

July's Featured AIHE Teacher:

Ms Lucinda Evans

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I have been fortunate to work with groups of teachers through the American Institute for History Education (AIHE) for the last three years. I have presented at more than 20 fellowships across the country, and every experience with classroom teachers tells a unique story about the quality of education in our country.

The finest teachers I have ever met are teaching United States history in creative and innovative ways that are changing the landscape of history education in our country. Whether the participants are novice teachers or teachers with years of experience, bringing these teachers together creates an excitement that I have not seen in any other discipline.

I have been a middle school teacher in Topeka Public Schools in Topeka, Kansas, for 18 years. I, like many secondary teachers, fully intended to teach at the high school level, but like many educators, when someone offers you a job, you take it. This is how I landed in middle school, but fate must have played a hand because in a few short years it became obvious that middle school was where I was meant to be. Unlike most teachers, I was considered a non-traditional student at St. Mary of the Plains College in Dodge City, Kansas. I decided to go to college at age

25 after getting married at 18 and having two beautiful sons. History made the most sense for me because it was a subject I mastered in college with very little effort. During my schooling my husband and I added a daughter to our family.

Once I entered the classroom I found I had many non-traditional methods for teaching my students. I realized in my first year that textbooks did a very poor job of teaching our history. I have been on a crusade my entire career, in my district, my state and across the country, to convince teachers to put the textbooks on the shelf. History instruction only makes an impact if it is participatory. The idea of the 'sage on the stage' does not work with our young people. History instruction must move technologically into the 21st century.

AIHE and my vision seem to be a perfect match. AIHE fascinates me with its technological developments such as **CICERO: History Beyond the Textbook™** and the content it delivers. I am not sure which excites me more when working with Teaching American History fellows, the ideas I have brought to share (give) to the teachers or showing them how to use AIHE's technology. Both are changing the face of history instruction.

The family that my husband Earle and I started in the early 1980s is the primary joy in my life. My sons See **EVANS**, page 3

No June Swoon at AIHE

PD Days Hit Record High

While many educational institutions gear down in June, the American Institute for History Education is proud to announce it set its record for professional development (PD) provided in a single month. Last month AIHE successfully conducted approximately 170 days of professional development for 39 Teaching American History grants across the country! A year ago, AIHE conducted 139 days of PD in June.

"June was really a tremendous undertaking, and it is very gratifying to see our programs were received so well by the fellows in the grants," said Ken Gavin, AIHE's Director of Fellowship Programs, the department that coordinated the effort.

AIHE President Kevin T. Brady, Ph.D., added, "The feedback we are getting from grant Project Directors and teachers has been nothing short of fantastic. At the same time, evaluators have been reporting phenomenal increases

in teacher content knowledge, along with copious reports of how teachers are using AIHE Signature Strategies and CICERO online resources in their classrooms. The TAH grants are having noticeably positive effects in the classrooms!"

Services AIHE provided in June included traditional classroom-based PD as well as substantive historical field-study trips in Philadelphia, Gettysburg, Pa., New York, and Washington D.C., to cover the broad scope and sequence of traditional American history from the Colonial Era through modern day. On average, AIHE conducted nearly six concurrent workshops during each calendar day of the month. This massive logistical undertaking involved more than 200 academic historians, master teachers, and education specialists.

"While my office was responsible for the coordination," Gavin said, "credit is due to each and every employee of AIHE. It is gratifying to know we are succeeding as the world leader in professional development for history and social studies educators."

Teachers from the Living History TAH Grant Share Their Experiences



Lori Roberts, Springville Elementary School — Springville, IN (5th Grade History)

I just finished my first year with the Living History Liberty Fellowship. The teaching strategies and resources made available to me through the American Institute for History Education with this grant have given me a wealth of ideas and strategies to implement in my classroom.

I especially like the **CICERO: History Beyond the Textbook™** web site. I have used countless lessons, activities and primary sources during the year from this web site. My students enjoy the hands-on lessons and activities as well.

