

American Institute
FOR HISTORY EDUCATION

"Well done is better than well said"

The AIHE Gazette

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April's Featured
AIHE Historian:

Professor David Booz
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Three years ago, Dave Booz, a retired 30-year public school system educator, was fortunate to meet Dr. Kevin T. Brady, president of the American Institute for History Education (AIHE). Dave served as the tour guide for one of the AIHE tours at Gettysburg. After the tour he was invited to speak at a colloquium. From that point he has been a tour guide for AIHE trips to Gettysburg and other Civil War battlefields, a presenter at many in-services, and a site manager for AIHE.

Prior to his affiliation with AIHE, Dave worked for thirty years as an educator in the public schools of Carroll County, Maryland. During that time he taught social studies for grades seven, nine, ten, eleven, and twelve. He taught survey courses in United States history, Issues in American Society, Sociology, the American Revolution, and the American Civil War. He developed, or helped to develop, units and entire curriculums for these courses. After eight and a half years in the classroom, Dave became an assistant principal in the high school in which he taught. During that time he was considered an instructional leader of the school and was responsible for the professional growth of all non-tenured teachers in the school. Due to a supervisor's illness, Dave also served one semester as the Acting Supervisor of Social Studies for the county.

Dave became a high school principal in 1986 and served for the next sixteen and a half years at three high schools and one Career and Technology School. Each school was very different and each presented its own set of opportunities. Student success through quality instruction was always the expectation for students and staff. All three of his schools earned awards for successes in academics, community service and character education. A large number of reforms and changes in structure were instituted in these schools and student success increased significantly. During this time, Dave also served as an adjunct instructor at Western Maryland College and Carroll Community College teaching methods courses.

In 2002, after thirty years, Dave retired from the public school system and became an Associate Professor at Carroll Community College. There he taught United States History survey courses, Methods of Teaching, Educational Psychology, and Introduction to Education, and developed a program for career changers to get their certification through the state of Maryland. He was also instrumental in starting small learning communities at the college. In 2005 Dave became the Executive Director of the Friends of the National Parks at Gettysburg, a non-profit organization dedicated to helping preserve the Gettysburg National Parks. In 2006 he accepted a position at Gettysburg College as an adjunct instructor in the Civil War Studies

See **BOOZ**, page 3

AIHE TAH Grant Programs Draw High Marks!

The American Institute for History Education (AIHE) provides highly successful professional development for teachers in districts nationwide through Teaching American History (TAH) grants, according to an independent evaluator. Grant Evaluation, Inc., of Little Meadows, Pa., has reported exceptional gains in teachers' history knowledge because of their participation in AIHE professional development sessions and field-study trips.

Grant Evaluation reported teachers involved in AIHE professional development scored 29 percent higher than control groups on United States history content exams. The TAH groups initially began 5 percent lower than the control group. The teachers' historical content knowledge increased by 36 percent on nationally validated test items.

The data, which was based upon survey results of approximately 850 teachers across 10 states and 22 TAH projects conducted by AIHE during 2008, also showed:

- In urban districts, teachers scored 35 percent higher on U.S. his-

tory content items than a control group of urban teachers. They increased their scores by 33 percent on nationally validated test items after AIHE professional development.

- Teachers in suburban districts also improved after AIHE professional development. On average, those teachers scored 27 percent higher on United States content items than a control group of suburban teachers. They scored 35 percent higher on nationally validated test items after AIHE professional development sessions.
- After AIHE sessions, teachers in rural districts scored 29 percent higher on U.S. history content than a control group of similar teachers, and they demonstrated a 56 percent increase in content knowledge on nationally validated test items after AIHE sessions.

"If all indicators from more than 850 teachers are showing tremendous gain, commonsense tell us that great things are happening," said Dr. Kevin T. Brady, president of AIHE.

Teachers from the Miami-Dade County Florida TAH Grant Share Their Experiences



Melanie Ervin, Southwest Miami Senior High School — Miami, FL
(11th Grade American History)

History was not my forté in high school and definitely not a subject I thought I would be teaching. But sometimes you end up in circumstances you never thought you could imagine.

I was so scared to be a part of the Miami-Dade Teaching American History grant because I thought my non-history background would not allow me to bring much to the table. I also didn't realize how much I would enjoy the experience.

Since I have been a participant in this grant it has been amazing. Not only because of the things I have learned, but more so because of the great material I get to bring back to my students. It's real and engaging. Most of the material I have learned cannot be found in secondary school textbooks.

I have been able to share students' personal testimonies on what they like about the current textbook (*The Americans* by McDougal Littell), what they have learned from outside resources (*web and the History Channel*) and they have also informed me of what styles work best for them when they are learning the material.

The professors who represent the American Institute for History Education and run the workshops are great and full of knowledge. They aren't critical of our personal and sometimes differing opinions. It has been amazing!

