

THE NEWSLETTER OF THE
JAMES MADISON MEMORIAL FELLOWSHIP FOUNDATION

MADISON

NOTES

No. 26
WINTER 2017

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From the President

The US Secretary of Education is an *ex officio* member of the Board of Trustees of the James Madison Memorial Fellowship Foundation, but normally sends a representative to Foundation events. This year, **US Secretary of Education John B. King, Jr. '95 (NJ)** not only attended the Board Meeting on June 30, 2016 but later met with Fellows on July 13 for over an hour in their classroom at Georgetown University.

While telling the story of his challenging upbringing, Secretary King noted that “Teachers can make such a profound difference in kids’ lives. They can make a classroom a magical place.” He offered his recollections of Mrs. Deed (“who saved the poster I made as an Aztec sportscaster”) and Mr. Osterwald (“He was kooky, but he saved my life.”) It was no surprise to any Fellow that Secretary King is an advocate of excellence in civic education: “High-quality civic education prepares students to help the nation solve difficult, challenging, complex issues and make it a better, more equitable place to live with genuine opportunity for all.”

Secretary King spoke with the Fellows for over an hour, offering his thoughts about the impact that history and government teachers can have on the lives of their students. He then graciously agreed to have his photo taken with every single person attending his talk. One Fellow suggested, “Hard to plan on another visit from the Secretary of Education, but WOW!



Do it again.” We just might—especially if a future Secretary is another Madison Fellow. We wish Secretary King well in his new position as CEO of the Education Trust.

Most Madison Fellows will never follow in Secretary King’s footsteps, but what they do each day in their classrooms mirrors the high levels of pedagogical and intellectual achievement evident throughout Secretary King’s career. In 1822, James Madison commented, “What spectacle can be more edifying or more seasonable, than that of Liberty and Learning, each leaning on the other for their mutual and surest support?” Now, 195 years later, all Madison Fellows support liberty as they help their students learn about the US Constitution. This issue of the *Madison Notes* tells the story of the significant contributions being made by Madison Fellows to their schools, their communities, and their country. Mr. Madison would be proud.

James Madison Education Fund Supports Fellows

In an interview with *Madison Notes*, the James Madison Education Fund's Director for Development, Kimberly Alldredge, explains the importance of the James Madison Education Fund to the James Madison Memorial Fellowship Foundation's mission.

MN: *Can you explain the nature and purpose of the James Madison Education Fund?*

KA: A democracy depends on an educated electorate for its survival. This fact was well understood by the Founders and their immediate successors in government. The first half century of our nation's life saw a flowering of schools and colleges. But, over the last two hundred years, we have seen a de-emphasis of United States history and civics in these same colleges and secondary schools. It is vital in our system of self-government that the younger generation is well versed in how our government works and in their heritage of freedom. The James Madison Memorial Fellowship Foundation was created, during the Bicentennial of the United States Constitution, in the belief that an urgent need exists to educate America's youth in the fundamental principles of our country.

In 1994, the James Madison Education Fund was established as a private, non-profit, 501(c)(3) partner organization to the James Madison Foundation. Though it does not receive government appropriations—the Foundation was created by Congress using a one-time endowment—it is considered an Executive Branch micro-agency which limits its funding potential. The original intent of establishing the James Madison Fund was to enable organizations, who believe in the mission of the Foundation,



Marriot-James Madison Fellow Brent Ault, '13 (MD) and his students study the Constitution at Marriotts Ridge High School.

but were precluded from contributing, by their charter, to support our mission. Since that time, the Fund has grown to support not only James Madison Fellowships, but the Summer Institute on the Constitution, The *Constitutional Conversations* Series, the International Fellows Program, and our new Frederick Douglas Initiative.

MN: *Is the James Madison Fund only seeking large gifts?*

KA: No, every dollar counts! Each and every dollar goes to support our mission. But, in reality, it is larger than that. Every donation connects the donor with the larger mission our nation's Founders painstakingly worked to further: A mission many fought, and bled, and died for... A mission they lived and worked and sacrificed for... The mission of America. Gift giving doesn't get any better than that! Every gift, regardless of the amount, is meaningful.

MN: *What will those gifts allow the James Madison Fund to accomplish?*

KA: We're actually doing several things simultaneously. First, we are helping to educate America's teachers. Secondly, by educating teachers we are multiplying efforts to prepare millions of young Americans to inherit the helm of civic rights and responsibilities. Third, we are working to educate the general public about the US Constitution, its history, and principals.

MN: *Why are gifts to the James Madison Fund so critical?*

KA: The James Madison Fund is critical because it gives us the flexibility we need to allocate money for special projects and events that might not otherwise have sufficient funding.

For more information, visit support.jamesmadisonfund.org

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FOUNDATION

Send updates to
cgriffin@jamesmadison.gov

Design
Carolyn McKinney, Perceptions Studio

Fellow Works with California Congressman

JON RESENDEZ, '12 (CA)

2016 Congressional Fellow

Excited, inspired, and humbled are the best words to describe my feelings as I gazed upon the Capitol Dome while walking into the Longworth House Office Building on my first day as a Congressional Fellow. Despite my knowledge of US government and politics, I felt like a child on the first day of school. The setting, the pace, the nature of the work, and the demeanor of my new colleagues were all strange and overwhelming at first. As my knowledge and experience deepened during the following weeks, I not only grew into the Congressional staffer role, but also into a better version of myself. I came to the Hill expecting to collect powerfully real experiences which would serve to augment my skills as a citizenship educator, and I was not disappointed.

Congressman Ami Bera (D-CA) and his staff tasked me with working on projects dealing with education policy in California's 7th district and beyond, as well as workplace mentoring. I was part of staff meetings, conference calls with district staff, and had the opportunity to craft talking points and remarks on various salient public issues. For a month, the Hill was my oyster as I attended any committee hearing or briefing I wanted, and even introduced a bill to the House of Representatives. I witnessed firsthand the Democratic sit-in on gun control and felt the hot whirlwind of election politics as Donald Trump, Bernie Sanders, and Hillary Clinton all came to the Hill to woo lawmakers into supporting their respective campaigns.

It was an incredible month full of long days and hard work. I was inspired by the capability, creativity, and diligence of the Representatives and staffers I interacted with. I have a new-found reverence for the work done on the Hill and I was honored to walk in the footsteps of past and present political giants. I also now have everything I need to make the machinations of government less abstract and to deliver instruction that leaves my students enlightened and empowered.



Congressman Ami Bera (D-CA) and Jon Resendez, '12 (CA)

Colorado Fellow Critiques Caucuses

KRISTINA BYBEE, '15 (CO)

Last election season, I had the opportunity to participate in a quintessential American political experience: the caucus system for nominating presidential candidates. On March 8, 2016, Colorado experienced larger than expected crowds at most Democratic caucus locations, forcing some to improvise and to hold the meetings outdoors. I arrived at my designated site 45 minutes early and joined an already long line. Once inside, there was much chaos due to the overwhelming number of people who did not understand what a "caucus" was and only came to "vote for Bernie." Eventually, things started rolling, and I was elected to represent my region at the county delegation. It struck me then how antiquated this system truly is. Citizens, who didn't know me, put all of their trust in me to actually show up at the gathering and cast a single vote for all of them. It was a huge responsibility, and one I didn't take lightly.



I experienced similar chaos at the county delegation meeting several weeks later. Again, it was held on one day – a Saturday. At this meeting it was determined how many delegates would be selected to represent the different districts at the state convention. In my district, we needed 43 delegates and 1 alternate for State. There were only 45 people in attendance, so every person needed to commit to attend, or the voice of many would not be heard. Unfortunately, not everyone was available on the date of the state convention, so fewer delegates than allocated actually attended, thus reducing the impact of those who supported them.

This experience taught me the many flaws of the caucus system. I appreciate the idea of having town-hall meetings to discuss the candidates, but too many individuals are disenfranchised because of the restrictions regarding date, time, and voter registration. In order to have a more accurate picture of the will of the people of Colorado, a primary system should be in place. Colorado has started exploring the possibility of becoming a primary state once again. I, for one, support this move.

