knowledge base and pedagogical skills, and to develop practical strategies for translating their new learning into improved student performance. Monthly academic-year forums—combining lectures, readings, and primary documents workshops— will familiarize teachers with key trends and events, and are supplemented with web-based resources. The annual capstone will be a one-week summer institute involving field trips to local historical societies and museums.

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

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

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

**Funding: \$920,716**

**Number of Teachers Served: 90**

**Number of School Districts Served: 1**

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

This professional development program in teaching U.S. history partners the LEA with the Library of Congress, Connecticut Historical Society, Trinity College, and historian Eric Foner to provide an annual cohort of 30 teachers in Grades 5, 8, 10, and 11 with intensive, advanced training on the content, context and use of critical documents in American history. In addition to improving teachers' instructional skills, the program seeks to increase the number of eleventh grade students enrolled in Advanced Placement U.S. History classes. Each cohort will attend a one-week summer institute and three follow-up sessions during the school year. Year 1's topic is War and Peace Through American History. Year 2 explores The Struggle for Civil Rights Throughout American History. Year 3 focuses on Individuals Who Have Shaped the Course of the Nation. Eric Foner and Trinity College scholars will lecture on the content and context of documents, while educators from the Library of Congress and the Connecticut Historical Society will train teachers in accessing and using primary documents. A Connecticut-based Document Resource Book will be prepared for all district American history teachers.

**Grantee: Newington Public Schools, Newington, CT**

**Project Name: HISTORY IS CENTRAL**

**Project Director: Sabrina M Lavieri; (860) 665-8735; slavieri@newington-schools.org**

**Funding: \$957,650**

**Number of Teachers Served: 100**

**Number of School Districts Served: 6**

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

HISTORY IS CENTRAL is a collaborative program comprised of a statewide system of 17 technical high schools and six school districts in central and southern Connecticut, the Department of History at Central Connecticut State University, and the Connecticut State Library and Archives. In addition to 100 seventh through twelfth grade teachers, pre-service history teachers will participate in the program's book circles and become members of the Organization of American Historians and the Association for the Study of Connecticut History. Program participants attend scholarly colloquia, summer institutes, and school-year workshops while working with mentors to integrate historical content into lesson plans. Historic site visits and Internet networking supplement the course. The program is designed around three themes: Social Movements, Social Change: The Story of American Freedom; Technology and Industry: Changing Economy, Changing Society; and American Ideals in a Changing Nation. Numerous readings reflect 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> century issues and events.

**Grantee: Stratford Public Schools, Stratford, CT**

**Project Name: Teaching American History: The Story of American Freedom**

**Project Director: Alice J. Daniels; (203) 966-8478; adaniels24@aol.com**

**Funding: \$982,395**

**Number of Teachers Served: 190**

**Number of School Districts Served: 2**

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

Stratford and New Haven Public Schools are partnering with Sacred Heart, Yale, and Fairfield Universities, the Stratford Historical Society, the New Britain Museum of American Art, and the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition to provide an immersion program in American history content knowledge and pedagogy for teachers of Grades 4, 6, 8, and 10. The core of the program involves five graduate courses of history content and related teaching skills and another series of three undergraduate courses for which credit is awarded. Summer immersion institutes allow small groups to examine specific topics, travel to archival sites, interact with experts, discuss classroom approaches, and train in multimedia technology. The overarching theme is Equity and Equal Access in America, with the subtopics of Human Rights, Women's Studies, Immigration, and Labor History. Under Human Rights in Year 1, for example, participants study the principles of equity in the Constitution and the Declaration of Independence, 19<sup>th</sup> Century, minority populations, and the history of human rights in the 20<sup>th</sup> and 21<sup>st</sup> Centuries.

## **Delaware**

**Grantee: Colonial School District, New Castle, DE**

**Project Name: Historical Literacy Project**

**Project Director: Francis O'Malley; (302) 831-8443; fomalley@udel.edu**

**Funding: \$991,113**

**Number of Teachers Served: 50**

**Number of School Districts Served: 2**

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

Colonial and Brandywine School Districts are partnering with the University of Delaware's History Department and the Center for Teacher Education, the Historical Society of Delaware, the Delaware Public Archives, and the National Constitution Center to raise student achievement in American history by providing training in history content and teaching skills for up to 50 teachers in Grades 4 to 11. Over the course of three years, the project will provide 12 two-day workshops and six weeklong summer institutes that promote collaborations with historians, museums, book authors, and instructional experts. Materials will be shared statewide and nationwide through the project website. One teacher cohort will focus on Pre-Reconstruction history—in Year 1, Colonial America, the American Revolution, and the New Nation. A second cohort examines Post-Civil War history—in Year 1, Reconstruction, Immigration, Industrialization and Urbanization, and the Progressive Era.

## **Florida**

**Grantee: Brevard Public Schools, Viera, FL**

**Project Name: Creating Modern America**

**Project Director: Irene H. Ramnarine; (321) 631-1911; ramnarinei@brevard.k12.fl.us**

**Funding: \$827,147**

**Number of Teachers Served: 90**

**Number of School Districts Served: 1**

**Number of Students Served: 6,000**

Creating Modern America will provide professional development for American history teachers in middle and high schools in Brevard County. Created by the public school system in partnership with the National Council for History Education and the Florida Humanities Council, this collaborative program will increase educators' knowledge of traditional American history and expand the skills and strategies they have available to enhance student interest and academic performance. Annual program activities include a summer colloquium and institute, an academic-year distance learning course, and two support workshops. Topics change annually, but the ongoing emphasis will be the use of primary documents and exploration of local resources. The first grant year will focus on the American Revolution and the Constitution. The focus of Year 2 will be Slavery in America. The Gilded Age and the Reform Era will be explored in Year 3.

**Grantee: The School Board of Broward County, Fort Lauderdale, FL**  
**Project Name: Broward County Teaching American History Project**  
**Project Director: Mark Quintana; (745) 321-1873; mark.quintana@browardschools.org**  
**Funding: \$992,406**  
**Number of Teachers Served: 500**  
**Number of School Districts Served: 1**  
**Number of Students Served: 14,000**

This project engages American history teachers as learning partners with the Gilder Lehrman Institute of American History, Florida Atlantic University, History Alive!, Colonial Williamsburg, and local museums and historical societies, as well as with the African-American Research Library, the Fort Lauderdale Historical Society, and the Florida Humanities Council. Targeting elementary and secondary teachers in low-performing schools in a district where students come from 164 countries, the program includes two-week summer institutes and Saturday workshops, including content immersion, colloquia, curriculum development, technology, and mentoring/coaching. Master teachers developed through the project through intensive seminars will implement a coaching/mentoring program as part of the permanent curriculum and provide annual professional development to other U.S. history teachers. Year 1 focuses on the Land of the Free, which will span the 15<sup>th</sup> through the 18<sup>th</sup> centuries. Year 2 will present content on 19<sup>th</sup> Century internal struggles, and Year 3 on the 20<sup>th</sup> and 21<sup>st</sup> Centuries.

**Grantee: School Board of Pinellas County, Largo, FL**  
**Project Name: Teaching American History**  
**Project Director: Charlie D. Eubanks; (727) 588-6299; eubanksc@pcsb.org**  
**Funding: \$995,329**  
**Number of Teachers Served: 78**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

All 78 teachers of a new, year-long eighth grade American history course in the district's 26 middle schools will participate in this professional development program partnering the LEA with the University of South Florida History Department, the Organization of American Historians, and the Library of Congress's "Adventures of the Mind" partner, Quincy University. Content and pedagogical expertise will be gained through 15-day summer institutes, immersion experiences at historic sites, quarterly seminars, 60 hours of independent work, classroom observations, mentoring, monthly colloquia, video-conferences, national workshops, scholarly lectures, and website resources. Summer institutes focus on the history content of 3 periods: 1789-1815; 1815-1850; and 1857-1877. Quincy University will provide an online college-level course on using the digital resources available on the Library of Congress's American Memory, Exhibitions, and America's Library portals.

## Georgia

**Grantee: Clayton County Public Schools, Jonesboro, GA**

**Project Name: The Transformation of America 1945-2000**

**Project Director: Sharon Contreras Halton; (678) 817-3105; shalton@clayton.k12.ga.us**

**Funding: \$999,998**

**Number of Teachers Served: 77**

**Number of School Districts Served: 1**

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

Clayton County is working in partnership with the University of Georgia, Morehouse College, the Jimmy Carter Presidential Library, the National Archives-Southeast Region, and the Atlanta History Museum to create a unique look at significant issues and episodes of traditional American history since 1945. Participants include teachers in Grades 5 (35), 8 (26), and 11 (16) who will be trained in content knowledge and learning strategies through lectures, summer seminars, field experiences, research, and access to the Digital Library at NARA and the American Memory project of the Library of Congress. Events, civil rights implications, and connections to founding documents will be studied in the Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan, H.W. Bush, and Clinton Administrations. Throughout the three years, teachers will link the Declaration of Independence, the Constitution and the Bill of Rights to issues during 1945 to 2000. At the end of three years, participants will be considered master teachers of that period, with a concentration on civil rights.

**Grantee: Coastal Plains RESA, Lenox, GA**

**Project Name: Wiregrass History Consortium**

**Project Director: Al Jacobs; (229) 546-4094; aljacobs@cpresa.org**

**Funding: \$989,271**

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

**Number of School Districts Served: 11**

**Number of Students Served: 40,584**

Wiregrass History Consortium is a collaborative effort between the Coastal Plains RESA, Valdosta State University, and National Council for History Education, and National Constitution Center to improve American History teaching in 46 South Georgia schools. The program serves teachers in fourth, fifth, eighth and eleventh grades through six graduate-level symposia, teacher workshops, membership in the National Council for History Education for the duration of the program, creation of a regional history teachers' consortium, development of curricula addressing state requirements, and visits to historic sites. Content is divided into topics addressing the three cohorts of teachers—elementary, middle, and high school. Grade 5 teachers study the Civil War, Reconstruction, and changes at the turn of the century. Eighth grade teachers address Native American cultures, the impact of European exploration, colonial Georgia, and Georgia's role in the American Revolution. High school teachers focus on European settlement during the 17<sup>th</sup> Century, British North America, and the primary causes of the American Revolution.

**Grantee: Henry County Board of Education, McDonough, GA**  
**Project Name: Creating a Nation: Seeds of Democracy**  
**Project Director: Lois J. Wolfe; (770) 957-6547; lois.wolfe@henry.k12.ga.us**  
**Funding: \$999,622**  
**Number of Teachers Served: 100**  
**Number of School Districts Served: 3**  
**Number of Students Served: No information available**

Three metropolitan Atlanta school systems are partnering with the Georgia Humanities Council, the Georgia Archives, the National Archives-Southeast Region, the Atlanta History Center, the Colonial Williamsburg Foundation, and the Massie Heritage Interpretation Center of Savannah to increase historical knowledge, and improve pedagogy, collegiality, content reading, and student achievement in U.S. history. Professional development program participants include teachers in Grades 4, 8, and 11, based on the need for more effective instruction at these levels. A survey identified the 1607-1763 period as a particular area of need. As a result, the program is focusing on the following areas: Three Worlds and Their Meeting in America, Colonization and Settlement, and the Communities. Participants will attend 8-day summer institutes, evening lectures during the school year, and historic site trips, subsequently producing a learning package of lesson plans, artifacts, and primary documents.

**Grantee: Savannah-Chatham County Public Schools, Savannah, GA**  
**Project Name: Restoring America's Memory: A Renaissance of Teacher Knowledge**  
**Project Director: Leah M. Colby; (912) 201-5070; leah.colby@savannah-chatham.k12.ga.us**  
**Funding: \$1,000,000**  
**Number of Teachers Served: 195**  
**Number of School Districts Served: 1**  
**Number of Students Served: 33,421**

“Restoring America’s Memory” is a professional development program that extends two previous TAH models of teaching to American history teachers in Grades 4, 5, and 8. The program includes annual keynote addresses by noted historians, and the study of biographies of historically significant Americans. Other topics include developing lesson plans with age-appropriate biographies, summer travel institutes to historic sites, traveling panel exhibitions, and content coaches for teacher support and evaluation. Online technology will be used to enhance events and content, while literacy-based immersion sessions and visits to theme-appropriate sites will round out the grant activities. Year 1 history content focuses on the Colonial-Revolutionary Generations, Year 2 on the Founding Generation and Constitutional Government, and Year 3 on the Civil War and Reconstruction.

## **Illinois**

**Grantee: Homewood Flossmoor Community High School District #2, Flossmoor, IL**

**Project Name: Homewood-Flossmoor American History Consortium**

**Project Director: Denny Schillings; (708) 799-3000; dschillings@hfhighschool.org**

**Funding: \$967,900**

**Number of Teachers Served: 15**

**Number of School Districts Served: 5**

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

Established to develop teacher expertise in American history and improve student achievement, this consortium is a collaboration among five south suburban high school districts representing 12 ninth through twelfth grade campuses, the Newberry Library, and the University of Illinois at Chicago. The professional development program calls for 15 teachers to be selected from consortium schools to pursue eight consecutive semesters, including summers, of graduate coursework in U.S. history, along with eight symposia. Over the project's life, participants will be exposed to eight graduate courses intended to enrich their teaching skills. Courses include Problems and Cases in American History (prior to and post-1877); American Indian History as U.S. History; Religion, Democracy, and Public Life in American History; American Labor and Immigration History; the U.S. in the 1960s; The Progressive Era; and Race and Politics since Emancipation.

**Grantee: Regional Office of Education #26, Macomb, IL**

**Project Name: Exploring America: Teachers Bringing Traditional American History to Students**

**Project Director: Wilma J. Lewis; (309) 837-4821; wlewis@roe26.k12.il.us**

**Funding: \$581,019**

**Number of Teachers Served: 56**

**Number of School Districts Served: 15**

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

In cooperation with the Western Illinois University History Department, high school teachers in 15 counties in west central Illinois will expand their knowledge and understanding of American history through continuation of a four-year TAH grant encompassing spring and fall workshops, lesson planning, and week-long study visits to sites relevant to the American Revolution and the Civil War. Exploration of such sites as Mount Vernon, Harper's Ferry, sites in Washington, DC, Antietam, Bull Run, Gettysburg, and Jamestown will deepen understanding of both Revolutionary and Civil War history. San Francisco, home of the Gold Rush, and New York City, destination of immigrants, will be other tour visits. World Strides, which arranges travel of other TAH grants, will plan the summer tours in cooperation with historians.

**Grantee: Urbana School District #116, Urbana, IL**  
**Project Name: American History Teachers' Collaborative**  
**Project Director: Donald D. Owen; (217) 384-3680; downen@usd116.org**  
**Funding: \$991,750**  
**Number of Teachers Served: 200**  
**Number of School Districts Served: 7**  
**Number of Students Served: Almost 21,000**

The American History Teachers' Collaborative brings together seven central Illinois school districts with the Champaign County Historical Society Museum, the Early American Museum of the Champaign County Forest Preserve District, the Illinois State Archives, and the Great Lakes Regional Center of the National Archives. Aimed at increasing student achievement in American history by working with teachers in Grades 3 to 12, the professional development program presents content knowledge and fosters best practices through weeklong summer institutes and four workshops each school year. Teachers will examine major themes in American history: the Founding of the Nation (Year 1); America's Expansion (Year 2); and Civil Rights and Responsibilities (Year 3). Particular attention will be paid to the local impact of these events and the use of primary sources. All participants will collaborate with local historians to conduct research and develop model lesson plans. A website, including an on-line forum, will promote professional networking and increase access to the model lesson plans and best practices.

**Grantee: Woodstock Community Unit School District, Woodstock, IL**  
**Project Name: Challenge of Freedom Project**  
**Project Director: Linda B. Spangrud; (815) 337-2153; lspangrud@d200.mchenry.k12.il.us**  
**Funding: \$999,945**  
**Number of Teachers Served: 160**  
**Number of School Districts Served: 5**  
**Number of Students Served: 23,129**

This consortium of school districts in Northern Illinois is partnering with Northern Illinois University, McHenry County College, Rockford College, Northwestern University, Aurora University, and the University of Illinois to provide graduate courses, workshops, seminars, tours, historians in residence, mentors/coaches, evaluations, and website learning environments for all American history teachers, with the content support of four historical societies and four museum partners. Module 1, The Freedom Experiment, covers traditional American history from colonial days through the Civil War. Module 2, the Protection of Freedom, covers Reconstruction to the present. Participants will spend 45 hours each on modules and 32 hours each on seminars, in addition to participation in two graduate courses per year.