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Michael Pena, Miami Coral Park Senior High School — Miami, FL
(11th Grade American History Honors)

I was asked recently to say a few words about my experience with the Teaching American History grant workshop conducted by the American Institute for History Education. I can honestly say the workshop has exceeded my expectations in timeliness, information and relevance. The presentations given over the last few months are some of the best I have attended that were offered through my school system for recertification. The presentations are given in a manner that always keeps your interest; they maintain a pace that allows the speaker and the participants the opportunity to question each other.

The speakers give you personal insights that draw you into conversations and they are candid when stating, "They don't

have all the answers." I mention this fact to bring up the point that the guest speakers created a rapport with the workshop participants and established an environment of collegiality rather than conducting the sessions as if they came from on high. I found this very refreshing.

The information the colloquium presented can be used not only for our own knowledge, but can be easily infused in the classroom. The colloquium/workshop demonstrated ways to use primary sources, online exercises to enhance and engage the students and, frankly, make our job easier and more stimulating as well. I started this workshop with a bit of apprehension; I now hope to continue to participate in any TAH workshop offered in my area.

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Peter Caroddo, Felix Varela Senior High School — Miami, FL

(10th-12th Advanced Placement Comparative Politics, Advanced Placement Psychology, and American History)

I have been teaching social studies in Miami-Dade County for the past nine years. This past year I was given the opportunity to participate in the Teaching American History (TAH) grant. The TAH grant has given us the chance to develop our content knowledge on a multitude of topics in American history. This knowledge, as well as the pedagogical techniques we have acquired from the American Institute for History Education (AIHE), will allow us to enhance our classroom instruction and make history "come alive" for our students.

The seminar topics have included the Colonial Experience in America, Independence and the Revolutionary War, Slavery, the Civil War, and the Fight for Democracy. AIHE has offered an assortment of professors and education experts who have provided invaluable information for the participating teachers. The focus on using primary documents and the incorporation of technology into daily lesson plans, in order to bring history into perspective for our students, has been some of the more worthwhile aspects of the TAH seminars.

I have always appreciated the opportunity to improve myself as a professional, whether it meant taking graduate classes at the university or attending educational workshops provided by the school district. However, the TAH grant and corresponding seminars have provided a unique experience to combine the intellectualism of academia with the pragmatism of pedagogical instruction at the K-12 level. Perhaps the best professional development opportunity provided during the TAH seminars has been the professional dialogue between

See **MIAMI**, page 3

From **BOOZ**, page 1 Department. There he has taught Introduction to the Civil War Era, Gender in the Civil War, Gettysburg in History and Memory, and the American Civil War in the West, which he wrote and developed. He also teaches courses at McDaniel College in school administration and Civil War courses at Carroll Community College.

Dave looks forward to a long association with AIHE because he feels that by improving the content and instructional skills of teachers, AIHE's programs can make a real difference in American education.

Dave has had the good fortune to be married to his wife, Barbara, for thirty-seven years. They have two grown sons and several grandchildren. They live just west of Gettysburg, Pennsylvania, where history can come alive every day.

From **MIAMI**, page 2

my colleagues in the public schools and the academic professionals participating in the grant. I look forward to implementing lessons that integrate primary document analysis into the classroom. More importantly I hope to provide a more balanced historical experience for my students as a result of the shared experiences and discussions I had with all the professionals and educators I interacted with during AIHE's TAH seminars.

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Historical Park Provides Glimpse of General Lee's Surrender at Appomattox

For teachers looking for a place to immerse their students in the past, Appomattox Court House National Park is an ideal place to hold a field-study trip. Appomattox Court House National Historical Park preserves the site of General Robert E. Lee's surrender to General Ulysses S. Grant. The Civil War didn't end here, but the event went a long way to ensuring that it did.

General Lee's Army of Northern Virginia found itself surrounded here at this small county crossroads village. When Lee and Grant met, they only negotiated surrender terms for Lee's army, not the Confederacy as a whole. Other Confederate armies were still fighting, and the last troops would not lay down their arms for several more months. Yet the terms used here at Appomattox were generous, and were copied when other Confederate armies surrendered across the South.

The park features more than ten historic structures that students can tour. Highlights include the Clover Hill Tavern, where Union soldiers printed parole passes for the Confederates; the Meeks Store, where one can get a glimpse of food, clothing, tools, and other merchandise for sale as it was in the 1860s; and the McLean House, where Lee and Grant met in the parlor.

The park's visitor center features a museum with uniforms, flags, weapons, and artifacts from the McLean House. Of special interest are items like the towel used as a makeshift flag of truce, and a child's doll known as the silent witness — taken from the parlor of the McLean House by a

Union officer. The visitor center also shows two 15-minute films about the surrender.

For educational groups the park waives the admission fee, and offers curriculum-based programs tied to Virginia Standards of Learning. Depending on the size of the group and time limitations, staff can give private guided tours, rifle demonstrations, or offer a series of stations in which students rotate between the various buildings in the village.