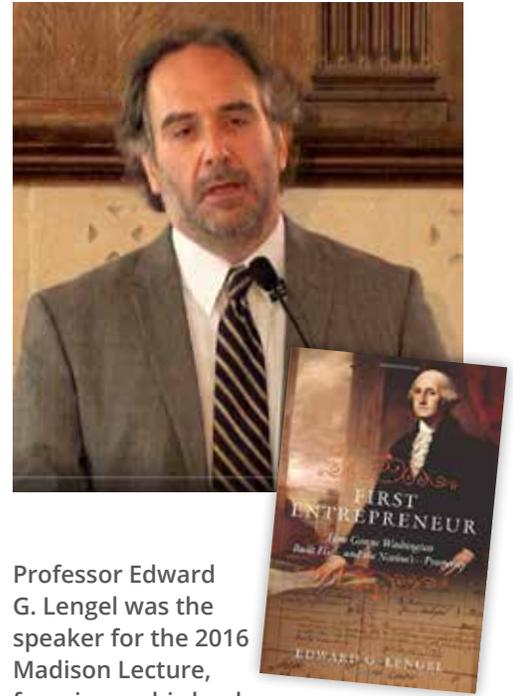
2016 James Madison Lecture

Fellows and friends of the James Madison Memorial Fellowship Foundation gathered in the Copley Formal Lounge of Georgetown University on Friday, July 8 to hear the 2016 Madison Lecture, *George Washington, First Entrepreneur*. The speaker, **Edward G. Lengel**, is an American military historian and Chief Historian at the White House Historical Association.

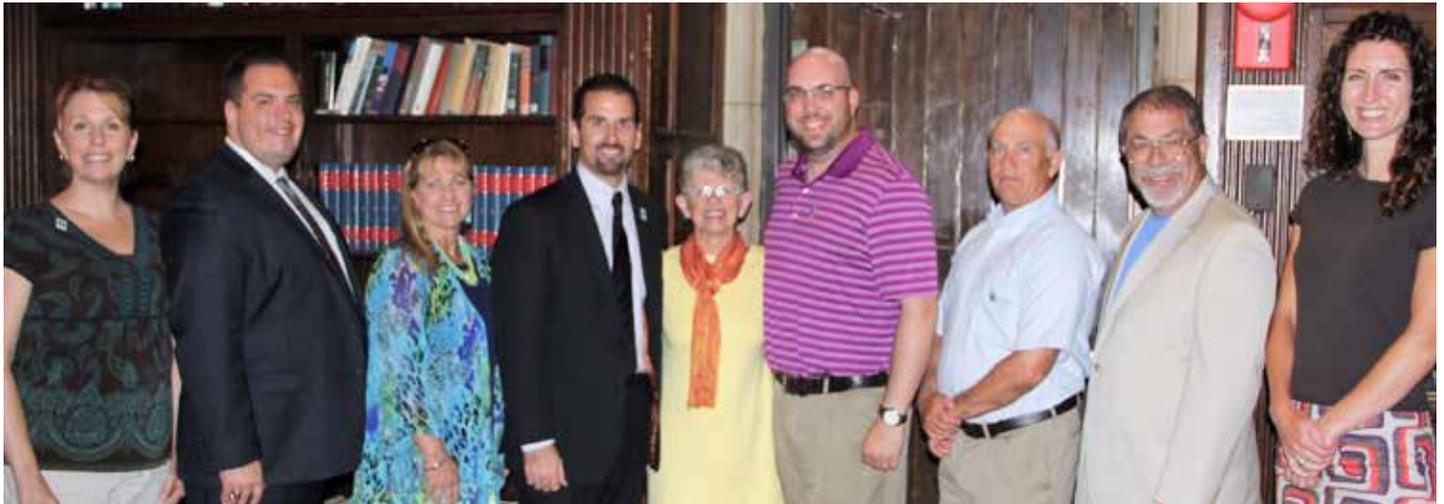
In its review of his book (upon which the Lecture was based), the *Journal of the American Revolution* (JAR) noted that “it is very readable and provides a view of Washington that most, even those who have

followed Washington closely, may never have recognized. It is fascinating, enlightening and very convincing. Professor Lengel, who knows more about Washington’s papers than anyone, provides a multitude of documents revealing Washington’s business-like thinking even during the most trying of military situations.” In recognition of his scholarship, the JAR recently awarded his book a first runner up in its 2016 Book of the Year competition.

A Question and Answer session, followed by a reception, concluded the annual event. Professor Lengel’s complete lecture can be found at <https://goo.gl/8r0X8O>.



Professor Edward G. Lengel was the speaker for the 2016 Madison Lecture, focusing on his book *George Washington, First Entrepreneur*.



Meghan Milulski, '02 (NJ); Evan McLaughlin, '14 (NJ); Michelle Hubenschmidt, '10 (FL); Jon Resendez, '12 (CA); Claire McCaffery Griffin, '92 (HI); Steven Byers, '10 (DE); Tom O'Hare, '00 (SC); Brian Gunn, '03 (WI); Jenny Nicholas, '00 (UT)



Doug Zywiol, '15 (VA); Tyrel Rose, '15 (CA); Andrew Van Der Hoof, '16 (NJ)



Dr. Jeffrey Morrison, Director of Academics, and Joey Landgraf, '15 (MD)



Whitney Martin, '15 (WY); Darlene James, '15 (UT); Kathryn Milburn, '15 (ID); Kelly Steffen, '14 (LA); Shannon Sorensen, '15 (ND)



Linda Dean, '15 (NJ); Matthew Burgoyne, '15 (DC); Kimberly Grosenbacher, '15 (TX)



Foundation Staff Members: David Salmons, Summer Intern; Elizabeth Ray, Management and Program Analysis Officer; Jason McCray, Support Service Specialist; Jenny Nicholas, '00' (UT) Summer Institute Coordinator; Kimberly Alldredge, Director of Development; Sheila Osbourne, Academic Assistant

Fellows Return to Washington, D.C.

Each Madison Fellow fondly recalls the summer spent studying the Constitution while living in Washington, D.C. In December of 2016, over 50 Fellows returned to our nation's capital to attend the Annual Conference of the National Council for the Social Studies. James Madison Fellows comprised only 1.2 % of the 4,000 attendees, but their impact was vastly disproportionate to their numbers. A record number of teachers (over 100), attended the James Madison Fellows session: *All Rights Matter: Students and Criminal Procedure*. Twenty-five Fellows presented conference sessions, 28 Fellows attended the annual breakfast, and 13 Fellows worked in the Foundation's booth in the exhibit hall.

The Foundation received a "shout out" during the introductions for two prestigious sessions: the Keynote Address by NCSS President **Peggy Jackson, '02 (NM)** and the special remarks offered by US Secretary of Education, **John B. King, Jr., '95 (NJ)**. Peggy's comments will resonate with all Fellows: "Through the recent election, *we the people* had our say. The traditions and institutions of our

government will prevail. Teach the rule of law. Teach the separation of powers. Teach checks and balances. Teach involvement and participation." Secretary King shared that, "when I was growing up, school was this amazing place that was compelling and interesting and safe. Teachers like you have the ability and the opportunity to counter the chaos in life outside school with amazing and affirming experiences in the classroom."

Fellows attending NCSS (and not pictured) included: **Jada Kohlmeier, '92 (KS)**; **Gordon Sisk, '94 (TN)**; **Fran O'Malley, '95 (DE)**; **Elizabeth Osborn, '95 (IN)**; **Ken de Masi, '98 (AZ)**; **Kristi Stricker, '99 (SD)**; **Tom Noonan, '00 (WI)**; **Gennie Westbrook, '00 (TX)**; **Shawn Healy, '01 (WI)**; **Jennifer Eckers, '02 (PA)**; **Rebecca Mueller, '03 (KY)**; **Brandi Benton, '04 (AR)**; **Emma Humphries, '04 (FL)**; **Regina Stuck, '04 (FL)**; **Mary Angelo, '08 (FL)**; **Kimberly Huffman, '08 (OH)**; **Trish Everett, '12 (FL)**; **Kylie Miller, '12 (NV)**; **Kimberly Moore, '12 (MD)**; **Rebecca Schaeffer, '12 (AR)**; **Lindsey Charron, '13 (CA)**; **Ellen Georgi, '15, (MD)**; **Eden McCauslin,**



Peggy Jackson, '02 (NM) delivers her Keynote Address at the NCSS Presidential Breakfast.