## **Indiana**

**Grantee: Madison Consolidated Schools, Madison, IN**

**Project Name: Ohio River Teaching American History Project**

**Project Director: Ronald V. Morris; (765) 285-8720; rvmorris@bsu.edu**

**Funding: \$499,980**

**Number of Teachers Served: 105**

**Number of School Districts Served: 1**

**Number of Students Served: 820**

This project seeks to establish long-term professional development in American history teaching for fifth, eighth, and eleventh grade teachers in rural and small town public schools along the Ohio River. Designed by Ball State University history professors and district schoolteachers, the project is also partnered with the Historic Landmarks Foundation of Indiana and Historic Madison, a museum. Components include six one-week institutes, 18 one-day workshops, use of a website for information sharing, creation of DVDs using primary sources, interviews, and reenactment footage, and organization of Junior Preservation League events along the Ohio River by teachers and students. During the first year of the grant, there will be two summer institutes illustrating the principles of freedom and democracy as articulated in the founding documents and showing how they have shaped American's struggles and achievements. Content covers Cultural Encounters in Colonial America, Teaching American History through Hollywood Films, Diplomatic History and the Shadow of War, and America in the Post-War Years.

## **Iowa**

**Grantee: Dubuque Community School District, Dubuque, IA**

**Project Name: Ben Franklin Liberty Fellowship**

**Project Director: David L. Salvaterra; (563) 588-7307; david.salvaterra@loras.edu**

**Funding: \$499,925**

**Number of Teachers Served: 45**

**Number of School Districts Served: 1**

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

The Ben Franklin Liberty Fellowship brings together the LEA, Loras College, the American Institute for History Education, the Living History Farms and Museum, and Learners Online to provide a professional development program in teaching traditional American history for 45 teachers in Grades 8 and 11. Colloquia, field trips, reading assignments, and summer institutes will help develop the teachers' historical literacy and increase their ability to teach more effectively. Over three years, all of the Fellows receive sustained, intensive content sessions and discussions with scholars as well as year-round in-class support. One hundred percent of the Fellows will create lessons using primary sources; and a minimum of 75 percent will conduct turnkey training for history teachers at in-service sessions or model learning for peers. During Year 1, Fellows receive extensive exposure to the formative years of the American Republic, including the American Revolution and the creation of the Constitution. The second year focuses on contrasts between the agrarian South and market economy of the North, covering slavery, the Civil War, and Reconstruction. Year 3 examines Wilsonian international liberalism, covering the Cold War and the War on Terror.

## **Kansas**

**Grantee: Olathe District Schools #233, Olathe, KS**

**Project Name: Connecting Learning and Instruction in Olathe (CLIO): In Search of the Common Good**

**Project Director: Maureen P. Donegan; (913) 780-8227; mdoneganirc@olatheschools.com**

**Funding: \$661,650**

**Number of Teachers Served: 36**

**Number of School Districts Served: 1**

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

CLIO is providing 20 seventh through twelfth grade history teachers with instruction in historical content and pedagogy from University of Kansas faculty in five semester-long seminar courses. Teachers examine primary and secondary sources related to the theme of searching for the common good within particular periods. The National Council for History Education is conducting three colloquia on specific topics for the project and 16 additional district history teachers. Activities also include a hands-on two-week summer workshop where participants learn to use the resources of the Kansas State Historical Society, the Kansas Museum of History, and the Dole Institute of Politics at the University of Kansas. Experiences will be shared during district staff development sessions, at annual conferences, and at the capstone state conference. History periods covered include: Creating a Nation, Expansion and Conflict, the Making of Modern America, the U.S. and Two World Wars, and Contemporary America. Summer topics examine the common good in the 18<sup>th</sup> through 20<sup>th</sup> Centuries.

**Grantee: USD#28--WaKeeney School District, WaKeeney, KS**

**Project Name: History Today—A Kansas Teaching American History Program**

**Project Director: Robert Scheib; (785) 743-2145; supt208@usd208.org**

**Funding: \$999,879**

**Number of Teachers Served: 75**

**Number of School Districts Served: 56**

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

History Today will provide in-depth training in American history content and pedagogy for 75 elementary and secondary school teachers, with the goal of establishing a network of skilled Master Teachers who share their knowledge of traditional American history with other educators to sustain the program. Partnering in this collaborative effort are the WaKeeney Independent School District, the Fort Hays State University Department of History, WaKeeney Public Library, Northwest Kansas Educational Service Center #602, and the Southwest Plains Regional Service Center #626. Activities encompass three-week annual summer institutes, monthly professional development days, and ongoing coaching by a Master History Teacher adept in using instructional management tools. The program will be supported by an interactive website that offers distance learning opportunities tailored to the program and showcases lesson plans. The program will focus on rural history through several periods of America's growth. These include the early relations between immigrants and indigenous peoples, explorations of the West, building the American Empire, and the country's responses to World Wars I and II and the Cold War.

## **Kentucky**

**Grantee: Ballard County Board of Education, Barlow, KY**

**Project Name: Project TAHOE PLUS (Teaching American History Opportunities for Educators)**

**Project Director: Natalie S. McDowell; (270) 762-6177; nmcdowell@wkec.coop.k12.ky.us**

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

**Number of Teachers Served: 170**

**Number of School Districts Served: 15**

**Number of Students Served: 29,000**

TAHOE PLUS seeks to strengthen teaching practices and content knowledge of American history teachers in Grades 5, 8, and 11 in western Kentucky through a professional development model developed for U.S. history teachers at elementary, middle, and high school levels. Project instructional materials provide strategies for a wide array of student learning styles. Cadres of teachers focus on a specific theme each year, participating in 154 hours of professional development through technology seminars, literary circles, discussion, summer seminars, guided historical seminars, and thematic unit development sessions. Summer institutes and faculty scholar support provide additional activities. Covering separate topics according to grade level, Year 1 focuses on Kentucky's place in American history. Year 2's overall theme is immigration, and Year 3 targets people, events and documents that shaped America.

## **Louisiana**

**Grantee: Caddo Public Schools, New Orleans, LA**

**Project Name: Caddo Parish (County) Public Schools: Meeting the New Standards**

**Project Director: Michael J. Sartisky; (504) 523-4352; sartisky@leh.org**

**Funding: \$999,925**

**Number of Teachers Served: 225**

**Number of School Districts Served: 1**

**Number of Students Served: 45,000**

Meeting the New Standards is a collaboration of the Caddo Public Schools, Louisiana State University-Shreveport, and the Louisiana Endowment for the Humanities established to: (1) help teachers enhance their knowledge of American history and instructional skills; (2) enable the school system to meet new statewide American history requirements; and (3) improve student understanding and performance. Each year, the program will provide three four-week graduate-level summer institutes taught by scholars from historical research centers and master teachers with expertise in pedagogy. Content is tailored to grade-level history requirements. Key topics will be the colonization of North America (for teachers of Grade 5), the American Revolution through Reconstruction (for seventh grade teachers), and the Industrial Revolution through the present (for high school teachers). Eight follow-up in-service sessions are planned for each academic year. The teachers will produce model lesson plans, curriculum units, resource catalogs, and assessment tools for use across the district and state.

**Grantee: Lafayette Parish School System, Lafayette, LA**  
**Project Name: Frontiers of American History**  
**Project Director: Amy Trahan; (337) 236-8524; amtrahan@lpssonline.com**  
**Funding: \$999,943**  
**Number of Teachers Served: 77**  
**Number of School Districts Served: 1**  
**Number of Students Served: 30,000**

“Frontiers of American History” is a professional development partnership of the Lafayette Parish School System, the Smithsonian Institution, the National Council for History Education, the University of Louisiana/Lafayette, and the Louisiana Department of Education. The program will enhance K-12 teachers’ understanding of American history and provide training to improve pedagogical skills. Technology will be woven into classroom activities, and teachers will be encouraged to use primary materials as well as to promote professional networking. Activities will include summer seminars and institutes, multi-day professional development programs, and on-site study in Washington, D.C. Course content follows the founding of the nation, America’s expansion, and the creation of a global power. A key focus will be the struggle for freedom. Activities and content are tailored for elementary, middle school, or high school classes.

**Grantee: Lafourche Parish School Board, Thibodaux City, LA**  
**Project Name: This Is Our Country! These Are Our People!**  
**Project Director: Pam T. Folse; (985) 435-4632; pfolse@lafourche.k12.la.us**  
**Funding: \$809,944**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 2**  
**Number of Students Served: 34,126**

Lafourche and Terrebonne Parishes will collaborate with Nicholls State University, the Louisiana Council on Social Studies, and the Laurel Valley Village Rural Life Sugar Museum to deliver the “This Is Our Country! These Are Our People!” program. This professional development program will provide standards-based, content-rich instruction for Social Studies and American history teachers in elementary, middle, and high schools. The program’s goal is to increase student achievement in American history by enhancing teachers’ content knowledge and skills, especially their ability to use primary materials, local resources, a pedagogical support network, and technology in instruction. Each year, the program will provide a summer institute offering graduate credit in history. This will be supplemented during the school year through the following: 11 lectures by professional historians, two field trips to local resource centers, and regular, small group meetings to share resources and best practices. Web-based activities include an interactive “blackboard” and use of an “e-mail the historian” website. The topics range from the discovery of America to colonial times, the American Revolution, the Jacksonian Era, the Civil War, Progressivism, and the New Deal. The content also addresses modern conservatism.

## **Maine**

**Grantee: Gorham Public Schools, Gorham, ME**

**Project Name: Teaching History through Biography**

**Project Director: Charles C. Calhoun; (207) 773-5051; charles@mainehumanities.org**

**Funding: \$880,580**

**Number of Teachers Served: 70**

**Number of School Districts Served: 11**

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

Teaching American History through Biography is a partnership between the Maine Humanities Council, Bowdoin College, and a consortium including Portland Public Schools and the Sebago Educational Alliance in south-central Maine. The project is designed to improve the teaching of American history as an independent subject in Grades 5 through 12 by increasing teachers' content knowledge through the close study of American biography. Participants receive training in archival techniques and research as a basis for independent research projects and the preparation of essays for the Council website. Other activities include after-school colloquia, summer institutes at Bowdoin College, field trips, a writing workshop, and a summary conference. Institute topics include the following: American Faces: The Colonial and Federal Eras; Why Did the Revolution Happen?; De Tocqueville's America; Reconstruction and its Aftermath; and Progressivism and Reform in Early 20<sup>th</sup> Century America. Biographies are used throughout the project to examine the development of the American Republic from the 17<sup>th</sup> through the 20<sup>th</sup> Centuries.

## **Maryland**

**Grantee: Baltimore County Public Schools, Towson, MD**

**Project Name: Making American History Master Teachers**

**Project Director: Rex M. Shepard; (410) 887-4017; rshepard@bcps.org**

**Funding: \$994,334**

**Number of Teachers Served: 30**

**Number of School Districts Served: 1**

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

In cooperation with historians from the University of Maryland, Baltimore County, American History Master Teachers, the Martha Ross Center for Oral History, the Maryland State Archives, and the Maryland Historical Society, BCPS will train 30 U.S. history teachers in under-performing schools in Grades 4, 5, and 11 (ten from each grade) to become Master Teachers. Participants will attend graduate-level summer institutes, eight Saturday workshops during the school year, and national history education conferences, and will publish lesson plans while being trained to mentor and support other teachers. Year 1 focuses on Great Books and research, and Year 2 on research and primary source investigations in the classroom, covering such topics as Colonial America, Slavery and Freedom in the 19<sup>th</sup> Century, and the 1900-1945 period. Year 3, which deals with the American Revolution, Civil War and Reconstruction, and the U.S. after 1945, will focus on historical writing.

## **Massachusetts**

**Grantee: Beverly Public Schools, Beverly, MA**

**Project Name: Using ESSEX History: Using Evidence, Scholarship, and Sources to Explore History**

**Project Director: Robert W. Dunn; (978) 921-6132; robert\_dunn@yahoo.com**

**Funding: \$999,052**

**Number of Teachers Served: 270**

**Number of School Districts Served: 1**

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

In partnership with the Salem State College Department of History, the Essex National Heritage Commission, and the National Archives and Records Administration-Northeast Region, the LEA is inviting all Essex County middle and high school American history teachers to participate in a professional development program designed to enhance their understanding of and proficiency in teaching U.S. history. The four core content themes are American Political and Constitutional History, American Foreign Relations, American Social Reforms and Cultural Changes, and American Economic Life. Specific historical periods studied in this context include the American Revolution, the Civil War, the Industrial Revolution, the Great Depression, World Wars I & II, and the Cold War. Content is presented via one-day monthly seminars during the school year, summer institutes, and a web-based resource center. Participants receive three hours of graduate credit and create curricular materials based on primary sources. All activities take place at historical sites. The project's timing coincides with the state's introduction of a new history test that students are required to pass in order to graduate.

**Grantee: Fall River Public Schools, Fall River, MA**

**Project Name: Future History**

**Project Director: Susan S. Horvitz; (508) 235-2645; suehorvitz@comcast.net**

**Funding: \$984,841**

**Number of Teachers Served: 195**

**Number of School Districts Served: 15**

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

Future History brings together 15 school districts and four agricultural, vocational, and technical high schools in southeastern Massachusetts with Bristol Community College and the University of Massachusetts at Dartmouth to provide a research-based professional development program in U.S. history, focusing on the use of primary sources in the history classroom. Following two previous TAH grants, this program primarily serves new American history teachers to accelerate competence on the part of teachers and students. Activities include working with teacher-leaders on content-specific pedagogy, two-day workshops with historians, colloquia, and the use of high-value technology in the classroom to promote use of primary sources. About 65 classroom observations take place each year. The program's core theme, "Immigration and the American Identity," is reflected in content dealing with the founding of the nation, the Civil War, and entry into World War II. As a result of the 2002 TAH program, all American history teachers will have primary source booklets containing key documents, from the Declaration of Independence to Martin Luther King's "I Have a Dream" speech.

**Grantee: Hampshire Educational Collaborative, Northampton, MA**

**Project Name: From Agrarian Colonies to World Leader: How American Institutions Endure Through Change**

**Project Director: Cecelia Buckley; (413) 586-4900; cbuckley@collaborative.org**

**Funding: \$995,000**

**Number of Teachers Served: 80**

**Number of School Districts Served: 14**

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

A consortium of 15 western Massachusetts school districts is partnering with the University of Massachusetts Amherst, Historic Northampton, the Springfield Armory, scholars from Cornell and Columbia Universities, Amherst College, and other higher education institutions to conduct a professional development program in American history. The curriculum, centering on social, political, and legal events, issues, and documents from 1776-1970, includes lectures, seminars, and examination of primary source documents. Also included are field trips to historic sites, summer content immersion, and interactive video conferencing. The project is targeted at 80 teachers in Grades 3-5 and 8-10. Participants have the option of receiving graduate credit. The project will develop a web-based reservoir of primary source materials, episodes, turning points, and case studies addressing principles of freedom and democracy. The content will center on three periods. Year 1 will explore the period of 1775-1870 and will include figures such as Washington, Monroe, and Jackson and documents such as the Declaration of Independence and the Constitution. Year 2 will cover 1870-1920 and will examine figures including Presidents McKinley and Wilson and events such as the Spanish American War and World War I. Year 3 will focus on 1920-1970 and will include study of Presidents Coolidge, Franklin Roosevelt, and Eisenhower and also important periods such as the Great Depression and the Cold War.

**Grantee: Public Schools of Brookline, MA**

**Project Name: Pursuing Justice: The Founding Documents in American History**

**Project Director: Richard A. Young; (617) 264-6418; rich\_young@brookline.mec.edu**

**Funding: \$999,828**

**Number of Teachers Served: 150**

**Number of School Districts Served: 34**

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

Pursuing Justice is a comprehensive professional and curriculum development program for middle and secondary school teachers in the greater Boston area. In partnership with Teachers as Scholars and university historians, the LEA aims to deepen teacher understanding of U.S. history through examination of founding documents, training teachers to use analytical tools to teach American history as a separate subject and developing thoughtful and accessible history curricula. Activities include seven-day spring and summer institutes, a four-day school year workshop, a three-day summer curriculum workshop, creation of a project website, and a final conference for all TAH programs in New England. Through the lens of pursuing justice, participants study the following: Creation of the Founding Documents; Claims for Citizenship in the 19<sup>th</sup> Century; Individual Liberty vs. Social Justice in the Progressive Period; and Civil Rights after World War II. The outcome should be an understanding of the continuing significance of the Declaration of Independence and the Constitution.

