

2008 TAH Symposium

The third-annual OAH/H-Net Teaching American History Grant Symposium will be a special two-day symposium on the current impact and the future of Teaching American History grants and projects. This year's symposium will focus on the ways TAH grants are shaping the study and teaching of American history. In addition to sessions with speakers who know the TAH program, participants will have opportunities to meet and network with other precollegiate and postsecondary educators who are involved with Teaching American History projects nationwide. Join colleagues for dinner on Sunday evening at one of the many restaurants in downtown New York.

Registration

The TAH Symposium registration fee of \$75.00 includes all symposium materials, breakfast and lunch on Sunday, March 30, and coffee breaks. Please register using the preregistration form on page 192 or online at <http://www.oah.org/2008>.

Sunday, March 30

7:30 a.m. to 9:00 a.m.

Registration, Breakfast, and Exhibits

9:00 a.m. to 9:30 a.m.

Introduction and Overview

Dr. Kelly A. Woestman, Pittsburg (KS) State University,
and H-TAH Coeditor

9:30 a.m. to 10:30 a.m.

Keynote Address

"Things Your Teachers Taught Me:"

How TAH Grants Educate Professors

Dr. Carol Berkin

Presidential Professor of History, Baruch College,
and the Graduate Center, City University of New York

The keynote focuses on Professor Berkin's own learning experience over nearly two decades of serving as a workshop, institute or seminar leader for teacher development or as a member of a TAH grant teaching team. Berkin is author and editor of several books, including *Women of America: A History* (1980), ed. with Mary Beth Norton; *Women, War and Revolution: A Comparative History* (1980), ed. with Clara Lovett; *First Generations: Women in Colonial America* (1986); *A Brilliant Solution: Inventing the American Constitution* (2002); *Revolutionary Mothers: Women in the Struggle for America's Independence* (2005); and the forthcoming *Exploring Women's Studies: Looking Forward, Looking Back*. Her current research focuses on women in the Civil War era. She is a frequent contributor to television documentaries and serves on the boards of the National Council for History Education, the Museum of American Women, the New-York Historical Society, and the Gilder Lehrman Institute of American History.

10:30 a.m. to 10:45 a.m.

Break

10:45 a.m. to 12:00 noon

Voices Outside the Tower: History Expertise from K-12 and Public History Institutions

Chair: Dr. Kelly A. Woestman

Panelists:

Adrienne Kupper, New-York Historical Society

Will Mallatt, Riverton (KS) High School

Charles C. Calhoun, Maine Council for the Humanities

Some of the most innovative Teaching American History grant programs incorporate the expertise not only of college and university historians but also of public historians working in museums, historical societies, and as part of local, state, and national historic sites. Historians in these settings have often served a diverse set of publics and that expertise only serves to strengthen the impact of TAH projects. Another important component of successful TAH grants is implementing the expertise of history teachers who not only know their subjects, but know how to successfully impact student learning of American history. What can these diverse components of expertise add to TAH grants? How can we continue to extend these expert communities of practice throughout the TAH grant world and beyond in to the larger world of history and history education?

12:00 noon to 1:00 p.m.

Lunch and Exhibits

1:00 p.m.

Greetings from OAH

Executive Director Lee W. Formwalt

1:10 p.m. to 2:30 p.m.

Lasting Ties that Bind: Forging Sustainable Partnerships

Chair: Thomas Thurston, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University, and H-TAH Co-editor

Panelists:

Dr. Gary B. Nash, UCLA, National Center for History in the Schools, and OAH Past President

Dr. Margaret Smith Crocco, Teachers College, Columbia University

Kimberly L. Ibach, Natrona County (WY) School District, and OAH Executive Board

Dr. Steven Mintz, College of Arts and Sciences Center for Teaching, Columbia University, and OAH Committee on Teaching Chair

A perennial issue for anyone involved in TAH is how to extend the grant's impact on history and history education after funding ends. Are we truly changing the way history is taught and how students learn history? Are we able to successfully incorporate the scientifically-based research to effect lasting change in the nation's history classrooms at all levels? While originally designed to impact K-12 student learning, are TAH grants changing the way we teach at the postsecondary level? Are we paying more attention to how we teach at the college and university level? Are we forging new partnerships between departments of history and colleges of education?

2:30 p.m. to 2:45 p.m.

Break

2:45 p.m. to 4:00 p.m.

Evaluation Inside and Outside: Documenting and Assessing the Development of Historical Thinking Skills

Chair: Dr. Rachel Ragland, Lake Forest (IL) College, and H-TAH Co-editor

Panelists:

Dr. Alex Stein, U.S. Department of Education, TAH Team Leader

Dr. Elise Fillpot, University of Iowa

Dr. David Gerwin, Queens College, City University of New York

Formative and summative assessments are critical components of successful TAH grant proposals. Because of the diversity of TAH programs designed to meet the needs of diverse groups of teachers across the nation, how do we know what constitutes "successful" program evaluation? How do we know that what we are doing works without concentrating on the final evaluation

instrument submitted to the U.S. Department of Education? If the real purpose of assessment is to develop the skills of "reflective practice," how do we know if we are becoming more mindful of the impact TAH programs are having throughout the nation? Are multiple choice questions enough? How do we reference diverse qualitative assessments? What can we learn about content-specific evaluation through TAH grants that might be applicable beyond these vital history grant programs?

4:00 p.m. to 4:45 p.m.

Small Group Discussions and Networking

4:45 p.m. to 5:30 p.m.

Conclusion and Wrap-Up

Dr. Peter B. Knupfer, Michigan State University, and H-Net Executive Director

Dr. Kelly A. Woestman

5:30 p.m. to 6:00 p.m.

Organizational meeting for those participating in reserved onsite school visits on Monday

Monday's optional visits to public schools will allow attendees who preregister to visit New York City schools and historical organizations involved in TAH grants. Space is limited.

6:30 p.m.

Dine around

Symposium attendees are invited to participate in a "dine around" on Sunday evening. Informal groups of attendees will be able to dine together at New York restaurants (cost not included in the symposium fee). Guests of attendees are welcome to attend the dine around as well. Sign up sheets will be available at the registration counter.

Monday, March 31

8:00 a.m. to 9:30 a.m.

Breakfast

10:00 a.m. to 1:00 p.m.

Onsite visits at area public schools

2:00 p.m.

Debrief and Wrap-up