The presenters that have been involved in our workshops have been awesome! Dr. Dennis Denenberg has an amazing gift in presenting history. His approach to introducing our American Heroes into the classroom has been a favorite of mine. My students have enjoyed many of the strategies I learned during his workshop presentation. As teachers, we must wear many hats throughout the day. Dr. Denenberg brings new meaning to this. I thoroughly have enjoyed the presentations by Ms Lucinda Evans. I hurried back to my classroom to use the painting “American Progress” to teach THE SOUNDS OF MANIFEST DESTINY to my fifth graders. Making noise was a real crowd pleaser!

Not only have I enjoyed our many presenters, but I also have enjoyed the first-person interpreters that have given presentations in this colloquia. During the workshops, I have developed my own first-person interpretation, and I was able to be a guest presenter. Thank you AIHE for making this possible. I am already looking forward to year three in our Living History Liberty Fellowship grant.

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Julie Schnell, Jasper High School — Jasper, IN (10th Grade World History)

I hate to miss school, but this program has definitely been worth the days out of my classroom. I participated in the Living History Liberty Fellowship last year. It was so beneficial that I encouraged another teacher from my school to attend this year's fellowship with me. We are both planning to participate in next year's fellowship as well. Last year as I was preparing the students for my absence, they asked where I was going. When I explained the program to them, they laughed at me about how excited I was about history. I have always loved my content area, but this program has given me tools and opportunities to better use my love of history in my classroom.

I really like the Living History Liberty Fellowship because I have rarely had the opportunity to have professional development that is geared toward social studies. This program has provided a variety of instructors who share their expertise. Dr. Dennis Denenberg has been an amazing presenter who shares his love of heroes. He has inspired many new things in my classroom. Because of his excitement, I was motivated to choose a “Hero of the Month” for my classroom. My students absolutely love this bulletin board and remind me if I don't have a new hero up on the first of each month. I have also written my own story and created a puppet for one of the heroes. My 16-year-old students, who normally act too cool for story time or puppets, loved our lesson on Alexander the Great. Other great instructors have included Dr. Yohuru Williams and Anthony Fitzpatrick from the American Institute for History Education. Dr. Williams shared several neat classroom methods including E.S.P. and a way to teach local history to students. Mr. Fitzpatrick shared his own classroom experiences with note-taking and provided several great ways that I can make note-taking successful in my classroom.

I have been to plenty of workshops where none of the information applies to me, but this is the opposite! My favorite part about the Living History Liberty Fellowship is that I can actually take some of the ideas back to my classroom and implement them in a way that benefits the students and motivates me to excel in my teaching.

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Neal Stahly, Perry Central Elementary School — Leopold, IN (4th Grade History)

The Living History Liberty Fellowship has been tremendous! All of the workshops have been informative and the information I have learned has been easy to incorporate into my classroom. Dr. Denenberg was amazing. His energy and knowledge were unmatched. I started my own hero lessons the very next day after experiencing his presentation and I plan on expanding it next year.

The **CICERO: History Beyond the Textbook™** web site has also been a great resource. The lessons from other educators have sparked different ideas to use for my lessons, and the students have benefited. It also has wonderful time period music, audio clips and accurate maps that make the lessons come alive for the students.

As most teachers are lifelong learners like me, these colloquia have given me new information and new methods to convey, which has enhanced my effectiveness and will definitely enhance my students' experiences with history.

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are now 26 and 28 and married to teachers. My daughter is now 22, and she is figuring out what kind of life she wants to have. My family provides the foundation I need to be able to travel and work with teachers across the country. They understand my vision and my drive to change the landscape of history education, one teacher at a time if necessary.

I have received numerous honors and awards throughout my teaching career, including *District Educator of the Year* and a *Kansas Teacher of the Year* nomination. I have been chosen to participate in numerous workshops put on by history organizations. I also

have been a teacher participant in two Teaching American History grants that introduced me to AIHE. In addition I have fulfilled a number of leadership roles and will become President for the Kansas Council for History Education next month.

