

**TEACHING AMERICAN HISTORY 2003 GRANTS**  
**Program Abstracts**

## **Alabama**

**Grantee: Hale County Board of Education, Greensboro, AL**

**Project Name: Teaching American History: A Media-Supported Professional Development Model**

**Project Director: Susan Patterson (205) 348-6432; email: spatterson@prsr.ua.edu**

**Funding: \$784,659**

**Number of Teachers Served: 50**

**Number of School Districts Served: 1**

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

The project features intensive training for 10<sup>th</sup> and 11<sup>th</sup> grade teachers, through a series of summer institutes and an online distance-learning component. The project integrates a 26-part video telecourse, A Biography of America, with an 8-hour video and web series of teacher workshops, Primary Sources. The program is presented in two one-year parts, the first year focusing on the period before 1900 (New World encounters, English settlement, growth and empire, independence, government, westward expansion, slavery, the Civil War, and Reconstruction), and the second on the period after 1900 (industrial supremacy, the new city, the West, capital and labor, Theodore Roosevelt and Woodrow Wilson, the 1920s, FDR and the Depression, World War II, the 1950s, the 1960s, and contemporary history). Partners are the WGBH Educational Foundation, and the University of Alabama.

**Grantee: Tuscaloosa City Board of Education, Tuscaloosa, AL**

**Project Name: Southern History as U.S. History: From Civil War to Civil Rights and Beyond**

**Project Director: Jolene Stanford (205) 348-1407; email: jstanfor@bamaed.ua.edu**

**Funding: \$826,472**

**Number of Teachers Served: 120**

**Number of School Districts Served: 1**

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

This project serves teachers of American history in grades 5, 6, 10, and 11. Activities include a 2-week summer history institute and in-service workshops whose context is American history from the Civil War to Civil Rights, spotlighting Alabama and the southern United States. Topics focus on significant ideas and issues, individuals, events, places and milestones, or turning points. Partners include the University of Alabama Department of History and College of Education, Alabama Museum of Natural History, Gorgas House, and the Westervelt Warner Museum of Young America.

## **Arizona**

**Grantee: Creighton School District No. 14, Phoenix, AZ**

**Project Name: Teaching American History Grant**

**Project Director: Pamela Burkhardt (602) 381-6000 and Cathy Poplin; email: pam\_burkhardt@creighton.k12.az.us; cathy\_poplin@creighton.k12.az.us**

**Funding: \$991,395**

**Number of Teachers Served: 75**

**Number of School Districts Served: 1**

**Number of Students Served: 8,536**

The purpose of this project is to determine the most effective means to provide ongoing and intensive professional development to teachers of American history in grades 5, 7, and 8. All teachers have access to content and strategy instruction. Only one group (4 identified campuses) receives additional coaching and mentoring. Activities include strategies that make learning for English language learners more comprehensible. Content provides study of the following: for grade 5, Early American Colonization and the Development of the 13 Colonies, and Western Expansion; grades 5 and 7, American Revolution and the Declaration of Independence; grade 7, the Civil War and Reconstruction; grade 8, the Constitution and the Bill of Rights and Elections and Voting. Project partners are: The Smithsonian Center for Education and Museum Studies, Teachers Curriculum Institute, Pioneer Living History Village, Freedom's Foundation at Valley Forge, and Kids Voting of Arizona.

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

**Project Name: Intensive American History Training and Professional Development**

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

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

**Number of Teachers Served: 60**

**Number of School Districts Served: 12**

**Number of Students Served: 2,879**

This project offers professional development in American history for teachers of grades 5, 7, and 11. The graduate-level seminar involves flying a cohort of teachers to the East Coast, putting them on a bus with a prominent historian, and taking them on an intensive 10-day tour of historic sites such as: Lowell Mills, Plymouth Plantation, Boston sites, Old Sturbridge Village, FDR Library in Hyde Park, NY, West Point, Ellis Island, the Statue of Liberty, the Tenement Museum, Hudson Museum, the White House, the Capitol, the Smithsonian, and the Supreme Court. Partners are the Phoenix Museum of History, the Heard Museum, the Historic Sahuaro Ranch Museum, and Anodyne Professional Development Systems. After the teachers return from the East Coast, experts from the partner institutions spend one week on local history, specifically prehistory through the 1400s, the Wild West, the early 1900s, and modern Arizona. Technology training offers intensive training in computer literacy and internet skills. Throughout the year, a mentoring program will re-enforce learning.

## **California**

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

**Project Name: Desert Area Teaching American History Institute**

**Project Director: Phyllis Trosper (760) 255-6021; email: phyllis\_trosper@busdk12.com**

**Funding: \$352,326**

**Number of Teachers Served: 75**

**Number of School Districts Served: 1**

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

In partnership with California State University San Bernardino, the Colonial Williamsburg Teacher Institute, the Four Directions Institute, the Center for Civic Education, and the Black Voice Foundation Footsteps to Freedom Program, this institute provides 25 teachers each year with American history content and interactive teaching strategies. This year-round endeavor offers 9 days of formal training in the spring, summer, and fall with monthly follow-up sessions to build a professional network. Year 1 focuses on the 17<sup>th</sup> and 18<sup>th</sup> century topics from the theme “The Meeting of Three Worlds” for grade 5 and 8 teachers. Year 2 focuses on 18<sup>th</sup> and 19<sup>th</sup> century topics on the theme “America’s Struggle to Be Both Free and Equal” for grade 5 and 8 teachers. Year 3 focuses on late 19<sup>th</sup> and 20<sup>th</sup> century topics on the theme of “Fulfilling Democracy’s Promise” for grade 8 and 11 teachers. The website for the project maintains active discussion boards (to compensate for the difficulty of holding physical meetings in this remote, desert area) and provides problem-based lessons. In the winter, a one-day convocation celebrates history and builds momentum for the project

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

**Project Name: Sources of the American Past: Key Figures and Turning Points in United States History**

**Project Director: Memri Tagle (310) 639-4321; email: harmoni65@aol.com**

**Funding: \$967,996**

**Numbers of Teachers Served: 45**

**Number of School Districts Served: 1**

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

Focus of this professional development program will be maintained on key figures and turning points with special emphasis on use of primary sources to instill the notion that history teachers and students need to think like historians. Partners include the California History Project at California State University Long Beach and Dominguez Hills and Southern California Library. Of participants in grades 5, 8 and 11 engaging in summer institutes, conferences and workshops, and receiving coaching/mentoring, 12 are designated teacher leaders responsible for sustaining assistance to history teachers. Advanced Placement teachers are targeted for special attention. A 3-day retreat will take place in summer 2005 to review progress and plan future activities. Summer institutes cover: Industrialism and Social Reform, Spanish American War/American Expansionism, Agrarian Reform, Progressivism, World War I, Great Depression, Cold War, Civil

Rights, Vietnam War, Expansion of Supreme Court Powers, Rise of Sectionalism, Slavery, First Great Awakening, French and Indian Wars, U.S. Constitution, American Revolution.

**Grantee: Del Norte County Unified School District, Crescent City, CA**

**Project Name: Teaching American History in Del Norte County Unified School District**

**Project Director: Francis Lynch (707) 464-0200; email: flynch@delnorte.k12.ca.us**

**Funding: \$923,322**

**Number of Teachers Served: 90**

**Number of School Districts Served: 1**

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

This professional development plan includes a one-week summer institute and five 4-hour Saturday workshops each year that discuss using primary documents, oral histories, and museum instruction. Content includes local history (e.g., the wreck of the *Brother Jonathan*), contemporary Indian tribes, and the Great Depression. Partnerships include the Indiana University Center for the Study of History and Memory, the Del Norte County Historical Society, and the Del Norte County Museum.

**Grantee: East Side Union High School District, San Jose, CA**

**Project Name: Fostering Expertise in the Teaching of American History: A Collaboration between Local Educational Agencies in San Jose, CA and Santa Clara University, Santa Clara, CA**

**Project Director: Catherine Giammona (408) 347-5210; email: giammonac@esuhsd.org**

**Funding: \$662,181**

**Numbers of Teachers Served: 300**

**Number of School Districts Served: 4**

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

This collaboration provides in-service teachers in grades 4, 5, 8, and 11 and pre-service teachers planning to teach American History at the middle or high school level with opportunities to enhance history instruction in under-performing schools, to nurture mentoring and collaboration among historians and educators, to make effective use of technology resources, and to develop instructional units through two week-long summer institutes. It also provides release time for class observations, and collaborative professional development experiences. Content covers origin and development of the Constitution, territorial expansion, development of the national economy, and the people who created the American Republic. Within the context of state and national standards, summer institute programs address historiography and context, and discovery, analysis and interpretation of primary historical documents.

**Grantee: El Monte Union High School District, El Monte, CA**

**Project Name: Structures for Knowledge: Understanding and Teaching U.S. History**

**Project Director: Nick Salerno (626) 444-9005; email: nsalerno@emuhsd.k12.ca.us**

**Funding: \$777,240**

**Number of Teachers Served: 90**

**Number of School Districts Served: 1**

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

In partnership with the National Center for History in the Schools and UCLA's School Management Program, this project offers professional development to 30 11<sup>th</sup> grade U.S. history teachers and 60 5<sup>th</sup> and 8<sup>th</sup> grade teachers through summer institutes in 20 half-day sessions over 4 weeks. The institutes culminate in a weeklong trip to explore the resources of such institutions as the Library of Congress, the Smithsonian National Museum of American History, the National Archives, and Colonial Williamsburg. During the school year, teachers visit Southern California regional museums, such as the J. Paul Getty Museum, Henry Huntington Library and Scott Gallery of American Art, and the National Museum of Japanese American History. Content for the summer institutes is: year 1, 11<sup>th</sup> grade—America's Century (e.g., the Constitution, World War I and II, civil rights, Vietnam); year 2, 8<sup>th</sup> grade—U.S. History from the Revolution to 1900 (e.g., American Revolution and the Constitution Civil War, immigration); year 3, 5<sup>th</sup> grade—Early American History (e.g., American Revolution, the Constitution, religious toleration, the colonies).

**Grantee: Elk Grove Unified School District, Elk Grove, CA**

**Project Name: Elk Grove American History Instructional Development Series**

**Project Director: Cindy Tucker (916) 686-7748; email: cdtucker@edcenter.egusd.k12.ca.us**

**Funding: \$999,753**

**Numbers of Teachers Served: 90**

**Number of School Districts Served: 1**

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

Working toward a vision of strengthening every district school with two master teachers in grades 5, 8, and 11 to serve as American History instructional coaches for all history teachers, two teachers from six middle and six high schools will be trained in year 1, two each from 17 elementary schools in year 2, and two each from 16 elementary schools in year 3. The focus of 7-day summer institutes, 3-day colloquia, workshops, an interactive website, and follow-up meetings is U.S. Constitutional history with an emphasis on the Bill of Rights, evolution of state vs. federal authority, key Supreme Court decisions, and federal policies. Partners include Colonial Williamsburg Foundation, National Council for History Education, Council for Civic Education, and the Social Science Consortium.

**Grantee: Fresno Unified School District, Fresno, CA**  
**Project Name: Teaching American History**  
**Project Director: Linda Dritsas (559) 457-3186; email: lxdrirts@fresno.k12.ca.us**  
**Funding: \$987,511**  
**Number of Teachers Served: 36**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

In partnership with California State University Fresno, the Colonial Williamsburg Foundation, the San Joaquin Valley History Project, the Fresno City and County Historical Society, and the Legion of Valor Museum, this project uses US History Alive! to deepen the content background of teachers of grades 5, 8, and 11. A seven-member History Leadership Team plans professional development each year. Professional development will be ongoing throughout the year, each session building upon previous sessions. Content includes pre-Columbian settlement, US history and geography through growth and conflict, and continuity and change in the 20<sup>th</sup> century. Content knowledge is combined with research-based pedagogy, supplemented by time for practice and coaching. Other activities include a series of monthly late afternoon seminars, a nonfiction book club, picture books in the content area, best practices in teaching American history, and a series of Saturdays devoted to computer-based technology.

**Grantee: Garden Grove Unified School District, Garden Grove, CA**  
**Project Name: The United States: An Experiment in Democracy, Diversity, and Market Economy**  
**Project Director: Francine V. Curtis (562) 985-9252; email: fcurtis@csulb.edu**  
**Funding: \$959,014**  
**Number of Teachers Served: 120**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

Teachers of 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades are participants. The 2-week summer institute for year 1 deals with topics that include: for the 8<sup>th</sup> grade, political parties, the Marshall Court, economic differences between North and South, slavery, the Civil War and Reconstruction; for the 11<sup>th</sup> grade, agrarian protest, industrialism and worker protest, the Federal Reserve System, and prosperity and depression. In year 2 the institutes deal with topics that include: for the 8<sup>th</sup> grade, women on the frontier and in the factory, mid-19<sup>th</sup> century immigrants, and the slave family; 11<sup>th</sup> grade, post-World War I nativism, the Great Black Migration, Harlem Renaissance, and the Great Depression. Year 3 deals with topics such as: for the 5<sup>th</sup> grade (added in the third year), European exploration, English settlement, slavery, and the American Revolution; for the 8<sup>th</sup> grade, the Louisiana Purchase, the War of 1812, and the Spanish-American-Cuban-Filipino War; for the 11<sup>th</sup> grade, World War I and II, the Cold War and containment, and Vietnam. Partners for the project are: California History Project, California State University Long Beach, the Public Information Department of the Federal Reserve Bank of New York, and the Center for Civic Education.

**Grantee: Lawndale Elementary School District, Lawndale, CA**  
**Project Name: Constitutional Perspectives: A History of America**  
**Project Director: Robin Potchka (310) 973-1300; email:**  
**robin\_potchka@lawndale.k12.ca.us**  
**Funding: \$923,201**  
**Numbers of Teachers Served: 120**  
**Number of School Districts Served: 4**  
**Number of Students Served: No information available**

This project unites three neighboring urban districts, including five large middle and high schools and a new charter high school, with Constitutional Rights Foundation, Pepperdine University, University of Southern California, University of California at Los Angeles, California State Universities in Los Angeles and Long Beach, Loyola Marymount University, Skirball Cultural Center, and Autry National Center of the American West to promote historical scholarship, effective teaching, and outstanding learning experiences in traditional American history. Partners also include artist teacher coaches who are specialists in American history. Through 20 or more days of intensive summer and weekend institutes, seminars, workshops, field trips, classroom demonstrations, and small group cross-district grade-alike study, 40 middle and high school teachers per year will examine U.S. history—events, people and turning points—through the lens of the U.S. Constitution. Themes follow the National Assessment of Educational Progress assessment: Change and Continuity of American Democracy, Interactions of Peoples, Culture and Ideas, Economic Opportunity and Exercise of Freedom, and Expanding Role of America in the World.

**Grantee: Long Beach Unified School District, Long Beach, CA**  
**Project Name: Teach Our Heritage—Preserve Our Democracy**  
**Project Director: Linda Mehlbrech (562) 426-6288; email:**  
**lmehlbrech@lbusd.k12.ca.us**  
**Funding: \$936,910**  
**Number of Teachers Served: 75**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

Professional development for teachers of grades 5, 8, and 11 includes: development of lessons using the disciplined-inquiry model; historical research using primary source documents; field study in Boston, Gettysburg, and New York City; implementation of Interactive History Notebooks, and classroom support. Content includes: the struggle for equality (e.g., social, political, and religious institutions in colonial America; political and economic initiatives in the Jackson administration; and movements of women, Latinos, and Native Americans in the 1960s and 1970s); differing perspectives over time about what constituted freedom and who is entitled to it (e.g., causes of the American Revolution, slavery, foreign policy during 1939-1941); democratic principles versus political reality (e.g., U.S. Constitution, McCarthy period); toward tolerance and acceptance of diversity (Native Americans and European settlers; abolitionist movement; Civil Rights Movement); and the power of individuals to make an impact on American life (e.g., Mercy Otis Warren, Daniel Webster, George W. Norris, Jane Addams, Narcissa

Whitman). Partners are the California State University Department of History, the Gilder Lehrman Institute of American History, and the National Center for the Preservation of Democracy.