'13 (DC); **Georgette Hackman, '15 (PA)**; **Elizabeth Milligan, '16 (CO)**.

Mark your calendars now for this year's conference (November 17-19) in San Francisco. We hope to see you in the City by the Bay.



Madison Fellows present their session on *All Rights Matter: Students and Criminal Procedure*: First Row: **Kevin Barney, '16 (NV)**; **Christy Marella-Davis, '03 (NJ)**; Second Row: **Glenna Humphries, '95 (FL)**; **Madison Kantzer, '13 (MD)**; **Karlye Mull, '14 (NV)**; **Cynthia Burgett, '12 (VA)**; **Taylor Smith, '15 (KS)**; **Samantha Kowalak, '12 (NJ)**; **Allie Niese, '14 (IL)**; Third Row: **Evan McLaughlin, '14 (NJ)**; **Jennifer Hitchcock, '16 (VA)**; Not pictured: **Dave Alcox, '00 (NH)**.



Scott Szevery, '92 (MO) and Monica Recht, '92 (MD) reunite for the first time since the 1993 Inaugural Summer Institute at Georgetown University.



Rhonda Watton, '15 (WI), was recently elected to the NCSS Board of Directors.



Lisa Smith, '16 (TX) and Michelle Hubenschmidt, '10 (FL) share constitutional anecdotes at the annual Fellows' breakfast.



Stacy Moses, '92 (NM); Evan McLaughlin, '14 (NJ); and Claire McCaffery Griffin, '92 (HI) join Foundation Program Specialist, Jason McCray, and Director of Academics for the Foundation, Dr. Jeffrey Morrison.



John B. King, Jr., '95 (NJ), US Secretary of Education, addresses attendees at the NCSS Conference.



William Busbin, '06 (GA) receives his plaque as the 2015 recipient of the Christa McAuliffe Reach for the Stars Award.

Join the *Constitutional Conversations!*

James Madison Fellows, other teachers, and people from around the world are viewing multiple episodes of the Foundation's video series, *Constitutional Conversations*. Funded by generous grants from the Fairleigh S. Dickinson Jr. Foundation as well as the James Madison Education Fund, Inc., each of these videos (divided into 4-6 minutes "teachable" segments) replicates one or more

lectures of the Summer Institute course, *Foundations of American Constitutionalism*. Since the Foundation's YouTube channel (www.youtube.com/user/MadisonFoundation) was created in early 2015, viewers have spent the equivalent of 2.6 years enjoying these and other Foundation presentations. Spend some time next weekend binge-watching!



Religion and American Constitutionalism

Jeffrey Morrison, Ph.D., Director of Academics, James Madison Memorial Fellowship Foundation, reviews the role of religion in early American political life, demonstrating that men like Jonathan Edwards and movements like the Great Awakening contributed directly to the popular constitutionalism of the 1780's. Notwithstanding the Founders' religious beliefs, their commitment to federalism explains why the Constitution is silent on religion. Dr. Morrison pays particular attention to James Madison: his religious beliefs; his religious libertarianism; and his lifelong commitment to religious liberty.



James Madison and American Constitutionalism

Professor Jack N. Rakove, William Robertson Coe Professor of History and American Studies, Stanford University, analyzes James Madison's impact on American constitutional thinking. Drawing upon his early political experiences, Madison shaped the deliberations at the Constitutional Convention. He came to appreciate the political efficacy of a Bill of Rights and consistently sought to balance state and federal power. Professor Rakove notes that Madison lived long enough to hear more questions raised about the Constitution and to anticipate the dissolution of the union he created.



The Constitutional Convention as a Four-Act Play

Gordon Lloyd, Ph.D., Senior Fellow, Ashbrook Center and Dockson Professor Emeritus, Pepperdine University imagines the Constitutional Convention as a four-act play, replete with memorable characters and unexpected plot twists. The scene: Philadelphia, PA in 1789. The *dramatic personae*: James Madison, Roger Sherman, Alexander Hamilton, and others. The conflicts: large states vs. small states; north vs. south; union vs. disunion. Professor Lloyd highlights the significant compromises achieved while noting that the play's epilogue—the resolution of the slavery question—would not be resolved for another 60 years.



Slavery and the Constitution

Constitutional scholar **Professor John P. Kaminski, Director, Center for the Study of the American Constitution, University of Wisconsin-Madison**, reflects upon the impact of slavery on the Constitution. Sectional differences ensured that slavery would be both protected and challenged by the Constitution. Professor Kaminski analyzes the immediate and long-term implications of the three-fifths compromise, the slave trade clause, and the fugitive slave clause. He contends that the convention's decision to allow congressional action on slavery after 1808 was "the beginning of the end."



Women and Early American Constitutionalism

Professor Rosemarie Zagari, University Professor and Professor of History at George Mason University, explores the evolution of women's constitutional rights. Prior to the Revolution, women were legally and politically subservient to their husbands, but women in post-revolutionary America came to be seen as intellectual beings responsible for promoting the public good. Dr. Zagari notes that the original Constitution was gender-neutral and women shared many rights enjoyed by men, while other rights evolved over time in a checkerboard fashion.



Ratification of the Constitution

Professor John P. Kaminski examines the need for, and challenges faced by, the newly-written Constitution. Popular sovereignty meant that the people themselves, through their elected delegates, voted up or down on the Constitution. Professor Kaminski highlights key individuals (e.g., John Hancock and Melancton Smith); key states (e.g. Massachusetts and Virginia); key arguments (e.g. those of the Antifederalists) and key professions (e.g. printers) that played a significant role in the ratification debates.



George Washington's Constitutionalism

Renowned scholar **William B. Allen**, *Emeritus Professor of Political Philosophy* at Michigan State University, discusses the many facets of George Washington's constitutionalism. Professor Allen highlights how the American Revolution shaped Washington's constitutional vision and how that vision was fulfilled through the Constitutional Convention and the ratification process. By examining Washington's relationships with his colleagues, with his slaves, and with his beloved Mount Vernon, Professor Allen highlights the immeasurable contributions made by George Washington to our constitutional heritage.



Dolley Madison: Republican Queen

As an expert on Dolley Madison, **Catherine Allgor**, *Skotheim Director of Education at The Huntington Library, Art Collection, and Botanical Gardens*, examines the impact of Mrs. Madison in shaping the republican government created by the Founders. Dolley's role in Washington City's unofficial sphere as a gracious host facilitated the exchange of ideas among the new nation's decision-makers. Professor Allgor suggests that despite Dolley's sympathy for slavery and her use of status and connection to advance her family and friends, her ambition to build "bridges--not bunkers" is a useful model.



Founders: Famous and Forgotten

Professor Daniel Dreisbach of American University helps us to remember why we celebrate some members of the Founding generation and forget others. Americans have a "founding moment" we can point to, and have celebrated military and political leaders from the country's earliest days. However, being "on the wrong side of history," dying young, or leaving scant written records meant that some Founders faded from the nations' memory. Men like George Mason, John Dickinson, or John Witherspoon are, according to Professor Dreisbach, equally deserving of fame and remembrance.

TO BE RELEASED IN SPRING 2017

- *The American Revolution* with Professor Jack N. Rakove, William Robertson Coe Professor of History and American Studies, Stanford University
- *James Madison and American Democracy* with William B. Allen, *Emeritus Professor of Political Philosophy* at Michigan State University

2016 Fellowship Statistics

- 50,000 unique individuals were contacted by the Foundation about the Fellowship program
- Web traffic for the 2016 competition increased significantly from the 2015 competition
- # of visits increased by 13% (from 40,995 to 46,427)
- # of unique users increased 17% (from 33,116 to 38,856)
- Viewership of the Foundation's channel (www.youtube.com/MadisonFoundation) increased during 2016
- # of views increased by 700% (from 13,793 to 98,931)
- # of viewing minutes increased by 700% (from 122,209 minutes to 884,757 minutes)
- # of videos embedded in others' playlists increased by 600% (from 148 to 898)
- # of subscribers to Foundation channel increased by 700% (from 51 to 352)
- Average duration of a Foundation view: 8:56 (typical Youtube is 4:40)
- The Foundation's Facebook page has over 1000 followers.