**Grantee: The Education Cooperative, Dedham, MA**

**Project Name: Walking in the Footsteps of Legends and Ordinary Folk: Boston as Backdrop and Battleground**

**Project Director: Elizabeth K. Baglio; (617) 548-1224; betsy22@alumni.princeton.edu**

**Funding: \$798,175**

**Number of Teachers Served: 155**

**Number of School Districts Served: 15**

**Number of Students Served: 10,000**

In partnership with UMass Boston, the Freedom Trail Foundation, Old Sturbridge Village, the Old South Meeting House, and the Museum of Fine Arts, Boston, the cooperative of 15 member districts and nearby communities is offering a professional development program for library media specialists and all teachers of American history. Based on the state curriculum framework, most participants are third and fifth grade social studies teachers or eighth, ninth, and tenth grade U.S. history teachers. The program includes graduate credit courses (three-credit and one-credit courses), colloquia, and online courses. Content focuses on events in Boston leading up to and during the American Revolution. Participants explore primary sources related to the work of Paul Revere and contemporaries, learn about the past through legends and ordinary people, and study economic, social, and political life in rural New England in the early part of the century following the American Revolution.

**Grantee: Westfield Public Schools, Westfield, MA**

**Project Name: American Promises**

**Project Director: Priscilla Miller; (413) 572-8065; pmiller@wsc.ma.edu**

**Funding: \$999,650**

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

**Number of School Districts Served: 3**

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

American Promises, which features annual seminar series, workshops, and individual teacher support, is partnering with the Westfield State College Center for Teacher Education and the Pocumtuck Valley Memorial Association to offer professional history content training to K-12 teachers in two neighboring counties. Each year, content will include an examination of significant issues, episodes, and people from the colonial period into the 20<sup>th</sup> Century within the context of the nation's founding documents. The "Promises of the American Revolution" moves to "Testing the Promises" in the Civil War era, to "Claiming the Promises" in the 20<sup>th</sup> Century. A permanent, high quality website enables resource sharing and promotes sustainability of professional development in American history.



**Grantee: Worcester Public Schools, Worcester, MA**

**Project Name: Keepers of the Republic**

**Project Director: Joan M. Fitton; (508) 799-3110; fittonj@worc.k12.ma.us**

**Funding: \$999,908**

**Number of Teachers Served: 125**

**Number of School Districts Served: 3**

**Number of Students Served: 25,038**

This professional development program for American history teachers seeks to examine Benjamin Franklin's response when questioned about the kind of government the Constitutional Convention had devised—"A republic, if you can keep it." The program explores "the Republic" through six graduate courses, 18 corresponding workshops, summer institutes, lectures, reading and research in partnership with Assumption College, the American Antiquarian Society, the John F. Kennedy Museum and Library, Old Sturbridge Village, and Worcester State College. Participants include teachers in Grades 5, 10, and 11. Content covers the following: Revolutionary and Early National America, the Declaration of Independence and the Constitution; the Civil War and Reconstruction, the Gilded Age through World War II, From the Cold War to the War on Terror; and the American Colossus.

## **Michigan**

**Grantee: Flint Community Schools, Flint, MI**

**Project Name: Freedom Quest: A Study of American History with a Focus on African-American History in the North Using Flint, Michigan, as a Case Study**

**Project Director: Naomi Bohannon; (810) 760-1172; nbohannon@flintschools.org**

**Funding: \$499,999**

**Number of Teachers Served: 45**

**Number of School Districts Served: 1**

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

Flint Community Schools created the Freedom Quest project in partnership with the departments of History and African-American Studies at the University of Michigan-Flint. Other partners include Hofstra University, the Alfred P. Sloan Museum, the Flint Public Library, and the Genessee County Historical Society. This professional development program aims to help teachers in Grades 4, 5, 8, and 9 to improve their understanding of American history, and to increase their ability to deliver American history instruction in ways that stimulate student interest and raise performance on standardized tests. Annual Freedom Quest activities include summer seminars followed by four workshops during the academic year. Content will focus on American history from 1778—1980. To provide a context for this broad study, each era will be related to African-American history in the North. Beginning in Year Two, the program will be further refined and focused on Flint, Michigan as a case study.

**Grantee: Kalamazoo Regional Educational Service Agency, Kalamazoo, MI**  
**Project Name: Southwest Michigan Consortium on Teaching American History**  
**Project Director: Lynne R. Cowart; (260) 385-1522; lcowart@kresanet.org**  
**Funding: \$992,696**  
**Number of Teachers Served: 75**  
**Number of School Districts Served: 67**  
**Number of Students Served: No information available**

This professional development project focuses on middle school teachers, particularly untenured eighth grade teachers, following a successful TAH program aimed at high school American history teachers. Partners include the Educational Service Agency, the History Department at Western Michigan University, the Henry Ford Museum, the Sojourner Truth Institute, the Kalamazoo Valley Museum, and 67 local school districts. Major components include the analysis of student performance by historians and teachers, eight-day summer institutes, follow-up training for teachers, coaching on using primary artifacts in lessons, and rigorous evaluation of project impact. Content follows the Michigan Curriculum Framework, which delineates ten eras of American history from the Meeting of Three Worlds (beginnings to 1620) to Contemporary United States (1968 to present). Historical perspectives cover time and chronology, comprehending the past, interpreting the past, and judging decisions from the past.

**Grantee: Lansing School District, Lansing, MI**  
**Project Name: MI Freedom**  
**Project Director: Melinda S. Dickinson; (517) 325-6871; msdickin@scnc.lsd.k12.mi.us**  
**Funding: \$999,996**  
**Number of Teachers Served: 75**  
**Number of School Districts Served: 1**  
**Number of Students Served: 24,000**

MI Freedom is providing history curriculum development, alignment, integration, and professional development for 75 U.S. history teachers serving high-needs students in Grades K-12. Partnering with the LEA are the Smithsonian Institution, the National Council for History Education, Michigan State University, the Library of Michigan, the Michigan Department of Education, and other supporting organizations. Activities include after-school and summer seminars and institutes, Internet-based learning, on-site study at Colonial Williamsburg, conference opportunities, and peer discussion groups. Year 1 addresses Foundations of Freedom; Year 2, Reconstructing a Nation; and Year 3, Modern Expressions of Freedom. Within each period, historians work with teachers to examine the lives of key individuals, social movements, and the evolution of individual liberty doctrines.

**Grantee: Muskegon Area Intermediate School District, Muskegon, MI**  
**Project Name: The West Shore Consortium for Dynamic History Instruction**  
**Project Director: David M. Klemm; (231) 767-7255; dklemm@muskegonisd.org**  
**Funding: \$886,130**  
**Number of Teachers Served: No information available**  
**Number of School Districts Served: 2**  
**Number of Students Served: No information available**

The West Shore Consortium for Dynamic History Instruction will provide teachers in Muskegon and Ottawa counties with ongoing professional development to improve their knowledge of American history and historical methodology and translate these gains into strategies and tools for improved classroom instruction. The program will target teachers in Grades 5 through 12 and will provide annual colloquia and graduate-level summer institutes as well as opportunities to participate in Focused Learning Communities exploring use of local resources. Program content will focus on national security, slavery and civil rights, and economics. Specific topics are the following: Feeling Secure in America; Beyond Slavery and Civil Rights; and Trade, Tariffs and Taxes. Partnering in the effort are Muskegon and Ottawa Area Intermediate School Districts, Grand Valley State University, and the National Council for History Education. Professional development will be advanced after the grant through presentations at national conferences and onsite historical research opportunities.

## **Minnesota**

**Grantee: St. Paul Public Schools, St. Paul, MN**  
**Project Name: Historians in the Schools (HITS)**  
**Project Director: Micheal Thompson; (651) 793-5474; micheal.Thompson@spps.org**  
**Funding: \$835,147**  
**Number of Teachers Served: 70**  
**Number of School Districts Served: 1**  
**Number of Students Served: 15,476**

This project brings together St. Paul Public Schools with the University of Minnesota History Department and the Minnesota Historical Society to increase student achievement and improve the quality of American history teaching in 15 district junior and high schools. Supporting partners are University of Pittsburgh's Institute for Learning and the Minnesota Department of Education. HITS' strategies include intensive summer institutes, a resource website for HITS teachers, lectures and workshops, study groups, creation of model American history classrooms, and regular observation and evaluation of students and teachers. Participants can also attend the Focus on Teaching sessions at the annual meeting of the Organization of American Historians. The LEA's Program for Academic Excellence serves as the framework for applying principles and practices of Disciplinary Literacy in History to the traditional U.S. history content mandated by state and NAEP standards. Historical periods studied are 1607 to the present. Specific content themes will be linked to a needs assessment and include topics such as Colonial America, American Indians and Culture, African American History and Culture, the Industrial Revolution, and Minnesota History.

## Missouri

**Grantee: Crane, Missouri R-III School District, Crane, MO**

**Project Name: Echoes of the Past, Prelude to the Future**

**Project Director: Pamela P. George; (417) 673-7078; pam@southwestcenter.org**

**Funding: \$968,283**

**Number of Teachers Served: 150**

**Number of School Districts Served: 49**

**Number of Students Served: 55,000**

Echoes of the Past is a cooperative effort of the 49 K-12 districts in the Southwest Center for Educational Excellence (SCEE) consortium, the SCEE Education Center, the College of the Ozarks, the Ralph Foster Museum, and Silver Dollar City, a major historical Ozark village. The project engages 150 fourth through twelfth grade and pre-service teachers in a series of professional development activities focusing on the “underside” of American history between 1865 and 1917. Year 1 focuses on economic and industrial development through the eyes of Andrew Carnegie, Booker T. Washington, and Theodore Roosevelt. Year 2 explores urbanization, westward movement, and environmental issues. Year 3 adds the perspective of biographies of Samuel Gompers, Woodrow Wilson, and John Muir. Activities include fall short motivational content opportunities, spring semester-long content seminars, a week-long on-site summer institute, training for development of model instructional materials, training with a master teacher, and development of lesson plans.

**Grantee: East Newton R-VI Schools, Granby, MO**

**Project Name: Documenting the Past: A Primary Source Approach to American History Education**

**Project Director: Pamela George; (417) 673-7078; pam@southwestcenter.org**

**Funding: \$998,469**

**Number of Teachers Served: 150**

**Number of School Districts Served: 49**

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

“Documenting the Past” is a cooperative professional development effort of the LEA representing 49 school districts in the Southwest Center for Educational Excellence (SCEE) consortium, the SCEE Education Center, Missouri Southern State University, the Harry S. Truman Presidential Library and Museum, the Powers Museum, and the George Washington Carver National Monument. The 150 participant teachers in Grades 4-12 will attend fall and spring content seminars in preparation for 5-10-day summer institutes, fall workshops to prepare instructional materials, and take day trips to historic sites. Topics include the following: Documenting the Revolution, Documenting the Cold War, Documenting the Early Republic, Documenting the Civil War, Origins of American Liberty, Documenting the Westward Movement, and Teaching the Constitution through the Federalist Papers. Instructional materials rich in primary sources will serve as a state model for history teachers.

**Grantee: Jackson R II Schools, Jackson, MO**

**Project Name: Presidents and Precedents: Leadership and Change in America**

**Project Director: Linda C. Nash; (573) 243-4858; ldnash@hotmail.com**

**Funding: \$971,475**

**Number of Teachers Served: 25**

**Number of School Districts Served: No information available**

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

A consortium of school districts in the Eastern Ozarks region is partnering with Southeast Missouri State University, the Missouri State Archives, the Southeast Missouri Council for the Social Studies, and the Southeast Regional Professional Development Center to strengthen U.S. history teachers' content knowledge, develop sustainable professional development models, increase student achievement in American history, and enhance the American history curricula across the school district consortium. The program will encourage the addition of AP history programs. Activities include Saturday seminars, readings, colloquia, interactive lecture sessions, discussion groups, seven to eight day historic site tours, visiting scholars, and the development of ongoing collaboration between teachers in Grades 7-12 and academic and public sector historians. Study segments focus on George Washington, Thomas Jefferson, and the Foundations of the Federal Republic, and Andrew Jackson and Abraham Lincoln: the Common Man and Preservation of the Union. Twentieth century presidencies are also covered, with segments such as FDR and Richard Nixon: 20<sup>th</sup> Century Government and the Modern World.

**Grantee: Parkway School District, Chesterfield, MO**

**Project Name: Essential American History**

**Project Director: Elizabeth Morrison; (636) 394-7312; emorrison@pkwy.k12.mo.us**

**Funding: \$899,883**

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

**Number of School Districts Served: 2**

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

This collaboration brings together the Parkway and Rockwood School Districts with Webster University, Westminster College, Colonial Williamsburg, the Lincoln Home National Historic Site, the Center for the Study of the Civil War, Missouri's Civil War Heritage Foundation, the Organization of American Historians, and the Churchill Library and Museum. Other partners include presidential libraries and museums established for the study of Presidents Lincoln, Truman, Eisenhower, Kennedy, Johnson, Ford, Carter, Reagan, George H.W. Bush, and Clinton. Participating American history teachers from Grades 5 and 8 through 12 will increase their knowledge of traditional American history, create a network of professionals in the field, and craft classroom units that increase student levels of achievement. The professional development program includes lectures, discussions, book talks, and field trips. Content focuses on areas of American history required for targeted grades. For example, fifth grade teachers will focus on Colonial America. The use of primary materials will be emphasized throughout the program.

**Grantee: St. Louis Public Schools, St. Louis, MO**

**Project Name: In Pursuit of the American Dream: A Teaching American History Project**

**Project Director: Linda J. Riekes; (314) 345-2465; linda.riekes@slps.org**

**Funding: \$619,749**

**Number of Teachers Served: 75**

**Number of School Districts Served: 1**

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

This collaboration to improve the teaching and learning of American history is comprised of St. Louis Public Schools, three departments of Washington University (History, African and Afro-American Studies, and Education), St. Louis Public Schools, Mercantile Libraries, the Missouri Historical Society, the St. Louis University School of Law, the Bar Association of Metropolitan St. Louis, the St. Louis Public Schools Foundation, and the Parsons Blewett Memorial Fund. All eleventh grade American history teachers at the 11 district high schools will participate. Annual professional development activities include a 30-hour American history course, support for related individual research projects through the Mercantile Scholars, and a five-day institute on instructional design and practice. Follow-up support is provided for classroom implementation and school-wide American history projects. The program examines the impact of the American Dream on economics, technology, education, and the commitment to equality. A special focus will be on how the U.S. Constitution has shaped the American dream over time. Program results will be used to craft and disseminate a model for teaching and learning American history at the high school level.

## **Montana**

**Grantee: Shelby Public Schools, Shelby, MT**

**Project Name: Thinking Through American History**

**Project Director: Fred B. Seidensticker; (406) 684-5523; fred@gtcmt.org**

**Funding: \$499,996**

**Number of Teachers Served: 15**

**Number of School Districts Served: 72**

**Number of Students Served: 10,636**

The Golden Triangle Curriculum Cooperative (72 small, rural school districts), in collaboration with the University of Montana History Department and the Montana Historical Society, is embarking on major curricular reform in American history instruction in Grades 5-12. Focusing on new and early career teachers with little preparation in U.S. history, the program will increase capacity to provide substantive history content, and use learning strategies including immersion experiences, library linkages, virtual trunks, Webquests, and scaffolding resources. Professional development activities include a seven-day summer institute, use of history learning trunks, field trips, research, development of lesson plans, collaborative networks, and virtual mentoring. The content encompasses the following: Three Worlds Meet, Expansion and Reform, Civil War and Reconstruction, Development of the Industrial U.S., and the Emergence of Modern America. Events, issues, and individuals are also highlighted in training covering the Great Depression and World War II, Postwar U.S., and Contemporary U.S.