**Grantee: Los Angeles Unified School District, Los Angeles, CA**

**Project Name: Freedom's Story: The American Experience**

**Project Director: Ruben Zepeda II (213) 241-6895; email:**

**rzepeda@lausd.k12.ca.us**

**Funding: \$1,897,693**

**Number of Teachers Served: 120**

**Number of School Districts Served: 1**

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

The Los Angeles Unified School District in collaboration with the Henry E. Huntington Library, Art Collection and Botanical Gardens implements six, 3-day history seminars and six single-day workshops for a total of 24 days of professional development in American history for grade 5 teachers. Workshop and seminar content include: Native Americans before and after European colonization of North America; establishment of the original 13 colonies; slavery; English roots; Benjamin Franklin, Sam and John Adams, and George Washington; the American Revolution; the Bill of Rights; the Constitution; the Louisiana Purchase and the Lewis and Clark Expedition; and westward expansion until 1850.

**Grantee: Napa Valley Unified School District, Napa, CA**

**Project Name: The T.R.A.D.I.T.I.O.N. Project**

**Project Director: Mark Morrison (707) 253-3511; email: dmitchell@nvusd.k12.ca.us**

**Funding: \$912,000**

**Number of Teachers Served: 80**

**Number of School Districts Served: 4**

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

The project provides a 2-week summer institute featuring content and pedagogical topics for 8<sup>th</sup> and 11<sup>th</sup> grade teachers, four school-year follow-up days, coaching, and a trip to Washington, D.C. to investigate historic sites. Year 1 content for both grades concentrates on the founding democratic principles of the nation, including the Civil War, the Declaration of Independence. Year 2 offers the first 2 weeks in Vallejo and the third in Washington, D.C. examining the development and role of democratic institutions in American history. Year 3 both grades focus on the roots and emergence of the United States as a world power. Project partners include Sonoma State University and Solano County Library.

**Grantee: Northern Humboldt Union High School District, McKinleyville, CA**

**Project Name: Northern California Teaching American History Program**

**Project Director: Jack Bareilles (707) 839-6400; email:  
humboldtcountyhistory@hotmail.com**

**Funding: \$740,131**

**Number of Teachers Served: 100**

**Number of School Districts Served: 1**

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

This project serves 5<sup>th</sup> and 8<sup>th</sup> grade, alternative, and special education teachers through 3-day workshops and a one-week summer seminar, training in the use of key documents, partner teaching, in-service training, biography reading roundtable, and travel. Subject matter includes American independence (1774-1776), George Washington and his era, slavery, the Civil War, Abraham Lincoln, America between the wars, the Great Depression, World War II, and the American West. Partnerships include the Gilder Lehrman Institute of American History, Constitutional Rights Foundation—California History Day, Humboldt County History Day, Humboldt State University Department of History and College of Professional Studies, and local historic sites.

**Grantee: Sacramento City Unified School District, Sacramento, CA**

**Project Name: Local Communities, American Communities: Reading, Thinking,  
and Writing in American History**

**Project Director: Nancy McTygue (530) 752-6192; email: njmctygue@ucdavis.edu**

**Funding: \$940,000**

**Number of Teachers Served: 120**

**Number of School Districts Served: 1**

**Number of Students Served: 50,000**

This project partners the Sacramento City Unified School District in Sacramento County with the Area 3 History and Cultures Project, and the Department of History at the University of California Davis. Through American history, the project addresses low levels of literacy and overall achievement among both native English speakers and English learner student populations in grades 4, 5, 8, and 11. Thematic specialties include: political, social, religious, and cultural history; women's Mexican American, and African American history; environmental and Western history. Building on the History Project's 12-year-old summer institute model, the program begins with a two-week summer research and curriculum development institute, whose four components are lectures, guided research, modeled teaching strategies and lessons, and supported curriculum development. The project continues with: mentoring by experienced grade-level coaches and professional historians for teachers of U.S. history; an examination of local historic sites as gateways to our national history; coaching in historical methodology strategies; instruction in strategies for teaching U.S. history to English learners and students with low literacy in English; and training in reading comprehension strategies for U.S. history instructional texts and additional primary and secondary sources.

**Grantee: Salinas Union High School District, Salinas, CA**  
**Project Name: Legacies of Freedom, Salinas, CA**  
**Project Director: Andre R. Quihuis (831) 751-7747; email:**  
**aquihuis@salinas.k12.ca.us**  
**Funding: \$813,559**  
**Number of Teachers Served: 120**  
**Number of School Districts Served: 1**  
**Number of Students Served: 50,000**

This partnership to improve U.S. History teaching for all schools in the LEA provides three cohorts of 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade teachers with two-week summer institutes, a spring seminar series, mentoring, coaching, and access to instructional resources in cooperation with California State University Monterey Bay and Gilder Lehrman Institute for American History. The project serves an area of high poverty in which one of five teachers is under qualified. Content addresses the Colonial Period and Early Republic, Influence of Religion and First Great Awakening, British Intellectual Traditions, Slavery, Continental Congress, Declaration of Independence, Articles of Confederation, Federalist and Anti-Federalist Papers, Bill of Rights, Historical Debates, Immigration, Rise of a World Power, and Civil Rights Era.

**Grantee: San Bernardino County Superintendent of Schools, San Bernardino, CA**  
**Project Name: Teaching American History: Contexts, Concepts, and Chronology**  
**Project Director: Janice Hamner (909) 386-2676; email:**  
**janice\_hamner@sbcss.k12.ca.us**  
**Funding: \$974,518**  
**Numbers of Teachers Served: 60**  
**Number of School Districts Served: 2**  
**Number of Students Served: No information available**

In cooperation with Constitutional Rights Foundation, Huntington Library and Museum, Autry Museum of Western Heritage, Lincoln Memorial Shrine and Archives, and American history scholars from five universities, this project, serving a high poverty area, will increase historical knowledge and teaching ability of 8<sup>th</sup> and 11<sup>th</sup> grade teachers in the districts' lowest performing schools. The partnership provides for 30 hours of scholarly seminars, 45 hours of research-based professional development, ongoing relationships with colleagues in other schools, experts and resources, evaluation, and documentation of activities and products. Content addresses Colonial Underpinnings; Founding Principles; Age of Jackson; President Polk and Manifest Destiny; Lincoln; Slavery and Civil War/Amendments; Theodore Roosevelt; Woodrow Wilson; FDR and the New Deal; and Post-War Presidency.

**Grantee: San Diego County Superintendent of Schools, San Diego, CA**  
**Project Name: American HITS (American History in the Schools)**  
**Project Director: Pam McGregor (858) 292-3820; email: pmcgrego@sdcoe.k12.ca.us**  
**Funding: \$1,680,298**  
**Numbers of Teachers Served: 60**  
**Number of School Districts Served: 2**  
**Number of Students Served: No information available**

In partnership with University of California San Diego, Center for Civic Education, Constitutional Rights Foundation, and Huntingdon Library, Art Collections and Botanical Gardens, school districts will provide summer institutes, monthly symposia, peer coaching, lesson study groups and online sessions on content to new and experienced teachers of American History in grades 2, 3, 4, 5, and 8. Summer institute participants include 50 teacher and 20 teacher leaders each year from the 6-12 districts expected to participate yearly. Themes of this effort to improve U.S. instruction include: Core Documents, Core Values of Justice and Liberty, Citizenship and Civic Responsibility, The Developing Nation, and Significant People. Content relevant to California standards covers events, individuals, and issues related to the U.S. Constitution, American Revolution, development of the American republic, Declaration of Independence, slavery, and Civil War.

## **Colorado**

**Grantee: Durango School District 9-R, Durango, CO**  
**Project Name: Improving Student Achievement Through Great Ideas, Events and People in American History**  
**Project Director: Judy Michalski (970) 247-5411; email: jmichals@durango.k12.co.us**  
**Funding: \$535,018**  
**Numbers of Teachers Served: 90**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

Located in a rural southwestern corner of Colorado, the district and partner Fort Lewis College provide teachers in grades 6-12 with intensive professional development, stressing increased student achievement through effective instruction. The program's technology-rich component complements nine 1-week summer institutes and provides a forum for interaction between, teachers and college faculty in the four-corners region of Utah, New Mexico, Colorado, and Arizona. Formative evaluation will continually strengthen the project through highly successful National Science Foundation leadership model for curriculum implementation and professional development, CSSI/CONNECT, used previously in the district. Institute topics cover: Declaration of Independence, U.S. Constitution, Ratification Debates, Bill of Rights, and Revolutionary, New Nation, Civil War, Industrial, Modern and Post-Modern Eras.

## Connecticut

**Grantee: Bridgeport Public Schools, Bridgeport, CT**  
**Project Name: Essential Understanding in American History**  
**Project Director: Teresa A. Carroll (203) 332-2709; email:**  
**tcarroll@bridgeportedu.net**  
**Funding: \$814,582**  
**Number of Teachers Served: 150**  
**Number of School Districts Served: 1**  
**Number of Students Served: 3,642**

The grantee will conduct five cycles of professional development for teachers of grades 4 and 5 focusing on Colonization and Settlement, Revolution, the New Nation, Expansion and Reform, and Civil War and Reconstruction. Activities include 3-day summer institutes, four 2-hour workshops to promote instruction of writing through American history content, four 2-hour workshops to use resources from websites, and field trips to places such as Colonial Williamsburg. Partners are: the Connecticut Historical Society (CHS), Collins Education Associates, and Cooperative Educational Services.

**Grantee: Danbury Board of Education, Danbury, CT**  
**Project Name: Partners in American History: Strengthening Teacher Content Knowledge to Enhance Student Learning**  
**Project Director: Clare Barnett (203) 797-4709; email: davise@danbury.k12.ct.us**  
**Funding: \$915,340**  
**Number of Teachers Served: 120**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

Teachers of 8<sup>th</sup> to 12<sup>th</sup> grades are guided in their professional development in five thematic topics by faculty from one or more of the partners—Western Connecticut State University, the University of Bridgeport, the University of Hartford, and the Danbury Scott-Fanton Museum and Historical Society, Inc. Two one-week summer academies offer discussions organized around the themes, Foundations of the United States, Defining the Nation, Rise to World Power, Economics, and Immigration and Minorities. On four district-mandated days, the 40 teachers partner with Scholars-in-Residence to introduce other teachers to this project. They conduct workshops at schools and share lessons and resources they have gathered. In the third year, two one-week summer programs (40 additional teachers for each), form collaborative teams to assess teaching content needs in middle and elementary schools.

**Grantee: New Haven Public Schools, New Haven, CT**  
**Project Name: Connecticut Urban Consortium for the Teaching of American History**  
**Project Director: Willie Freeman (203) 946-2012; email: willie.freeman@new-haven.k12.ct.us**  
**Funding: \$925,990**  
**Numbers of Teachers Served: 108**  
**Number of School Districts Served: 3**  
**Number of Students Served: No information available**

Constitutional history is emphasized in this 80-hour professional development program which partners New Haven, Waterbury, and New London school districts with Southern Connecticut State University, Yale University, Gilder Lehrman Center, New Haven Colony Historical Society, Connecticut College, University of Connecticut, Charter Oak State College, Old State House and Mashantucket Pequot Museum and Research Center, Connecticut State Department of Education, and New England History Teachers Association in creating 36 new K-12 grade master teachers in U.S. History each project year. Greater numbers of teachers benefit from mentoring and creation of a project website; new teachers are especially targeted for mentoring. Curriculum enrichment support includes weeklong summer institutes, symposia and dinners including keynote presentations, Saturday seminars, site visits, and increased participation in National History Day and the New England History Teachers Association. Content themes cover “nationhood” including the Declaration of Independence and American Revolution; representative government, including universal suffrage; separation of powers, including term limits, presidential powers, judicial review, and legislature’s power of the purse; federalism vs. states’ rights including the Civil War; religious freedom; free speech; equal rights in education, housing, and work; privacy vs. government control; territorial expansion; trade and defense; nations within a nation; and crime and punishment. Each theme also explores related Connecticut history.

## **Delaware**

**Grantee: Red Clay Consolidated School District, Wilmington, DE**  
**Project Name: Red Clay American History Project**  
**Project Director: Dr. Barry A. Joyce (302) 831-2860; email: bjoyce@udel.edu**  
**Funding: \$954,639**  
**Number of Teachers Served: 75**  
**Number of School Districts Served: 2**  
**Number of Students Served: No information available**

Over three years, the project provides eight 2-day American history workshops and three 2-week summer institutes. The project focuses on teachers of grades 3-8 teaching American history as a single subject. Topics presented each year in the workshops and summer institutes are interrelated and complementary: year 1—topics on pre-Columbian America through the early national period of the United States to 1800; year 2—topics on Jeffersonian America through the Gilded Age; and year 3—topics on 20<sup>th</sup> century

America. Partners are the American Philosophical Society, the Historical Society of Delaware, Delaware Public Archives, and the University of Delaware.

## **Florida**

**Grantee: Panhandle Area Educational Consortium (PAEC), Chipley, FL**

**Project Name: Teaching American History**

**Project Director: Ann Owens (850) 638-6131; email: owensa@paec.org**

**Funding: \$767,715**

**Number of Teachers Served: 60**

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

**Number of Students Served: 1,608**

PAAEC provides professional development and online courses; its Professional Development Center provides workshops, seminars, conferences, and courses to faculty. In this project, teachers of 8<sup>th</sup> and 11<sup>th</sup> grade history receive four, face-to-face workshops each year during the school year with web-based follow-up; training to enhance computer skills; a summer institute; and field trips. Content includes the distance learning *A Biography of America* series, Annenberg/CPB's *Democracy in America* series and the broadcast series, *The Constitution*, and *Ethics in America*, and *Making Civics Real*. Partners are the Gulf Coast Community College, the Florida Department of State's Division of Historical Resources, the Annenberg/CPB Channel, Colonial Williamsburg, and the Organization of American Historians.

**Grantee: Volusia County School District, Daytona Beach, FL**

**Project Name: Volusia County Schools Teaching American History Project:  
Creating Responsible Citizens**

**Project Director: Jason Caros (386) 255-6475; email: jcaros@volusia.k12.fl.us**

**Funding: \$791,756**

**Number of Teachers Served: 73**

**Number of School Districts Served: 1**

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

Participants take part in three immersion programs: summer institutes consisting of week-long seminars that focus on American history from the Colonial through the Constitutional Era with specific emphasis on civic heritage of the United States and the rights and responsibilities of its citizens, immigration, and slavery; travel to historic landmarks in Boston, New York, Philadelphia, Washington, D.C., and Williamsburg; and travel and research of local historic sites. Partners include Bethune-Cookman College, Daytona Beach Community College, Stetson University, the College Board, Teachers' Curriculum Institute (History Alive!), Volusia County Public Library system, and local historical organizations, such as Halifax Historical Society, Pioneer Settlement for the Creative Arts, Ponce de Leon Inlet Lighthouse Preservation Association, Sons of the American Revolution, and West Volusia Historical Society.

## **Georgia**

**Grantee: Henry County Board of Education, McDonough, GA**

**Project Name: Linking American History: Past to the Present**

**Project Director: Dr. Lois Wolfe (770) 957-6547; email: wolfel@henry.k12.ga.us**

**Funding: \$984,115**

**Number of Teachers Served: 72**

**Number of School Districts Served: 3**

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

Partnering with Clayton College and State University, the Georgia Archives, the National Archives-SE Region, the Jimmy Carter Presidential Library, the Georgia Humanities Council, and the Georgia Department of Education, this project addresses weaknesses in students' knowledge of American history during the era of 1945 to the present. In 8-day summer institutes, teachers of grades 4, 5, 8, and 11 study issues in: the foundations of democracy; the Cold War at home and abroad, economic transformation—the consumer society; civil rights; Vietnam; the Middle East; and politics and government. In year 2, teachers visit historic sites in Georgia.

