

January's Featured AIHE Historian:

Dr. John Clark
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I love American history because I can never master it. The more I learn, the more I realize what remains to be learned. If I tried to read every history book in a good library, by the time I finished, as many new books would have been added as those I'd read. Regardless, we can teach effectively with what we do know, but it pays dividends to

continue to build our history knowledge base. Why? Knowledge invigorates our lessons and strengthens our classroom performance. We never know when what we know will give us the answer to a student's thoughtful question (or challenge), or lead to a teaching moment.

We are the last history teachers many of our students will ever have. How, then, do we organize our classes to give our students the skills they need to understand their world? How do we give them the ability to read newspaper articles, editorials, and op-ed pieces with critical eyes, and the noses to smell a politician's baloney or an advertisement's inflated claim?

History is a great place to start. It's about people — often very ordinary people — the challenges they face, and how they meet them. Studying our past enables us to better understand the present and, perhaps, helps us to face the future with confidence. In President Obama's "surge" speech at West Point,

he referred to America's imperialist past (Guantanamo), used the three words that America will fight to defend ("vital national interests"), and evoked a past president in Lincoln's Gettysburg Address. An informed citizen will follow these references in analyzing the speech.

I entered teaching as a second career. I incorporated in my classrooms my experience in a marvelous graduate history program, my business and military experience, and college and community service. I challenged my students to think, and they learned that they could. I teach teachers by asking many of the same questions. I teach with methods I used as models that teachers might adapt to their classes.

As a new teacher I attended every professional development seminar I could. I always learned new things I hadn't known, and picked up tips on how to teach these ideas, either from the presenters, or from talking shop with other teachers. I met the people from the American Institute for History Education (AIHE) while a fellow in the Paterson, NJ, Alexander Hamilton Liberty Fellowship. The professional quality of the program impressed me. When I retired, I asked Dr. Kevin T. Brady, president of AIHE, if I could become part of the organization. AIHE attracts outstanding history professionals to conduct its programs. I love to work with them, learn from them, and refer to their key points in my presentations. See **CLARK**, page 4

AIHE.tv

AIHE.tv, in partnership with TeacherTube.com, is a web site that contains many chapters of the American Institute for History Education's videos seen on CICERO: History Beyond the Textbook™. AIHE.tv contains AIHE mini-documentaries on such topics as Grover Cleveland, Jamestown, the Underground Railroad, and the Transcontinental Railroad, among many others.

The channel airs character actors giving interpretations of great figures such as John and Abigail Adams, Ben Franklin, Abraham Lincoln, and William Penn. The site also features discussions from renowned scholars, videos of historic sites and PowerPoints to use in the classroom. AIHE.tv offers teachers an opportunity to discuss issues and content and to network. Teachers may also submit their own creations or the video creations of their students.

To view past episodes of AIHE.tv, go to
www.teachertube.com/videoList.php?pg=videonew&cid=31



Teachers from the American History ROCKS! Liberty Fellowship Share Their Experiences



**William Trice,
Eisenhower High School —
Lawton, OK**

Does American history rock? You better believe it does. I was made aware of the American History ROCKS! Liberty Fellowship this past October. Our school district, (Lawton Public Schools in Lawton, Oklahoma), along with a number of other districts, chose to participate in the American History ROCKS! program. Initially I questioned the need to attend another set of history seminars after having taught history for a number of years. However, it did not take long to see that the fellowship, conducted by the American Institute for History Education, would be truly beneficial in helping us to present American history to our students in a way that would make it more personal to them.

So, what did the program do to remotivate and excite me? All the presenters were experts in their fields. They gave life to the subjects that they taught by teaching from a multi-perspective. They integrated the social conditions of the time, religion, politics, customs, languages, and tied it to the past event and the next future event. The American History ROCKS! Liberty Fellowship allows the fellows to learn how to research history techniques, write historical narratives, and create substantive lessons. We were also made aware of CICERO: History Beyond the Textbook™. There are more than 325 lesson plans that one may use or integrate into their own lesson plan. American History ROCKS! reemphasized the need to teach our students to see American history as a continuum and not as a series of disconnected events.

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**Kathleen Long,
Ridgecrest Elementary School
— Lawton, OK**

I have been impressed with the level of experts that have been presenting our workshops during the American History ROCKS! Liberty Fellowship. The scholars assembled by the American Institute for History Education have presented valuable knowledge and given great ideas for immediate use in the classroom! But the most exciting thing that I have gained from this experience is access to an online database called CICERO: History Beyond the Textbook™.

CICERO has a tremendous amount of resources available for immediate use. As educators, we all know how valuable time is when planning activities for use in the classroom. Most resources that I come across have to be “tweaked” or improved to be used in the classroom. But I have found that

the materials available on CICERO can be used without any further work from me. If I researched or wrote the materials myself, it would take years to compile the amount of references available! There are activities, worksheets, PowerPoints, historical documents, assessments, and much more. The best part of CICERO for me is that I can research available material by standard and grade level. With everything being standard-driven in the classroom, this feature really is valuable because it directly correlates with Oklahoma state standards.

