

## Program Description

For each of three years, forty-five elementary, middle and high school teachers will attend an eight-day seminar during the summer and four half days of professional development during the academic year. Teachers will receive a \$2,500 stipend and books each year.

In the first year the program emphasizes the ideas and events instrumental in the American Revolution and in the construction, ratification, and implementation of the U.S. Constitution.

In the second year the program deals with slavery, sectional conflict, and the constitutional issues and transformations that attended the Secession Crisis and the Civil War.

In the third year the program focuses on Progressivism, World War I, the Twenties, the New Deal, World War II, the Cold War, and the constitutional and cultural conflicts that have accompanied the Civil Rights revolution and the Supreme Court's jurisprudence in cases pitting personal autonomy against private and public morality.

Part of the focus of the program will be to develop pedagogical skills to enable participants:

- To incorporate the new subject matter content into existing classes.
- To determine whether the improved classes reflect the state frameworks.
- To more critically read primary sources.
- To reflect on historical habits of mind (multiple causation, contingency, context).
- To think about how to incorporate such habits into the worldview of students.
- To reflect on the role of the individual and personality on constitutional history and public policy

Participating teachers may choose to receive graduate credits from Fitchburg State University upon payment of tuition. Professional development points will also be available.

The institutional partners are the National Association of Scholars in Princeton, New Jersey; the Adams National Historical Park in Quincy, Massachusetts; the Lowell National Historical Park in Lowell, Massachusetts; and the JFK Museum and Library in Boston, Massachusetts.

The Academic Director of the Institute is Dr. Peter Gibbon, a Senior Research Associate at the Boston University School of Education, where he teaches "The Intellectual Foundations of Education" to graduate students. Dr. Gibbon is a specialist in early American history and is researching trends in history education and the philosophy of history. He is particularly interested in the influence of biography and personality on public life. He has directed four summer institutes for the National Endowment for the

Humanities, two on George Washington and two on Thomas Jefferson. Dr. Gibbon has presented at several TAH seminars. He is the author of the book *A Call to Heroism*, as well as many articles in newspapers and magazines and professional journals. A former head of school and high school history teacher, he has a PhD from Teachers College, Columbia University, and a BA from Harvard College.

Presenters for the first year of the seminar included Richard Bernstein, law professor at New York Law School; Carol Berkin, professor of history at Baruch College in New York; and Darren Staloff, associate professor of history at the City College of New York.

During the second year, the Civil War seminar will include speakers such as Peter Kolchin, Henry Clay Reed Professor of History at the University of Delaware; and Paul Finkleman, Professor of Law at Albany Law School.

The third year seminar will feature Sheldon Stern, former historian at the JFK Library; Michael Klarman, Professor of Law at Harvard University; Mark Lytle, Professor of History at Bard College; and Bruce J. Schulman, professor of History and American Studies at Boston University.

The project will include postings on a website, updated with historical materials, essays on basic issues and events in American history, lesson plans, and other teaching materials. Mr. Robert Peterson, President of Evaluation Solutions, will conduct an independent, external evaluation of the project.

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