**Grantee: Savannah-Chatham County Public Schools, Savannah, GA**

**Project Name: Overcoming Historical Illiteracy: Building the Foundation**

**Project Director: Candy Lowe (912) 201-5226; email:**

**candy.lowe@savannah.chatham.k12.ga.us**

**Funding: \$990,448**

**Numbers of Teachers Served: 120**

**Number of School Districts Served: 1**

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

Aimed at enhancing teaching and learning American history in the primary grades, this professional development program for K-3 teachers in all 30 district schools builds on a previous TAHG grant, "History Is Monumental" by creating "Venues of Freedom" combining summer travel institutes to historic sites, annual keynote addresses from a nationally recognized historian, symposia and age-appropriate lesson plans focusing on biographies, a traveling panel exhibition, mentoring, online technology for access to history content, literacy-based history forums, and local site visits. Examples of lessons include: Era of George Washington, North American Slavery in Comparative Perspective, American Civil War Issues, Strategies, Leadership, and America Between the Wars. Collaborating partners are the Gilder Lehrman Institute and Georgia Historical Society.

## **Iowa**

**Grantee: Area Education Agency 267, Cedar Falls, IA**  
**Project Name: An American Story: Teaching American History in Iowa**  
**Project Director: Denise Schares (319) 273-8200; email: dschares@mail.aea267.k12.ia.us**  
**Funding: \$718,423**  
**Numbers of Teachers Served: 75**  
**Number of School Districts Served: 62**  
**Number of Students Served: No information available**

Three cohorts of 25 American history teachers in grades 4-12 will each accrue almost 200 hours of professional development through seven monthly workshops per year, a three-day summer institute, and partnership with mentors and coaches. Collaborators with the Area Education Agency include the University of Iowa's History and Education Departments, Belin-Blank Center, Herbert Hoover Presidential Library and Museum and Grout Museum of History and Science. Goals include creation of well qualified American history teachers, a sustainable professional network, and increased ability to measure student achievement using the Belin-Blank model emphasizing immersion, focus on curriculum, examination of practice, and participation in collaborative work. In addition to pedagogical skills, subject matter covers Industrialism, Gilded Age, Progressive Era, Great Depression, and roles of women in the emergence of a modern nation. The project also focuses on improving student performance in areas measured by the National Assessment of Education Progress: Change and Continuity in American Democracy; Gathering and Interactions of Peoples, Cultures, Environment, and The Changing Role of America in the World.

**Grantee: Mississippi Bend Area Education Agency, Bettendorf, IA**  
**Project Name: Learning Through History: Mississippi Bend AEA Collaboration**  
**Project Director: Jan Yoder (563) 344-6401; email: jyoder@aea9.k12.ia.us**  
**Funding: \$845,970**  
**Numbers of Teachers Served: 70**  
**Number of School Districts Served: 22**  
**Number of Students Served: No information available**

This program will provide 200 hours of professional development in American History teaching to teachers in grades 4-6 in Eastern Iowa brings school districts together with Davenport Putnam Museum of History, Augustana College, University of Northern Iowa, Learner's OnLine, History Alive! and Iowa Archeological Society. Objectives include improving instructional skills through professional learning teams that assist staff in using literacy benchmarks and technology and significantly increasing student achievement in American history and literacy. Activities are carried out through summer institutes and school year immersion activities and workshops, professional learning teams, technology integration to access and effectively present primary sources, and development of teaching portfolio and web-based units to share strategies and knowledge. Topics focus on core historical themes of the NAEP U.S. History framework

spanning 1607 to the present: change and continuity in American democracy; gathering and interactions of peoples, culture and ideas; economic and technological changes and their relation to society, ideas and the environment; and the changing role of America in the world.

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

**Project Name: Bringing History Home Phase II**

**Project Director: Elise Fillpot (319) 358-1434; email: elise-fillpot@uiowa.edu**

**Funding: \$938,860**

**Numbers of Teachers Served: 128**

**Number of School Districts Served: 3**

**Number of Students Served: 24,000**

Bringing History Home Phase II seeks to expand a successful elementary history program for K-6 graders funded by a 2001 Teaching American History grant to three rural Iowa school districts and 28 additional teachers from other districts. Its two-year sequence of workshops is combined with month-long classroom projects twice a year, and creation of an Iowa network of elementary history advocates. Collaborating partners include the University of Iowa, University of Northern Iowa, Indiana University and St. Ambrose University in addition to Iowa Public Television and the Hometown Perry, Iowa Museum. In the final year, teachers, mentors, historians and education specialists gather for an inaugural Elementary History Education Conference. Using primary and secondary resources, content builds on themes introduced in earlier grades: industrialization, immigration, the Progressive Era, slavery and civil rights, the environmental movement, and political, military, social, and economic units reflecting the National Standards for History.

## **Idaho**

**Grantee: Joint School District #241 Grangeville, Grangeville, ID**

**Project Name: iTEACH (Imparting Teachers with Expertise, Appreciation, and Comprehension in History)**

**Project Director: Wayne R. Davis (202) 983-0990; email: davisw@jsd241.org**

**Funding: \$889,649**

**Numbers of Teachers Served: 75**

**Number of School Districts Served: 5**

**Number of Students Served: 2,961**

In a rural, high poverty region the district is partnering with University of Idaho, Lewis-Clark State College, Historical Museum at St. Gertrude, Idaho County Historical Society, Lewis County Historical Society, and Grangeville Cooperative Network of Libraries to increase teacher understanding of and student achievement in American history. iTEACH aims to be a learning network of scholars bringing together local and national experts in content and pedagogical knowledge through 1-week annual summer institutes, 4 annual workshops, 4 annual historic site visits, coaching and mentoring, creation of an on-line

AP History course available to all high schools, and expanding instructional resources for all history teachers. iTEACH will develop American History standards reflecting state achievement standards using resources of the American Historical Association and NCHE, with special attention to the Lewis and Clark Expedition. Strategic layers of support will facilitate teaching American history as a separate academic subject. Each participant receives a total of 308 hours of professional development in content knowledge and instructional skill building.

**Grantee: Vallivue School District 139, Caldwell, ID**

**Project Name: Canyon County Teaching American History Project**

**Project Director: Scott Yenor (208) 426-2388; email: syenor@boisestate.edu**

**Funding: \$865,788**

**Numbers of Teachers Served: 360**

**Number of School Districts Served: 3**

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

This project meets a critical need for improved American History instruction in Canyon County by providing content-based professional development through three one-week summer institutes per year and four one-day seminars to fifth grade and high school history teachers in more than 25 schools. Partners include Boise University's College of Social Science and Public Affairs and Center for School Improvement and Policy Studies, Idaho State Historical Society, and National Association of Scholars, and American Academy for Liberal Education, the program's independent evaluator. Institute emphasis is placed on providing "deliverable" educational tools to teachers, with use of the Japanese lesson study approach to plan, teach, debrief and finalize units. Content covers Separation of Church and State, Presidential Leadership during the Civil War, Progressive Era and Cold War, Constitution and Federalists, Jefferson and the Louisiana Purchase, American Polity and Election of 1860, Lincoln, Progressive Reform, New Deal and Progressivism, Emergence of U.S. as a World Power, Roosevelt, Truman, LBJ and Modern Anti-Communism, and How Presidents Changed American History.

## **Illinois**

**Grantee: Evanston Township High School, Evanston, IL**

**Project Name: Creating a Community of Scholars: Raising Student Achievement through Partnerships and Content-Rich Professional Development**

**Project Director: Charles Brady (847) 424-7117; email: cab3cab3@hotmail.com**

**Funding: \$962,038**

**Number of Teachers Served: 60**

**Number of School Districts Served: 1**

**Number of Students Served: 20,000**

Professional development for K-12 teachers of American history is provided in partnership with Northwestern University, the Newberry Library, the Constitutional Rights Foundation Chicago, and the Minority Student Achievement Network. The project

has three components, but the heart of the program is a 2-week summer institute. The Historians-in-Residence portion of the project has two components—teaching as many as six colloquia throughout the school year, and a Master Teacher program. The project also facilitates development of a nationwide network of American history teachers. Content areas include post-World War II America; immigrants; slavery; and the Ku Klux Klan; urbanization and the suburbs; George Washington and his era; the Constitution and civil liberties.

**Grantee: Urbana School District #116, Urbana, IL**

**Project Name: American History Teachers Collaborative**

**Project Director: Donald Owen (217) 384-3680; email: owendo@cmi.k12.il.us**

**Funding: \$717,235**

**Numbers of Teachers Served: 150**

**Number of School Districts Served: 17**

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

To disseminate content knowledge and foster communication of best practices in teaching American History, the LEA is partnering with three institutions housing historical documents and artifacts: Urbana Free Library (home of the Champaign County Historical Archives), Champaign County Historical Museum, and Early American Museum. Teachers in grades 5, 8, and 11 will focus on Vital Themes of History in three 5-day summer institutes where they will learn from residential professional historians, explore primary sources, and create lesson plans to be published on the project website. Four day-long workshops and four evening discussion groups supplement mentoring to ensure new knowledge is transferred to instructional practice. Teachers also receive fellowships for internships with partner museums. Evaluations of project effectiveness will be based on National Assessment of Educational Progress benchmarks for U.S. History and state standards. Areas of staff expertise include the Founding Era, Constitutional History, and Civil War.

## **Indiana**

**Grantee: University School Corporation, Muncie, IN**

**Project Name: Bridging the American Experiment**

**Project Director: David C. Williams (765) 285-8099; email: dwilliam@bsu.edu**

**Funding: \$686,871**

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

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

**Number of Students Served: 11,190**

The Indiana Academy for Science, Mathematics, and Humanities, through a partnership with the history department of Ball State University, convenes teacher cohort groups led by a facilitator teacher, meeting regionally during the school year to interact via distance learning technology with content experts from these two institutions. Intensive summer workshops facilitate the development of unit and lesson plans. A website contains a

digital library of primary and secondary resources for teachers and students, exemplary unit plans, and an interactive component for teacher sharing and communication. Indiana's history is intertwined and used to mirror the development of politics and power (the evolution and practice of political democracy), economics (the role of frontier and agrarian work, impact of technology and urbanization, and evolution of American business and labor), and culture and society (forces that have altered American culture). Content is divided into eras: territorial development and statehood; statehood to 1919; and 1919 to the present.

## **Kansas**

**Grantee: Parsons District Schools USD 503, Parsons, KS**

**Project Name: Project eHIKES (Enhancing History Instruction for Kansas Educators and Students)**

**Project Director: Linda Proehl (620) 421-5950; email: lproehl@vikingnet.net**

**Funding: \$754,543**

**Numbers of Teachers Served: 25**

**Number of School Districts Served: 4**

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

Project eHIKES seeks to increase historical knowledge and skills of middle/high schoolteachers by providing them with an understanding of primary and secondary history sources, their context, and research-based instructional strategies. The program emphasizes two themes: evolution of American political democracy from colonial days to the present—Constitution, Civil War, slavery, emancipation, and civil rights; and the changing character of American society and culture—arts, letters, education, thought, religion and values. Participants must commit to the three-year program, demonstrate new techniques in the classroom, and conduct workshops. Partners include the National Archives and Records Administration, H-Net (Humanities and Social Sciences Online), Pittsburgh State University History Department, Kansas State Department of Education, and Southeast Kansas Education Service Center/Greenbush. Research and Training Association will evaluate impacts on student achievement and teacher learning outcome.

**Grantee: Educational Services and Staff Development Association of Central Kansas, Hutchinson, KS**

**Project Name: American Rights and Race Relations: Legacy of *Brown v. Board of Education***

**Project Director: Glenn Wiebe (620) 663-9566; email: glennw@essdack.org**

**Funding: \$740,310**

**Number of Teachers Served: 55**

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

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

This project provides professional development to teachers of grades 7-12 and is designed to capitalize on the 50<sup>th</sup> anniversary of the U.S. Supreme Court's landmark

*Brown v. Board* decision. Participants attend a 5-day colloquium during each of the three summers of the project, held at Washburn University in Topeka, Kansas, the city of the *Brown v. Board* case. Content in year 1 explores the 10 years of civil rights activity leading up to the *Brown* decision, including the Truman administration, the NAACP, and the Southern Manifesto. For year 2 civil rights and race relations from 1854 through 1954 discusses issues of slavery, abolition, Bleeding Kansas, the Dred Scott decision, and Jim Crow. Year 3 broadens discussion to the long-term effect of the *Brown* decision. Partners for the project include the Educational Services and Staff Development of Central Kansas, Southeast Kansas Education Service Center – Greenbush, Washburn University, Brown Foundation for Educational Equity, Kansas Council for History Education, Kansas State Historical Society, Eisenhower Presidential Library and Museum.

**Grantee: Unified School District 480, Liberal, KS**

**Project Name: At the Center of It All**

**Project Director: Lana Evans (620) 626-3800; email: lana.evans@usd480.net**

**Funding: \$570,793**

**Numbers of Teachers Served: 40**

**Number of School Districts Served: 1**

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

This collaborative professional development program for teachers of U.S. History in grades 4-8 brings together Liberal, Kansas Public Schools, Seward County Historical Society and Museums, and University of Kansas' School of Education and College of Arts and Sciences. Two cycles of 20 randomly selected teachers gain a better understanding of traditional American history, scholarly methods of research using primary sources, and accommodation for non-traditional learners through summer institutes, seminars, coaching, and development of online resources. Emphasizing the relationship of Kansas to U.S. History, content includes Native Americans; pioneer explorers; trains, railroads and highways; immigrants; settlement; indigenous peoples, Indian relocation; the Civil War; social change; economic change; World War I; the Great Depression; World War II; and the recent past.

## **Kentucky**

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

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

**Project Director: Natalie McDowell (270) 762-6177; email:**

**nmcowell@wkec.coop.k12.ky.us**

**Funding: \$976,666**

**Number of Teachers Served: 130**

**Number of School Districts Served: 14**

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

In partnership with Murray State University and the Kentucky Historical Society, TAHOE expands upon its earlier version (TAHOE I), which includes summer institutes,

one-day discussion seminars, guided seminars, and one-day historic site visits. It creates six thematic, teacher-developed and tested history units for elementary, middle, and high school teachers and culminates with a Teaching American History Summit. Topics of discussion include: the Civil Rights Movement, frontier life, art and music in American history, Kentucky's role in the Civil War, and the economic forces in American history.

**Grantee: Green River Regional Educational Cooperative, Bowling Green, KY**

**Project Name: Revolutionary Results (R<sup>2</sup>)**

**Project Director: Elizabeth C. Storey (270) 745-2451; email:**

**lstorey@grrec.coop.k12.ky.us**

**Funding: \$990,827**

**Number of Teachers Served: 116**

**Number of School Districts Served: 9**

**Number of Students Served: 6,264**

Teachers of grades 5, 8, and 11 participate in annual American history institutes (8 days in the summer and 2 days in the following fall) and related activities, e.g., experiential teaching techniques, Chautauqua (historic character-based storytelling), training in library research, and history expeditions. Teaching techniques are based on national standards and correlated to the state's standards. Subject matter includes: American women and Native Americans in American history, the American West, American wars, and Thomas Jefferson and other famous persons. Partners are: Green River Regional Educational Cooperative, Western Kentucky University and its libraries, Kentucky Library and Museum, and Kentucky Humanities Council.