**Grantee: Twin Bridges Public Schools, Twin Bridges, MT**  
**Project Name: Time Travelers: Teaching American History in the Northwest**  
**Project Director: Sally Thompson; (406) 243-5889; sally.Thompson@mso.umt.edu**  
**Funding: \$999,987**  
**Number of Teachers Served: 30**  
**Number of School Districts Served: 233**  
**Number of Students Served: No information available**

Time Travelers is a professional development program for social studies and American history teachers that integrates the exploration and development of the Northwest into the history of America's overall westward expansion and growth as a world power. The program was developed by the Twin Bridges Public School District in collaboration with other school districts in Montana, Idaho, and Washington, the University of Montana, the Johnson Space Center, and the Montana, Washington State, and Eastern Washington Historical Societies. Participating elementary and secondary school teachers will increase their knowledge of local and national history. In addition, they will increase their effectiveness in using historical methods and local materials in instruction through annual program activities including on-line classroom sessions held in the spring, summer research institutes, and mentoring networks. Program content addresses the origins and local repercussions of innovations in transportation, communication, and energy development. Particular attention will be paid to the exploration of the Northwest Frontier, the transformation of the frontier through technology, and the nationalization and globalization of the Northwest.

## **Nebraska**

**Grantee: Omaha Public Schools, Omaha, NE**  
**Project Name: Teaching American History: Omaha Public Schools and the OMAHA (Omaha Metropolitan American History Association) Project**  
**Project Director: Susan Toohey; (402) 557-2436; susan.toohey@ops.org**  
**Funding: \$976,818**  
**Number of Teachers Served: 60**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

In response to the need to improve American history teaching, Omaha Public Schools is partnering with all of the area's 60 Catholic primary and secondary schools and the University of Nebraska to create OMAHA. Other collaborators include the Nebraska State Historical Society and Brown University's Choices Program. Since Omaha schools serve nearly one-quarter of Nebraska's students, the project hopes to have a substantial impact on history education. Building on a previous TAH grant, this project offers graduate courses each summer to K-12 American history teachers on Expansion (Year 1), Conflict (Year 2), and Resolution and New Obstacles (Year 3). Complementary courses focus on international, national, and regional perspectives in U.S. history. Technology training and classroom observations continue during the school year. Sample Year 1 topics are the following: U.S. Alliances during the Revolutionary War; Relations with Britain and the War of 1812; the Monroe Doctrine and the concept of Manifest Destiny; the 1837 *Caroline* Incident; Slavery and U.S. Foreign Policy; and Commercial Expansion into Asia and the Pacific.

## **Nevada**

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

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

**Project Director: James H. Barclay; (775) 348-0332; jbarclay@washoe.k12.nv.us**

**Funding: \$955,283**

**Number of Teachers Served: 25**

**Number of School Districts Served: 1**

**Number of Students Served: 500-700**

This program expands an original TAH grant from secondary teachers to teachers in Grades 2, 3, 4, and 5. It also adds the Historical Society, the State Historical and Preservation Office, and local public broadcasting station KNPB to original partners—the University of Nevada-Reno, the Nevada Humanities Council, and the Nevada State Archives. Through a two-semester graduate course, a summer academy, history book clubs, and curriculum enhancement teams, the project's design ensures that traditional American history is taught as a separate subject. Year 1 examines history through biographies; Year 2 concentrates on regional stories; Year 3 draws on local community experts. Subjects include the colonial period and the Constitution, slavery and the Civil War, World War II, civil rights, Native Americans, Manifest Destiny, and railroads in the development of Nevada.

## **New Jersey**

**Grantee: Delsea Regional High School District, Franklinville, NJ**

**Project Name: The Ben Franklin Liberty Fellowship**

**Project Director: Nick DiGregory; (856) 694-0100; ndigregory@delsea.k12.nj.us**

**Funding: \$999,825**

**Number of Teachers Served: 50**

**Number of School Districts Served: 1 and a consortium of 20 area schools**

**Number of Students Served: 25,000**

The Ben Franklin Liberty Fellowship is a partnership led by the Delsea Regional High School District in partnership with Temple University's History Department, the American Institute for History Education, scholars from Princeton, Rutgers, and Seton Hall Universities, Gunston Hall, the Gloucester County Historical Society, the Cold War Museum, and the Civil War Institute. Program participants, drawn from teachers in Grades 4 to 12, will increase their knowledge of American history and develop innovative instructional methods to translate this information into improved student performance. Program activities include conducting historical research, writing historical narratives, creating substantive lesson plans, and generating web-based history activities for the classroom. Fellows also will be trained to mentor their peers. The program includes six seasonal colloquia, a series of field trips, and annual summer institutes. Content spans the founding of the United States, the Civil War Era, and Forces Shaping 20<sup>th</sup> Century America. Among the "forces" are immigration, World Wars I and II, the Cold War, and terrorism. A compilation of events, materials, and symposia will be published via CD-ROM and the program website.



**Grantee: Ewing Township School District, Princeton, NJ**  
**Project Name: James Madison Seminar on the Origins and Development of the American Constitution**  
**Project Director: Bradford P. Wilson; (609) 258-6333; bpwilson@princeton.edu**  
**Funding: \$938,462**  
**Number of Teachers Served: 135**  
**Number of School Districts Served: 4**  
**Number of Students Served: No information available**

The LEA and the districts of Trenton, Hopewell Valley, and West Windsor-Plainsboro are partnering with Princeton University's James Madison Program in American Ideals and Institutions, the National Association of Scholars, and the Philadelphia Museum of Art in a professional development program in American history for annual groups of 45 middle and high school teachers. The program includes a two-week summer residential seminar, four half-days of training during the academic year, readings, and development of lesson plans. School year sessions focus on development of pedagogical skills. Year 1 focuses on ideas and events instrumental in the American Revolution and Constitution. Year 2 deals with the constitutional issues and transformations attending the Secession Crisis and Civil War. Year 3 examines 20<sup>th</sup> and 21<sup>st</sup> Century constitutional and cultural conflicts accompanying the civil rights revolution and the Supreme Court's jurisprudence.

**Grantee: Jersey City Public Schools, Jersey City, NJ**  
**Project Name: The William Livingston Liberty Fellowship**  
**Project Director: Stephen Sokolewicz; (201) 915-6341; ssokolewicz@jcboe.org**  
**Funding: \$998,882**  
**Number of Teachers Served: No information available**  
**Number of School Districts Served: 2**  
**Number of Students Served: 40,000**

This 36-month fellowship is available to Jersey City and Bayonne American history teachers at the elementary, middle, and high school levels, allowing each district to design U.S. history curricula and lesson-units that provide students with a historical continuum. The Fellowship follows the *Binary Paideia* method of teaching history. The objective of this professional development effort is to create a cadre of trainers who will then train all other U.S. history teachers in the two districts. Fellows will attend 11 days of colloquia, field trips, and summer institutes in partnership with the Seton Hall University History Department. Other partners include the New Jersey Historical Society, the Civil War Institute, Gunston Hall, the International Spy Museum, and the Cold War Museum. Readings will supplement sessions with scholars, research, and lesson planning. Year 1 focuses on the formative years of the American Republic, including study of the roots of American tradition, colonial charters, the onset of the American Revolution, the Federalist period, and slavery. Year 2 contrasts the agrarian South and the developing market economy of the North in the 19<sup>th</sup> century, exploring immigration, the Civil War, and key individuals. Year 3 examines Wilsonian international liberalism, the World Wars, the Cold War, and the War on Terror.

**Grantee: Lakewood Public School District, Lakewood, NJ**  
**Project Name: The John Witherspoon Liberty Fellowship**  
**Project Director: Lisa DiEugenio; (732) 901-2711; ldieugenio@pinres.org**  
**Funding: \$998,641**  
**Number of Teachers Served: 50**  
**Number of School Districts Served: 2**  
**Number of Students Served: 77,907**

This fellowship, in partnership with Temple University, the American Institute for History Education, and Learners Online provides all Ocean County American history teachers with professional development in history knowledge and pedagogical skills through colloquia, field trips, summer institutes, and development of replicable lesson plans using primary sources. Year 1 focuses on the formative years of the American Republic; Year 2 on the contrasts between the agrarian South and developing market economies of the North in the 19<sup>th</sup> Century; and Year 3 on the development and impact of Wilsonian international liberalism. Lakewood, serving an economically depressed district, will team with Jackson Township, a neighboring affluent district in Central Jersey, in order for teachers to network with areas having more resources.

**Grantee: Milburn Township Public Schools, Millburn, NJ**  
**Project Name: James Madison Seminar: The Origins and Development of the American Constitution**  
**Project Director: Bradford P. Wilson; (609) 258-6333; bpwilson@princeton.edu**  
**Funding: \$938,462**  
**Number of Teachers Served: 45**  
**Number of School Districts Served: 5**  
**Number of Students Served: No information available**

Five school districts are partnering with the James Madison Program in American Ideals and Institutions at Princeton University, the National Association of Scholars in Princeton, and the Philadelphia Museum of Art to provide middle and high school teachers with a 36-month course of study designed to increase American history knowledge and teaching skills. The program provides two-week summer residential seminars and four half-days of professional development activities during the academic year. Year 1 focuses on the American Revolution and the U.S. Constitution. Year 2 deals with constitutional issues that attended the Secession Crisis and Civil War. Year 3 explores 20<sup>th</sup> and 21<sup>st</sup> Century constitutional and cultural conflicts that accompanied the Civil Rights revolution and the Supreme Court's jurisprudence in cases pitting personal autonomy against private and public morality. Throughout the project period, the program encourages participants to gather historical documents and use an interactive website resource for developing teaching materials.

**Grantee: Paterson Public Schools, Paterson, NJ**  
**Project Name: Alexander Hamilton Fellowship: Creating Expertise in American History**  
**Project Director: Michael A. Mastroserio; (973) 321-0715; mmastroserio@paterson.k12.nj.us**  
**Funding: \$999,948**  
**Number of Teachers Served: 500**  
**Number of School Districts Served: 1**  
**Number of Students Served: 20,000**

The Alexander Hamilton Fellowship intends to increase the content knowledge of 500 American history teachers through a collaboration composed of Paterson Public Schools, the New Jersey Historical Society, the Civil War Institute, Gunston Hall, the International Spy Museum, the Cold War Museum, the American Institute for History Education, Learners Online, and Ashland University. History educators from Seton Hall and Montclair State Universities will also provide content and teaching strategies. A cadre of 50 Fellows made up of history teachers in Grades 5 to 12 will be trained through graduate study, fall and winter colloquia, summer institutes, historic site visits, and year-round classroom assistance to train peers during professional development days and in vertical teams. Media will support creation of historical narratives, activities, and teacher guides. Content covers the following: Roots of the American Nation, the American Revolution, the Constitution and the Federalist Years, the Old South and Changing North, the Civil War, America Becomes a World Power, the Great War and Wilsonian Liberal Internationalism, the Fascists, the Communists, and the Free, World War II, the Cold War, and the War on Terrorism. The program will investigate issues from multiple perspectives so that participants will receive a comprehensive view of a subject, event, or issue in the context of traditional American history.

**Grantee: Pennsville School District, Pennsville, NJ**  
**Project Name: John Fenwick Liberty Fellowship**  
**Project Director: David Dilks; (856) 540-6202; ddilks@psdnet.org**  
**Funding: \$497,945**  
**Number of Teachers Served: 50-60**  
**Number of School Districts Served: 2**  
**Number of Students Served: No information available**

The program aims to remedy the lack of an American history education background of many history and social science teachers in the Salem and Pennsville school districts. The Fenwick Fellowship is partnering with the Temple University History Department, the American Institute for History Education, Princeton University and Rutgers University scholars, and the New Jersey Historical Society to deepen American history teachers' comprehension of traditional American history. The partners will teach Fellows how to prepare unit lessons, research history, write historical narratives, create substantive lessons, and generate lessons augmenting the colloquia-based CD lessons they receive. Over three years, six seasonal colloquia, three field trips, and three summer institutes will be provided to Fellows, who will also be trained to train the other history teachers in their districts. Trainers will form vertical teams that will review history curricula and immerse both teachers and students in the program content. In Year 1, Fellows will study the American Revolution and the New Republic and will examine the *Federalist Papers* and the writings of Richard Hooker, Thomas Hobbes, and others. In Year 2, Fellows will study the events leading up to and including the Civil War, including important figures in this period such as Abraham Lincoln, Jefferson Davis, and William

Seward. In Year 3, Fellows will study American foreign policy from 1917 to the present, including the concept of Wilsonian international liberalism.

**Grantee: Trenton Board of Education, Trenton, NJ**

**Project Name: The Woodrow Wilson Liberty Fellowship**

**Project Director: Diane R. Waff; (609) 278-7296; dwaff@trenton.k12.nj.us**

**Funding: \$999,390**

**Number of Teachers Served: 150**

**Number of School Districts Served: 3**

**Number of Students Served: 40,000**

Under the leadership of Trenton Public Schools, a fellowship has been created for all history teachers in three urban districts in collaboration with Temple University's History Department, the American Institute for History Education, scholars from Princeton and Rutgers Universities, the New Jersey Historical Society, the New Jersey Park Service, the Civil War Institute at Gettysburg College, Gunston Hall, the International Spy Museum, and the Cold War Museum of Fairfax, VA. Over three years, Fellows will deepen their understanding of traditional U.S. history, the use of primary sources, historical events, issues, personalities, turning points, and modern historiographies through six seasonal colloquia, a field trip series, and three summer institutes. The Fellowship will publish a compilation of its program along with the Fellows' work on three interactive CD-ROMS and on a website, for use in later turnkey professional development sessions and dissemination throughout New Jersey and nationally. In Year 1, Fellows will examine the political and philosophical roots of the American tradition, stemming back to thinkers such as Richard Hooker, Francis Bacon, Thomas Hobbes, James Harrington, Algernon Sidney, and John Locke. During the second year, Fellows will contemplate the contrasts between the agrarian South and the developing, market economy of the Northern states during the 19<sup>th</sup> Century, and in Year 3 they will study the concept of Wilsonian international liberalism, investigating how it became the foreign policy for the United States from 1917 until the present day.

**Grantee: West Morris Regional High School District, Chester, NJ**

**Project Name: Defining Freedom: Teachers and Students as Historians—Implementing the History Lab**

**Project Director: Anthony P. DiBattista; (908) 879-6404; adibatti@nac.net**

**Funding: \$499,000**

**Number of Teachers Served: 150 teachers**

**Number of School Districts Served: 6**

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

This professional development program in traditional American history for primary and secondary school teachers introduces the scientific laboratory model to the study of American history. Partners include the school districts in collaboration with three museums (Colonial Williamsburg, the National Underground Railroad Freedom Center, and the Smithsonian Institution) and three historical associations (the New Jersey Historical Commission, the Council for History Education, and the National Council for History Education). To enhance student achievement, historical documents will be incorporated into lesson plans and curricula, history labs will be developed to engage students in sophisticated inquiry, and participants will learn how to encourage student appreciation for the

challenges of historical interpretation. Annual summer institutes will be held at participating museums. Teachers also attend colloquia with historians, identify tools and resources for classroom use, and develop lesson modules. Historical societies provide follow-up support during the school year. Topics include the American Revolution, the Abolitionist period, and the Cold War. A special focus will be the changing meaning of “freedom” during these eras. “Defining Freedom” will be shared nationwide via a website and partnerships with school districts in disadvantaged areas, university historians, national historical associations, and museums.

## **New Mexico**

**Grantee: Taos Municipal Schools, Taos, NM**

**Project Name: Enchanted Circle History Organization (ECHO)**

**Project Director: Richard D. Loosbrock; (719) 589-6527; rdloosbr@adams.edu**

**Funding: \$976,278**

**Number of Teachers Served: 200**

**Number of School Districts Served: 28**

**Number of Students Served: 32,000**

This expansion of a successful TAH program in Colorado aims to improve student knowledge of basic U.S. history by providing history teachers in 28 school districts with intensive summer institutes, workshops, on-site visits by professional historians, continuing professional development for teachers, and development of a community of historians in northern New Mexico. Partners in the professional development effort include Adams State College, the Ernest Thompson Seton and Kit Carson Museum, the Organization of American Historians, and Colonial Williamsburg. The area served encompasses five of the state’s poorest counties, in which more than one-third of the population is of Hispanic origin. The traditional American history content focuses on the American Revolution, the Civil War, the Cold War, and World War II. Primary source documents to be studied are the Declaration of Independence, the Constitution, and the Emancipation Proclamation.