Fellows Spearhead Outreach Efforts

During the 2016 competition cycle, 18% of all letters of recommendation were written by Fellows, and 59% of all applicants heard about the James Madison Fellowship from a current Fellow. These efforts, complemented by the Foundation's own outreach efforts, succeeded in increasing the number of qualified applicants. The Foundation is grateful for the letters of recommendation written by these Fellows:

Fellow Recommenders

Jada Kohlmeier, '92 (KS)
 Rich Mittlestedt, '92 (SD)
 Eileen Sheehy, '92 (MT)
 Patsy Ramsey, '95 (AR)
 Cheryl Cook-Kallio, '97 (CA)
 Roger Desrosiers, '01 (MA)
 Korri Hogan, '01 (ID)
 Aiddy Phomvisay, '01 (IA)
 Jennifer Farris, '03 (AK)
 Richard Vanden Bosch, '03 (CA)
 Dawn Hauser, '04 (UT)
 Matthew Beiriger, '06 (NE)
 Erik Iverson, '06 (SD)
 Donna Sharer, '06 (PA)
 Rachel Button-Koenigsfeld, '07 (NM)
 Susan Jorgensen, '08 (CA)
 Sharon Conditt, '09 (WA)
 Tiferet Ani, '10 (MD)
 Jennifer Gembala, '10 (CT)
 Michelle Hubenschmidt, '10 (FL)
 Jason Danielson, '11 (IA)
 Alicia Ferguson, '12 (LA)
 Mark Durr, '13 (FL)

Joseph Joyce, '13 (MN)
 Craig Taylor, '13 (TN)
 Christopher Todd, '13 (CT)
 Winifred Anderson, '14 (MN)
 Ross Bosse, '14 (VA)
 Benjamin Gies, '14 (KY)
 Karlye Mull, '14 (NV)
 Edwin Braudrick, '15 (OK)

Alternate Recommenders

Stacy Moses, '92 (NM)
 Troy Hemphill, '98 (KS)
 Tom McCarthy, '00 (OH)
 Tom Noonan, '00 (WI)
 Gennie Westbrook, '00 (TX)
 Roger Desrosiers, '01 (MA)
 Philip Gensheimer, '04 (TX)
 Robert Walters, '07 (MS)
 Jason Beavers, '09 (OH)
 Evan Clapsaddle, '09 (NC)
 Timothy Royers, '09 (NE)
 Shawn Hornung, '11 (KS)
 Reynolds Bodenhamer, '13 (MS)
 Kari Hall, '13 (ND)
 Benjamin Gies, '14 (KY)

Honorable Mention

Recommenders
 Cheryl Cook-Kallio, '97 (CA)
 Susan Jorgensen, '08 (CA)
 Mark Durr, '13 (FL)

Tips for writing effective letters of recommendation can be found on the Foundation website (<https://goo.gl/iObrDy>). The application deadline is March 1 of each year.

Connect with Us on Social Media



Fellows Contemplate Communism

**KEVIN NEAL, '92 (IA) AND
DAN KELLY, '03 (IA)**

Among the many monuments in the District of Columbia, the Goddess of Democracy statue is easily overlooked by the average visitor. Dedicated to the hundreds of millions who suffered under communism, the statue was commissioned by the Victims of Communism Memorial Foundation (VOC), a non-profit organization established by a unanimous act of Congress more than 20 years ago. The VOC is dedicated to ensuring that those who gave their lives fighting the oppression of communist regimes are not forgotten. The VOCF also honors individuals (e.g. Harry Wu, Vaclav Havel, Pope John Paul II) for their resistance to communist repression.

The VOC works to ensure that students across the country learn of the sacrifices made (and which continue to be made) by individuals suffering under totalitarian communist regimes. To achieve this goal, the VOC sponsored its inaugural National Seminar for High School Educators in June, 2016 in Washington, D.C. It is no surprise that 7/40 seminar participants were James Madison Fellows, joining with other participants, professors, and independent scholars in history and political science to study communism and totalitarianism. Content sessions focused on examining political philosophy and the politics of oppression, while pedagogical sessions and curricular materials created by **Claire McCaffery Griffin, '92 (HI)** provided participants with resources for their classes. (Seminar participants **Kevin Neal, '92 (IA)**, **Tom O'Hare, '00 (SC)**, **Jennifer Jolley, '10 (FL)**, **Elizabeth Rasmussen, '13 (FL)**, and **Shawn Hornung, '11 (KS)** later presented about the VOC at several local and state conferences following the Seminar.)

The most amazing resource was the gripping and compelling story related by



Tom O'Hare, '00 (SC); Dan Kelly, '03 (IA); Kymberli Wregglesworth, '11 (MI); and Kevin Neal, '92 (IA) gather for a photo-op during the three-day seminar.



Marion Smith, Executive Director of the VOC, celebrates with **Jennifer Jolley, '10 (FL)** and **Elizabeth Rasmussen, '13 (FL)** at the concluding banquet.

Truman-Reagan Medal of Freedom winner, Dr. Jianli Yang. At the evening banquet for the participants, he shared experiences and insights from his participation in the Tiananmen Square protests of 1989. Dr. Yang explained how those experiences shaped his decision to spend the remainder of his life, including 5 years in a Chinese prison, working to bring democracy to China. His remarks brought many in the room to tears.

The scale of the VOC seminar is much shorter (three days) and less intense than the Summer Institute on the Constitution, but it is similar in that it enhances content knowledge and reminds us of the sacrifices made throughout history by people who cherish and fight for fundamental liberty. More information about upcoming VOC programs and materials for teachers can be found at <https://goo.gl/zrdYIY>.

2016 SUMMER INSTITUTE

From June 20 to July 15, 58 Fellows engaged in serious, disciplined, and rigorous study of the origins of the American constitutional system while attending the annual Summer Institute on the Constitution, held at Georgetown University. The Institute was directed by Dr. Jeffrey Morrison, (the Foundation's Director of Academics), assisted by fellow faculty members, Dr. Daniel Dreisbach (American University), Dr. Kevin Hardwick (James Madison University), and Dr. Teri Halperin (University of Richmond).

Lectures, readings, discussions, papers, guest lecturers (Professor Gordon Lloyd, Ashbrook Senior Fellow; Professor Rosemarie Zagari, George Mason University; Dr Jack Warren,

Society of the Cincinnati), and excursions to historical sites (Mount Vernon, Montpelier, Gunston Hall, Arlington Cemetery) filled the month. Visits to the Supreme Court (where the Fellows met with Associate Justice Anthony Kennedy), the US Capitol, and the US Federal Court enriched the Fellows' summer experience.

For most Fellows, the highlight of the 2016 Summer Institute was a private meeting with US Secretary of Education **John B. King, Jr., '95 (NJ)**. As one Fellow noted, "The visit from Secretary King was wonderful. He was very thoughtful and real. I was impressed with his down to earth answers and commitment to education." (See pg. 1 for more details about Secretary King's visit.)



The Institute not only provided me with excellent knowledge about constitutional principles, but helped me to discover ways to incorporate this information into my daily teaching.

—Jason Williams, '16 (WY)



I have never experienced an academic setting like the Summer Institute before. The institute is very professional, but caring as well. I will never forget these four weeks!

—Drew Burfeind, '15 (MT)

Over the course of the summer, I was engaged in meaningful academic studies about the Constitution. The trips that we took, the speakers we heard, and the people we met were opportunities that most of us will never have again. I would not trade the experience with my Madison family for any other.

—Will Brand, '15 (MS)



Although being away from family for a month is emotionally taxing, the time spent with peers and professors at the Summer Institute cannot be replicated. I learned more in a short month about America's Founding than I had throughout my entire undergraduate and graduate program.

—Michael Sandstrom, '15 (CO)



I highly enjoyed the Summer Institute. It taught me to be a better teacher, thinker, scholar, and writer.

—Cheryl Kyrias, '15 (IL)



This experience will stay with me for the rest of my life. It was informative, educational, rigorous and fun.

—David Monaco, '15 (FL)



My experience at the Summer Institute was indescribable. I wish all teachers could go through something like this.

—Leslie Martin, '15 (SC)

Fellow's Love of Lincoln Leads to Recognition



Georgette Hackman, '15 (PA) and Lindsey Charron, '13 (CA) plan professional development programs at Ford's Theatre.