**Grantee: Harlan Independent School District, Harlan, KY**

**Project Name: American Legacies II: Immersion Seminars in American History**

**Project Director: Rebecca S. Hanly (502) 564-1792; email:**

**rebecca.hanly@mail.state.ky.us**

**Funding: \$983,960**

**Number of Teachers Served: 90**

**Number of School Districts Served: 15**

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

In partnership with the Kentucky Historical Society, the University of Kentucky, the Kentucky Heritage Council, and the Kentucky Department of Education, American Legacies II offers three one-year immersion seminars in traditional American history followed by an additional six months of in-classroom support. The theme is closely correlated with the Kentucky Department of Education's core content: the emergence of American democracy; market revolutions: the rise of capitalism and its impact on democracy; and American home fronts. Each year five fellows of the program serve as mentors to the new group. Other activities include a 2-day seminar on historical perspective and evidence, study group meetings, a summer field trip, a fall lecture and discussion series, and intensive one-on-one classroom mentoring.

## Louisiana

**Grantee: Lafayette Parish Public Schools, Lafayette, LA**

**Project Name: My Freedom: An Innovative and Comprehensive Professional Development Program for American History Teachers**

**Project Director: James H. Easton (337) 236-6825; email: jeaston@lft.k12.la.us**

**Funding: \$999,829**

**Number of Teachers Served: 77**

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

**Number of Students Served: 8,200**

In collaboration with its partners—the Smithsonian Institution, the National Council for History Education, the University of Louisiana-Lafayette, South Louisiana Community College—this project offers professional development to elementary, middle, and high school teachers. Each year teachers attend two 3-day seminars, a full-day summer colloquium, full-day Saturday seminars, and three 1-day summer technical workshops. Topics for year 1 (Foundation of Freedom) activities focus on: the Declaration of Independence, the Constitution, the Bill of Rights, the Civil War and its causes, and slavery. Year 2 (Reconstructing a Nation) focuses on: Reconstruction, Native Americans during the Homestead Era, industrialization, minority issues, immigration, and urbanization. Year 3 (Modern Expressions of Freedom) focuses on: post-World War II America, feminism, the Vietnam War, and Supreme Court decisions, including *Brown vs. Board of Education*. Content is supplemented by workshops on integrating the use of technology and the Internet into the classroom and field trips to historic sites and conferences.

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

**Project Name: Teaching American History: New Orleans Public Schools at the Bicentennial of the Louisiana Purchase**

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

**Funding: \$995,403**

**Numbers of Teachers Served: 396**

**Number of School Districts Served: 1**

**Number of Students Served: 47,500**

Through a partnership with Louisiana Endowment for the Humanities, the district—in which almost half the teachers are uncertified—will create a series of eighteen 4-week graduate-level “Teacher Institutes for Advanced Study in Traditional American History, six per summer, to train virtually all middle and high school teachers and a larger number of elementary school teachers who teach American History. Aimed at revising the U.S. History curricula in grades 4, 8 and 11 and Louisiana history in grade 7, the professional development program provides strategies, materials and technology to help students better understand the American Revolution, Articles of Confederation, U.S. Constitution, the Dred Scott decision, the Civil War, Reconstruction, Populism and Progressivism, World War I, the Great Depression and the New Deal, World War II, the Cold War, the Civil Rights Movement, the New Frontier, Vietnam, and the historical roots of other

issues faced by Americans today. School-year in-service sessions at school sites, local museums, archives, and other institutions supplement study at summer institutes.

## **Massachusetts**

**Grantee: Amherst-Pelham Regional Schools, Amherst, MA**

**Project Name: Constitutional History Renewal Project**

**Project Director: Michael Hannahan (413) 545-0001; email: mhannahan@donahue.umassp.edu**

**Funding: \$864,388**

**Number of Teachers Served: 120**

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

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

In partnership with the University of Massachusetts, and the Pocumtuck Valley Memorial Association, the Amherst-Pelham Regional School District utilizes documentary and cultural history surrounding the writing, ratification, maintenance, and development of the United States Constitution to increase understanding and appreciation of traditional American history throughout the four westernmost counties of Massachusetts. For each of 3 years, 40 teachers from all grade levels attend a two-week summer session and three two-day seminars. Year 1 covers the founding and ratification debates; year 2 centers on the expansion of the franchise and battles over who qualifies as a citizen; year 3 looks at the challenges of immigration and industrialization as related to constitutional rights and liberties.

**Grantee: Salem Public Schools, Salem, MA**

**Project Name: Salem in History: Science and Art of Learning from Evidence and Materials in History**

**Project Director: Dr. Marilyn Gigliotti (978) 825-3607; email: gigliott@rcn.com**

**Funding: \$877,472**

**Number of Teachers Served: 90**

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

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

In partnership with the Salem State College Department of History, the Peabody Essex Museum, and the National Park Service, this project offers intensive, ongoing professional development to teachers of grades 3, 5, 8, and 10. Content is divided into six core themes: 1) The United States in the World: American Foreign Relations; 2) American Political Thought: The Constitution and American Democratic Institutions; 3) Social Changes and Social Reform; 4) Immigration and Migration: Cultural Interaction and the Peopling of America; 5) An Industrious People: American Economic History; and 6) Salem as Place: Local History in a National Context. The project format includes summer workshops (graduate-level seminars), monthly seminars, monthly follow-up sessions, one-on-one work with experts, and individual and web-based learning experiences.

## Maryland

**Grantee: Harford County Public Schools, Bel Air, MD**

**Project Name: Teaching History, Teaching Freedom: Historical Thinking for the 21<sup>st</sup> Century**

**Project Director: Gerald Scarborough; email: Gerald.scarborough@hcps.org**

**Funding: \$727,935**

**Numbers of Teachers Served: 90**

**Number of School Districts Served: 1**

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

To improve student achievement in U.S. History through improving teacher instruction, this professional development project offers annual 6-day summer institutes with elementary and secondary tracks, six weekend workshops, research field experiences, and mentoring for participants. Focusing on content and pedagogical best practices, elementary teachers examine exploration, colonial, and revolutionary periods through European, African and Native American perspectives; secondary teachers examine freedom from the American Revolution to formation of the American republic, Civil War, Reconstruction, World War II, and the Cold War. Participants maintain a portfolio and personal journal and disseminate information and strategies to colleagues. Partners providing graduate-level instruction include University of Maryland at College Park, Maryland Humanities Council, Gilder Lehrman Institute of American History, and Maryland Department of Education.

**Grantee: Kent County Public Schools, Chestertown, MD**

**Project Name: Washington's Legacy Project: Teaching American History**

**Project Director: Joan Buffone (410) 778-7116; email: jbuffone@kent.k12.md.us**

**Funding: \$951,909**

**Number of Teachers Served: 307**

**Number of School Districts Served: 9**

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

Partnering with Washington College and the C.V. Starr Center for the Study of the American Experience, this project provides both resources and professional development for teachers of grades 4-12. Components of the initiatives include: an annual 2-day conference; the course *Literacy, Learning and Teaching American History*; one-week summer institutes; Saturday seminars; a website; and a portfolio of lesson plans. Strategies include: using the *Sultana*, a reproduction of an 18<sup>th</sup> century British schooner to teach about the slave trade; teaching with historic places such as Mt. Vernon; and using documents in class. Content includes: African American history and culture, Chesapeake ports of entry, and shipping.

**Grantee: Wicomico County Public Schools, Salisbury, MD**  
**Project Name: Community as Laboratory: Maryland's Eastern Shore and the History of Freedom and Democracy in America**  
**Project Director: Dr. Kenneth Edward Layfield (410) 677-4511; email: klayfiel@wcboe.org**  
**Funding: \$814,582**  
**Number of Teachers Served: No information available**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

The project offers two 2-week summer institutes that include examples of local history that illustrate larger national themes, 8 days of workshops, several field trips to local historic sites, and a follow-up, 1-week institute in the third year. Collaborating with Salisbury University and The Edward H. Nabb Research Center, program content includes: political choices (including the Civil Rights Movement), economic changes (tobacco plantations to the 20<sup>th</sup> century oyster industry), citizenship, religion, slavery to freedom, and oral history workshops.

## **Maine**

**Grantee: Maine School Administrative District #11**  
**Project Name: American Lives: Teaching History Through Biography**  
**Project Director: Charles Calhoun (207) 773-5051; email: charles@mainehumanities.org**  
**Funding: \$953,166**  
**Numbers of Teachers Served: 30**  
**Number of School Districts Served: 10**  
**Number of Students Served: No information available**

Teachers in grades 5-12 from the Gardiner Area School District and affiliated districts in the Capital Area Education Alliance of rural central Maine will strengthen their ability to teach traditional American history by studying, researching, and writing about notable Americans. Administered by the LEA and Maine Humanities Council, the project brings together University of Maine History Department, Maine State Archives, Maine Historical Society, Margaret Chase Smith Library and Archives, Bates College's Muskie Archives, and Bowdoin College Library. Over 3 years, 30 teachers participate in scholarly conferences, colloquia, residential summer institutes, independent research projects, and field trips, with travel grants funding study in major archives partnering in the project. Work will be incorporated into lesson units that are peer reviewed, edited and disseminated via websites. Content focuses on American Lives in the 18<sup>th</sup> Century (year 1), 19<sup>th</sup> Century (year 2), and 20<sup>th</sup> Century (year 3), with a "Getting to Know a Real American Hero" event held annually.

## **Michigan**

**Grantee: Battle Creek Public Schools, Battle Creek, MI**

**Project Name: Meaningful Learning in American History**

**Project Director: Elizabeth Ashburn (269) 660-5879; email: eashburn@battle-creek.k12.mi.us**

**Funding: \$927,999**

**Number of Teachers Served: 160**

**Number of School Districts Served: 4**

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

This partnership with Michigan State University College of Arts and Letters and College of Education provides teachers of grades 4-12 with professional development that focuses on using technology to support research-based organizing ideas and classroom instruction. Strategies are: formation of American history Professional Learning Groups, American history Professional Learning Anchor events of 1-5 days, American history historian consultants, and communication about American history teaching and learning. Content includes governance and politics, ideals of American democracy, American democracy in action, government and world affairs, and the Civil War as “a defining event upon which we have often imposed unity and continuity.”

**Grantee: Delta-Schoolcraft Intermediate School District, Escanaba, MI**

**Project Name: Foundations of Democracy: Teaching American History**

**Project Director: Kristine Paulsen (906) 786-9300; email: kpaulsen@dsisd.k12.mi.us**

**Funding: \$969,746**

**Numbers of Teachers Served: 165**

**Number of School Districts Served: 1**

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

Serving 34 public schools, 2 private schools, 1 public school academy, and 2 alternative high schools, the district is partnering with National Council for History Education, Center for Civic Education, faculty from Michigan State University and Western Michigan University, U.S. Forest Service Heritage Resources, Delta County Historical Society, Detroit History Museum, and Fayette Historic State Park to create 66 master history teachers and provide mentoring for 99 additional teachers in grades 5, 8, 11 and 12. The master teacher cadre receive approximately 275 hours of professional development emphasizing traditional American History, biography, key individuals and events, foundational documents including the Declaration of Independence, Constitution, and Bill of Rights, development of the judicial system, and regional history focusing on environment, values, political institutions, exploration migration, expansion, and economic development. Activities include use of Internet resources, research, summer institutes focusing on narrative history and storytelling, colloquia, piloting and videotaping of instructional units, and in-service on student playwriting, addressing historical events.

**Grantee: Kalamazoo RESA, Kalamazoo, MI**  
**Project Name: Southwest Michigan Consortium on Teaching American History**  
**Project Director: Lynne Cowart (269) 385-1579; email: lcowart@kresanet.org**  
**Funding: \$986,135**  
**Numbers of Teachers Served: 90**  
**Number of School Districts Served: 52**  
**Number of Students Served: No information available**

In an effort to expose high school American History teachers, particularly those uncertified or untenured, to intensive professional development on practicing history as a discipline, a consortium was created of Kalamazoo Regional Educational Service Agency, Western Michigan University History Department, Gerald R. Ford Presidential Museum and Kalamazoo Valley Museum. Project components include analysis of student American History performance by historians and teachers, teacher participation in a seven-day intensive summer institute to improve content knowledge, use of artifacts, and instructional skills, follow up professional development sessions with historians, and evaluation of project impact. Content covers: meeting of three worlds, colonization and settlement, revolution and the new nation, expansion and reform, the Civil War and Reconstruction, industrial U.S., emergence of modern America, the Great Depression, World War II, Post-War U.S., and contemporary U.S.

**Grantee: Plymouth Canton Community Schools, Plymouth, MI**  
**Project Name: Laying Foundations for Historical Inquiry in American History**  
**Project Director: Beth Onusko Savalox and Deborah Parizek (734) 582-5588;**  
**email: savalob@pccs.k12.mi.us; parized@pccs.k12.mi.us**  
**Funding: \$807,186**  
**Number of Teachers Served: 150**  
**Number of School Districts Served: 1**  
**Number of Students Served: 7,200**

In partnership with the University of Michigan-Dearborn, The Henry Ford, Schoolcraft College, and the Plymouth Historical Museum, this project establishes three one-week summer institutes. In addition, secondary U.S. history teachers have year-round support through a series of one-day workshops to collaborate, implement new units, and evaluate results. An historian in residence lectures and assigns a reading list on the period from 1763 to 1895 and 1890 to the present. Tenured history professors use small breakout sessions to guide teachers in use of primary resources and critical discussion. Resident experts, particularly museum curators, help teachers integrate community resources, and finally, teachers work with curriculum specialists to implement research-based best instructional practices to increase student achievement in American history. Topics include colonial America, the American Revolution, imperialism and World War I, foreign policy and World War II, the Cold War, the Korean War, the Vietnam War, and conflicts in the Middle East. Establishment of a presence on the intra-district website also promotes collaboration.

## **Missouri**

**Grantee: Cooperating School Districts, St. Louis, MO**

**Project Name: Liberty's Legacies: Historical Perspectives on Liberty, Equality and Reform**

**Project Director: Dennis Lubeck (314) 872-8282; email: dlubeck@csd.org**

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

**Number of Teachers Served: 72**

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

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

The project comprises four strategies of professional development: researching historical themes and authentic pedagogy, and also a week-long summer institute; encountering and discussing new scholarship in reading seminars, two one-day workshops, and a series of evening lectures; building teaching networks through listservs, a newsletter, and conferences; and providing supportive materials, such as annotated bibliographies, special traveling exhibits, and oral histories. Content focuses on the Revolutionary Era, the Declaration of Independence, the Constitution, post-Civil War and 20<sup>th</sup> century reform, the women's movement, progressivism, the New Deal, the Great Society, and the Civil Rights Movement. Partners include the Cooperating School District's International Education Consortium, the University of Missouri-St. Louis, the Missouri Historical Society, and the National Council for History Education.

**Grantee: Seneca R-VII, Seneca, MO**

**Project Name: Great American Lives: Teaching History Through Biography**

**Project Director: Pam George (417) 673-7078; email: pgeorge@crowder.edu**

**Funding: \$999,998**

**Numbers of Teachers Served: 115**

**Number of School Districts Served: 42**

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

Great American Lives aims to help American History in-service and pre-service teachers in grades 4-12 learn about the "challenges of the times" bringing "ordinary men to the forefront of American history" through spring reading seminars, summer institutes at historical sites, development of lesson and unit plans, use of primary documents, pedagogy/technology workshops, and a concluding Best Practices conference. Oral history will be stressed and participation in National History Day encouraged. Partnering with 42 school districts in the Southwest Center for Educational Excellence Consortium are Missouri Southern State University-Joplin, Truman Library, and George Washington Carver National Monument. Institute topics include Civil Rights Tour of the South, Jefferson's Virginia, New York and Its People, Following the Underground Railroad, and Across the Divide with Lewis and Clark. Fall seminars address Great American Lives, FDR and the Holocaust, Roger Williams and the Puritan Ordeal, and Biography All Around Us.