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**Donna Sloas,
Sheridan Road Elementary
School — Fort Sill, OK**

I have already implemented the use of CICERO: History Beyond the Textbook™ into my classroom. I have used primary sources and PowerPoints, both of which my students seem to enjoy. I only wish I had access to one all the time! I greatly enjoyed learning the mental bracketing concept presented by Dr. Bill Ross. My students are working with this, and I modified it a little to work with my fifth graders by using pictures. His use of political cartoons have fascinated my students. They now look for political cartoons in the paper and want to share what they think it means to their classmates. ESP presented by Anthony Fitzpatrick has been an integral part of my teaching. My students are now picking up on the economic, social, and political aspects of each colony as we delve into the differing colonies. Dr. Fran Macko spoke about using quality trade books while teaching social studies. This idea was something most elementary teachers are familiar with already, but I learned a vast many other titles I have since ordered and are teaching from now.

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CICERO: History Beyond the Textbook™ is an interactive professional development tool for teaching American History that can best be described as the ultimate resource for elementary, middle and high school teachers.

**Demo a FREE TRIAL at
[www.TryCicero.com!](http://www.TryCicero.com)**

Experience Black History, Entertainment and Culture Through Harlem Heritage Tours

Harlem Heritage Tours, located on Malcolm X Boulevard in New York City, is the premiere grassroots tourism company in Harlem. Harlem Heritage Tours, which conducts field-study trips for the American Institute for History Education, offers eight sightseeing tours that serve the rich history of this New York neighborhood and its many contributions to global culture.

Harlem is known internationally as the “Black Mecca” of the world, but Harlem has been home to many races and ethnic groups including the Dutch, Irish, German, Italian, and Jewish. Harlem was originally settled by the Dutch in 1658, but was largely farmland and undeveloped territory for approximately 200 years. As New York’s population grew, residential and commercial expansion moved northward, and development of the Harlem territory was inevitable.

During the 1880s, elevated rail lines were extended north along Eighth and Ninth avenues, encouraging expansion northward. Development of transportation lines caused speculation on the land, and many fine row houses and multiple family apartment buildings were erected. However, this boom slowed in 1893 when a national recession struck. The recession curbed further development and stymied real estate sales. When the economy recovered in 1895, development continued, especially in the form of beautiful apartment buildings.

The Lenox Avenue IRT subway line was completed in 1904, and once again many speculated that Harlem would become extremely desirable to those residing in lower Manhattan. Hundreds of tenement apartment buildings were built anticipating the masses from lower Manhattan to occupy them. Unfortunately for the developers, the IRT not only made Harlem available to those from downtown, but also made Washington Heights, the Bronx and other northern points accessible. Developers overspeculated and many houses went unsold.

Real estate agent and entrepreneur Phillip A. Payton approached several Harlem landlords with the proposition that he would fill their empty or partially occupied properties with black tenants. The idea was accepted and Payton began moving black families into buildings in the 130s of Central Harlem. Many don’t know Payton, but Harlem Heritage Tours considers him to be the father of “Black Harlem.” The house he lived in with his wife Maggie still stands on West 131st Street.

Blacks continued to pour into Harlem from points in lower Manhattan, the American South and the Caribbean. With the onset of the First World War in 1915, many foreign immigrants set sail for their homelands, leaving employment opportunities available in the war industries in the north. Blacks migrated in

record numbers from the South to Northern cities in search of opportunities and increased wages.

During the 1920s, Harlem flourished with cultural and artistic expression. This period was christened the “Harlem Renaissance.” Harlem Renaissance figures such as Langston Hughes, Aaron Douglas, Alain Locke and others felt that they would use their artistic creativity as a means to show America and the world that blacks are intellectual, artistic and humane and should be treated accordingly.

The Great Depression of 1929 rocked the country and devastated black communities such as Harlem. The pressure of high rents, unemployment and racist practices culminated in Harlem riots in 1935 and 1943. The Second World War offered blacks few opportunities for advancement, and blacks mobilized against the war industry demanding fair practices. Militant activities during the 1940s set the stage for the 1960s.

Harlem was both stage and player during the turbulent period of the Civil Rights Movement. Religious and political leaders articulated the sentiments of the masses from street corners and pulpits throughout the community. During the 1960s, figures like Malcolm X, Adam Clayton Powell Jr., Queen Mother Moore and Preston Wilcox used Harlem as a launch pad for political, social, and economic empowerment activities.

