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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 two summer Institutes for the National Endowment for the Humanities, two on George Washington and two on Thomas Jefferson, and piloted a two-year project for NEH for a National History Bee. 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.

The pedagogical specialist is Dr. Gary Hylander. Dr. Hylander recently retired from Stoughton High School, where he taught AP American History, American Studies and the Presidency. He is on the faculty at Stonehill College and Framingham State College, where he specializes as a Presidential Historian and in the Revolution/Federalist Era. He is a pedagogical specialist mentoring both graduate and undergraduate students at Framingham State College and Boston University. He is a regular presenter at library forums, historical societies and civic and professional organizations. He has a PhD in History from Boston College.

Presenters for the first year of the seminar include Richard Bernstein, law professor at New York Law School and author of *Thomas Jefferson* and other books on the U.S. Constitution; Carol Berkin, professor of history at Baruch College in New York and author of *A Brilliant Solution: Inventing the American Constitution* and other books; Richard Ryerson, former editor of the Adams Papers, currently working on a book on John Adams and political theory; and Pauline Maier, the William R. Kenan Jr. Professor of American History at MIT and author of *American Scripture: Making the Declaration of Independence* as well as a forthcoming book on the Constitution; and Darren Staloff, associate professor of history at the City College of New York and author of the forthcoming book *The Politics of Enlightenment: Alexander Hamilton, Thomas Jefferson, John Adams and the Founding of the American Republic*.

During the second year, the Civil War–Reconstruction seminar will include: James McPherson, George Henry Davis '86 Professor of History Emeritus at Princeton University; Peter Kolchin, Henry Clay Reed Professor of History at the University of Delaware; and William W. Freehling, permanent senior fellow at the Virginia Foundation for the Humanities.

The Post-World War II seminar during the third year will feature Sheldon Stern, former historian at the JFK Library; Michael Klarman, Professor of Law at Harvard Law School; 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 the creation of a website containing 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.

Cape Cod Collaborative



Teaching American History Grant (TAH)

“A More Perfect Union: The Origins and Development of the U.S. Constitution”

Application For Stipend Position for Third Year: 2009-2010

Applications for stipend (\$2,500) participation in the 2009-2010 professional development seminar program are sought from qualifying teachers. This activity involves eight full days and four half-day presentations by nationally known authors with follow-up discussion, interaction and project development. The 2009-2010 seminar program is the first year of a three year program of TAH grant funded professional development (**see inside pages for seminar details and a program abstract**). This application should be sent to your district’s central office curriculum administrator. Note: Only a limited number of participant “slots” are available for each Collaborative member district. **Application deadline is December 4, 2009.**

Name _____ School/District _____

Home Address _____ Home Phone # _____

School email _____ Home email _____

Current Teaching Assignment _____ Grade level _____

Applicant Statement

(Please provide a statement that responds to the selection criteria noted on inside cover)



Teaching American History Grant – Information Summary

“A More Perfect Union: Origins and Development of the U.S. Constitution”

Duration of Grant - 3 years (2007-2010)

Total Number of Stipend Grant Slots -135 (45 per year) total for Collaborative districts

Stipend Amount for TAH Grant Slots - \$2,500 each

Course Credit - 3 credits available from Fitchburg State College (\$255 charge to participant)

PDPs – 67.5 PDPs

Location of Training – Cape Codder Resort – Hyannis

Dates of Training – January 14 Orientation (4:15-7:30), April 15 (4:15-7:30), June 23, June 24, June 25, June 28, June 29, June 30, July 1, July 2. (June and July sessions are 8:00AM coffee- (8:30-3:30 seminar), September 16 (4:15-7:30), October 14 (4:15-7:30)

Selection – district’s administration makes selection based on stated general criteria – individual districts may add to general criteria at their discretion

Selection Criteria:

- Currently teaching or in the near future likely to teach American History grades 5-12
- Able to attend all grant classes/activities
- Willingness to actively contribute to class/seminar discussions
- Willingness to conduct serious project work related to seminar topics
- Willingness/capacity to share new learning with colleagues in-district
- Currently teaching AH in a school designated “Needs Improvement” by NCLB (this is not a requirement for selection)

Web Site – the site is www.tahamoreperfectunion.com – this site will be linked to the Cape Cod Collaborative web page and will be available for viewing by November 5

Audit Slots - 10 audit slots (non-stipend are available) - this requires a special application - if interested please contact your district curriculum administrator for application.

[Click here for the audit application](#)

TEACHING AMERICAN HISTORY GRANT

“A More Perfect Union: The Origins and Development of the U.S. Constitution”

Abstract

The project will run from October 2007 to September 2010. The project’s LEA is the Cape Cod Collaborative (CCC). The Plymouth and Norton School Districts are joining the CCC member districts for purposes of this seminar series. The institutional partners are the National Association of Scholars in Princeton, New Jersey; the Adams National Historical Park in Quincy, Massachusetts; Plimoth Plantation in Plymouth, Massachusetts; and the Lowell National Historical Park in Lowell, Massachusetts.

The first year project design includes participation of forty-five elementary, middle and high school teachers in a study of the ideas and events that were instrumental in the American Revolution and in the construction, ratification, and implementation of the U.S. Constitution. It includes a two-week seminar and four half days of professional development during the academic year.

The second year of the seminar, again for forty-five teachers will deal with the great constitutional issues and transformations that attended the Secession Crisis and the Civil War and will be structured like the first year.

The third year will focus on the characteristics of the Progressive Movement and address the questions: How did the Progressives’ understanding of the Constitution differ from the founders’ understanding? In what ways did the 1920’s extend or reject Progressivism? From the 1920’s, the seminar will turn to the New Deal (in which the American people made a commitment to federal regulation of the economy) and pose the questions: What was the Constitutional basis for New Deal legislation? From the New Deal, the seminar will move to World War II and the cold War, exploring how each affected Constitutional principles. The seminar will examine the interplay of Constitutional interpretation and cultural change in the post-War era up the present.

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 College upon payment of tuition and upon completion of the seminar’s requirements.

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

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