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

**Project Name: With Liberty and Justice for All: A Teaching American History Project**

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

**Funding: \$687,637**

**Numbers of Teachers Served: 96**

**Number of School Districts Served: 1**

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

In collaboration with Missouri Historical Society, St. Louis Mercantile Library, Washington University's departments of History, American Culture, African and Afro-American Studies, and Education, St. Louis University School of Law, St. Louis Public Library, The Bar Association of Metropolitan St. Louis, St. Louis Public Schools Foundation, and Parsons Blewett Memorial Fund, the project provides all American History teachers in the district's 24 middle schools (grades 6-8) with intensive professional development to revitalize US. History teaching. Teachers attend a 30-hour Saturday study program and 5-day summer institutes resulting in instructional units including readings, discussion, research using original sources, technology and student productions. Follow-up assistance is provided by historian and teacher educator teams, and teacher teams must develop a school-wide American History project involving families as well as the school community. Pre- and post-testing measure impact. Three winners of American History Teacher of the Year receive \$500 awards for professional development or classroom materials. Content themes are: impact of westward expansion on Native Americans and people of color; freedom and early 19<sup>th</sup> century American judicial system; African-Americans in the Civil War; separate but unequal; freedom and the U.S. Constitution.

## **Mississippi**

**Grantee: Jackson Public School District, Jackson, MS**

**Project Name: TEAM-H: Teaching Educators American and Mississippi History, a Partnership for Improvement**

**Project Director: Catherine Thomas (601) 960-8314; email: cthomas@jackson.k12.ms.us**

**Funding: \$905,528**

**Number of Teachers Served: 260**

**Number of School Districts Served: 1**

**Number of Students Served: 31,539**

K-12 teachers participate in a series of ongoing and intense professional development workshops and trips as well as training in problem-based historical inquiry. Participants attend a 2-week summer institute, four one-day workshops during the year, and training with History Alive! and Learners Online. Partners are Jackson State University History Department, Old Capitol Museum, and the Mississippi Humanities Council. Content includes: the Civil War; the Mississippi Choctaw Indians; civil rights; historic Jackson; and African American migration, education, and employment.

## **North Carolina**

**Grantee: Buncombe County Schools, Asheville, NC**

**Project Name: Discover YOUR History!**

**Project Director: Debbie Goodwin (828) 255-5954; email: deborah.Goodwin@bcsemail.org**

**Funding: \$907,619**

**Number of Teachers Served: 199**

**Number of School Districts Served: 3**

**Number of Students Served: 32,420**

History teachers in grades 5, 8, 9, 10, and 11 participate in a 3-year program of professional development in the form of summer institutes, academic year-long workshop series, peer coaching, and a U.S. history teacher support network. In year 1, the summer institute studies colonization and settlement (1595-1763), and the monthly workshop series studies the emergence of modern America (1890-1930); year 2, Civil War and Reconstruction (1850-1877) and postwar United States (1945-1970s), and the Great Depression and WWII (1929-1945); year 3, expansion and reform (1801-1861) and development of the industrial U.S. (1870-1900), and in a traveling summer institute to Charleston, South Carolina and Wilmington, North Carolina, Colonization and Settlement (1595-1763) and Revolution in the New Nation (1754-1820s). Partners are: Mars Hill College, Western Carolina University, University of North Carolina at Asheville, Center for Diversity Education, Education and Research Consortium of Western North Carolina, Carl Sandburg Home National Historic Site, the Smith-McDowell House, and the Vance Birthplace.

**Grantee: Davidson County Board of Education, Lexington, NC**

**Project Name: Foundations First**

**Project Director: Jeanne Haney (336) 249-8182; email: jhaney@davidson.k12.nc.us**

**Funding: \$822,614**

**Number of Teachers Served: 140**

**Number of School Districts Served: 3**

**Number of Students Served: 7,235**

In partnership with the National Council for History Education (NCHE), High Point University, and Davidson County Community College, the consortium of Davidson County, Lexington City, and Thomasville City schools offers staff development to teachers of grades 5, 8, 10, and 11. Project activities fall into two strands: leadership development for site coaches, and professional development for American history teachers. A 3-day spring history colloquium is followed by a 5-day summer colloquium. The instructional theme is values, beliefs, political ideas, and institutions. In year 1, content is life in the Americas before the arrival of Europeans and Africans, and the colonial era, 1607-1763 and 1763-1815. In year 2, content is: expansion and reform (1801-1860) and the Civil War and Reconstruction (1860-1877), and the making of modern America (1865-1920). Year 3 covers the United States and the two World Wars (1914-1945) and contemporary America (1945 to present).

**Grantee: Roanoke Rapids Graded School District, Roanoke Rapids, NC**  
**Project Name: Immersing Teachers in American History**  
**Project Director: Kathy White (252) 537-8563; email: whitek.rrhs@rrgsd.org**  
**Funding: \$992,416**  
**Numbers of Teachers Served: 90**  
**Number of School Districts Served: 4**  
**Number of Students Served: 18,000**

As the hub of four school districts with just under 30,000 students in rural northeastern North Carolina, Roanoke Rapids will host a series of intensive, ongoing professional development activities immersing teachers in grades 4, 5, 8, and high school in the life, literature, and economics of three eras of American history. Three summer institutes offering graduate level instruction will be held in partnership with National Humanities Center and the Gilder Lehrman Institute to enhance teacher content knowledge. Southeastern Region Vision for Education (SERVE) will provide assistance with unit planning. Teachers and principals must commit to teaching American History as a specific discipline for a minimum of four and one-half hours per week at each grade level. Participants will be mentored and will meet in “Critical Friends Groups” to discuss instructional improvement during the school year. To ensure permanence, a resource book will be published on SERVE’s website. Content focuses on the social history of the Civil War Reconstruction and post-Reconstruction period and the Making of the African-American Identity, 1865-1915. Other content priorities are the Gilded Age and America since World War II.

## **Nebraska**

**Grantee: Omaha Public Schools, Omaha, NE**  
**Project Name: Teaching American History: The Omaha Project**  
**Project Director: Susan Toohey (402) 557-2346; email: susan.toohey@ops.org**  
**Funding: \$950,345**  
**Number of Teachers Served: 160**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

Partners include the Nebraska Department of Education, The University of Nebraska at Omaha, the University of Nebraska-Lincoln, Creighton University, the Library of Congress, the Nebraska State Historical Society (NCHS), Nebraska Educational Telecommunications, and the Strategic Air and Space Museum. Professional development is provided to teachers of grades 5, 8, and 9 through a series of seminars, workshops, presentations, consultations, and the creation of a vast electronic lesson plan library. Seminars parallel Omaha school curriculum sections, as follows: America prior to Columbus, the colonial period to the framing of the Constitution, the Constitution to the Jacksonian era, the Jacksonian period to the outbreak of the Civil War, the Civil War to the Gilded Age, the Gilded Age to the outbreak of World War II, World War II

through the beginning of the cold War, the 1960s, the 1970s to the present. NCHS conducts four annual workshops on: The Homestead Act, William Jennings Bryan, and accessing the NSHS online collections (two workshops). Library of Congress workshops are conducted as videoconferences (four).

## **New Jersey**

**Grantee: North Plainfield Borough School District, North Plainfield, NJ**  
**Project Name: James Madison Seminar on Teaching American History**  
**Project Director: Bradford Wilson (609) 683-7878; email: Wilson@NAS.org**  
**Funding: \$839,808**  
**Numbers of Teachers Served: 45**  
**Number of School Districts Served: 10**  
**Number of Students Served: No information available**

Middle and high school teachers of American History will engage in a 3-year professional development program aimed at building content knowledge and pedagogical skills through school district collaboration with Princeton University's James Madison Program in American Ideals and Institutions, National Association of Scholars in Princeton, Philadelphia Museum of Art, and Princeton String Quartet. The Laboratory for Student Success, Temple University, will evaluate project effectiveness. Year 1 emphasizes ideas and events surrounding the American Revolution and U.S. Constitution in a 2-week summer residential seminar followed by four meetings during the school year. Year 2's seminar and meetings focus on the Secession Crisis and Civil War. Year 3's seminar and meetings address 20<sup>th</sup> and 21<sup>st</sup> Century conflicts accompanying Civil Rights and Supreme Court jurisprudence. An interactive website will be created to share historic documents and lesson plans.

## **New York**

**Grantee: Community School District 23, Brooklyn, NY**  
**Project Name: Connecting Young Americans to the Past: Looking beyond the Neighborhood and to the Nation**  
**Project Director: Dr. Joseph Nwabueze (718) 380-2422; email: agoalim@aol.com**  
**Funding: \$874,897**  
**Number of Teachers Served: 120**  
**Number of School Districts Served: 1**  
**Number of Students Served: No information available**

This professional development project for 60 teachers of grade 4 and 60 teachers of grades 7 and 8 is a national model designed to energize the study of American history by connecting it to compelling, real-life examples of national events played out on the local level. Each year is divided into four-month cycles, during which 20 teachers are immersed in an intensive professional development program. Two summer institutes provide content for grade 4 teachers that includes: Native Americans of New York State, the European Encounter, Three Worlds of Europe, Africa, and America Meet in the

Americas, Colonial and Revolutionary War periods. Grade 7 and 8 teachers study the content of the New York State Social Studies Core Curriculum. Partners include the Brooklyn Historical Society, Columbia University Teachers College, and the Gotham Center for New York City History.

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

**Project Name: American Journey: From Staff Development to Student Achievement in the Study of American History**

**Project Director: Helen Santiago (212) 374-3831; email: HSantia@nycboe.net**

**Funding: \$1,931,284**

**Numbers of Teachers Served: 100**

**Number of School Districts Served: 1**

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

The foundation of American Journey is two summer institutes for 100 less experienced 3<sup>rd</sup> to 8<sup>th</sup> grade teachers selected from all ten regions of the city along with Fellows sessions for selected middle school teachers throughout the school year. Institutes taught by historians take place at historic sites in each borough. A web-based History Education Network will serve grade K-12 teachers to disseminate history instruction resources. Partnering with the LEA, which serves 1.2 million students, are Gotham Center of City University of New York, City Lore, Historic House Trust, Henry Street Settlement, Brooklyn Historical Society, New York Historical Society, and other museums and historical societies. Content covers American Revolution and Constitution, Civil War and Reconstruction, Great Depression and World War II, Immigration and Migration.

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

**Project Name: Telling America's Story**

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

**Funding: \$990,000**

**Numbers of Teachers Served: 385**

**Number of School Districts Served: 0**

**Number of Students Served: 50,000**

Telling America's Story aims to create a seamless system of American History teaching in Region 2's 53 middle and high schools. Partners in the 3-year program of institutes, colloquia, lectures, mini-sessions, and study groups include City University of New York, Lehman College's History and Education Departments, New York University's Horowitz Center for Teacher Development, and Gilder Lehrman Institute of American History. All American History educators in the Region receive a pass enabling them to use the resources New York City museums and cultural organizations for the life of the grant. Under the program, 80 teacher-historians in grades 7, 8 and 11 seeded throughout all schools receive intensive professional development to become master teachers who can provide support for colleagues. Their institute topics cover: the Constitution and U.S. Foreign Relations—Federalist Papers, Monroe Doctrine, Expansion, Sectionalism, Civil War, World Wars I and II, Cold War; history of freedom and liberties—17<sup>th</sup> and 18<sup>th</sup> Centuries; and history of democracy in the U.S. An additional 305 U.S. History teachers

and History assistant principals participate in lectures, discussion groups, and forums and use the documentary resources of Gilder Lehrman Institute. Other committed partners include N-NYHS, Museum of the City of New York, Museum of Radio and Television, Museum of Chinese in the Americas, Guggenheim Museum, Bronx Museum of the Arts, Bronx Historical Society, Poe Cottage, Museum of Jewish Heritage, and Van Cortlandt House Museum.

**Grantee: New York City Department of Education, Region 7, New York, NY**  
**Project Name: James Madison Seminar on Teaching American History**  
**Project Director: Bradford P. Wilson (608) 683-0316; email: Wilson@NAS.org**  
**Funding: \$839,808**  
**Numbers of Teachers Served: 135**  
**Number of School Districts Served: 3**  
**Number of Students Served: No information available**

This program brings together Princeton University's James Madison Program in American Ideals and Institutions and National Association of Scholars with the Philadelphia Museum of Art and Princeton String Quartet in a three-year effort designed to improve pedagogical skills of intermediate and high school American History teachers. The program includes two-week summer residential seminars and four half-days of professional development during the year focusing first on the American Revolution and U.S. Constitution, secondly on the secession crisis and Civil War, and thirdly on 20<sup>th</sup> and 21<sup>st</sup> century constitutional and cultural conflicts accompanying the Civil Rights revolution and Supreme Court jurisprudence. An interactive website and lesson plans supplement assistance to teachers in guiding students. The Laboratory for Student Success will evaluate the project, and teachers may receive professional development credit from Ashland University in Ohio.

**Grantee: New York City Department of Education, Region 7, New York, NY**  
**Project Name: Historians and Teachers: A Partnership to Improve Knowledge, Teaching, and Learning in American History**  
**Project Director: Dr. Fran Macko (718)-420-5693; email: fmacko@nycboe.net**  
**Funding: \$993,770**  
**Number of Teachers Served: 96**  
**Number of School Districts Served: 1**  
**Number of Students Served: 12,000**

The project engages middle school (16 each year) and high school (16 each year), American history teachers in a 3-year professional development program designed and run in conjunction with the American Social History Project at the City University of New York. Other partners include the Brooklyn Historical Society, Brooklyn Museum of Art, and Educational Development Corporation. The project provides: five day-long retreats during one school year in which historians lead participants in the study of major events and themes in the U.S. History survey; a week-long summer institute in which groups of participants develop document-based curriculum units on topics covered during the retreats; school-year inter-visitations where teachers carry out and refine their

curriculum units; and pre- and post-project evaluation data to help the teachers and the district improve instructional practice, student achievement, and assessment-based curriculum design. Each year, in the retreats and summer institutes, each of three successive cohorts take in the full chronological sweep of American history by focusing on a different overarching theme—democracy, becoming American, or America and the world. In addition, to cultivate school-site support and leadership for the project and its teachers, the project provides intensive training services to 24 social studies assistant principals, who in turn spread the insights and resources of the project to all American history teachers within the district.

**Grantee: Salmon River Central School District, Fort Covington, NY**

**Project Name: American History through Hotinon shonni Eyes**

**Project Director: Annemarie Fitz Randolph (518) 358-6669; email:**

**fitzrand@northnet.org**

**Funding: \$736,731**

**Number of Teachers Served: 25**

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

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

Partnering with the Akwesasne Cultural Center and St. Lawrence University, the project convenes three summer professional development institutes and two mid-winter weekend retreats for teachers of 4<sup>th</sup> and 11<sup>th</sup> grade American history. The project gives the Hotinonshonni historical perspective, which enables teachers and students to understand how the Native American cultural traditions complement rather than conflict with traditional views of American history. Teachers are recruited from 16 reservation and contracting schools in New York State. Three main themes are: principles shared among the Iroquois and founders of the U.S.A. and their influences on the form taken by the government of the U.S.A.; episodes throughout our history that have tested and have reinforced or betrayed those founding principles; and recent history as it reflects on our hopes for the future.

## **Ohio**

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

**Project Name: America's Journey: The Quest for Freedom, 1492-1836**

**Project Director: Everett C. Mann (513) 887-5000; email: hasa\_em@swoca.net**

**Funding: \$731,631**

**Number of Teachers Served: 78**

**Number of School Districts Served: 1**

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

This partnership for teachers in grades 5 and 8 brings together the school district, Miami University-Hamilton, Lane Libraries, and Michael J. Colligan History Project to develop, document, evaluate, and disseminate innovative models of professional development for American History teachers in grades 5 and 8 through 5-day summer institutes, four 1-day seminars during the school year, a multimedia history resource on DVD, a website, and

2-day regional U.S. History conference. The program examines the tenets of freedom and a democracy, including the Age of Exploration, Native Americans and the Trail of Tears, Continental Congress and American Revolution, Thomas Jefferson and the Louisiana Purchase, Slavery, and Women's Rights. Readings, lectures, creation of lesson plans, use of primary documents and multimedia resources, and site visits enhance the program.