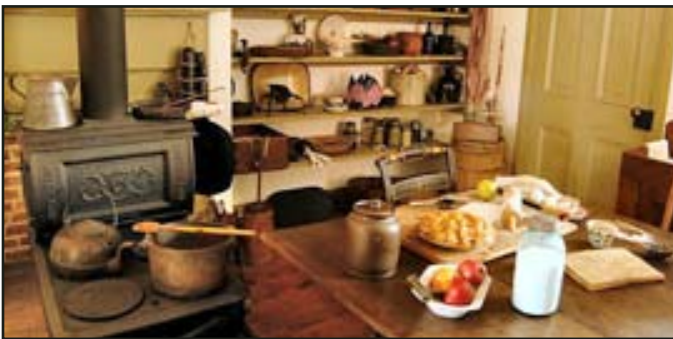


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Book on Shriver Family History Provides Perspective on Battle of Gettysburg

The Shriver House Museum in Gettysburg, PA, recently announced the release of a new book entitled *The Shriver's Story – Eyewitnesses to the Battle of Gettysburg*. It was written by the director of the Shriver House Museum, Nancie W. Gudmestad, who, along with her husband, Del, has been involved with the museum since its inception in 1996.

The Battle of Gettysburg resulted in more than 51,000 military casualties and has been chronicled from almost every point of view. Although millions of people still read about and visit Gettysburg as an important battlefield of the Civil War, the history of what happened on that battlefield is more than just the story of large-scale troop movements and military maneuvers. It is the story of individuals who left their families to serve their country, soldiers like George Shriver. It is also the story of the families they left behind, civilians like Hettie, Sadie and Mollie Shriver. Their lives — soldiers and civilians alike — were forever changed as a result of the events that occurred on the rolling hills of Gettysburg, Pennsylvania, in 1863.



Shriver House kitchen courtesy of www.shriverhouse.org.

The Shriver's Story: Eyewitnesses to the Battle of Gettysburg is the true story of one family who called Gettysburg "home" in 1863. It depicts how the Civil War dramatically changed the Shriver's lives forever. The story of George and Hettie Shriver, although certainly fascinating and unique in its own way, is more typical of the average Gettysburg citizen's, and by extension, provides a fuller picture of the overall civilian experience itself. The Shriver's were a young family with hopes and dreams common to most young families then and now. They dreamed of peace and prosperity, of a safe place in

which to raise their family, and for success in their economic endeavors. But the Shriver's expectations were abruptly interrupted by the coming of the Civil War and by one of the most significant battles of that war. Afterward, the world as they knew it would never be quite the same. The Shriver's story is the story of a house and a home, of family and friends, of expectant dreams and intruding realities, of citizens in a time of peace and civilians in a time of war. In addition, the book details how the Shriver House Museum originated as well as the trials and tribulations encountered during the restoration of the Shriver's home which had been abandoned for nearly thirty years.

Very little was known about the Shriver family prior to the award-winning restoration of their home in 1996. To enter the Shriver's home today, at 309 Baltimore Street, Gettysburg, is to step back in time. Those who walk through all four levels of the house — from cellar to attic and some seven rooms in between — are able to visualize what life was like back in mid-1800, south-central Pennsylvania. From the time George and Hettie built their dream home in 1860, six families have called this house their home. But how many people have walked these same floors and climbed these same stairs without knowing the story of the young family who built this house and the history that took place within these walls? Now, for the first time, their story has been told.

The Shriver House Museum was painstakingly restored in 1996 and since then has been open to the public as a heritage museum. Tours, narrated by docents in period attire, offer special insight into the lives of the people of Gettysburg and how the Civil War, and in particular the Battle of Gettysburg, affected them. The museum has earned numerous awards including the Pennsylvania Historical and Museum Commission's Historic Preservation Award and has been used as a filming site by PBS, A&E, HGTV, BBC, CNN, The History Channel, The Travel Channel, and The Discovery Channel. The museum is proud to be included as a site in the Pennsylvania Civil War Trails program.