Stand in the center of the village and look around in every direction. You will see no cars, billboards, or telephone poles. Nothing modern disrupts your view of fields, woods, fences, and buildings. Here, along the old stagecoach road, the Confederate troops laid down their arms in front of a line of saluting Union soldiers. It was a powerful event that affected all who participated in it. The staff at Appomattox is eager to share this inspiring story with your students.



Photos courtesy of the National Park Service

Groups wishing to tour the park should contact Education Coordinator Bert Dunkerly at bert_dunkerly@nps.gov or 434-352-8987, ext. 31. All the information needed to plan a visit and reserve a date is located on the park web site, www.nps.gov/apco, under the *For Teachers* section. There is no fee for educational groups or interpretive programs. Make your plans early, as dates fill up fast. The web site also lists upcoming special events, and advertises programs like the park's teacher workshop (scheduled for June 13).

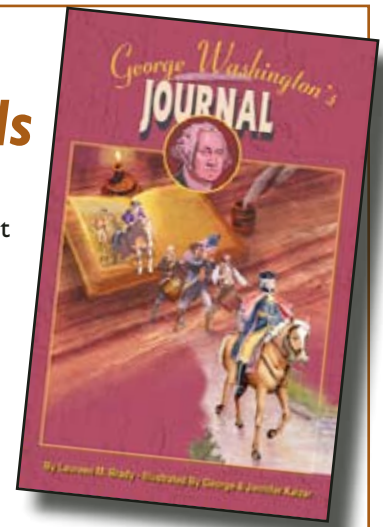
George Washington's Journal Provides Historical Content and Language Arts Skills

George Washington's Journal is the first in a series of historical readers for young students. Written on both the second- and fourth-grade levels, it is a fully illustrated book that takes a look at history through the eyes of "the Father of Our Country," George Washington. The soft-cover book is written in journal format and provides students with chronological events that Washington experienced from the time he assumed his role as Commander in Chief of the Continental Army to the time he resigned office after his second Presidential term. The book includes a glossary of historical key terms used within the text.

Author Lauren M. Brady describes the book as "engaging." Brady, an Instructional Design and Curriculum Editor at the American Institute for History Education (AIHE) and a former elementary teacher, says, "I don't

know of a better way to not only learn historical content but to also practice and apply all of the Language Arts Skills that are imperative for students to know." The author has also written accompanying Teacher Manuals for each level that include a copy of the text, historical biographies on the characters, vocabulary, analyses, discussion questions, extension activities, and a multitude of reproducible language arts worksheets.

The books are available at the AIHE Bookstore by visiting www.aihe-bookstore.com.



Teacher Satisfaction Doubles After AIHE TAH Grant Participation

Overall satisfaction of teachers who participated in American Institute for History Education (AIHE) Teaching American History (TAH) grants more than doubled following their involvement in TAH programs, reported Grant Evaluation, Inc.

The percentage of teachers who reported being satisfied or very satisfied with the capacity of their "current curriculum to convey overarching historical themes" rose from 30% before participating in AIHE's TAH grant programs to 65% after the programs.

Ninety-eight percent of teachers also responded "yes" when asked whether they would recommend their AIHE TAH experience to a colleague. And 96 percent of them considered their AIHE experience the best professional development in which they ever participated.

Grant Evaluation, an independent evaluator, based its findings on 47 TAH colloquia and sessions where 800 teachers from nine states participated.

Grant Evaluation found a stronger use of **teacher resources** following participation in AIHE's TAH programs. For example, 73 percent of TAH grant teachers used AIHE's *CICERO: History Beyond the Textbook™* in the short time since it was introduced, and 25 percent used the online product at least bi-weekly.

Other AIHE teaching methods also were well-received by participating teachers. The Binary *Paideia* approach to comparing and contrasting historical epochs was used by 33 percent of teachers at least monthly. This showed a 300 percent increase

from levels prior to participation in the TAH program. And AIHE's "This Day in History" was used by 90 percent of TAH participants, with almost 50 percent using these materials at least twice weekly.

"Professional development is only useful if it has effects on what goes on in the classroom," said Dr. Kevin T. Brady, president of AIHE. "If methods and strategies are not implemented in the classroom, the professional development is really worth very little."

Grant Evaluation also cited these changes in **teacher practices** after participation in the TAH program:

- AIHE-trained teachers were 32 percent less likely to use the textbook on a daily basis, and textbook use appeared to shift from daily to weekly use levels.
- Teachers reported a 21 percent increase in student "debates about historical issues and themes" on a monthly or more frequent basis in the classroom.
- Daily and weekly use of technology and tech materials rose 48 percent.
- Teachers were twice as likely to strongly agree with the statement "student use of primary sources increased last year in history class."
- Ninety percent of the teachers saw their ability to read and understand primary documents related to the TAH sessions improve.