**Grantee: Mahoning County Educational Service Center, Youngstown, OH**

**Project Name: Teaching American History**

**Project Director: Barbara Williams (330) 965-7828; email:**

**mcoe\_baw@access-k12.org**

**Funding: \$790,115**

**Number of Teachers Served: 108**

**Number of School Districts Served: 14**

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

Partnering in this collaboration with school districts to improve educators' understanding of American history and instructional skills are Youngstown State University, National Council for History Education, Mahoning Valley Museum Collaborative, and Mahoning Valley Historical Society. Each of the three project years, teachers in grades 8-12 in 32 buildings of Youngstown, Struthers, Campbell City and Mahoning County schools will be selected to participate in 5-day extended summer history colloquia, 5-day coursework in teaching content reading, workshops, an assessment workshop, technology workshop, and study groups that meet five times during the school year to address U.S. History content following the mandates of Ohio state law: at the K-8 level, exploration through 1877; and at the grade 9-10 level, 1877 to the present. Topics include Westward expansion, transportation and communication, iron and steel industry, Industrial Revolution, immigration, African Americans and Civil Rights, educational and social reform, and role of the Mahoning Valley in war.

**Grantee: Montgomery County Educational Service Center, Dayton, OH**

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

**Project Director: Margaret Stevens (937) 225-4598; email:**

**mgbdmstevens@mdeca.org**

**Funding: \$664,690**

**Number of Teachers Served: 40**

**Number of School Districts Served: 5**

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

Teachers of grades 5, 8, 9, 10, and 12 receive professional development in this project, which partners with Wright State University, Greater Dayton Public Television, Montgomery County Historical Society, the National Underground Railroad Freedom Center, the Dayton Aviation Heritage National Historic Park, the U.S. Air Force Museum, and the National Afro American Museum. The focus is on four historical themes: the meaning of freedom (colonial period to the present, including the story of the Underground Railroad); taking a stand in history (a National History Day that highlights stories of individuals and groups throughout history); encounter, exploration, and

exchange (a National History Day theme that encourages examination of encounters and exchanges among peoples and cultures); and making progress (analyzes the meaning of progress in regional and national history). These themes are presented in summer institutes—year 1, Making Progress: Living and Working in Ohio’s Miami Valley, 1890-1929; year 2, Biography in American History; year 3, the Meaning of Freedom. In addition, teachers can participate in a training program on the Western Ohio Educational Association professional development day in October.

## **Oklahoma**

**Grantee: El Reno Public Schools, El Reno, OK**

**Project Name: Project SHAPE: Study History to Achieve Peace and Equality**

**Project Director: Dr. Lisa Horn (405) 262-1703; email: lhorn@elreno.k12.ok.us**

**Funding: \$378,025**

**Number of Teachers Served: 16**

**Number of School Districts Served: 1**

**Number of Students Served: 1,822**

For teachers of grades 5-12, professional development in this project focuses on Colonial America, pioneers, Indian removal, the Civil War, the Industrial Revolution, the Gilded Age, World War II (including Japanese internment and the Holocaust), Baby Boomers, technology, the 21<sup>st</sup> century. Four teachers per summer observe historic sites and documents first-hand, such as colonial New England and the South. Once per month a seminar is convened. Peer observation of classroom instruction, mentoring, team teaching, multicultural education, networking, and national teacher certification supplement the content-focused instruction. Partners are Oklahoma State University Department of History, Oklahoma Humanities Council, Oklahoma Historical Society, Canadian County Historical museum, Historic Fort Reno, Inc., and the Cheyenne-Arapaho Nation of Oklahoma.

**Grantee: Osage County Interlocal Cooperative, Hominy, OK**

**Project Name: Project CLIO (Collaboration for Literacy in Our History)**

**Project Director: Susan Frazier (918) 885-2667; email: osagecic@onenet.net**

**Funding: \$579,787**

**Numbers of Teachers Served: 42**

**Number of School Districts Served: 11**

**Number of Students Served: 2,168**

Under the Latin name for the Greek Muse of History, *CLIO*, in collaboration with Northeastern State University’s (NSU) History Department, local museums and historic sites, will provide professional development and dissemination/instructional improvement in American history to 11 school districts in five low-income, isolated counties in northern Oklahoma. Through summer institutes, workshops, classroom visits, mentoring, electronic networking, museum and site-based seminars, conferences, research, and development of lesson plans, teachers in grades 4-5 and 7-12 cover Early Exploration, Colonial America, American Revolution, Early Federal Period, Jacksonian

Era, Civil War, Industrial Revolution Imperialism, Great Depression, World War II and the Cold War. Grade 4-5 and 7-8 teachers focus on the period 1607-1877; grades 9-12 focus on 1850-1990 events. With extensive experience in courses for Native American students, NSU offers expertise to districts having 48 different nations and tribes.

**Grantee: Poteau Independent School District, 1-29, Poteau, OK**

**Project Name: ECHO Project: American Voices Resounding Anew**

**Project Director: Rick Peters (918) 647-7700;**

**email: [petersr@admin.poteau.k12.ok.us](mailto:petersr@admin.poteau.k12.ok.us); [Brennant@phs.poteau.k12.ok.us](mailto:Brennant@phs.poteau.k12.ok.us)**

**Funding: \$468,055**

**Numbers of Teachers Served: 15**

**Number of School Districts Served: 1**

**Number of Students Served: 1,822**

Located in the heart of the Choctaw Nation, the Poteau Public Schools ECHO professional development project serves K-12 grade students living in an impoverished and isolated area. More than 650 students in grades 5, 8, 10, and 11 receive direct services in American History classes, with students in 6, 7, 9, and 12 benefiting from team teaching, and grades 4-12 receiving History Alive! presentations. All participate through the digital classroom, virtual field trips, primary research, films, Living History presenters, museum exhibits, and student productions. Building on history as “story,” the project focuses on Westward Expansion and critical inquiry into how notions of Manifest Destiny collide. All American History teachers participate in fall and spring two-day workshops, a three-day summer symposium, and development of a vertically aligned, research-driven curriculum incorporating primary sources, historical debate, and diverse learning styles. Summer immersion/research teams travel to New England for research on colonial issues and the former home of the “Five Civilized Tribes” and to the Southeast for research on sites of interest to students. Teachers also engage in seminars, peer observation and team teaching; with at least 25 percent receiving certification in American History. Partners include University of Oklahoma Department of History, Oklahoma Humanities Council. Fort Smith Museum of History, Oklahoma Historical Society, Choctaw Nation of Oklahoma, Cherokee Nation of Oklahoma, Will Rogers Memorial, and Overstreet-Kerr Historical Farm.

## **Oregon**

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

**Project Name: Southern Oregon American Legacy Project**

**Project Director: Joe Peterson (541) 776-6771; email:**

**[pam\\_marshall@soesd.k12.or.us](mailto:pam_marshall@soesd.k12.or.us)**

**Funding: \$935,945**

**Numbers of Teachers Served: 120**

**Number of School Districts Served: 13**

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

The American Legacy Project serves school districts having 52,000 students and 3,000 educators in a 10,000 square mile area. Through summer institutes, seminars, graduate history courses, mentoring, online courses, video conferencing, and mini-grants, the program addresses needs for a comprehensive and coherent American History curriculum, professional development for rural educators, and assessment tools to measure student performance. Participants include 75 middle and high school teachers and 45 pre-service teachers who explore with historians and mentors the Constitutional Convention, Lewis and Clark, Westward Migration, European Migration, Jacksonian Democracy, Economic Life in the South and North, Civil War, Reconstruction, Manifest Destiny, Progressive Movement, Labor Movement, World War I and II, Great Depression, Cultural Changes, and Oregon Statehood. Teachers Curriculum Institute, Southern Oregon University, Southern Oregon Historical Society, and Oregon On-Line School are partnering with the ESD.

## **Pennsylvania**

**Grantee: Girard School District, Girard, PA**

**Project Name: Teaching the American Story**

**Project Director: Michelle Diehl (814) 734-6217; email: misty@pclearn.org**

**Funding: \$993,999**

**Numbers of Teachers Served: 150**

**Number of School Districts Served: 4**

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

Four small rural school districts are collaborating on a project to create master teachers in U.S. history and promote teaching of U.S. history as a separate academic subject in cooperation with Edinboro University of Pennsylvania, Point Click Learn, Inc., Northwest Tri-County Intermediate Unit, Erie Public Library, Erie Maritime Museum, and Erie County Historical Society and Museum. While 150 elementary, middle school and high school teachers will complete training including intensive three-week, seven hours per day, summer institutes, more than 1500 are expected to participate in aspects of the three-year professional development program. Summer institute content will change yearly but cover key themes of American freedom including history of war and immigration and freedom of religion; American rights and dreams; and American pride including monuments and meaning. The series will be videotaped and available for web-based training. In the planning stage for a year, the program establishes a community-wide initiative to train northwestern Pennsylvania educators and administrators in effective pedagogy and U.S. history instructional skills.

**Grantee: Greencastle Antrim School District, Greencastle, PA**

**Project Name: Who is the American: This New Man, This New Woman?**

**Project Director: Michael Meir; email: mjmeier@innernet.net**

**Funding: \$725,545**

**Numbers of Teachers Served: 93**

**Number of School Districts Served: 5**

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

Located in rural Franklin County, “Civil War country,” this professional development project partners five school districts and the state-owned Scotland School for Veterans Children with National Council for History Education, Facing History and Ourselves, and Center for Learning and Media-New Media Classroom. Through intensive summer colloquia and institutes, all middle and high school history and social studies teachers will explore with historians 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> Century America—from colonial times to the Civil Rights Movement. Spring and fall one-day workshops focus on Ida B. Wells as a case study of ordinary people in American history and “Becoming American.” Four Saturday book discussion groups take place along with training in educational technology aimed at revitalizing American History teaching.

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

**Project Name: Project TEACH (Teaching Educators America’s Critical History)**

**Project Director: Robert Weible (717) 783-9867; email: rweible@state.pa.us**

**Funding: \$985,190**

**Numbers of Teachers Served: 1,763**

**Number of School Districts Served:**

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

Project TEACH addresses teachers’ needs statewide for increased U.S. history content knowledge, access to historical source, and teaching skills in a joint undertaking of the LEA with Pennsylvania Historical and Museum Commission, Pennsylvania Historical Association, Pennsylvania Public Television Network, and Millersville and West Chester Universities. The project expands an ongoing collaboration under a 2001 TAH award, and contributes to meeting new state policy and practice standards. Activities include content-focused immersion provided to 63 master teachers by pairing them with historians during all three years, summer institutes, professional development workshops for an additional 1,700 U.S. History teachers, and web outreach with products and resources to approximately 2,000 teachers of American History across the state. Topics include: Battle of Gettysburg, U.S. Constitution, the Great Depression, the New Deal, women in politics, George Washington in the French and Indian War, Whiskey Rebellion, War of 1812, immigration, religious communities, Native Americans, urbanization, invention, Industrial Revolution, American culture, medicine, the underground railroad, Lewis and Clark, Civil Rights, railroads, and environment.

**Grantee: The School District of Philadelphia**

**Project Name: United yet Divided: Late 18<sup>th</sup> and 19<sup>th</sup> Century American Democracy**

**Project Director: Melvin E. Garrison (215) 299-7480;**

**email: mgarriso@phila.k12.pa.us**

**Funding: \$847,450**

**Number of Teachers Served: 90**

**Number of School Districts Served: 1**

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

Teachers of grades 5, 8, 11, and 12 receive professional development in four components: seven 5-hour Saturday symposia, a 3-week summer institute, monthly meetings, and a teachers' network. The project offers a historical construct for examining the key five interlocking elements of American Republicanism. Year 1 covers the Promise of the Revolution, 1776-1800; year 2, Building the New Democracy, 1800-1850; year 3, Divided Politics and Civil Conflicts, 1850-1900. Partners include the National Archives Mid-Atlantic Regional Office, the Atwater Kent Museum of Philadelphia, the National Constitution Center, the McNeil Center for Early American Studies at the University of Pennsylvania, and Independence National Historical Park.

## **South Carolina**

**Grantee: District One Schools of Spartanburg County, Campobello, SC**

**Project Name: Teaching American History Project**

**Project Director Ann Greene (864) 472-2846; email:**

**Ann.Greene@gw.Spartanburg1.k12.sc.us**

**Funding: \$287,916**

**Numbers of Teachers Served: 85**

**Number of School Districts Served: 1**

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

This professional development in American History project involves all teachers of history in District One's grades 3-12, with additional participation in some activities by other history teachers in other districts. It responds to a priority need expressed by 90% of 80 teachers surveyed. Designed to dovetail with the district's Vertical Teaming initiative in which consecutive grade-level teachers structure course content to prevent duplication, the project offers three American History courses for graduate credit, one technology-based course, two ten-day and three three-day institutes, observations of exemplary history teachers, consultations with master scholars, site visits, networking through participation in professional historical association, individual subscriptions to professional literature, and establishment of a website for instructional materials. Partnering with the District are the University of South Carolina at Spartanburg's History and Education Departments and Spartanburg County Historical Association. Content will focus on periods of American history emphasizing key documents and associated events and individuals. Two sections of an American History Documents course will be offered at each high school each semester.

**Grantee: Sumter County School District Two, Sumter, SC**

**Project Name: Using Our History to Guide Our Future**

**Project Director: Dr. Judy Newman (803) 469-6900; email:**

**jnewman@scsd2.k12.sc.us**

**Funding: \$719,784**

**Number of Teachers Served: 75**

**Number of School Districts Served: 1**

**Number of Students Served: 9,300**

This project trains teachers during two-week summer sessions, creates mentoring relationships during the year, and develops sustainable methods to carry on student learning. Summer institutes develop content knowledge and instruction in American history, which is taught in grades 3, 8, and 11. Of the 25 teachers who participate each year, 5 serve as mentors for the others. Each year, the summer institute focuses on a different period—the early years, 19<sup>th</sup> century, and 20<sup>th</sup> century—and person-centered themes—including, Native Americans, Mary Rowlandson and frontier families, Benjamin Franklin and the fight for independence, Thomas Jefferson and republicanism, Frederick Douglass and slavery, Abraham Lincoln and preserving the union, Susan B. Anthony and woman suffrage, Theodore Roosevelt and conservation, Franklin Roosevelt and the New Deal, Eleanor Roosevelt and human rights, Martin Luther King and the fall of Jim Crow. The school district’s partner is the Sumter County Museum.

**Grantee: Winthrop Olde English Consortium, Rock Hill, SC**

**Project Name: Teaching American History**

**Project Director: Agnes Love (803) 581-9533; email: agnesl@chester.k12.sc.us**

**Funding: \$478,502**

**Number of Teachers Served: 150**

**Number of School Districts Served: 7**

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

This consortium made up of Winthrop University and seven school districts in four counties aims to examine the importance of and improve American History instruction by teachers in grades 4, 5, 8, and 11. Annual summer institutes focus in year 1 on American beginnings to 1877, in year 2 on 1877 to the present, and in year 3 on “vertical articulation from beginnings to present,” a thematic study of American history. Quarterly follow-up sessions are held at local historic sites including Historic Brattonsville, Andrew Jackson State Park, Catawba Indian Nation, Cornwallis House, and Mount Dearborn Military Establishment. Partners are Winthrop University, University of South Carolina, local country libraries, and local historic commissions in each county. The professional development program emphasizes technological resources, lesson plan development, and curriculum alignment teams to establish professional networks. A steering committee representing districts in this Piedmont area of South Carolina will help guide the project, attend segments of summer institutes and historic site visits, and coordinate virtual field trips for history teachers.