New York

**Grantee: Community School District 13 New York City Department of Education, Brooklyn, NY**

**Project Name: District 13 TAH Project**

**Project Director: Laurie Harriton; (718) 935-4252; lharrit@nycboe.net**

**Funding: \$452,657**

**Number of Teachers Served: 160**

**Number of School Districts Served: 1**

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

This project was developed by District 13 in collaboration with Brooklyn College, the American Civil Rights Education Services, the Brooklyn Historical Society, and the Schomburg Center for Research in Black Culture. Partners also include the Brooklyn Museum, the City of New York Museum, and the South Street Seaport Museum. Participants will be drawn from American history teachers in the fourth, fifth and seventh grades. They will enhance their knowledge and teaching skills and create collaborations that support instruction by engaging in graduate-level courses each year, museum studies, seminars, and field trips. In addition, school-based professional development sessions will be conducted and curriculum will be created and aligned with state standards. Program content focuses on the following: (1) change and continuity in American democracy; (2) immigration and interactions among peoples; (3) economic and technological changes; and (4) America's changing role in the world. Local and primary resources will illustrate each key theme.

**Grantee: Community School District 2, New York City Department of Education, New York City, NY**

**Project Name: History in the Classroom**

**Project Director: Jennifer S. Goodwin; (212) 356-3802; jgoodwin@nycboe.net**

**Funding: \$925,901**

**Number of Teachers Served: 45**

**Number of School Districts Served: 4**

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

Developed in collaboration with Hunter College, this year-round professional development program for high school teachers also partners the school districts with the New York Public Library, the American Museum of Natural History, and the Museum of the City of New York. Eight graduate-level courses geared to the Grade 11 curriculum will be offered, along with workshops during the school year and summer institutes. Course work covers Colonial America and the Early Republic, Civil War and Reconstruction, the Gilded Age and Imperialism Through the Progressive Era, World War I through World War II, the Civil Rights Era, and Contemporary America. Summer institutes address U.S. Founding Documents, Leadership, and America in a Global Context.

**Grantee: New York City Department of Education, New York, NY**

**Project Name: Becoming Historians: Using Primary Source and Founding Documents to Teach American History in the Elementary School**

**Project Director: Theresa R. Ruyter; (212) 356-3812; truyter@nycboe.net**

**Funding: \$997,455**

**Number of Teachers Served: 75**

**Number of School Districts Served: 4**

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

The primary goal of this program is to improve instruction in American history in a cross-section of elementary schools in four districts representing a rich diversity of cultures, languages, socioeconomic status, and academic achievement. Partners include New York University, the Schomburg Center for Research in Black History, the New York Public Library, the Lower East Side Tenement Museum, Historic Hudson Valley, and the Museum of the City of New York. Each year of the grant, a new cohort of 25 teachers will spend one school year in seminars and a summer institute studying American history content and pedagogy. Year 1 looks at how freedoms were incorporated into founding documents and interpreted in the Republic's early days. Year 2 focuses on ways that "citizenship" was shaped by the Constitution, the Civil War, slavery, and immigration. Year 3 explores how land, property, and territory were framed in the Constitution and informed westward expansion and industrialization.

**Grantee: Community School District 7, New York City Department of Education, Region 9, New York, NY**

**Project Name: American Leaders**

**Project Director: Jennifer S. Goodwin; (212) 356-7514; jgoodwin@nycboe.net**

**Funding: \$904,180**

**Number of Teachers Served: 90**

**Number of School Districts Served: 4**

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

This program brings a consortium of middle schools in neighboring districts together with Teachers College- Columbia University, the Museum of the City of New York, the Schomburg Center for Research in Black Culture, the Intrepid Sea, Air & Space Museum, the Historic Houses Trust, and the South Street Seaport to provide seventh and eighth grade teachers with content-rich professional development in American history. Aimed at building instructional capacity and boosting student achievement in U.S. history, the program involves summer institutes, six full-day sessions devoted to development and implementation of lessons, project director residencies, workshops, and an annual colloquium. Summer institutes cover the topics of foundations and philosophy of a Nation, immigration and migration, and the changing nature of the American people. Among founding documents examined are the Mayflower Compact, the Declaration of Independence, the Articles of Confederation, the Federalist Papers, and the Constitution.

**Grantee: District 29/Region 3, New York City Department of Education, Flushing, NY**  
**Project Name: Teaching Democratic America: A Collaboration between Teachers and Historians**

**Project Director: Gus Hatzidimitriou; (718) 281-3405; ghatzid@nycboe.net**

**Funding: \$985,215**

**Number of Teachers Served: 90**

**Number of School Districts Served: 1**

**Number of Students Served: 12,000**

Ninety seventh, eighth, and eleventh grade teachers from 26 middle and high schools along with 15 social studies instructional supervisors are targeted participants in a professional development program designed and run in cooperation with the American Social History Project at the City University of New York (CUNY), and the Program in Social Studies of the Department of Secondary Education, Queens College, CUNY. Teaching American Democracy will provide four day-long retreats with historians, four day-long Retreats with history educators, a two-day leadership retreat, and district-wide staff development days, classroom observations, and school-site meetings to spread the resources of the project to all history teachers. Content covers the full chronological sweep of American history by focusing on broad themes of Defining and Refining Democracy and American Encounters. Year 1 focuses on the 18<sup>th</sup> and 19<sup>th</sup> Centuries; Year 2 on the 19<sup>th</sup> and 20<sup>th</sup> Centuries; and Year 3 on mid-19<sup>th</sup> century immigration, settling the West, and 20<sup>th</sup> century immigration.

**Grantee: District 9 New York City Department of Education, Bronx, NY**

**Project Name: Uncovering America's Past**

**Project Director: Barbara W. Rosenberg; (718) 741-7057; brosenberg@nycboe.net**

**Funding: \$990,614**

**Number of Teachers Served: 40**

**Number of School Districts Served: 1**

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

Community School District 9 is partnering with the Museum of the City of New York, the New York Historical Society, and Colonial Williamsburg to engage American history teachers in the fourth, seventh and eighth grades in a professional development program including school-year learning sessions, summer institutes, study groups, and conferences. Participants will integrate hands-on experiences into the classroom through electronic field trips and other interactive classroom events. An Assistant Principal will join the ten teachers selected to participate in the Colonial Williamsburg summer institute each year. Content addresses the American colonies, the American Revolution, the rise of a new Nation, industrialization, and immigration. Scholars will integrate the history of New York and New York City into lectures, discussions, and lesson planning.



**Grantee: Dutchess County Board of Cooperative Education, Poughkeepsie, NY**  
**Project Name: America's Promise: 400 Years of Defining the American Dream**  
**Project Director: Andrew J. Verdon; (845) 486-4940; averdon@its.dcboces.org**  
**Funding: \$999,522**  
**Number of Teachers Served: 150**  
**Number of School Districts Served: 40**  
**Number of Students Served: No information available**

Within the Hudson River Valley National Heritage Area, 40 districts in three counties are partnering with Marist College, the Hudson River Valley Institute, the Franklin D. Roosevelt Library, the Franklin and Eleanor Roosevelt Institute, Karpeles Library, and the Gilder Lehrman Institute of American History to improve the quality of American history instruction. The staff development program requires participants to create a plan mixing mandatory and optional activities aimed at acquiring content knowledge and building teaching skills that result in higher student achievement. Requirements include three seminars and development of learning experiences for students using primary sources, organized around historical inquiry, and including a rubric for assessing student historical reasoning and knowledge. Seminar topics include Henry Hudson and the New World: The Meeting of Many Cultures and Alexander Hamilton, Thomas Jefferson, and the Birth of Modern America. Other important focuses of the project are Presidential Leadership during Wartime: FDR, Lincoln, and Lyndon Johnson, and Coming to America: 400 Years of the Immigrant Experience.

**Grantee: New York City Department of Education, Region 4, Community School District 24**  
**Project Name: Teachers and Historians: A Partnership to Enrich Student Knowledge of U.S. History**  
**Project Director: John-Paul Bianchi; (718) 391-8307; jbianch@nycboe.net**  
**Funding: \$978,881**  
**Number of Teachers Served: 105**  
**Number of School Districts Served: 2**  
**Number of Students Served: 12,000**

“Teachers and Historians” will engage middle and high school American history teachers in two districts in a professional development program run in conjunction with the American Social History Project at the City University of New York (CUNY) and the Program in Social Studies, Department of Secondary Education, Queens College, CUNY. The diverse urban schools served by the program have high numbers of students from low-income families, high rates of student failure in U.S. history, and significant numbers of teachers with little American history teaching experience. Activities include four day-long retreats with historians, four day-long retreats with history educators, a two-day leadership retreat, and the use of evaluation data designed to help improve instructional practice and student performance. Participants include 90 teachers in Grades 7, 8, and 11, and 15 social studies instructional supervisors; both groups will disseminate program insights and resources to all history teachers in their districts. Year 1 focuses on Defining and Refining Democracy and includes topics such as the American Revolution, the Constitution, the Civil War, and Reconstruction. Year 2 continues the theme with topics such as the Rise of Industrial America, the Progressive Era, the Great Depression, and the Civil Rights Movement. Year 3’s theme of American Encounters will introduce teachers to topics such as mid 19<sup>th</sup> century Immigration, settling the West, and 20<sup>th</sup> century immigration.

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

**Project Name: We the People**

**Project Director: Lainie Leber; (917) 521-3678; lleber@nycboe.net**

**Funding: \$999,999**

**Number of Teachers Served: 60**

**Number of School Districts Served: 1**

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

We the People is a professional development program in American history teaching aimed at fourth and fifth grade teachers. Two teachers will participate from each of 30 schools in a district in which the majority of students is at or below the poverty level, with many immigrants, refugees, and English Language Learners. The program teams Region 10 with the Teachers College and the Department of History at Cornell University, the New York Historical Society, and the Museum of the City of New York. Each teacher will participate in seven after-school seminars, four Saturday workshops, and a one-week summer institute. Traditional content themes include Native Americans, the Age of Exploration, colonial times, the Revolutionary War, the Civil War, westward expansion, industrial growth, urbanization, and government. Teachers will learn the words and ideals of the Founding Fathers and the legal and cultural underpinnings of the United States democracy.

**Grantee: New York City Department of Education Region 2, Bronx, NY**

**Project Name: Telling America's Story for Small School American History Teachers**

**Project Director: Phillip Panaritis; (718) 828-4638; ppanari@nycboe.net**

**Funding: \$984,000**

**Number of Teachers Served: 75**

**Number of School Districts Served: 1**

**Number of Students Served: 49,809**

This professional development program aims to serve all 75 seventh, eighth and eleventh grade American history teachers in the district's 55 schools. In addition, some activities will be open to all 335 middle and high school teachers in Region 2's large schools. The district is located in an area of high-poverty in which large numbers of families are immigrants and large numbers of teachers are ill prepared to teach U.S. history. Partners with the LEA are the Museum of the City of New York, the New York Historical Society, Bartow-Pell Mansion Museum, Van Cortland House Museum, South Street Seaport Museum, and the African-American History Project. Program activities include annual two-week institutes, lectures by historians, mini-sessions for materials development, peer-led study groups, museum fairs, book clubs, use of the project website, and access to Columbia American History Online. Participants will also receive American history museum passes. Content themes include Democracy in the U.S., covering the American Revolution, the Constitution, the Federalist Papers, Jefferson and Jackson, the Civil War, and the American Presidency. A second theme is Freedom and Liberty in the U.S., covering the 17<sup>th</sup> and 18<sup>th</sup> Centuries. The third theme is the U.S. and Its Relationship to the World, ranging from the Monroe Doctrine to the Cold War.

**Grantee: New York City Department of Education, Community School District 28, Region 3, Queens, NY**

**Project Name: American Citizen**

**Project Director: Constantine Hatzidimitriou; (718) 281-3405; hatzid@nycboe.net**

**Funding: \$983,980**

**Number of Teachers Served: 134**

**Number of School Districts Served: 1**

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

This professional development collaboration partners the school district with the Gotham Center of the City University of New York, City Lore, New York's Center for Urban History and Culture, the Historic House Trust of New York City, the Henry Street Settlement, the Brooklyn Historical Society, and the *U.S.S. Intrepid* Sea, Air & Space Museum. Aimed at improving student achievement in American history by increasing the skills and knowledge of their teachers, the program will do the following: (1) provide a professional staff development program focused on basic concepts of traditional American history; (2) disseminate the curriculum developed by the teachers; and (3) develop a sustainable model for staff education that can be used across the city and nation. In the first year, there will be a 40-hour summer institute for 50 educators who teach Grades 4 to 8. The second year will focus on a 60-hour Gotham Fellows program of intensive seminars for 24 teachers from Grades four, five, seven, and eight citywide. During the third year, the program will be disseminated system-wide and will fully prepare an additional 60 teachers. The program content spans the periods covered by traditional American history classes. A key focus will be the changing nature of citizenship in the Revolutionary and Civil War eras and during the 19<sup>th</sup> century influx of immigrants.

## **North Carolina**

**Grantee: Caldwell County Schools, Lenoir, NC**

**Project Name: TEACH AMERICA**

**Project Director: Susan Barnett; (828) 728-8407; subarnett@caa.k12.nc.us**

**Funding: \$500,000**

**Number of Teachers Served: 52**

**Number of School Districts Served: 1**

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

TEACH AMERICA incorporates a sustainable staff development model to build content knowledge in American history, systemic support processes, and teacher-leaders. This collaboration, developed by the Caldwell County Schools in partnership with the National Humanities Center and SAS Institute, Inc., will serve 28 secondary school teachers. In addition, during the grant's third year, a cadre of participants from Years 1 and 2 will train 24 fifth and eighth grade teachers. A sustainability team will also be established during the third year. To increase their knowledge of U.S. history and develop instructional tools that improve student achievement, participants engage in seminars, training sessions, and development of integrated web-based instructional plans and American history time-period "toolboxes." Consecutive summer institutes address 20<sup>th</sup> century turning points in the U.S., analyzing primary freedom and democracy documents in U.S. history, and "What-Ifs"—how America would be different minus certain individuals and events. Content areas include the New Nation, Crisis,

Civil War, and Reconstruction, U.S. Emergence in World Affairs, The Great War and Its Aftermath, World War II and the Beginning of the Cold War, and the United States Since the Vietnam War.

**Grantee: Carter G. Woodson State Charter School of Challenge, Winston-Salem, NC**

**Project Name: TEACH**

**Project Director: Lianda A. Daniels; (336) 723-6838; lianda2@excite.com**

**Funding: \$1,903,880**

**Number of Teachers Served: 240**

**Number of School Districts Served: 15**

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

This partnership for professional development in U.S. history brings together 15 school districts with North Carolina Central University, Winston- Salem State University, the state African American Education Consortium, museums, and numerous historical societies and organizations. Teachers in Grades 3, 5, and 9 and high school Advanced Placement teachers of the most impoverished and low-performing schools are targeted to participate in a three-week summer institute, ten core content seminars annually, interactive distance learning seminars, study groups, and historic site visits designed to increase their knowledge of traditional American history and pedagogical skills. From this group, a cadre of master teachers will be established at each school to provide training and mentoring for other teachers. Biographies spanning the eras from the Age of Exploration to the present will be emphasized as teachers work in vertical and horizontal planning teams. The theme for Year 1 is Government and will cover topics such as the Amendments to the Constitution and major legal cases. The theme for Year 2 is Peace and Conflict and will include discussion of the Revolutionary War and World War II. The theme for Year 3 is Expansion and will cover Manifest Destiny and the Louisiana Purchase, among other topics.

## **Ohio**

**Grantee: Akron Board of Education, Akron, OH**

**Project Name: Teaching American History: The Akron Plan (TAHAP)**

**Project Director: Adam M. Motter; (330) 761-3034; amotter@akron.k12.oh.us**

**Funding: \$990,505**

**Number of Teachers Served: 90**

**Number of School Districts Served: 1**

**Number of Students Served: 6,000**

TAHAP is a professional development program created by the Akron Public Schools in collaboration with the History Department and archives at the University of Akron and the Cuyahoga Valley National Park Association. TAHAP provides annual summer institutes, monthly academic-year seminars, and additional networking activities for participating fourth, fifth, eighth, and tenth grade teachers. Participants are expected to increase their mastery of local and national historical events and to be able to convey this information to students in ways that increase students' interest and achievement. Participants will disseminate their new knowledge and skills by mentoring their peers and developing unit lessons for the entire school district. Topics, modified to reflect the grade learning standards, range from the colonization of North America through the Cold War and current conflicts.