GEORGETTE HACKMAN, '15 (PA)

My favorite person in American history, and possibly of all time, is Abraham Lincoln. So, it was only natural that I was drawn to Ford's Theatre in Washington, D.C. for professional development opportunities. In the summer of 2012, I participated in the Catherine B. Reynolds Foundation's *Civil War Washington Teacher Fellowship*, offered by the Education Department at Ford's Theatre. We visited Lincoln's Cottage, Tudor Place, Cedar Hill (historic home of Frederick Douglass) and of course, Ford's Theatre. I stayed at the historic (and very elegant) Willard Hotel and was fully immersed in 19th century Washington. Little did I know, but that week would change my life.

I was eligible to apply to become a Ford's Theatre National Oratory Fellow,

a program to help middle school teachers incorporate oratory and performance in history and ELA classrooms. Accepted into the program in 2012, I have been working with Ford's ever since. I learned how to make history come alive for my students as they discovered the meaning of and context behind some of history's greatest speeches. I spent Summer, 2015 as the Teacher-in-Residence in the Education Department, and in 2016 I was awarded Ford's Theatre *BP Teacher Leader Award* in recognition of my on-going work with the National Oratory Fellows program.

When I attended the planning Pre-Treat last September, imagine my delight when I discovered that **Lindsey Charron, '13 (CA)** had joined the program. I am so excited to work with Lindsey and highly encourage other Fellows to explore the many wonderful educational opportunities offered through Ford's Theatre. Detailed information can be found at www.fords.org/for-teachers/programs.

Students Suggest Teacher Training Techniques

CHRISTOPHER TODD, '13 (CT)

Windsor High School's AP Government and Politics students mixed politics with professional development on a collaborative field trip (with Bulkeley High School) to Hartford, CT in March.

Students toured the State Capitol Building, meeting with their State Representative Brandon L. McGee, Jr. (D). Following this discussion, they met with Connecticut Secretary of the State, Denise Merrill, who introduced them to Senator Richard Blumenthal (D-CT), in town for a press conference about President Obama's nomination of Merrick Garland to the US Supreme Court. A local TV reporter also interviewed several students

about the controversy surrounding the appointment.

Later that day, students participated in a focus group hosted by the Connecticut State Department of Education's TEAM (Teacher Education And Mentoring) office. The TEAM officials asked students to provide insight and feedback about scenarios used for training new teachers during their two-year induction period. Students also offered suggestions for recruitment campaign slogans to help address teacher shortages.



While these high school students spent only one day learning more about government and politics, they will have a lasting impact on the professional development of Connecticut's teachers.

Fellows and Students Celebrate History

GARY KLOTZKIN, '06 (NJ)

Last May, three ninth grade students from Belleville High School and I attended the Annual Gala of the Gilder Lehrman Institute of American History. Held in New York City, the Gala honored philanthropist Julian H. Robertson, Jr. and historian James M. McPherson, while raising over \$1.6 million dollars to support innovative ways of teaching history.

My students were profoundly affected by this experience. Commented one, "One of the evening's honorees advised me that I should never stop following my dreams, no matter how many obstacles come my way. Her thoughtful words still linger in my mind." Another noted, "I felt as though the event was unreal at the time. So many influential people spoke to us: a billionaire, a Pulitzer Prize Winner, an ambassador, a movie actress. They each shared with us

words that I will never forget. The Gala inspired me at the end of an academically challenging school year to continue to keep doing my best."

After the Gala, my students shared that the evening's events and speakers inspired them to follow their dreams; expect resistance in pursuit of major goals but stick to the goal anyway; help others in need; study and work hard; appreciate the immense opportunities that they have living in the United States; and utilize the many opportunities that life offers—including the fellowships, internships, and scholarships offered by the Institute. Those are pretty profound lessons to take away from just one dinner!

Christy Marella-Davis, '03 (NJ) also attended the Gala with her student. "What an experience. This was my third event with the Institute in two months. Two weeks earlier I had the pleasure of having dinner with their Board of Directors,

where I spoke at length about how the James Madison Memorial Fellowship supported my academic dreams, and how it continues to support me in all my crazy endeavors. At the Gala, my student and I dined with some renowned scholars and business leaders who all shared a true love for history. I sat next to John Nau, III, an entrepreneur and philanthropist, and I was so impressed to see that history can be such a big part of anyone's life—not just that of an academic."

Many James Madison Fellows utilize the multiple programs, resources, and digital publications offered by the Gilder Lehrman Institute of American History. The Institute sponsors the National History Teacher of the Year Award, and 2016 State Winners include **Amy Maddox, '97 (AL)**; **Kevin Fox, '06 (CA)**; and **Sharon Conditt, '09 (WA)**. More information about the Institute's programs can be found at www.gilderlehrman.org.



Gary Klotzkin, '06 (NJ) and his students celebrate with dignitaries at the Annual Gala of the Gilder Lehrman Institute of American History.

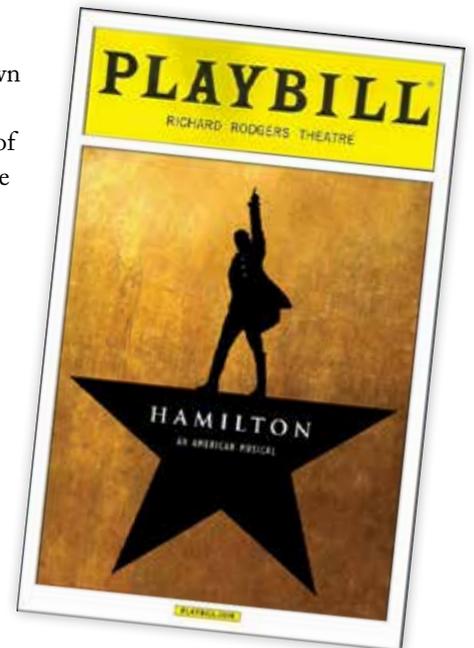
But Just You Wait! The Million Things Fellows Are Doing with *Hamilton*

James Madison Fellows have always known that Alexander Hamilton (and other Founders like Washington, Jefferson, and Madison) were “cool” in the ways that really count. But, it took a Broadway musical, *Hamilton: An American Musical*, to bring the stories of these 18th century Founders to the attention of a very diverse 21st century audience. Based on Ron Chernow’s *Alexander Hamilton* (described by a Madison Fellow several years ago as “wonderfully written and scholarly”), the musical tells the story of the early republic from the perspective of Alexander Hamilton, a man who “had a million things he hadn’t yet done.” He was always “thinkin’ past tomorrow”

as he “picked up his pen and wrote his own deliverance.”

Fellows who want to “tell the story” of Alexander Hamilton might look at the following resources:

- *Hamilton’s America: A Documentary Film* (<https://goo.gl/ynXeKu>)
- “Do Not Throw Away Your Shot”—Studying History with the *Musical Hamilton* (Available to NCSS members at <https://goo.gl/pWikyc>)
- Gilder Lehrman’s *Hamilton* (<https://goo.gl/Rh26aj>)



Cody Nesbitt, '12 (UT)

My high school friend, Thayne Jasperson, who played Samuel Seabury in the original cast and now understudies for other parts, was nice enough to get tickets for my wife and me. After the performance, we went backstage to talk with Thayne and meet a few cast members! It was an amazing time and something I will not forget!

Valerie Carnevale, '07 (RI)

In my Gr. 7 US History course, we first take a look at excerpts from Samuel Seabury’s pamphlet and my students imagine responses from the perspectives of various Founders. Then we listen to *Farmer Refuted*. After listening once, we look at the lyrics, using the annotated version (<https://goo.gl/X3NxGn>). This is an introduction to the many primary sources that we examine as a class: it reels the students in and gets them interested in the time period.

I also incorporate *Hamilton* in a lesson about the Declaration of Independence in pop culture. Prior to reading the Declaration, we use Blendspace (a playlist with pictures and videos found at <https://goo.gl/2ePjHU>) to take a look at how American culture depicts the Declaration. Students answer some questions and write down reactions individually using their Chromebooks, and then we come back together as a class for a roundtable discussion.