For additional information on the Shriver House Museum, please call **717-337-2800** or visit **www.shriverhouse.org**.

Henry Hudson 400 Foundation Explores New York-Dutch History Using Google Maps™

The Henry Hudson 400 Foundation has embarked on a revolutionary map project on its web site that tells the story of 17th century exploration and the history of the early Dutch settlement of New York. The foundation is telling the story with the help of 21st century digital mapping technology provided by Google™. These maps can be viewed at www.henryhudson400.com.

Henry Hudson 400 is a nonprofit foundation organized to commemorate the 400th anniversary of Henry Hudson's arrival in New York in 1609. Its mission is to connect history to the future based on themes from the 17th century that are still relevant today, including tolerance, commerce, trade, exploration, and maps.

Borrowing from the National Archives of the Netherlands, Henry Hudson 400 has taken a selection of rare maps and documents, and in collaboration with Google, overlaid them onto contemporary Google Maps of the same areas. These rare maps and original documents will be exhibited at the South Street Seaport Museum in New York this fall in an exhibit entitled *Island at the Center of the World: An Exhibition*. The interactive historic maps on www.henryhudson400.com also chart the courses of Henry Hudson's four voyages in search of a shorter route to Asia. On his legendary third voyage, ice storms near the North Pole forced



a U-turn that led Hudson and the crew on his boat, the *Half Moon*, to eventually drop anchor along Manhattan, which led to the first Dutch settlement of New Amsterdam.

Along with the historic voyages, these interactive maps are lavishly adorned with photos and 3-D models of the *Half Moon*, and rich historical information is integrated into the maps. People can click on the maps to discover the tantalizing history of some of the first New Yorkers as well as intriguing information on the unique multicultural mix that is today's New York. This innovative and customized application built with Google Maps™ technology allows users to visually navigate and explore the historical, cultural and economic ties between the Netherlands and the United States with cutting-edge techniques. There is also a portal for users to upload stories of their own American or Dutch ancestry.

Henry Hudson 400 is a foundation created to commemorate the 400th anniversary of Henry Hudson's legendary voyage for the Dutch to the Hudson River and New York. The unique character of New York City, originally New Amsterdam, has been shaped by the legacy of the multi-ethnic and tolerant culture of 17th century Amsterdam.

Telling Tales: History in Rhythm

If you've ever gotten the words to a song stuck in your head so that you can't forget them, you'll understand the rationale behind *Telling Tales*, the second CD from American Stories Through Song (ASTS).

ASTS — made up of musician/composer/educators Steve Missal, the Rev. Stefanie Minatee, Kinny Landrum, and Richard Lindsey — strongly believes that music not only can entertain but also can instruct and inform, in a way that both provides immediate enjoyment and stays with the listener for the long term. *Telling Tales* amply bears out this belief, using (primarily) band-written songs to talk about key people and events over a wide sweep of American history, from the Revolutionary War to the present day.

A notable aspect of this CD is the impressive variety of musical styles, ranging from the Beatlesque leanings of "A Traitor After All" (about the complex legacy of Benedict Arnold) to the mordant country rock of "Sundown Town" (about the phenomenon of the "whites only" town) to the expansive blues travelogue of "Up The River" (about musical history as a reflection of social history) to the exultant and

exhortatory R&B of "Keep the Dream Alive" (about the past, present, and future of civil rights).

The icing on the cake is a cleverly chosen trio of cover songs — "Battle of New Orleans," "Blowin' in the Wind," and "Sailing to Philadelphia" — which are imaginatively reworked and given a fresh historical/educational perspective on this CD.

The members of ASTS clearly are experienced enough to know that it's impossible to say everything worth saying about a historical person or event in a pop song. But they're also musicians enough to know that sometimes a song will "stick" with the listener when a lecture may not. For this reason, many teachers are likely to find *Telling Tales* an excellent adjunct to fundamental classroom teaching.

Telling Tales is available on the AIHE Bookstore. Visit www.aihe-bookstore.com/music.html.