Special attention is given to linking local and national historical events and the use of primary documents.

**Grantee: Alternative Education Academy, Akron, OH**

**Project Name: Teaching American History in the Ohio Distance and Electronic Learning Academy (OHDELA)**

**Project Director: Linas Vysnionas; (330) 535-6868; linasvysnionas@whitehatmgmt.com**

**Funding: \$484,443**

**Number of Teachers Served: 90**

**Number of School Districts Served: 0**

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

A home-based charter school managed by White Hat Management, LLC, OHDELA is collaborating with the Ashbrook Center at Ashland University to provide a professional education program for American history teachers working with students in Grades 7 through 12. The program aims to deepen participant understanding of traditional American history, improve the quality of their instruction, and raise student achievement levels by providing annual one-week graduate-level summer institutes culminating in the creation of on-line lesson plans. Content will focus on the use of primary documents to explore key themes in American history. Topics will include the American Revolution, sectionalism and the Civil War, and the Progressive Era. Video-based lesson plans and other resources developed by participants will be disseminated via the project website and OHDELA Learning Network broadcasts.

**Grantee: Euclid City School District, Euclid, OH**

**Project Name: Rivers, Roads, and Rails**

**Project Director: Mark T. Tebeau; (216) 687-3937; m.tebeau@csuohio.edu**

**Funding: \$998,488**

**Number of Teachers Served: 240**

**Number of School Districts Served: 28**

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

This professional development program for American history teachers in Grades 4, 8, and 10 teams 28 Ohio school districts with Cleveland State University, Kenyon College, Case Western Reserve University, the Tuscarawas-Carroll-Harrison Educational Services Center, the Ohio & Erie National Heritage Canalway, and the National Park Service. The program aims to improve the expertise and instructional skills of 40 teachers who participate directly in activities and coursework, and an additional 200 through face-to-face mentoring and interactive distance-learning meetings. Following a train-the-trainer model, participants will become master teachers by creating lesson plans, revising curricula, and mentoring colleagues. The Canalway forms the historical framework for studying the social, cultural, and economic heritage of traditional American history, because its landscapes reveal the region's complex past and speak to nearly every major topic in the nation's history. The Project examines the historical relation between people and place—how factors of environment, technology, industry, and population migration have given structure to distinct historical landscapes.

**Grantee: Fairfield City Schools, Fairfield, OH**  
**Project Name: America's Journey: The Quest for Freedom, 1492-1836**  
**Project Director: Bonnie Fitzharris; (513) 829-6300;**  
**fitzharris\_b@fairfield-city.k12.oh.us**  
**Funding: \$995,093**  
**Number of Teachers Served: 50**  
**Number of School Districts Served: 2**  
**Number of Students Served: No information available**

Fairfield City and Northwest local school districts are partnering with Miami University-Hamilton, the Michael J. Colligan History project, Lane Public Library, the Public Library of Cincinnati, and Hamilton County in this program to improve the quality of American history instruction. Building on a successful 2003 TAH grant, the program serves teachers in Grades 5 and 8 by providing five-day summer institutes, four academic year seminars, a project website, and original multimedia history resources on DVD and CD specifically created for participant classrooms. At the end of Year 3, a regional two-day conference will disseminate ideas, lesson plans, and teaching resources. The program aims to boost student test scores in American history and increase teacher content knowledge, and teachers will receive two hours of graduate credit per year. The period 1492-1836 was selected for the project's core American history content for the target grades for its inclusion of significant issues, turning points, and individuals who shaped the nation. The first year covers A Call to Freedom, 1492-1775; the second, Forging Freedom, 1775-1787; and the third, Following Freedom's Path, 1788-1836.

**Grantee: Perry Hocking Educational Service Center, New Lexington, OH**  
**Project Name: THINK History**  
**Project Director: Jody A. Blankenship; (614) 297-2535; jblankenship@ohiohistory.org**  
**Funding: \$993,095**  
**Number of Teachers Served: 96**  
**Number of School Districts Served: 136**  
**Number of Students Served: No information available**

THINK History brings together the Educational Service Center, 136 southeastern Ohio school districts, Ohio University, and the Ohio Historical Society in a professional development program designed to increase teacher knowledge of and appreciation for U.S. history through analysis of primary source materials. The project introduces teachers in Grades 8 and 10 to regional resources, fosters continuing interaction among scholars, curators, and teachers, and trains educators in research skills. Annual activities include four Saturday seminars, four regional seminars, a research day, and intensive summer institutes. All participants receive graduate training in topics such as Westward Expansion and the Frontiers, the Constitution and Governance, Industrialization, and Migration and Immigration. Seminars address such state-related topics as the Northwest Ordinance, Ohio's Indigenous Culture, and Inventors and Industrialists in Ohio.

## Oklahoma

**Grantee: Byng Public School, Ada, OK**

**Project Name: Teaching as Historians: Explore, Experience, & Explain**

**Project Director: C. J. Vires; (580) 310-5486; cjvires@mailclerk.ecok.edu**

**Funding: \$499,846**

**Number of Teachers Served: 90**

**Number of School Districts Served: 2**

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

This consortium project links two isolated school districts in east central Oklahoma with East Central University, the Oklahoma Historical Society, the Oklahoma State Department of Education, two tribal history museums, and the Ada Area Museum in an effort to improve American history teaching and learning. U.S. history teachers in Grades 5, 8, and high school will take part in two-day fall and spring colloquia, eight-day summer institutes, and three five-day trips to historic sites. They will also create model lessons, and receive “just-in-time” training in classrooms. One-week museum internships will be available for three teachers, as well as two-day colloquia for 20 pre-service teachers. Content covers Early Exploration, the American Revolution, and the Early Federal Period. Participants have the opportunity to interact with historians, education specialists and master teachers.

**Grantee: Latta Public School, Ada, OK**

**Project Name: Creating History: Explore It! Experience It! Express It! (E<sup>3</sup>)**

**Project Director: C. J. Vires; (580) 310-5486; cjvires@mailclerk.ecok.edu**

**Funding: \$499,959**

**Number of Teachers Served: 84**

**Number of School Districts Served: 8**

**Number of Students Served: 275**

This professional development project brings eight rural school districts together with East Central University, the Oklahoma Historical Society, the Oklahoma State Department of Education, two tribal history museums, and the Ada Area Museum to develop a PK-16 learning community in East Central Oklahoma that improves American history instruction and helps students become responsible, participating citizens. Strategies include intensive summer institutes, colloquia, classroom support/modeling/mentoring, development of model lessons, national conference attendance, content-based resources, establishment of an American history library at each LEA, and employment of an American history Master Teacher. Participants include eight teachers and 20 pre-service teachers annually. The content focuses on events, issues, and personalities during Early Exploration, the American Revolution, and the early Federal periods. Participating scholars also address Native American history.

**Grantee: Morrison Public Schools 52-1006**

**Project Name: Teaching American History at Morrison (TAHM)**

**Project Director: Janice Davis; (580) 724-3620; jsuedavis@yahoo.com**

**Funding: \$500,000**

**Number of Teachers Served: 40**

**Number of School Districts Served: 1**

**Number of Students Served: 980 per year**

The Morrison School District developed TAHM in partnership with Oklahoma State University at Stillwater, the Oklahoma Historical Society, and two Native American tribal agencies. TAHM seeks to improve the instructional effectiveness of American history teachers at three low-income rural schools and to increase the students' academic performance. Participating fourth, fifth and seventh through ninth grade teachers will aim to increase their knowledge base in local and national history and learn strategies for capturing student interest through the use of primary sources and technology. Activities will include annual graduate-level summer institutes, workshops, and field trips to historical sites and schools with model teaching programs. Teachers will conduct historical research, develop curricular units, lesson plans, and a web-based support network, and, to disseminate the program, mentor their peers directly and via the Internet and make presentations at professional conferences. Program content ranges from early exploration of North America through the challenges of the Cold War era, as modified for grade-level history requirements. Fourth grade teachers' activities cover the period 1607-1877. High school teachers will focus on the 20<sup>th</sup> Century.

## **Oregon**

**Grantee: High Desert Education Service District, Redmond, OR**

**Project Name: High Desert American History Project: Thematic Analysis through Historical Inquiry**

**Project Director: Kathy G. Emerson; (541) 923-8933; kemerson@hdesd.k12.or.us**

**Funding: \$999,801**

**Number of Teachers Served: 70**

**Number of School Districts Served: 9**

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

This collaborative professional development effort between the Service District, the University of Oregon-Eugene, six libraries with archives of historical documents and images, and five local historical societies and museums is supported by the Oregon Department of Education, the Organization of American Historians, the National Park Service, and Oregon Public Broadcasting. Elementary and secondary school participants are drawn from three rural counties in central Oregon that are sparsely populated and separated from major population centers by the Cascade Mountains. Major project activities include summer institutes, inquiry projects where teachers learn new skills and instructional technologies, and participation in an online professional learning community focused on resource-sharing and extending knowledge about the program.

This project organizes its history content around five major themes: American Dreams, Growth of Democracy, Expansion of Borders and Influence, Cultural Contact and Conflict, and Industrial and Technological Change. Each of the selected themes are illustrated in different ways at different times



and places throughout American history, and most can be applied to almost any significant historical event.

**Grantee: Multnomah Educational Service District, Portland, OR**  
**Project Name: America's History in the Making, Volumes I and II**  
**Project Director: Meighan Maloney; (503) 977-7753; mmaloney@opb.org**  
**Funding: \$1,999,949**  
**Number of Teachers Served: Nationwide**  
**Number of School Districts Served: 7**  
**Number of Students Served: 666,000**

Volume II of America's History in the Making extends the success of Volume I, a collaborative multimedia workshop project to give teachers across the U.S. more content knowledge of American history, including an understanding of multiple perspectives, change over time, historical thinking skills, and use of digital technologies for researching and teaching. This consortium partners Education Service Districts in six states with Oregon Public Broadcasting, the National Center for History in the Schools, the Organization of American Historians, and Southern Oregon University to create, implement, evaluate, and nationally distribute a workshop series that will result in better teaching and raised student achievement. Volume II focuses on the Gilded Age through contemporary America, providing teachers with 30 contact hours of content and activities to support a three-credit course; it also develops a facilitator's guide, and evaluates at least 100 of the participating teachers across all six LEAs. The units for this program will include Agriculture and Politics in the Gilded Age, Smokestack America, America Becomes a Global Power, and Conflict at Home and Abroad.

**Grantee: Portland Public School District #1J, Portland, OR**  
**Project Name: Teaching American History Project**  
**Project Director: Susan Enfield; (503) 916-5404; senfield@pps.k12.or.us**  
**Funding: \$999,915**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 2**  
**Number of Students Served: 7,500**

In partnership with Portland State University and the Oregon Historical Society, the districts have formed an urban-suburban consortium to improve the teaching skills and content knowledge of 90 U.S. history/social studies teachers in Grades 7 through 12. The program includes winter and spring graduate-credit history courses, two-week summer institutes, teacher exchanges/demonstrations, research and use of primary source documents, development of curriculum units and new AP history classes, an interactive website, a historical play, and integrated assessment. Over the grant period, 12 topics will be covered. Middle school teachers focus on 19<sup>th</sup> century America from Jeffersonian Visions to Pacific Nation. High school teacher training will address 20<sup>th</sup> century issues, from New Industrial Nation to Freedom of Religion.

## **Pennsylvania**

**Grantee: Central Susquehanna Intermediate Unit, Lewisburg, PA**

**Project Name: American History in Pennsylvania: Great Documents, Great Events, Great Places**

**Project Director: Kathy L. Hummel; (570) 523-1155; khummel@csiu.org**

**Funding: \$1,230,178**

**Number of Teachers Served: 90**

**Number of School Districts Served: 8**

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

In partnership with seven other Intermediate Units, the Central Susquehanna Intermediate Unit, the State Museum of Pennsylvania, and the Pennsylvania State Archives are providing content-rich professional development project for U.S. history teachers that explores the principles embodied in U.S. historical documents along with their relevance to Pennsylvania. American history teachers in Grades 7 through 12 will work with historians, curators, and archivists to increase their content knowledge and history research experience. Each history teacher is paired with a language arts teacher for a full year to develop intervention strategies that increase student achievement through improved reading and writing skills. Year 1 addresses Forging a Nation: the Declaration of Independence and the U.S. Constitution; Year 2, Upon This Hallowed Ground: the Civil War and the Gettysburg Address; and Year 3, Industrial Nation: Building the Modern World. All three years include the Pennsylvania Colony: William Penn's Charter.

**Grantee: Ridley School District, Folsom, PA**

**Project Name: Gateway to American: Pennsylvania's Links to American History Past and Present**

**Project Director: Richard F. Cleventine; (610) 534-1900;**

**Richard\_cleventine@ridleysd.k12.pa.us**

**Funding: \$458,582**

**Number of Teachers Served: 100**

**Number of School Districts Served: 1**

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

The Gateway program is a collaboration of the Ridley School District with Chestnut Hill College, the Historical Society of Pennsylvania, the Atwater Kent Museum, the National Constitutional Center, the National Archives-Mid-East Region, and the Chestnut Hill Historical Society. Participating teachers, drawn from Grades 3 to 12, will become familiar with historical methodology (including analyzing primary and secondary source data), receive training in techniques for incorporating history into classroom studies, and examine key events in American history. Events to be studied begin with the American Revolution and culminate with the study of World War II. The local impact of these events will be a special focus. Annual activities include a series of fall and spring lectures, visits to historical sites, a weeklong summer institute, and development of an interactive website for staff development and classroom instruction.

**Grantee: School District of Philadelphia, Philadelphia, PA**  
**Project Name: Shaping and Reshaping America, 1787-1920**  
**Project Director: Melvin E. Garrison; (215) 299-7480; mgarriso@phila.k12.pa.us**  
**Funding: \$1,000,000**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 1**  
**Number of Students Served: 9,000**

The School District of Philadelphia is partnering with Saint Joseph's University, the National Constitution Center, the National Archives and Records Administration's Mid-Atlantic Office, Independence National Historical Park, and the Atwater Kent Museum of Philadelphia to provide a minimum of 30 teachers in Grades 5, 8, 11, and 12 with professional development opportunities in American history. Saturday symposia, summer institutes, monthly meetings, and a teacher network will involve exploration of primary documents, historical site visits, independent research, and technology use. Content knowledge and pedagogical skills will be enhanced by focusing on social, political, and constitutional history, looking particularly at events between the late 18<sup>th</sup> and early 20<sup>th</sup> Centuries in U.S. history. This project will examine how America's development was closely tied to issues that at every turn brought us back to our founding and the ideas that were embodied in our Constitution.

**Grantee: The School District of the City of Erie, Erie, PA**  
**Project Name: American Constitutional History and the Search for Ordered Liberty**  
**Project Director: Michael P. Federici; (814) 824-2560; mfederici@mercyhurst.edu**  
**Funding: \$499,734**  
**Number of Teachers Served: 25**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

The LEA, in conjunction with Mercyhurst College, the Erie Maritime Museum, the National Association of Scholars, and the National Humanities Institute, is providing 25 middle and high school American history teachers with a professional development program designed to enhance instructional quality and improve student achievement in U.S. history. Centered on three-week summer academic conferences held at the college and visits to three historic sites corresponding to the conference content, the project approaches content instruction through the lens of American constitutional history. The first year will address Early America and the Constitutional Formation, the second year will cover the Early Republic, slavery, and the Civil War, and the last year will explore America as a global power in the 20<sup>th</sup> Century. Lectures and lesson plans are posted on the project's website as resources. Annual public lectures by prominent U.S. history scholars will be held to generate community interest in American history and support of teaching it as a separate discipline. The program includes mentoring and pedagogy seminars.