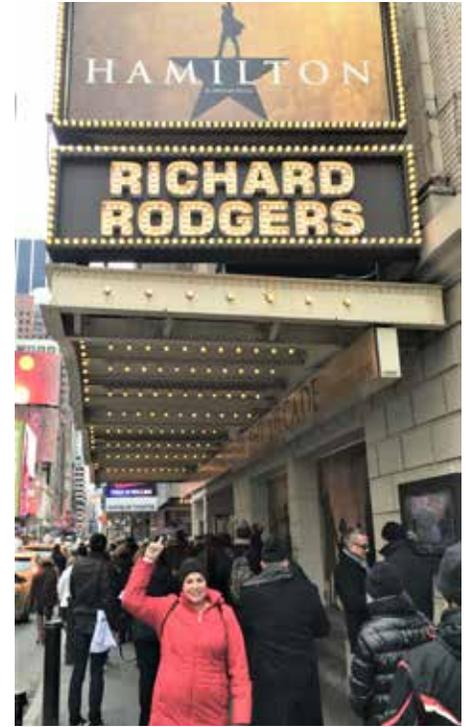
Linda Dean, '15 (NJ)

I am completely obsessed with *Hamilton* and I've seen it several times (I'm embarrassed to say how many), including off Broadway. I use the musical in class when we talk about the Election of 1800 and the Hamilton vs. Jefferson debate.



Ruth Sensenig, '13 (AK)

I introduced my (ten) middle school students to *Hamilton*, and they consumed it enthusiastically. Every day, we rapped along with Hamilton until teachers down the hall asked us to turn down the volume. The students' interest helps them to better understand issues like the argument about debt assumption or the role played by Hamilton in strengthening the federal government. They have since asked, "Why can't learning always be this fun?"



Lisa Smith, '16 (TX)

I've now seen *Hamilton* in both New York and Chicago. I love the soundtrack, and every day I have students tell me that they love the music, too. It makes me happy to have students excited about wanting to learn history.



James Carnevale, 15 month old son of Valerie Carnevale, '07 (RI) wears his Constitution shirt as he listens to *Hamilton*. Says Valerie, "He's really a big fan."

Michelle Holowicki, '10 (MI)

In November, I brought 80 students (and 10 chaperones) from Brighton High School (MI) to see *Hamilton: An American Musical* in Chicago. We had 32 AP US History students and 48 Choir/ Musical Theater students. My colleagues and I were so thrilled to expose students to something that is not only about history, but is making history itself. We had T-shirts made for the group with a lyric from the show on the back, "There's a million things I haven't done, but just you wait, just you wait!"

Most students were already very familiar with the soundtrack, but this was their first time seeing how it was staged (which was magnificent!) Every element, from the set to the costumes to the lighting and choreography and, of course, the voices, is just over the top! We saw it the day after the election and there were certain moments in the show that the crowd reacted to: Angelica's line "and when I meet Thomas Jefferson, I'm gonna compel him to include women in the sequel," and LaFayette's line, "Immigrants, we get the job done." There was rambunctious applause from the audience at those moments.

CLASS NOTES



Cynthia Burgett, '12 (VA), Mike Klapka, '99 (FL), Richard Vanden Bosch, '03 (CA), Allie Niese, '14 (IL), and Lisa Smith, '16 (TX) gather at the Annual American Revolution Institute sponsored by the Society of the Cincinnati.

2000

Don Barzowski (MO) was named the Veterans of Foreign Wars (VFW) State Teacher of the Year.

2003

Eric Chaput (RI) reviews books for the *Providence Journal* and recently published an essay in *Reviews in American History* (goo.gl/8tO16V) and a blog in the *New York Times* (goo.gl/Rsw5KP).

2008

Hart Murphy (TX) teaches at the International Programs School in Al Khobar in the Eastern Province of Saudi Arabia. "My students are entirely peace-loving, thoroughly hospitable, exceptionally courteous, and actually somewhat curious about principles of constitutional government."

2009

Roxann Gagner (AK) reports that "my students wrote their own Declaration of Independence, explaining the purposes of an education, and asserting that the middle school was not meeting the social contract of students' educational needs."

Brendon Jobs (PA) reports that he was selected from over 10,000 teachers to advise the Bill & Melinda Gates Foundation on K-12 Educational Programming. "I also serve on the Board of the Inner Strength Foundation."

Stephen Johnson (VT) teaches at the International School of Islamabad, Pakistan. "All students in Gr. 11 and 12 are in the IB program, and they study the causes and effects of 20th century wars as well as super power tensions and rivalries in the Cold War."

Todd Landeen (UT) teaches a concurrent enrollment US History class with Salt Lake Community College.

David Mayne (MO) and his colleagues registered as write-in candidates for the US House of Representatives. "It didn't impact the election but instead of running mock elections that don't really count, our students campaigned for a *bona fide* candidate in a real election."

Brittany Neiles (SD) "participated in a Teachers' Day at the Capitol to lobby—and really, just talk about the need—for additional funding from the state."

Deborah Pettingill (FL) and her student, Konner Ross, participated in the Albert H. Small Teacher and Student Institute, *Normandy: Sacrifice for Freedom*. "It was an amazing experience, and Konner created a website about our soldier: (goo.gl/Zz06E5)."

Robert Vincent (NY) is teaching AP Economics and AP US History at The Taft School in Watertown, CT.

2010

Elizabeth Baclayon (HI) requires her students to read excerpts from *Madison's Notes*. "This thrills me to no end since these wonderful youngsters are far more comfortable speaking pidgin than writing English, let alone using the actual words of the Founders to support their written arguments!"

Joseph Biron (CA) served "as a facilitator at a seminar on the presidency of Ronald Reagan held at the Reagan Library in Simi Valley, CA. I also trained over 20 teachers from Kern County in the *We the People* curriculum."

Keith (Charlie) Cooper (NV) is a Venturing Leader with the Boy Scouts. "We put up flags in our community for major holidays and try to spread a little patriotism in our town."

Alison Jessie (OR) recently completed teaching at the Benjamin Franklin School in Barcelona, Spain. "I taught IB History and was happy to teach a new unit on the US Civil Rights Movement."

Rachel Kohl (AK) and her students read *The Absolutely True History of a Part-Time Indian*. "We then looked at speeches from history to analyze some of the historical and contemporary problems for Native Americans."

Heather Loeschke (MN) and her students "once again represented the state of MN at the national *We the People* competition in Washington, D.C."

Susan Reinhiller (ND) is a “one-woman department. I teach all the social studies to all 120 students in our school, and twelve of those students qualified for the national competition of National History Day.”

Lauren (Dworsky) Eckstein (GA) advises the History Club at Ross High School in Hamilton, OH. “We took fieldtrips to the Ohio Renaissance Festival, the National Museum of the Air Force in Dayton, and the National Underground Railroad Center in Cincinnati.”

2011

Allan Aubrey (TN) completed his thesis and graduated in May, 2016.

Adam Bulava (NV) taught Ancient World History for the first time. “I was able to successfully use primary documents within the context of mini document-based questions.”

Andrea Clark (IL) is a member of the Illinois Civic Coalition, “working for better legislation for civics education.”

Renel Ellis (WY) took students to Montreal and Quebec to explore American history from a Canadian perspective. “I would encourage any teacher of the colonial era to consider this trip. The Canadians have done an excellent job preserving their history.”



Heidi Rubich, '01 (MT), Gennie Westbrook, '00 (TX), and Jennifer Hoefler, '09 (TX) at the Annual Founders' Fellowship of the Bill of Rights Institute.

Jason Hunt (OH) reports that “my Government students passed the Ohio End-of-Year Exam with a 96% passage rate. The state average was 62%.”

Nancie Lindblom (AZ) presented at the Civic Engagement Conference, offering a teacher’s perspective on civic education and engagement.

Jennifer Mileski (NY) completed her Masters Degree at Ashland University. “I will be forever appreciative of every professor and every peer with whom I had the opportunity to work.”

James Moran (ID) “attended the state caucus with my youngest son. It was a wonderful opportunity to learn firsthand about the responsibilities of being a civically-engaged citizen.”

Julie Nelson (MO) “incorporated an online format into my American Government class. The transition was challenging but it had a positive impact on student learning and engagement.”

Christian Pirlet (SD) is a founding member of South Dakota’s National Council for History Education. “Our chapter is in its infancy, but we are extremely excited about opportunities for history teachers in our state to collaborate.”