## **Tennessee**

**Grantee: Loudon County Schools, Loudon, TN**

**Project Name: Teaching American History: Tennessee River Valley Consortium (TRVC)**

**Project Director: Dr. Edward Headlee (865) 458-5411; email: headlee@loudoncounty.org**

**Funding: \$964,297**

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

**Number of School Districts Served: 10**

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

The TRVC project is a series of eight, one-week summer institutes over a 3-year period. Each summer institute immerses teachers in the content and teaching of American history in correspondence with the 10 historical eras outlined in the 2001 Tennessee curriculum framework, for grades 4, 5, 8, and high school—namely, beginnings to 1619, 1585-1763; 1754-1820, 1801-1861; 1850-1877; 1870-1900; 1890-1930; 1929-1945; 1945-1970s; and contemporary America. In addition, follow-up, six-hour teacher institutes are offered throughout the TRVC region during the academic year. National History Day training workshops for 8<sup>th</sup> grade and high school teachers focus on themes and topics relevant to the American history taught in the classroom. Special access to ongoing lectures and seminars by historians are sponsored by educational and cultural institutions throughout East Tennessee. Travel incentives are given to encourage attendance and participation in national and statewide conferences sponsored by professional organizations that promote history. Lead teachers guide the grant in mentoring and team building, and a TRVC website and teacher list serve are developed. Project partners include the East Tennessee Historical Society and Museum, the University of Tennessee Department of History, the University of Tennessee Libraries, the Knox County Public Library's Calvin M. McClung Historical Collection, and various area historic sites and museums.

**Grantee: Wilson County School System, Lebanon, TN**

**Project Name: Teaching American History: Upper Middle Tennessee History Consortium**

**Project Director: Carole Bucy (615) 230-3555;  
email: CAROLE.BUCY@VOLSTATE.EDU**

**Funding: \$763,617**

**Numbers of Teachers Served: 90**

**Number of School Districts Served: 12**

**Number of Students Served: 72,000**

As the LEA for 135 rural schools in the consortium, Wilson County Schools will partner with Volunteer State Community College to provide teacher training and a website and with Tennessee State University to provide graduate credit for teachers in grades 4, 5, 8 and high school. Additional collaborators in this professional development effort to improve American history instruction include Tennessee Historical Society, Tennessee State Library and Archives, Tennessee State Museum, Close Up Foundation, and Country Music Hall of Fame. Six one-week summer institutes will yearly immerse different groups of participants in the use of primary materials, local history resources and history technology instruction, and participants in years 1-2 will mentor peers. The project includes a seminar held in conjunction with Tennessee Conference of Historians and workshops on integrating National History Day programming into the curriculum. Topics include the American Revolution, Constitution and Early Republic, Market Revolution, Reconstruction, Westward Expansion, Emergence of Modern America, Emergence of America as a World Power, Great Depression, Civil Rights, and World War II.

## **Texas**

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

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

**Project Director: Sheri Miller (432) 837-7700; email: mickald@alpine.esc18.net**

**Funding: \$878,867**

**Numbers of Teachers Served: 25**

**Number of School Districts Served: 8**

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

Serving the geographically isolated and economically distressed area of Big Bend in West Texas, the LEA is partnering with seven other school districts, Sul Ross State University (SRSU), Museum of the Big Bend, Alpine Public Library, Brewster County Historical Commission, and EbigBend Community Network to increase U.S. history content knowledge and teaching skills of teachers in grades 5, 8, and 11. The professional development program enrolls 18 American History teachers in SRSU to obtain a Master's degree in History through 24 courses with a thesis or a 326-course over the three-year grant period. One teacher from each district is designated as the district's American History Mentor responsible for facilitating the program with the project director, and all participants become mentors. All 25 American History teachers in the 8 school districts participate in eight days of seminars, four days of technology training, and four days of pedagogical training per year. Content addresses: the colonial period, American Revolution, westward migration, Civil War, immigration, industrialization, World Wars I and II, American west, Mexican American history, and ranching frontier in American history.

**Grantee: Education Service Center Region 12, Waco, TX**

**Project Name: Crossroads in American History**

**Project Director: Joan Berry (254) 297-1113; email: jberry@esc12.net**

**Funding: \$924,714**

**Number of Teachers Served: 150**

**Number of School Districts Served: 7**

**Number of Students Served: 20,749**

The project provides professional development for K-12 teachers through 3-week summer institutes. Each summer 50 teachers follow three major themes throughout American history: Crossroads and American Lives, Crossroads and Urbanization, and Crossroads and Military History. The first year addresses these themes in the context of national history; in years 2 and 3, the emphasis addresses the intersection of national history with local and global perspectives. Partners for the project are Baylor University, University of Texas Center for American History, the Texas Collection at Baylor University, the Historic Waco Foundation, the Baylor University Institute for Oral History, the Harold B. Simpson History Center, and the Czech Heritage Museum.

**Grantee: Education Service Center, Region 2, Corpus Christi, TX**  
**Project Name: An Integrated Approach to Teaching American History**  
**Project Director: Stephen VanMatre (361) 883-3442; email: svanmatre@esc2.net**  
**Funding: \$965,650**  
**Number of Teachers Served: 120**  
**Number of School Districts Served: 42**  
**Number of Students Served: No information available**

The project offers professional development in American history to teachers of social studies or U.S. history in grades 4, 5, 7, 8, and 11. Participants are organized into four, grade-specific cohorts (grades 4 and 7; grade 5; grade 8; and grade 11). The cohorts are aligned with the Texas-mandated U.S. history curriculum—grade 4 is taught the history of Texas from early beginnings; grade 5, colonial times through the 20<sup>th</sup> century; grade 7, history of Texas from early times to the present; grade 8, U.S. history from exploration to reconstruction; and grade 11, U.S. history since reconstruction. The project offers four 3-day, integrated summer colloquia; each summer the Institutes on the Founding Documents conducts a 5-day training session under the auspices of the State Bar of Texas, the Hatton Sumners Foundation, and Law Focused Education, Inc. During the school year, as an extension of the summer colloquia, KAU days provide integrated in-depth follow-up professional development. The American History Content Enrichment Lecture Series of four lectures is held each year. Following the lecture series, 20 veteran U.S. history or social studies teachers' team with 20 beginning teachers of the same grade level for approximately a half day of mentoring. Share Fair is a daylong activity to demonstrate exemplary history teaching strategies; it occurs in the spring of the second and third years of the project. Project Website provides two teachers each year an opportunity to learn how to develop and maintain the website. This project involves collaboration of nine partners: Corpus Christi Museum of Science and History, Del Mar College, Texas A&M University-Corpus Christi, Mary and Jeff Bell Library at Texas A&M University-Corpus Christi, Texas A&M University-Kingsville, State Bar of Texas, and USS Lexington Museum.

**Grantee: Education Service Center, Region 13, Austin, TX**  
**Project Name: Scholars in History Incorporating Primary Sources**  
**Project Director: Nancy K. Hester (512) 919-5425; email: nancy.hester@esc13.txed.net**  
**Funding: \$965,946**  
**Number of Teachers Served: 90**  
**Number of School Districts Served: 60**  
**Number of Students Served: No information available**

This project provides teachers of grades 5, 8, and 11 with a 3-year series of 10-day summer institutes, supplemented by videoconferences and workshops during the school year. Year 1 covers: the Age of Exploration, the Constitution, slavery and civil rights, the American dream, reform movements, and oil, war and security. Year 2 covers: colonial America, Lincoln and the Civil War; economics; women in modern America; human rights and justice in the 20<sup>th</sup> century, and World War II. Partners are: Region XIII

Education Service Center, College of Liberal Arts, University of Texas, Lyndon Baines Johnson Library, Harry Ransom Center, and Center for American Studies.

**Grantee: Hays Consolidated Independent School District, Kyle, TX**  
**Project Name: Teaching American History Collaboration**  
**Project Director: Betty Harrison (512) 268-2141; email: harrisonb@hayscisd.net**  
**Funding: \$760,224**  
**Number of Teachers Served: 120**  
**Number of School Districts Served: 1**  
**Number of Students Served: 8,600**

This project is to improve teaching American History as a separate subject by teachers in grades 5, 8, 10, and 11 includes adoption of the History Alive! Curriculum, weeklong summer institutes at Southwest Texas State University (the primary partner), immersion experiences, monthly professional development days, and ongoing coaching. Summer institutes cover American history periods: 1500 to 1763, 1763 to 1877, and 1877 to present; and themes (one for each day of the week) are: political and governmental, socioeconomic, cultural, legal and Constitutional, immersion (visit to a historic site).

**Grantee: Houston Independent School District, Houston, TX**  
**Project Name: Houston Partnership for Teachers as Historians—Teaching American History (TAH<sup>2</sup>)**  
**Project Director: Ada Cooper (713) 892-6818; email: acooper1@houstonisd.org**  
**Funding: \$999,809**  
**Numbers of Teachers Served: 80**  
**Number of School Districts Served: 1**  
**Number of Students Served: 100,000**

As a result of this collaboration with University of Houston and Rice University, 30 high schools and 50 middle schools will acquire teacher-historians who, in turn, will mentor and coach 600 history teacher colleagues to increase mastery and appreciation of American history. Teachers in grades 7, 8, 10 and 11 participate in summer institutes, online projects, study groups, technology/media presentation development (a regular “Making History” TV show), and History Alive! Colloquia, open to all history teachers in the district. In keeping with the district’s CLEAR initiative to “clarify learning” by aligning curriculum with fundamental skills required by state standards, elementary and middle school teachers focus on Early American History to 1876 and high school teachers on U.S. History Since Reconstruction. Other partners include Houston A+ Challenge, Museum of Fine Arts, Holocaust Museum Houston, Houston Public Library’s Texas Room and Clayton Library for Genealogy Research.

**Grantee: La Joya Independent School District, La Joya, TX**  
**Project Name: Teaching Traditional American History: A South Texas Perspective**  
**Project Director: Dagoberto Ramirez (956) 580-6120;**  
**email: d.ramirez2@ljsisd.esc1.net**  
**Funding: \$988,688**

**Number of Teachers Served: 75**  
**Number of School Districts Served: 1**  
**Number of Students Served:**

Teachers of grades 5, 8, 10, and 11 receive content-based staff development opportunities through 5-day American History Academies, masters-level history courses, hands-on sessions using primary sources, technology-based training, and experiential development at museums and historic sites. Content focuses on, for example, The American Revolution, the Constitution, landmark laws and civil rights, the Bill of Rights, industrialization, and economics, including the Great Depression and the New Deal. Partners include: the University of Texas Pan-American History Department, Plymouth Plantation, American Independent Museum, Old Sturbridge Village, Museum of South Texas History.

**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; email: danna.beck@esc16.net**  
**Funding: \$965,443**  
**Number of Teachers Served: No information available**  
**Number of School Districts Served: 63**  
**Number of Students Served: 78,000**

In collaboration with West Texas A&M University, Panhandle-Plains Historical Museum, The Law Related Education Department of the State Bar of Texas, the Bill of Rights Institute, the Organization of American Historians Distinguished Lectureship Program, and the Colonial Williamsburg Foundation, this project provides ongoing and intensive staff development. Professional development is divided into three areas: content-specific training, technology integration of curriculum, and mentorship. Content for year 1 discusses The Founding Era (1750-1800), the Constitution, and the Declaration of Independence; year 2, Reconstruction and Industrialization (1870-1920), landmark Supreme Court cases, and the Bill of Rights; year 3, Cold War America (1945-1960), Federalism from the Founders to the Rehnquist Court, and Supreme Court cases.

**Grantee: Region I Education Service Center, Edinburg, TX**  
**Project Name: Traditional American History Past and Present**  
**Project Director: Tina Atkins (956) 984-6220; email: tatkins@esconett.org**  
**Funding: \$960,582**  
**Number of Teachers Served: 450**  
**Number of School Districts Served: 10**  
**Number of Students Served: No information available**

In partnership with the University of Texas-Pan American, Plimoth Plantation, ABC-Clio, and the Brownsville Historical Museum, this project provides professional development to teachers of grades 5, 8, 10, and 11 through a 5-day summer institute followed by mentoring, 3-day academies twice in the year, technical assistance for

Internet access and use, and development of six mobile American history trunks. Content covers the Colonial Period, the American Revolution, the New Nation, and the Civil War.

## **Utah**

**Grantee: Jordan School District, Sandy, UT**

**Project Name: Jordan History Academy of Teachers**

**Project Director: Pam Su'a (801) 567-8320; email: pamsua@yahoo.com**

**Funding: \$913,198**

**Number of Teachers Served: 90**

**Number of School Districts Served: 3**

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

For this project for professional development of 4<sup>th</sup> to 12<sup>th</sup> grade teachers, content training focuses on significant issues, episodes, and turning points, such as constitutional politics, human and civil rights, war and society, race and slavery, diversity, and Utah history. Teachers also learn to think historically and to integrate history content with appropriate pedagogy to develop curricula and use innovative methods. In year 1, a cohort of 30 teachers complete 6 weeks of summer training. During years 2 and 3, history teacher leaders provide model professional development in their schools. Each year training is supplemented by quarterly workshops, classroom observations and lesson plan evaluations, and coaching and mentoring. Content areas cover early American history, 20<sup>th</sup> century American history, the American West, the Civil War, slavery, citizenship, and the Constitution; best practices include curriculum design, moral dimensions of teaching, framework for teaching, and writing. Partners include Utah Humanities Council, Utah Law-Related Education Project, Utah Council of Social Studies, and Utah Academy of Teachers.

**Grantee: Southeast Education Service Center, Price, UT**

**Project Name: Tri-State History Consortium**

**Project Director: F. Lynn Bills (435) 637-1173; email: lynn@m.sesc.k12.ut.us**

**Funding: \$260,158**

**Numbers of Teachers Served: 90**

**Number of School Districts Served: 3**

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

This project brings together three districts in Utah, Montana, and Washington in a long-term professional development effort designed to improve teacher knowledge of U.S. history and skills in engaging students. Six teachers from grades 5-12 in each LEA will be nominated to become master teachers of American History through a yearly 10-week on-line graduate credit course, yearly 10-week action research course, and yearly summer workshop in which 30 teachers from each LEA participate. Use of the MyEDesk software will facilitate building an American History learning community across 3 states. Content driven by the National Council for History Education covers three worlds and their encounters in America, colonial era, creating a nation, expansion and reform, Civil War and Reconstruction, making of modern America, U.S. and two World Wars, and

contemporary America. Participating history professors are from Western Washington University, Princeton University, Washington University in St. Louis, Reed College, Dartmouth University, Oklahoma University, University of Richmond, and Kalamazoo College.

## **Virginia**

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

**Project Name: Creating a More Perfect Community: Improving the Teaching of Traditional American History in Alexandria, Virginia**

**Project Director: Judy McConville (703) 824-6680; email: jmconvi@acps.k12.va.us**

**Funding: \$949,295**

**Number of Teachers Served: 75**

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

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

Partners for this project are the Department of History and the Center for History and New Media at George Mason University, and the Office of Historic Alexandria. They organize intensive workshops that unite Alexandria's American history teachers with university and public historians to improve teachers' content knowledge. Teachers are drawn from high need classrooms, including elementary, middle school, high school, ESL, and special education. Each year professional development will be offered in: a one-week summer workshop, six full-day workshops during the school year, four history book discussions, work with master teachers, online discussions, and development of curriculum units. Four periods are covered—Early America, Civil War and Reconstruction, the Interwar Years (1914-1945), and Post-World War II.

**Grantee: Augusta County Public Schools, Fishersville, VA**

**Project Name: Institute for Decisive Events in American History**

**Project Director: Kenneth W. Keller (540) 887-7066; email: kkeller@mbc.edu**

**Funding: \$692,942**

**Numbers of Teachers Served: 120**

**Number of School Districts Served: 4**

**Number of Students Served: 16,571**

This partnership to provide a comprehensive professional development program for middle and high school American History teachers brings four school districts together with Mary Baldwin College, George C. Marshall Museum and Library, Woodrow Wilson Birthplace Foundation, Appomattox Court House National Historical Park, Monticello, Booker T. Washington Birthplace, and Yorktown Battlefield Park. Activities include two 6-week summer institutes per year focused on decisive events in American history, eight 2-day workshops per year reviewing practical applications, creation of a website including documentary readings and lesson plans, mentoring and networking with institutions of higher education and museums. Periods covered by the institutes include: Revolutionary Era, 1754-1783; Virginia Dynasty, 1800-1825; Civil War Era, 1850-1865;

Reconstruction, 1865-1877; Struggle for Women's Rights, 1848-1992; Domestic Policy and Politics, 1954-1973.