## **Rhode Island**

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

**Project Name: The American Revolutions Collaborative (ARC)**

**Project Director: Christiana Morgan Grefe; (401) 331-8575; mgrefe@rihs.org**

**Funding: \$566,779**

**Number of Teachers Served: 40**

**Number of School Districts Served: 3**

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

This project includes the East Providence School Department, the Cranston School Department, and the Cumberland School Department in partnership with the Rhode Island Historical Society and scholars from Brown University and the University of Rhode Island to provide a professional development program for 40 teachers at all grade levels. The project aims to improve teachers' content knowledge and pedagogical skills around three thematic periods: the American Revolution and Early Republic, the Industrial Revolution, and the Civil Rights Movement. Additional content to be covered includes historical methods and research and document analysis. Participants will attend a spring seminar and an intensive five-day summer institute. In the fall, middle and secondary teachers will participate in workshops with National History Day partners, and elementary teachers will learn how to work with trade books, storytellers, and experiential learning. Selected participants will visit historic sites during the summers.

## **Tennessee**

**Grantee: Johnson City Schools, Johnson City, TN**

**Project Name: Tennessee's First Frontier Teaching American History Consortium**

**Project Director: Deborah Montanti; (423) 753-9580; dmontanti@jwcheritagealliance.org**

**Funding: \$993,684**

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

**Number of School Districts Served: 13**

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

This consortium brings 13 districts with limited resources in the northeast Tennessee region of southern Appalachia with a partnership of the LEA, the Jonesborough/Washington County Heritage Alliance, and the East Tennessee State University's Departments of History, College of Education, and Center for Appalachian Studies and Services. Aimed at enhancing teacher knowledge and instructional skills in American history, the program creates dialogues among teachers and historians, develops creative learning strategies for students, and provides access to technology. The program includes summer institutes, mini-institutes, lectures, seminars, conferences, mentoring, team building, and workshops on "Teaching History through Storytelling." In Year 1, two summer institutes address Expansion and Reform for fourth and eighth grade teachers and Modern America for fifth grade and high school teachers. In Years 2 and 3, six institutes focus on Colonization and Settlement, the Revolution and the New Nation, the Civil War and Reconstruction, Industrial U.S., the Great Depression and World War II, Post-WWII, Three Worlds Meet, and Contemporary America.

## Texas

**Grantee:** Cypress-Fairbanks Independent School District, Houston, TX  
**Project Name:** George to George: An American History Collaborative  
**Project Director:** Danielle Lutz; (281) 517-6007; [Danielle.lutz@cfisd.net](mailto:Danielle.lutz@cfisd.net)  
**Funding:** \$994,487  
**Number of Teachers Served:** 120  
**Number of School Districts Served:** 1  
**Number of Students Served:** 20,500

Serving the third largest school district in Texas with 42 elementary schools, 14 middle schools, and seven high schools, this staff development program is partnering history teachers in Grades 5, 8, and 11 with Texas A&M University, the State Bar of Texas Law-Related Education Division, American Institute for History Education, Texas State Historical Association, the Bush and Johnson Presidential Libraries, and Learners Online. Teachers' content knowledge and U.S. history instruction will be enhanced through seminars, colloquia, mentoring by Master Teachers and scholars, historical research, site visits, and development of lessons based on primary sources. George to George offers two parallel strands: one geared to fifth and eighth grade needs and one to eleventh grade courses. Some of the common topics include the founding documents, the Progressive Era, wars from 1898-1989, Civil Rights, the Civil War, "Robust to Bust," and industrialism. Eleventh grade teachers additionally study the U.S. in a global, technological world.

**Grantee:** Region XIII Education Service Center, Austin, TX  
**Project Name:** The Relevant Constitution: What Does the Constitution Have to Do with the 20<sup>th</sup> Century?  
**Project Director:** Carol Curtiss; (512) 919-5288; [carol.curtis@esc12.txed.net](mailto:carol.curtis@esc12.txed.net)  
**Funding:** \$1,139,250  
**Number of Teachers Served:** 45  
**Number of School Districts Served:** 59  
**Number of Students Served:** No information available

Region XIII provides services to 59 school districts and 18 charter schools in a 16-county area. In this effort, it is partnering with the Austin Independent School District, the College of Liberal Arts Uteach Program and Center for American History at the University of Texas, the Lyndon Baines Johnson Presidential Library, and the Harry Ransom Center for the Humanities to expose eleventh grade American history teachers to an in-depth examination of how the Constitution affects life today. The 45 selected "teacher leaders" are expected to train 180 additional teachers after the first year and another 200 who will attend a summer institute in Year 3. Activities include a spring preparation workshop, a ten-day summer institute, evening content enrichment sessions, field trips such as a 12-day summer tour, and a fall two-day institute. Content, addressed through the lens of the Constitution, covers the presidential terms of Herbert Hoover through George W. Bush and makes abundant use of primary sources. Issues such as the Watergate scandal, flag-burning, and the impeachment process in the Clinton administration are explored.

**Grantee: Houston Independent School District (ISD), Houston, TX**  
**Project Name: American Voices: *E Pluribus Unum***  
**Project Director: Angela Miller; (713) 892-6150; amiller2@houstonisd.org**  
**Funding: \$984,899**  
**Number of Teachers Served: 100**  
**Number of School Districts Served: 1**  
**Number of Students Served: 100,000**

American Voices will create knowledgeable American history teachers at each secondary school in the Houston ISD through initiatives that improve the history knowledge base of new and veteran teachers and teachers of English Language Learners. The program was created by the ISD in collaboration with the University of Houston, the Houston Museum of Fine Arts, the Close Up and Colonial Williamsburg educational foundations, and Digital History (an on-line service). Every summer, participating eighth, tenth, and eleventh grade teachers will attend two-week institutes and weeklong seminars focused on conducting local historical research. Four workshops comprising a “New Teacher History Academy” will be conducted every academic year and supported through peer mentoring. Two annual American history colloquia will be held across the district, and the development of history high schools will be promoted. Organized around three themes, the content covers America as a nation of immigrants, fundamental American values, and forging a stable, democratic, and prosperous American society. As part of the summer seminar series, selected teachers will visit historic sites to further explore the themes.

**Grantee: Kenedy Independent School District, Kenedy, TX**  
**Project Name: Teaching American History in Karnes County**  
**Project Director: Richard Irizarry; (830) 583-4100; ririzarry@kenedy.isd.tenet.edu**  
**Funding: \$957,650**  
**Number of Teachers Served: 20**  
**Number of School Districts Served: 4**  
**Number of Students Served: 1,632**

This consortium of school districts is partnering with Texas Lutheran University to provide fifth, eighth, and eleventh grade teachers with American history content knowledge and instructional strategies and improve student achievement and attitudes toward U.S. history. The plan calls for adoption of the History Alive! Curriculum, six days of professional development annually, five-day summer institutes, ongoing coaching by a master history teacher, site visits, use of an interactive website, and monthly meetings. Content varies according to grade level. Eighth grade content will cover the early colonial period through Reconstruction, including creation and ratification of the U.S. Constitution, westward expansion, sectionalism, the Civil War, and Reconstruction. Federalism, separation of powers, and individual rights are addressed. Letters, biographies, poetry, songs, diaries and artwork help illustrate the events. The eleventh grade content extends to post-Cold War eras and the civil rights movement.

**Grantee: Region 10 Education Service Center, Richardson, TX**

**Project Name: TaRGET American History: Teaching and Relating Great Episodes and Topics**

**Project Director: Dana Kelley; (972) 348-1148; kelleyd@esc10.ednet10.net**

**Funding: \$1,519,771**

**Number of Teachers Served: 300**

**Number of School Districts Served: 81**

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

Region 10 ESC is partnering with seven museums, three universities, and others to provide educators in 81 mostly rural public school districts and 21 charter schools with this professional development program. The grant seeks to deepen fifth, eighth, and eleventh grade teachers' knowledge of significant issues, episodes, and turning points in U.S. history, improve history instruction, and increase student access to primary materials. Using a research-based model, the program includes a ten-day institute, study groups, creation of Virtual American History Trunks, follow-up online training, and independent study. Participants are expected to develop lesson plans and train additional history teachers in their districts. Content focuses on the following five concepts: migration, conflict and change, democracy, reform, and innovation, and covers the 18<sup>th</sup> to 20<sup>th</sup> Centuries. Under conflict and change, elementary and middle school teachers study people, documents and episodes of the Civil War. Eleventh grade teachers focus on the treaties, declarations, orders, key individuals, and issues defining World Wars I and II.

**Grantee: Region 16 Education Service Center, Amarillo, TX**

**Project Name: Panhandle Area Collaborative for Excellence in Teaching American History**

**Project Director: Danna Beck; (806) 677-5184; danna.beck@esc16.net**

**Funding: \$930,825**

**Number of Teachers Served: 90**

**Number of School Districts Served: 63**

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

The Panhandle Area Collaborative for Excellence in Teaching American History was created by Region 16 Education Service Center, West Texas A&M University, the Panhandle-Plains Historical Society, and the Gilder Lehman Institute of American History. The Collaborative will improve academic performance in American history among students in eighth and eleventh grades by upgrading professional development for their teachers. Participating educators will increase their U.S. history content knowledge and their ability to analyze primary documents and incorporate them into lesson plans. As part of an ongoing network of American history professionals, participants benefit from year-round educational activities including lectures, field trips, workshops, and annual summer institutes followed by academic-year mentoring by university faculty. The institutes focus on the following: Constitutional Foundations of the U.S. (Year 1); America's Relations with Other Countries (Year 2); and Migration and Immigration (Year 3). Special attention will be paid to using primary sources to create curriculum units tailored to students' abilities. The best lesson and unit plans will be disseminated via the Internet.

**Grantee: Region 5 Education Service Center, Beaumont, TX**  
**Project Name: Extreme Makeovers: Transforming Students into Historians**  
**Project Director: Marie E. Moreau; (409) 923-5416; moreau@exc5.net**  
**Funding: \$999,753**  
**Number of Teachers Served: 72**  
**Number of School Districts Served: Several**  
**Number of Students Served: 9,000**

The Region 5 Education Service Center established the Extreme Makeover project as part of its long-term collaboration with Sam Houston University. Other partners include the Sam Houston Museum and the George Bush Presidential Library. Extreme Makeover will help intermediate and high school history teachers increase their knowledge of traditional American history, historical methodology, and primary sources, and create lesson plans and instructional strategies that excite students about traditional American history. A key success measure will be improvements in students' levels of achievement. Activities include three-week annual summer institutes complemented by academic-year mentoring by university faculty and in-service training sessions. Materials created during past TAH programs (e.g., a teaching manual and Internet-based discussion groups and resource collections) will be used. Content will focus on government and individual rights in a multicultural country and the impact of land use on society and culture. The intertwining effects of events and trends, on both the national and local levels, will be emphasized.

**Grantee: San Antonio Independent School District, San Antonio, TX**  
**Project Name: Teaching Historical Literacy in United States History in the San Antonio ISD**  
**Project Director: AmyJo Baker; (210) 354-3439; abaker@saisd.net**  
**Funding: \$1,000,000**  
**Number of Teachers Served: 450**  
**Number of School Districts Served: 1**  
**Number of Students Served: 34,000**

This professional development program links the San Antonio ISD with the Trinity University History Department, the History Alive! programs, the National Council for History Education, the Teachers Curriculum Institute, the Texas State Historical Association-Law Related Education's Institute on the Founding Documents, KLRN-Public Television, the Alamo, and the San Antonio Museum of Art. Teachers in Grades 3,4, and 5 will study the people, ideas, and events surrounding the nation's founding, turning points in American history, and American inventiveness during 12 Saturday seminars, 5 training sessions, technology integration sessions, field experiences, and examination of primary sources. Under broad themes of the impact of "Extraordinary and Ordinary Americans," the content will cover Christopher Columbus, the Spanish/French Explorers and Colonial Settlers through World War II.



## Utah

**Grantee: Alpine School District, American Fork, UT**

**Project Name: Alpine TAH Academy**

**Project Director: Sara Hacken; (801) 227-8752; hacks423@alpine.k12.ut.us**

**Funding: \$999,564**

**Number of Teachers Served: 150**

**Number of School Districts Served: 1**

**Number of Students Served: 53,000**

This collaboration teams Alpine School District's 64 schools with Brigham Young University in a professional development effort for 150 American history teachers in Grades 5, 7, 8, 11, and 12. In addition to increasing teachers' content knowledge and interest in American history, the program aims to improve pedagogical skills, raise student interest in U.S. history, and create a "community of historians." In-service training by expert historians and master history educators will be supplemented with learning communities, mentoring, virtual networks, and instructional resources. The content focuses on the following four themes: Foundations, Framework, and Function of the U.S. Government; Peace and Conflict; From Sea to Shining Sea; and Civic Virtue. Within each theme, pivotal events, people, documents (selected specifically from NARA's Our Documents "100 Milestone Documents"), legislation, and judicial cases will be explored. Participants undergo a minimum of 100 hours of training in Years 1 and 2, and observations and testing in Year 3.

**Grantee: Logan City School District, Logan, UT**

**Project Name: Professional Academy for the Teaching of History (PATHS II)**

**Project Director: Richard J. Jensen; (435) 755-2300; rjensen@lcsd.logan.k12.ut.us**

**Funding: \$999,974**

**Number of Teachers Served: 105**

**Number of School Districts Served: 2**

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

PATHS II partners the LEA with a rural school district, Northern Utah's Early College High School (a small, rural school), Utah State University, and the American West Heritage Center to improve American history instruction by increasing the depth and breadth of teachers' content knowledge and improving teachers' ability to present history content to students. Activities for middle and high school teachers, who are divided into levels according to their U.S. history experience, include blended study cycles during the school year to accommodate time constraints of participants, summer academies, field trips, after-school seminars, and ongoing collaboration through communities of practice. Two strands make up the blended study: a media-based strand offered over the Internet and on CD-ROMS and DVDs, and live classroom capstone sessions. Traditional American history content will be explored in the following six general categories: American Revolution, Constitution, changing national nature, slavery, and reform movements.

**Grantee: Ute Indian Tribe Education Department/LEA, Fort Duchesne, UT**

**Project Name: Uintah Basin TAH Project**

**Project Director: Cameron Cuch; (435) 722-2331; Cameron@utetribe.com**

**Funding: \$499,628**

**Number of Teachers Served: 104**

**Number of School Districts Served: 3**

**Number of Students Served: 9,737**

This project represents a collaborative effort among Duchesne and Uintah County School Districts, Ute Tribe Education Department/LEA (on the U&O Reservation), Utah State University-Uintah Basin, and such other education and history organizations as the Utah Council for the Social Studies, the Utah 3Rs Project, Utah Heritage Foundation, the Utah State Historical Society, the Utah Law-Related Education Project, and Roots of Freedom. To strengthen the teaching and learning of American history as a separate subject, the professional development program targets fourth, fifth, seventh, eighth, eleventh, and twelfth grade social studies teachers. Ten teachers who undergo 98 hours of training in Year 1 will be selected as an experimental group. Activities include summer academies, school year workshops and field trips, annual conferences, and mentoring along with access to primary resources. Content focuses on four historical themes that accord with the National Assessment of Educational Progress (NAEP) U.S. History Framework: Change and Continuity in American Democracy; Gathering and Interactions of Peoples, Cultures and Ideas; Economic and Technological Changes and Their Relationship to Society, Ideas and the Environment; and the Changing Role of America in the World. An annual Constitution Day will be supplemented by curriculum from the Roots of Freedom program.

## **Virginia**

**Grantee: Fairfax County Schools, Fairfax, VA**

**Project Name: Understanding the Blessings of Liberty**

**Project Director: Alice Reilly; (703) 846-8627; alicereilly@fcps.edu**

**Funding: \$999,206**

**Number of Teachers Served: 300**

**Number of School Districts Served: 1**

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

This professional development initiative in traditional American history and “Constitutional Connections” includes regular classroom, special education, and ESOL teachers in a culturally diverse school system. Based on a survey of 900 teachers, the project features a component for primary teachers in Grades 1-to-3 and another for teachers in Grades 4, 6, 7, and 11. Partnering in the week-long summer institutes and four follow-up seminars are the National Council on History Education, the Bill of Rights Institute, the Smithsonian Center for Education and Museum Studies, the Gilder-Lehman Institute of American History, George Mason University, and Northern Virginia Community College. By working directly with historians using primary sources at museums, libraries, and historic sites, participants are expected to increase their application of History’s Habits of the Mind, generate student interest in learning, and create new instructional materials. Content covers Founding the Nation, Westward Expansion, Civil War and Reconstruction, Urbanization, the Cold War, and Civil Rights.