William Sutherland (DE) required his students to engage in Genius Hour: “Each chooses a topic of interest, relates it to principles of American Government, and then designs a project of his/her choice.”

Patrick Thurman (UT) organized a neighborhood blog and messaging system to facilitate better communication in his community.

Charles Willams (AR) reports that “this was a very successful year for my National History Day students. We had a Third Place winner in the group documentary category.”



Christy Marrella-Davis, '03 (NJ) was named the South Jersey Fabulous Teacher of the Year

Kymerli Wreggelsworth (MI) was named the Michigan Council for the Social Studies High School Educator of the Year.

2012

Brock Anderson (WA) teaches College in the Classroom, US History, American Government, Honors World History, Psychology, and an elective: History of Movies and Music in America.

Melissa (McDonough) Anthony (AL) coordinated a schoolwide fundraiser in partnership with the Bezos Family Foundation. “We raised more than \$16,000 for Syrian refugees.”

Jason Butler (OH) published his thesis, *Down but Not Out: How American Slavery Survived the Constitutional Era*.

Kyle Davis (IN) served as a delegate to the Indiana Democratic Convention. “I was also recognized as my building’s Teacher of the Year, an honor conferred by both staff and students.”

Brad Faulhaber (MT) presented three different Moot Courts for the local Kiwanis and for the community middle school.



Julie Stern, '04 (LA) has just completed a new book, *Tools for Teaching Conceptual Understanding* (goo.gl/4D887d).

Trish Everett (FL) served as a mentor at the Teacher Summer Institute through the James Madison Legacy Project of the Center for Civic Education and the Florida Law-Related Education Association. “I also contribute to the on-line publication, *Politicolor*, about curricular interpretations of developing current events.”

Alicia Ferguson (LA) taught a dual credit American History class in partnership with Baton Rouge Community College. She also attended the NEH Landmarks program, *Stoney the Road We Trod*, in Birmingham, AL.

Brent Jurgensen (WY) was elected to the Executive Committee of a local political party. “I have been involved in fundraising, producing quality debate questions, and coordinating the state caucuses and state convention. It is exciting to have the opportunity to participate in these civic activities.”

Jeff Lobo (IL) completed his Master of Liberal Studies from Lake Forrest College. “One of my favorite courses was *Chicago Aspirations*. We explored Chicago through multi-layered images: as an urban home, as a locus of industry, as a contested cultural landscape.”

Kylie Miller (NV) “tried to take on more leadership roles in the Social Studies community. I presented at the Northern Nevada Council for the Social Studies Conference in Reno, NV as well as at the Annual Conference of the National Council for the Social Studies in Washington, D.C.”

Kathryn Newcomb (MD) teaches AP European History and “uses comparative lessons to showcase the similarities and differences between the US Constitution and European constitutions.”

Brandi Philipps (NC) taught AP American Government for the first time. “I loved it! It was nice to put some of my in-depth constitutional knowledge to work.”

Brett Pritchett (KY) completed his MA degree at Western Kentucky University with a 4.0 GPA.

Rebecca Schaeffer (AR) “had a co-teacher this year, so I’ve been able to design multiple project-based learning projects to deliver and explore content. It has been a fantastic experience.”

Andrew Vernon (NJ) “loved teaching AP American Government, but regular government was the real highlight. It was wonderful to enlighten those who were not otherwise informed about the Constitution.”

Joshua Warwick (ID) received his degree from Ashland University in August and started teaching Eighth Grade US History in September. “I love it!”

2013

Lana Burns (TX) “had the privilege of mentoring two new government teachers. It was such a refreshing year, with new teachers excited about teaching and new students excited about our government.”

Lindsay Charron (CA) serves as the Public Information Coordinator for the California Association of Directors of Activities.

James Fagen (NJ) received an Outstanding Lesson Plan Award from the 9/11 Tribute Center.

Melissa Ganas (AZ) and her students participate in live webinars with professors from Ashland University. “It has been a phenomenal experience for them.”

Melinda Harris (ID) supported her husband during his term as mayor of their small town. “My eyes have been opened to the challenges of civic leadership. We live in an agricultural area and are experiencing the effects of years of drought. Water makes sane people, crazy; animals, mad. Pray for rain!”

Ty Hendricks (AR) took his students to the County Seat to celebrate Constitution Day. “A local judge discussed with my students the importance of the Constitution and an independent judiciary.”

Samantha Kowalak (NJ) completed her Masters in the Teaching of Social Studies from Columbia University, Teachers’ College.

Eric Nelson (WI) became a Special Registration Deputy and “registered numerous students in my school to vote. They voted for the first time in last November’s election.”

Victoria Pang (OH) participated in an NEH Summer Seminar, *Teaching Slavery and the Constitution*.



Ty Emborg, '05 (WY) joins other Madison Fellows and their classes at the National *We the People* Competition in Washington, D.C. Ty's students earned First Place for Unit 4: *How the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices.*

Scott Plencner (IL) led a group of teachers who worked with **Sean Healey, '01 (WI)** to develop a civics curriculum mandated by the state of Illinois.

Ruth Sensenig (AK) took students from her "tiny town of 300 residents to visit Boston, Newport, New York City, Philadelphia, and Gettysburg. Growing up in a town where we see ZERO strangers, my students expanded their perspectives of our great country while on this trip."

Craig Taylor (TN) reports that his Honors Economics and Finance students competed in the Stock Market game and placed first and third in the state.

Michael Thomas (WY) coordinates the Fire, Law, and Leadership Academy. "Students who join the academy go out into the community each week to job-shadow professionals like police officers and firefighters. These academies have significantly improved our school's graduation rate."

Melissa Blair Tracy (DE) is a new member of Phi Alpha Theta, the national history honor society. "The members of Phi Alpha Theta include working historians as well as students who have achieved high standards in their courses."

Lewis Whitson (KS) is proud of his students' performance at the statewide *We the People* competition. "One of our units placed first with a score of 58/60."

2014

Lee Heath Alexander (NC) conducted a Constitutional Convention simulation. "My students seemed to grasp some of the major debates."

Win Anderson (MN) leads the Central Minnesota Civil War Roundtable and plans his school's annual Veterans' Day programs.

Ross Bosse (VA) studied Reconstruction with Dr. David Gerleman, assistant editor of the *Lincoln Papers*. "One of the major themes of the course was the mythology of the Lost Cause and the impact of memory on the history of the Civil War."

Stephanie DaSilva (RI) "works with other James Madison Fellows in Rhode Island and the Rhode Island Historical Society to design and implement a digital textbook of Rhode Island history."

Jason Duncan (HI) participated in "an excellent teacher workshop: Great Decisions Teacher Training Institute. We learned from foreign policy experts about Middle Eastern conflicts, the rise of ISIS, and the issues on the Korean peninsula."

Gary Giordano (NY) received his Masters Degree. "My seven-year old sister attended the graduation ceremony. It was such a privilege to share this moment with her and other family members and also to show her the importance of education and the value of hard work."

Shannon Hechimovich (WI) "put in a TON of time and effort into my AP US History class this year, but it all paid off. 77/78 of my students earned a passing score, and 83% earned a 4 or 5. I love my students and can't say enough good things about them."

Thomas Haindfield (NE) presented a paper at the 2016 Deterrence and Assurance Workshop and Conference, *Reassessing the US Interests in Europe: An Argument against Further NATO Expansion.*

Drew Hysjulien (ND) participated in an Ashbrook/Liberty Fund Colloquia on Calvin Coolidge.

Colbe Klein (PA) "took my AP Human Geography students to a naturalization ceremony at the federal courthouse in Wilmington, DE so they could connect the course content with civics. My students led the newly-naturalized citizens in the Pledge of Allegiance."

Jill Martinez (CO) participated in the San Luis Valley Food Cooperative Initiative, helping to bring local growers and citizens together to create a more sustainable food base. "I am also building a non-conventional home using straw bale insulation and passive solar energy."



Holly Kartchner, '07 (ID) receives the Teacher of the Year Award from the American Lawyers Alliance. Said Holly, "I believe that the more young people understand our governmental system, the more likely they are to be contributing members of society."