**Grantee: Chesterfield County Public Schools, Chesterfield, VA**

**Project Name: Teaching American History Project**

**Project Director: John T. Kneebone (804) 231-1774; email: jkneebone@earthlink.net**

**Funding: \$675,694**

**Number of Teachers Served: 120**

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

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

Partnering with the Virginia Historical Society, Jamestown Island, Colonial Williamsburg, and the National Park Service, this project provides professional development for teachers of 6<sup>th</sup>, 7<sup>th</sup>, and 11<sup>th</sup> grade U.S. history. Each year's institute consists of a series of 2-day seminars during the school year and a 2-week summer institute. Content includes: Virginia history, expansion and reform, Civil War and Reconstruction, urbanization and industrialization, contradictions of reform, Depression and the New Deal, hot and cold wars, Civil Rights Movement, and post-Y2K.

**Grantee: Fauquier County Public Schools, Warrenton, VA**

**Project Name: Peopling the American Past: Focusing on Key Individuals, Events, and Documents in U.S. History**

**Project Director: Eleanor Greene (540) 351-1018; email: greeneradner@earthlink.net**

**Funding: \$944,153**

**Number of Teachers Served: 75**

**Number of School Districts Served: 7**

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

In partnership with the Department of History and the Center for History and New Media at George Mason University, these rural school districts offer American history teachers each year, a one-week summer workshop, five full-day workshops, four history book discussions, and classroom observations and peer mentoring as well as online discussion. The summer workshop develops tools for historical analysis; GMU historians cover four periods of U.S. history—Early America, Civil War and Reconstruction, the interwar years (1914-1945), and post-World War II. During the school year, the focus shifts to case studies of key people and events. The five workshops center on such topics as Frederick Douglass and slavery and Irish immigration. The four book groups—one for each era—draw from classic autobiographies and biographies of figures such as Benjamin Franklin, Thomas Jefferson, and Eleanor Roosevelt.

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

**Project Name: Cultivating Connections: Embedding Vital Themes in American History**

**Project Director: Connie Abernathy (757) 727-2472; email:**

**Abernathy@sbo.hampton.k12.va.us**

**Funding: \$919,944**

**Number of Teachers Served: 93**

**Number of School Districts Served: 1**

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

The project provides professional development for teachers of grades 6, 7, and 11 divided into groups that participate in a series of four study trips (Yorktown National Battlefield, Fredericksburg and Fredericksburg National Park, Virginia Historical Society Museum, and Hampton History Museum), a 3-day Writing History Academy, and a 5-day summer colloquium. The theme “Revolution and Change from the 18<sup>th</sup> Century to the 21<sup>st</sup> Century” uses four focal points of American history: the American Revolution, the Civil War, Reconstruction, and the Civil Rights Movement (1950-1970). National parks and state and local museums, along with two initiatives from the National Council of History Education provide content expertise. Partners include Christopher Newport University, the National Council of History Education, Virginia Historical Society, Jamestown-Yorktown Foundation, Fredericksburg National Military Park, and Hampton History Museum.

**Grantee: Montgomery County Public Schools, Christiansburg, VA**

**Project Name: Montgomery County (VA) Schools’ Teaching American History Program**

**Project Director: Melissa Matusевич (540) 381-6537; email: mmatusевич@mcps.org**

**Funding: \$571,705**

**Number of Teachers Served: 40**

**Number of School Districts Served: 1**

**Number of Students Served: 9,100**

The project’s professional development events and activities for K-12 teachers are: monthly seminars during the school year, summer academies, mentoring, peer observation and team teaching, trips to the Virginia historical Society, and involvement in the American History Database System. Content includes the American Revolution, American Indians, abolition, suffrage, the Civil War and Reconstruction, the Great Depression, civil rights, the Constitution, World War II, the Cold War, national government, and state and local government. Partners are Virginia Tech’s Department of History and Education, Radford University’s Department of History, and the Virginia Historical Society.

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

**Project Name: Growing American History Teacher Scholars**

**Project Director: Daniel Lewis (757) 822-2556; email: Dlewis4064@aol.com**

**Funding: \$975,418**

**Numbers of Teachers Served: 73**

**Number of School Districts Served: 2**

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

In partnership with Tidewater Community College and Norfolk City Public Schools, the LEA will create a corps of American History teacher scholars from grades 4-7 and 9-11 in the Portsmouth and Norfolk school districts, with one teacher selected from each elementary, middle, and high school in the two systems—together serving an urban population of 53,000. The program includes annual 5-day summer academies on U.S. history content, two annual 2-day workshops on community resources, site visits, mentoring, and lecture series in fall and spring terms. Content differing for grade-level teachers, covers Age of Revolutions, African-American Experience in Hampton Roads and Virginia, World Wars I and II, The Cold War, Vietnam Conflict, naval and tribal and regional history. Sustainability is addressed through continuing in-service sessions and by using new teacher-scholars as mentors and coaches for other teachers.

**Grantee: Rockbridge County Public Schools, Lexington City, VA**

**Project Name: Yes, Virginia, History is Elementary**

**Project Director: Alice M. Waddell (540) 463-7386; email:**

**alice\_waddell@rcs.rang.k12.va.us**

**Funding: \$574,126**

**Numbers of Teachers Served: 70-108**

**Number of School Districts Served: 1**

**Number of Students Served: 3,633**

“Yes, Virginia, History is Elementary” partners a rural division in the Shenandoah Valley of Virginia with George C. Marshall Foundation, Colonial Williamsburg Foundation, Jamestown-Yorktown Foundation, and James Madison University to improve all elementary teachers’ content knowledge of American History, increase student achievement, develop lead teachers in grades 4 and 5 for sustainability, and create a transferable model program. Neighboring school divisions—Lexington and Buena Vista—participate as space permits. Strategies include content workshops, weekend seminars, intensive summer field study, site visits, research projects, and creation of lead teachers to mentor colleagues and plan further staff development. Six teachers per year attend annual conferences of the National Council for Social Studies and Organization of American Historians. Guest speakers will address Lewis and Clark Expedition, World War I, and terrorism. Topics covered in grades 4 and 5 include Native Americans, Colonial America, Virginia in the American Revolution, westward expansion, Civil War and Reconstruction, 20<sup>th</sup> Century, industrialism, abolitionist and suffrage movements, and provisions of 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the U.S. Constitution.

**Grantee: Russell County Schools, Lebanon, VA**

**Project Name: The Master Teacher Project**

**Project Director: Tom Robinson (276) 889-6500; email: trobinson@russell.k12.va.us**

**Funding: \$654,079**

**Number of Teachers Served: 25**

**Number of School Districts Served: 1**

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

In conjunction with Emory and Henry College, the Neff Center for Teachers, and the Center for Teaching Excellence of the University of Virginia's College at Wise, this project offers a Master of Arts degree in education for American history for teachers of grades 3-11. The curriculum includes historiography and methodology, and research and writing, in addition to courses that cover European ideas involved in American development, Colonial and Revolutionary America, the Civil War and Reconstruction, industrialization and economic development, the World Wars, and African and Latin American history.

**Grantee: Stafford County Public Schools, Stafford, VA**

**Project Name: Connections to the Past**

**Project Director: Agnes Dunn (540) 658-6674; email: adunn@staffordschools.net**

**Funding: \$999,456**

**Numbers of Teachers Served: 150**

**Number of School Districts Served: 3**

**Number of Students Served: 15,218**

This project partners teachers in grades 4, 5, 6, and 11 with a coalition composed of Mary Washington College, Virginia Historical Society, Colonial Williamsburg, the National Park Service, Library of Congress, Smithsonian Institution, and local museums and historic sites. Year 1 addresses issues and themes that span 1492-1860; year 2 on 1860-1920, and year 3 on 1920 to the present, with each school year focusing on a period of America's development—Becoming Americans; Coming of Age; and America as a World Leader. Project elements include creation of a cadre of American History Fellows, museum and historic site lectures, summer institutes, an online forum for research and collaboration, ongoing assessment, primary resource training, field study and a mentor program. Between 1990 and 2000, target districts—Spotsylvania County, Stafford County, and Fredericksburg City Schools—experienced a more than 50% growth rate of increasingly diverse students with significant gaps in American history knowledge. The program is expected to have an impact on 450 teachers.

## **Vermont**

**Grantee: Addison-Rutland Supervisory Union (SU 04), Vermont**

**Project Name: Developing Master Teachers in American History: Southwest Vermont Consortium**

**Project Director: Mike Austin (802) 468-1232; email: Mike.Austin@castleton.edu**

**Funding: \$825,000**

**Numbers of Teachers Served: 105**

**Number of School Districts Served: 9**

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

This consortium for professional development brings together elementary and secondary U.S. History teachers in nine Supervisory Unions with Castleton State College, Christ the King School, Rutland County Public Schools, Bennington County Public Schools, Vermont Marble Museum, Lake Champlain Maritime Museum, Slate Valley Museum,

Vermont State Historic Sites at Mount Independence Hubbardton, and historical societies in Rutland, Pittsford, Brandon and Middletown Springs. Activities include: identifying knowledge gaps through workshops, summer seminars, four meetings during the school year to discuss content and teaching strategies, master teaching observations, development of a documentary collection, creation of a website to share products and resources. Content focuses on themes: year 1, America's Public Debate (Madison, Hamilton, Jefferson, Anti-Federalists); year 2, Industrialization and Immigration; year 3, Cold War, Great Society, Fall of the Soviet Empire.

## **Washington**

**Grantee: North Central Educational Service District, Wenatchee, WA**

**Project Name: Journeys of the American West**

**Project Director: Gene Sharratt (509) 665-2610; email: genes@ncesd.org**

**Funding: \$742,857**

**Numbers of Teachers Served: 90**

**Number of School Districts Served: 29**

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

Journeys of the American West aims to help American History teachers in grades 5-8 explore ways to use primary sources accessed through fiber optic technology to connect students with key historical figures and events. The 29 rural districts served vary from 6,979 to 9 students. Fall, winter and spring workshops, summer institutes, mentoring and instructional materials will supplement the unique direct web link to the Library of Congress, National Geographic, Smithsonian Institution, Public Broadcast System, and other primary sources. Content focuses on Exploring the West chronicling the journeys of Lewis and Clark, David Thompson, and Robert Stuart; Moving West, covering the fur trade and Oregon Trail; and Settling the West, featuring the impact of railroads and the Gold Rush. On completion, participants will have online access to three "journey" curricula and increased content knowledge instructional skills. Partners include Confederated Tribes of the Colville Reservation, Wenatchee Valley Museum and Cultural Center, Chelan Country Historical Society and Museum, FiberStar, Seattle Pacific University, University of Idaho Center for Middle Level Education.

**Grantee: Thorp School District #400, Thorp, WA**

**Project Name: America's Past Kindles Our Future**

**Project Director: Thomas Christian (509) 964-2107; email: tchrist@thorp.wednet.edu**

**Funding: \$899,964**

**Numbers of Teachers Served: 75**

**Number of School Districts Served: 5**

**Number of Students Served: 5,985**

Teachers in grades 2,5,7,8, and 11 will attend eight day-long workshops and two summer workshops totaling 225 hours of instruction in American history content, methodology and research in partnership with multiple universities, museums, libraries/archives, and historical societies. Year 1 focuses on events affecting growth of territories and states

(1750-1865). Years 2 and 3 cover growth to world power (1865-1945) and interaction within our borders and throughout the world (1945-2005). Partners include seven departments of the Central Washington University; historians from University of Washington, Gonzaga University, Eastern Washington University, Seattle Pacific University, Yakima Valley Community College, and the Washington Historical Society; Northwest Museum of Arts and Culture, Yakama Nation Museum, Yakima Valley Museum, and Washington State Museum; Washington Commission for the Humanities; and Ellensburg Public Library, Yakima Valley Regional Libraries, and Washington State Archives.

## **Wisconsin**

**Grantee: Cooperative Educational Service Agency 2, Milton, WI**

**Project Name: Dialogues with Democracy**

**Project Director: Nikki Mandell (262) 472-1523; email: mandelln@uww.edu**

**Funding: \$855,463**

**Number of Teachers Served: 75**

**Number of School Districts Served: 75**

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

Inspired by the Jeffersonian belief that democracy depends upon an educated citizenry, this collaboration to provide professional development for U.S History teachers in grades 4-12 teams the largest and most diverse public school district consortium in Wisconsin with University of Wisconsin-Whitewater and Wisconsin Historical Society to provide theme-focused summer institutes and school year activities focused on classroom applications including roundtable discussions, 1-day workshops, and lectures. Teachers work with historians to explore how primary sources can be integrated into classroom activities. Participants receive a Teacher's Bookshelf of materials and can earn graduate credits. Themes include: becoming American, democracy and the challenge of war, and economic opportunity and expansion.

**Grantee: Cooperative Educational Service Agency 6, Oshkosh, WI**

**Project Name: Rediscovering Our Past: New Directions in U.S. History Instruction Program**

**Project Director: Mike Derr (920) 236-0514; email: mderr@cesa6.k12.wi.us**

**Funding: \$762,857**

**Numbers of Teachers Served: 320**

**Number of School Districts Served: 49**

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

In a program designed to enhance teacher content knowledge, build capacity to use innovative strategies, boost student knowledge and research skills using primary sources, and establish a cadre of "lead teachers," 40 teachers in grades 5-12 will annually enroll in one-week summer institutes and participate in workshops, consultations, and historic site visits. An additional 200 teachers will participate in school-based workshops, in-services and training, and receive mentoring from lead teachers. Partnering with school districts

are: Oshkosh Public Museum, Outagamie Public Museum, Hearthstone Museum, University of Wisconsin Oshkosh Archives and Area Research Center, Lawrence University, Ripon College and Organization of American Historians. Summer institute content will address: women in U.S. History, Civil War, military history, race relations, historical methods, Constitution, 19<sup>th</sup> century political and social history, post World War I, Colonial America and the Revolution, Great Depression, and Native American history. Efforts include outreach to area Laotian, Hmong, and Hispanic organizations for assistance in developing effective instructional approaches.

## **West Virginia**

**Grantee: Upshur County Schools, Buckhannon, WV**

**Project Name: American HEART (History Education through Activities, Research, and Technology): Walking in the Footsteps of History**

**Project Director: Robert Rupp (304) 473-8561; email: rupp\_r@wvwc.edu**

**Funding: \$845,908**

**Number of Teachers Served: 120**

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

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

In partnership with West Virginia Wesleyan College, the Smithsonian Institution, the Williamsburg Foundation, and other educational and humanities organizations, Upshur County Schools invites teachers from school districts throughout northern West Virginia to participate in spring and fall workshops and other staff development activities. Following the West Virginia Social Studies Content Standards for K-12, Standard 5 (history), American HEART focuses on 10 eras over the 3 years: year 1—era 1 (-1820), era 2 (1585-1763), era 3 (1754-1820); year 2—era 4 (1801-1861), era 5 (1850-1877), era 6 (1870-1900); year 3—era 7 (1890-1930), era 8 (1929-1945), era 9 (1945-1970s), era 10 (1968-). Relevant issues include: European colonization, slavery, independence of the colonies, role of government in the economy, development of modern culture, Cold War and containment. Representative persons include: John Smith, Nathaniel Bacon, Thomas Jefferson, Elizabeth Cady Stanton, Andrew Carnegie, Theodore Roosevelt, Richard Nixon, Colin Powell. Related activities include: National History Day, mentoring, networking, and service learning.