All these events will be studied as connections to the Constitution, the Bill of Rights, and the pursuit of freedom and liberty.

**Grantee: Hampton City Schools, Hampton, VA**

**Project Name: Shaping the Constitution: People and Documents**

**Project Director: Connie Abernathy; (757) 727-2105; cabernathy@sbo.hampton.k12.va.us**

**Funding: \$997,276**

**Number of Teachers Served: 160**

**Number of School Districts Served: 1**

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

Hampton City Schools is partnering with the Bill of Rights Institute, the National Council of History Education, the Virginia Historical Society Museum, the First Freedom Foundation, the Association for the Preservation of Virginia Antiquities, the John Marshall House, the Hampton History Museum, the Center for the Constitution, and Old Dominion University to provide professional development opportunities to social studies and American history teachers. Participants include 32 high school, 53 middle school, and 75 elementary teachers divided into vertical teams. Each team will participate in colloquia, seminars, reading circles, and study trips at historic sites, with the aim of deepening understanding of U.S. history and integrating content into creative classroom presentations. Themes of study include the Founding Era, Reconstruction, and Civil Rights. The use of primary sources will be stressed to build appreciation for historic artifacts and documents. Lesson plans will be posted on the school division website, and participants will earn stipends and in-service credit.

**Grantee: Loudoun County Public Schools, Leesburg, VA**

**Project Name: Foundations of U.S. History: Virginia History as American History**

**Project Director: Eleanor Greene; (703) 993-1721; egreene@fcps1.org**

**Funding: \$999,440**

**Number of Teachers Served: 150**

**Number of School Districts Served: 1**

**Number of Students Served: 44,000**

Aimed at remedying teachers' lack of preparation in basic content and themes in Virginia and U.S. history, the program offers two interrelated approaches each year serving different needs of county teachers. Cohort A—open to all grades but especially encouraging teacher participants in Grade 4— involves an intensive two-week summer institute and seven school-year workshops, including lectures by prominent historians. Cohort B—open to teachers in all Grades, ESL and Special Education-- includes a 2-day summer workshop and five school-year workshops. Film workshops and keynote lectures are also open to non-cohort American history teachers. Content areas of the summer institutes include Native American life in the Chesapeake, George Washington's legacy, the American Revolution and founding documents, Slavery, the antebellum period, and the Civil War. Post-Civil War topics include Reconstruction, the rise of Jim Crow, Industrialization and Modernization, Post-World War II America, and Civil Rights. Partnering with Loudoun County is George Mason University's Department of History and Center for History and New Media.

**Grantee: Northampton County Public Schools, Machipongo, VA**

**Project Name: Beyond History**

**Project Director: Richard J. Bowmaster; (757) 678-5151; rbowmaster@ncps.k12.va.us**

**Funding: \$496,663**

**Number of Teachers Served: 25**

**Number of School Districts Served: 1**

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

The Beyond History project was created by Virginia's Northampton County Schools in partnership with Old Dominion University, the Virginia Historical Society, and the historical societies of the Eastern Shore and Cape Charles. Fourth to seventh grade teachers participating in the project will increase their knowledge of American history, develop research-based instructional strategies for classroom use, and create an innovative curriculum, such as a reading course that teaches students about history while increasing their reading skills. Educators will attend an annual month-long summer seminar and four separate workshops during the academic year. They also will have the use of historical briefs developed by the partners for incorporation into lesson plans. Several historical themes will be covered during the three-year grant period. These include the local history of the Eastern Shore, the antebellum and Jim Crow periods of American history, and the U.S. and the world in the 20<sup>th</sup> century.

**Grantee: Roanoke City Public Schools, Roanoke, VA**

**Project Name: Perspectives, Identity, Legacy: Democracy in American History Education**

**Project Director: Andrew T. Mink; (434) 924-7834; atm5w@virginia.edu**

**Funding: \$993,060**

**Number of Teachers Served: 36**

**Number of School Districts Served: 4**

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

The Perspectives, Identity, and Legacy professional development program is for history teachers in Grades 4 to 7 and 11 in four urban, rural and suburban public school systems. Partnering with the schools to provide content knowledge and learning strategies are major research centers such as the University of Virginia, Virginia Tech, the American Civil War Center at Historic Tredegar, Smithfield Plantation, the Salem Museum and Historical Society, the History Museum and Historical Society of Western Virginia, the Roanoke Higher Education Center, and WDBJ-7 television. Activities include a graduate-level summer seminar, five monthly seminars, media research, field study, and evening workshops. Topic strands examine Early America, Expansion, Reform, Civil War and Reconstruction, the Emergence of Modern America and World Conflict, the U.S. since WWII, the Impact of Geography and Economics, and the Civics and Roots of American Democracy. Teachers will interact with each of these time periods by accessing rare digital resources and primary source documents.

**Grantee: Stafford County Public Schools, Stafford, VA**  
**Project Name: People and Moments in Time**  
**Project Director: Agnes C. Dunn; (540) 658-6674; adunn@staffordschools.net**  
**Funding: \$999,982**  
**Number of Teachers Served: 162**  
**Number of School Districts Served: 3**  
**Number of Students Served: No information available**

This joint project partners Stafford, Spotsylvania, and Caroline County public schools with the University of Mary Washington, the Virginia Historical Society, the Organization of American Historians, the Library of Congress, the Smithsonian Institute, the George Washington's Fredericksburg Foundation, the U.S. Park Service, the Colonial Williamsburg Foundation, the Woodrow Wilson Presidential Library, and the Frontier Culture Museum of Virginia in a U.S. history professional development program targeting teachers in Grades K-5. Participant "Fellows" follow a course including a three-hour graduate course, collaboration among teams of scholars, training on use of primary documents, substantive content and curriculum interaction with other teachers, and opportunities to forge professional networks with historians. The project focuses on the words and deeds of key historical figures and seminal events in the history of the United States from exploration to the present. Topics cover the colonial era, expansion and reform, the Civil War and Reconstruction, industrialization, World War II, and America as a world leader.

**Grantee: Virginia Beach City Public Schools, Virginia Beach, VA**  
**Project Name: WHO (Where History Occurs)**  
**Project Director: Georgeanne C. Hribar; (757) 263-1020; gchribar@vbschools.com**  
**Funding: \$990,940**  
**Number of Teachers Served: 150**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

WHO is devoted to the improvement of student achievement by providing professional development to secondary level teachers of American history in the Virginia Beach City Public Schools, the second largest school division in the state. Annual cohorts of 25 middle and high school teachers will take part in a History Forum program in partnership with the University of Virginia's Center for Digital History and Center for Liberal Arts, or an online History Scholar program in partnership with Norfolk State University. History Scholars will design content modules and document-based learning activities in accordance with a customized course, The History Debates: Issues, People, and Perspectives that Shaped America. Participants in both programs interact with historians, train in historical thinking, visit historic sites, and meet historical content objectives. Summer institutes for the History Forum cohorts cover the Cold War, Prelude to the Civil War, and Civil Rights. Possible site visits include the Museum of the Confederacy, the Virginia Historical Society, and the Tredegar Iron Works. Forty-two of the History Scholars culminate the program with a weeklong Civil Rights bus tour.

## Washington

**Grantee: Educational Service District 101, Spokane, WA**

**Project Name: Freedom Moves West: The Pacific Northwest in American History**

**Project Director: Delitha Z. Spear; (509) 456-7683; dspear@esd101.net**

**Funding: \$1,519,771**

**Number of Teachers Served: 510**

**Number of School Districts Served: 2**

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

In this educational partnership to increase the skills and knowledge of eastern Washington teachers, two LEAs are teamed with Eastern Washington University's Living History Institute for Teaching American History, the Northwest Museum of Arts and Culture, the National Archives and Records Administration-Pacific Alaska Region, and the Washington State Digital Archives. Major partners have cooperated in two previous TAH projects, and this effort extends the program to a new group of rural teachers. The project involves 60 teachers in yearlong graduate seminars, 100-200 in in-service workshops, and 300 pre-service teachers in summer courses and workshops. Hands-on lessons take place at archives and on field trips. Year 1, focusing on Turning Points, includes teachers in Grades 5 and 7. Year 2, focusing on People and Places (particularly in the Pacific Northwest), includes teachers in Grades 1 through 4. Year 3, focusing on Ideas and Documents, includes teachers in Grades 8 through 12.

**Grantee: Educational Service District 112, Vancouver, WA**

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

**Project Director: Lois Leveen; (360) 750-7500; lois.leeven@esd112.org**

**Funding: \$999,686**

**Number of Teachers Served: 100**

**Number of School Districts Served: 30**

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

Organized around Constitutional history and core concepts, this program aims to promote a thematically linked approach to traditional American history instruction in Grades 5,8, and 11, to build capacity for continued professional development and emphasis on history teaching, and to create opportunities for project replication and expansion in six southwestern Washington counties. Partners include Portland State University's Center for Student Success, the Organization of American Historians, the Constitutional Rights Foundation, the Center for the Constitution, Western Washington University, and the Office of the Superintendent of Public Instruction. During institutes and bimonthly academies during the school year, participants focus on the 19<sup>th</sup> and 20<sup>th</sup> Centuries and design classroom-based assessments for testing student learning. Monthly learning team meetings and workshops provide participants with continuous support. Through the lens of the Constitution, spring and summer institutes cover founding documents and principles of American democracy, as well as issues, episodes, and turning points in the 19<sup>th</sup> Century. Additionally, struggles and achievements during times of crisis in the 20<sup>th</sup> Century will be covered.

**Grantee: Thorp School District, Thorp, WA**  
**Project Name: Teaching Our Past for the Future**  
**Project Director: Thomas M. Christian; (509) 964-2107; tchrist@thorp.wednet.edu**  
**Funding: \$998,781**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 15**  
**Number of Students Served: 21,049**

Teachers from rural school districts in elementary, middle, and high schools will receive monthly training led by the LEA in partnership with Central Washington University. Historians leading the project will be based from eight universities in Washington, Oregon, and Idaho. Other partners in this effort to increase teacher content knowledge, boost student achievement in U.S. history, and create sustainable history teaching models are seven museums and four libraries. Participants will receive a personal professional development budget for use on additional American history content training, such as lectures, museums or historic site visits, and workshops. Year 1 topics in history content include Lewis and Clark, Native Americans, the Conservation Movement, 20<sup>th</sup> century women, migration, foreign policy, and Civil Rights. The project builds on a successful 2003 TAH program.

## **West Virginia**

**Grantee: Regional Education Service Agency II, Huntington, WV**  
**Project Name: Teaching American History in RESA II**  
**Project Director: Dee Cockrille; (304) 529-6205; dcockril@access.k12.wv.us**  
**Funding: \$999,147**  
**Number of Teachers Served: 2,700**  
**Number of School Districts Served: 6**  
**Number of Students Served: 38,000**

This collaborative program created by the staff at RESA II and the Ashbrook Center at Ashland University seeks to improve student achievement through enhancing educators' knowledge and skills. The program is tailored for upper elementary and secondary school teachers in six West Virginia counties, and aims to help educators enhance their understanding of American history, create innovative curriculum, and develop instructional skills. Participants will attend two intensive one-week summer institutes each year to learn about key topics in traditional American history. In addition, American history learning communities composed of educators and administrators will meet with program participants throughout the academic year to help them to apply their new knowledge and skills in the classroom. Year 1 content examines the American Revolution and the Civil War. Year 2 extends these topics to the era of Reconstruction. Year 3 covers the Progressive Era and America between the World Wars. The skills training component emphasizes incorporation of primary documents and modern technology into classroom instruction.

**Grantee: Upshur County Schools, Buckhannon, WV**  
**Project Name: American HEART: Americans Who Made History**  
**Project Director: Lynn Bennett; (304) 842-4166; lynnbenn@iolinc.net**  
**Funding: \$498,142**  
**Number of Teachers Served: 20**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

To create master teachers of American history, a cadre of 20 secondary teachers will form a Professional Learning Community, which will meet in monthly book studies, participate in five one-day seminars, engage in online learning throughout the school year, and attend a nationally recognized workshop for teachers. The capstone of this project, which partners the LEA with West Virginia Wesleyan College, the Colonial Williamsburg Foundation, and the Gilder Lehrman Institute of American History, is the development of a full credit high school history course on the Civil War. Along with meeting with authors and historians, participants will work with primary source materials, engage in discussion groups and teleconferencing, and learn new instructional strategies. Readings reflect the historical eras studied, which encompass American history from 1630 to 2000. Specific topics are Early America, the Colonial Period, Revolutionary America, the Young Republic, Expansion, the Civil War and Reconstruction, Industrialism, Reform, Prosperity and Depression, the New Deal and World War II, Vietnam, and the End of the Century.

## **Wisconsin**

**Grantee: CESA 10 (#9910), Eau Claire, WI**  
**Project Name: Making Americans, Making America: Community, Citizenship, and the Constitution**  
**Project Director: Oscar B. Chamberlain; (715) 836-5275; chambeob@uwec.edu**  
**Funding: \$1,522,596**  
**Number of Teachers Served: 1,270**  
**Number of School Districts Served: 227**  
**Number of Students Served: No information available**

This project partners a consortium of eight Cooperative Educational Service Agencies with the History Department at the University of Wisconsin, Eau Claire (UW-EC), the UW-EC Center for History Teaching and Learning, and the Chippewa Valley Museum. The program aims to help teachers in Grades 4 to 12 increase student achievement levels in traditional American history by focusing on the history of Wisconsin's original inhabitants and immigrant groups, and linking them to the constitutional history of the nation. The use of state and national primary documents will help illustrate these parallels. During the three-year grant period, 70 mentor teachers will earn graduate credits through completion of annual two-week summer institutes and receive training in interpreting primary materials. They will also organize mentoring and networking activities for their peers, including training on learning strategies and delivery of graduate-level workshops for an additional 400 teachers each year. Content covers 18<sup>th</sup> to 20<sup>th</sup> Century history, with topics including the Immigrant Frontier: Settlement, Statehood and Community Building, and Encounter in the Great Lakes: Politics and Sovereignty in Native/White Relations from the Fur Trade to the Present. "European Immigration into Wisconsin, 1820-1925" is followed by "20<sup>th</sup> Century Arrivals."



**Grantee: School District of La Crosse, La Crosse, WI**  
**Project Name: Central Wisconsin History Collaborative**  
**Project Director: Dorothy Zeisler-Vralsted; (608) 785-5011; zeisler.doro@uwlax.edu**  
**Funding: \$999,118**  
**Number of Teachers Served: 60**  
**Number of School Districts Served: 61**  
**Number of Students Served: No information available**

A K-16 consortium led by the LEA will provide an intensive, content-rich professional development program in history education for 60 fourth through twelfth grade teachers in primarily rural districts in western and central Wisconsin. Partners include the University of Wisconsin-La Crosse, regional historians, the Organization of American Historians, and National History Day in a program offering a U.S. history survey course, colloquia, retreats, a website, and a history teaching fellow mentoring program. Participants will examine American history from the colonial era to the present focusing on the development and reform of U.S. politics, the evolution of American society and culture, and the place of the U.S. in the world. Summer colloquia address the Colonial and Early Past: Relevant National Legacies, the Expanding American Democracy, and America in the 20<sup>th</sup> Century.

## **Wyoming**

**Grantee: Teton County School District #1, Jackson, WY**  
**Project Name: Greater Yellowstone American History Project**  
**Project Director: Pier Trudelle; (307) 733-2704; ptrudelle@teton1.k12.wy.us**  
**Funding: \$499,850**  
**Number of Teachers Served: 131**  
**Number of School Districts Served: 8**  
**Number of Students Served: 6,075**

Five school districts and three private schools are working in partnership with the University of Wyoming, Central Wyoming College, the Teton Science School, the Jackson Historical Society, and other history and education organizations to implement a professional development program serving teachers in Grades 4, 8, 11, and 12 in 38 schools, in which a significant percentage of the students are American Indian and Hispanic. In-service training involves more than 130 hours of “seat time” learning through instruction, mentoring, participation in professional organizations, and use of virtual networks and resources. Year 1 of this effort to enhance “knowing, thinking about, and doing” U.S. history focuses on Foundations, Framework, and Function of the U.S. Government. Year 2 will concentrate on the Melting Pot versus Multi-Cultural Stew, and Year 3 on From Sea to Shining Sea.