Richard Mueller (WA) teaches at the Seattle Academy of the Arts. “My students spent several months studying the Constitution and Bill of Rights. As a culminating activity, they wrote and performed skits illustrating the rights protected by the Bill of Rights.”

Karlye Mull (NV) was married in May, 2015. She placed seven students with the County Election office as interns and participated in the city and county presidential caucuses.

Allie Niese (IL) participated in the American Revolution Institute sponsored by the Society of the Cincinnati. “I used the Society’s archival collections to write a lesson on the Treaty of Paris and its implications for various groups of Americans.”

Amy Page (NM) received the Smart/Maher VFW National Citizen Education Teacher Award. “I also designed curriculum and conducted professional development seminars for National History Day. My *We the People* team qualified for the national finals in Washington, D.C.”

Amy Parker (FL) was selected as a Joseph B. Whitehead Educator of Distinction. “Nationwide, only 25 of these awards are given each year. The student who nominated me received a \$25,000 scholarship to the college of her choice. This was a good thing as she plans to attend Harvard!”

Troy Petrie (TN) teaches US History and Reading Intervention at Sullivan South High School in Kingsport, TN. “I am also the music leader at the Open Door service of Munsey Memorial United Methodist Church in Johnson City, TN.”

Carly Peterson-Green (WA) teaches Eighth Grade American History and Language Arts at Hidden River Middle School in Monroe, WA. “I am also coordinating the annual eighth grade trip to Washington, D.C.”

Connor Quinlan (NJ) enjoyed his Contemporary Constitutional Issues course. “We examined current issues such as gay rights, gun legislation, voter registration, drug policies, and other issues; removed the subjectivity inherent in these topics, and objectively applied constitutional principles.”

Traci Schladweiler (WY) serves on a panel created by the Wyoming Secretary of State to increase voter participation among Wyoming’s 18-24 year old citizens.

Rebekah Sidzyik (NE) partnered with the Professor Preston Love, Jr. of the Black Studies Department at the University of Nebraska on a voter registration project for college-age African Americans.



William Bogeman, '11 (MN) sits atop Machu Picchu, Peru while spending six weeks backpacking throughout South America. “As an immersion teacher, this was a tremendous opportunity to strengthen my language skills.”

Mike Staffaroni (CT) took three courses at Ashland University: US Foreign Policy, Women in American History, and National Security and the Constitution.

Kelley Steffen (IA) shares that “my students created a lot of conversation in our small, rural district when they generated a survey about freedom of speech and the display of the Confederate battle flag on school grounds. What an amazing teachable moment!”

Charles Ray Tyler (SC) collaborated with **Amy Parker, '14 (FL)**, **Evan McLaughlin, '14 (NJ)**, and **Robin Deck, 14 (LA)** on a unique project teaching the causes of secession. “All of our students read *Apostles of Discussion* by Charles Drew and then participated in a webinar discussion of the book led by Dr. Dan Monroe of Milliken University. We plan to repeat this successful activity in the future.”

Erica Vatella (AL) earned her M.Ed. in Social Science Education from Auburn University.

Jeffrey Wagner (CA) taught AP US History. “These students are high achievers who set high goals for themselves and come to school with a joy for learning. This makes it so fulfilling for me when teaching them about our nation’s Constitution.”

2015

Lisa Adams (AZ) established a chapter of Rho Kappa, the national social studies honor society. “Our chapter is named in honor of James McBride, the first social studies department chair at our school. We hope to carry on his dedication to the study of the social sciences.”

Dustin Baker (NC) received the VFW North Carolina District 7 Citizenship Teacher of the Year Award. “I also invited a WW II Iwo Jima veteran to speak to my classes about his experiences.”

Michael Bealefeld (MD) graduated with an MA in Historical Studies from the University of Maryland, Baltimore County. “I gave a presentation at the Irish Railroad Workers’ Museum in Baltimore, MD about Irish-American service during the Civil War.”

Charles Brand (MS) is excited about teaching AP US History. He was recognized by his school as “Employee of the Month for March.”

Edwin Braudrick (OK) “is following in the footsteps of a ‘worksheet teacher’ who taught for the last four years and whose students had an average test score of 42. Students are accustomed to those standards and expectations, so it has been challenging to get the students motivated—but we are making progress.”

Daniel Covino (IA) presented, along with Professor Meira Levinson, at the Edward M. Kennedy Institute in Boston. “My contribution was a case study about teaching the 2016 presidential elections.”

Linda Dean (NJ) arranged for her students to work as poll clerks in the New Jersey primary.

Ellen Georgi (MD) created a website, *The Men from Massachusetts: John Adams, John Quincy Adams, and John Kennedy*.

Jacob Goodwin (NH) and his students “examined the arguments in the Tinker case to better understand limits on free speech. The final debate was held in our auditorium in front of an audience of 400 middle school students and teachers.”

Robert Grigsby (IL) headed up his district’s efforts to register students to vote. “We took advantage of early voting when I took over 100 students to vote on November 4.”

Kim Grosenbacher (TX) attended a two-day colloquia about *Liberty and the Federalist Papers*.



Adena Barnette, '11 (WV) is recognized by the West Virginia Daughters of the American Revolution as the Outstanding Teacher of American History. “I later found out that I placed third overall in the National Competition.”

Darlene James (UT) was selected by the local and state chapters of the National Society of the Daughters of the American Revolution as the Outstanding American History Teacher.

Sheilah Jennings (NM) writes that “I find simulations to be quite successful in teaching constitutional principles. My students love Mock Congress and Mock Trials. They also enjoy Moot Courts in US History.”

Jamie Karaffa (ME) thoroughly enjoyed a course on Ulysses S. Grant. “Many people remember only his drinking and the corruption of his presidency, but I gained a better understanding of his entire career and why he should be remembered for his great accomplishments.”

Jessica Kearney (LA) is thrilled that one of her students was awarded the Gates Millennium Scholarship. “I am always excited to talk with my students about college and scholarship opportunities.”

Kathleen King (WA) “worked with the Center of the American West and History Colorado to create lesson plans helping teachers incorporate local/regional history into their American history curricula.”

Julian Kinzie (NV) serves as Department Chair and Instructional Leader for her school.

Cheryl Kyrias (IL) took her students to the Mikva Challenge, the Iowa Caucus, and to the Harvard Model Congress.

Stuart Leo (OH) teaches a dual enrollment course through Columbus State Community College. “I expect to expand the program next year.”

Whitney Martin (WY) teaches Legal Studies and Mock Trial, so “I am looking forward to participating in the high school Mock Trial program.”

David Mercante (RI) shares that “being a student has given me a fresh perspective on how I teach. I’ve collected a lot of ideas, strategies, and techniques that I plan to incorporate when I return to the classroom.”

Tyrel Rose (CA) participates in the Madison Legacy Project led by **Joseph Biron, '10 (CA)**. “I am also the Co-Advisor for the Foothill High School Historical Society.”

Shannon Sorenson (ND) teaches American Government and Psychology at Century High School.

Alicia Tito (CA) graduated from UCLA in June. “I won a poster award for my research study on how to incorporate and leverage students’ linguistic capital into the history curriculum.”

Rhonda Watton (WI) was elected to the NCSS Board of Directors. In addition, “I attended a Monticello Teacher Institute, an NEH program on Graffiti Houses during the Civil War, and a training session on how to use GIS (Geographical Information Systems).”

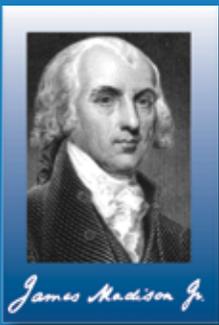
Craig Windt (MI) was recognized by the Michigan State Historical Society as a recipient of the Patricia Behring Teacher of the Year award. “I was honored for my continued involvement with National History Day. All but five of my students qualified this year to participate in the state competition.”

Adam Young (WV) reports that “I ran for re-election to the West Virginia House of Delegates, where I had previously served 2012-2014. Though I lost the election, I gained valuable knowledge about the political process and this knowledge will serve me well in my teaching and my graduate studies.”



Leah Jerome, '13 (NJ) (far right) and her friends cruise through Havana, Cuba on a long weekend last spring. “The classic cars we saw in Old Havana were quite memorable.”

Doug Zywiol (VA) serves as Department Chair in his school, where he teaches AP Comparative Government.



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