Despite the rough days of the previous few decades, Harlem is presently experiencing a new renaissance. Unlike the cultural and literary renaissance of the 1920s, the current rebirth is based in economic development and cultural preservation. A brief walk through any section of the community will reveal the sights and sounds of construction crews at work developing properties. Ex-President Bill Clinton could have established his office anywhere in the United States, but chose Harlem. Tourists from around the world are visiting in record numbers to absorb the beautiful multi-ethnic culture of the “Black Capital of America.”

To contact Harlem Heritage Tours, call **(212) 280-7888** or go to **www.harlemheritage.com**.



Spanish Harlem Tour



Gospel Tour



Visit John Dougherty's
Education Blog
franklinsopus.org/blog
The goal of Dr. Dougherty's blog is to discuss issues,
trends and general comments in history education.

Summers with Lincoln Tells the Story and Shares the Ideals of Lincoln by Examining Public Sculptures

Across the country, in the middle of busy city squares and hidden on quiet streets, there are nearly 200 statues erected in memory of Abraham Lincoln. No other American has ever been so widely commemorated.

A few years ago, anticipating the 2009 bicentennial of Lincoln's birth, Jim Percoco, a history teacher with a passion for both Lincoln and public sculpture, set off to see what he might learn about some of these monuments — what they meant when they were unveiled, and what they mean to us today. The result is *Summers with Lincoln*, a captivating book that chronicles four summers on the road looking for Lincoln stories in statues of marble and bronze.

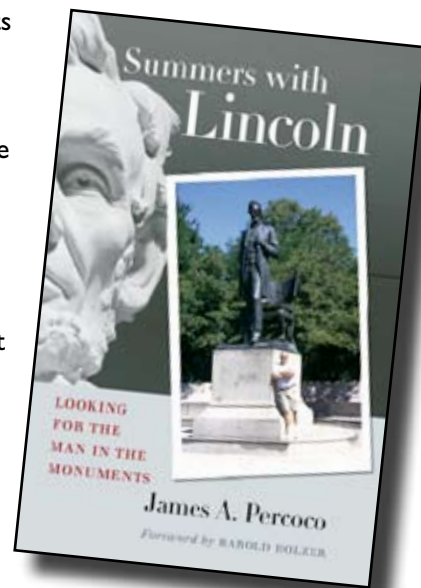
Of all the monuments, Percoco selects seven emblematic ones. He begins and ends the journey in Washington, D.C., starting with Thomas Ball's *Emancipation Group*, erected east of the Capitol in 1876 with private funds from African Americans and dedicated by Frederick Douglass. Here, Percoco and his multi-ethnic band of teenage historians explore the impact of this Freedman's Monument showing Lincoln and a kneeling freed bondsperson. What does the statue say about race and freedom to today's Americans? What did Ball — and his sponsors — want it to say?

At each stop, Percoco chronicles the history of each

monument, spotlighting its artistic, social, political, and cultural origins. His descriptions of works so often seen as clichés tease fresh meaning from mute stone and cold metal — raising provocative questions not just about who Lincoln might have been, but also about what we've wanted him to be in the monuments we've built.

James A. Percoco is an award-winning history teacher at West Springfield High School, in Springfield, Virginia, and is History Educator-in-Residence at the American University. He is a member of the Abraham Lincoln Bicentennial Commission's Advisory Board.

To order a copy of *Summers with Lincoln*, visit the AIHE Bookstore at www.aihe-bookstore.com and click on the link for AIHE Books.



From **CLARK**, page 1

My book, *Railroads in the Civil War: the Impact of Management on Victory and Defeat* (Baton Rouge: Louisiana State University Press, 2001) evolved from my business background, specifically my admiration for the management skill with which Northern railroad men organized and executed the 11th and 12th Corps movement. My research gave me an excellent grounding in early American economic development, a subject I love to teach. Outsourcing, downsizing, the relentless quest for improved productivity are nothing new: it started with the spinning jenny! Students who understand the industrial revolution should not fear the economic future.

I love many subjects in American history. Teaching high school history allowed me to teach all of them. Slavery is an understudied area, but very important for our understanding of how this nation evolved. I also like to teach the causes of the American Revolution, the Bill of Rights, the Civil War and other American wars, and civil rights. AIHE has asked me to present these subjects.

My current book project has reached the editing/rewriting phase. A hometown doctor, Raymond Banta, commanded a U.S. Army Portable Surgical Hospital, one of ten sent to World War II China specifically to treat Chinese soldiers (the Chinese army had no medical capability). This Bellevue-trained surgeon found himself halfway around the world treating malnourished Chinese

boys possessed of every nutritional disorder, public health disease, and tropical disease imaginable. The Chinese soldier-patients so impressed the Americans with their courage and stoicism that they worked hard to do everything they could for them, and they found a common ground of suffering and healing in spite of cultural differences.

As indicated, history is about ordinary people facing challenges and meeting them. The doctor's letters led me to leave the comfortable life of a hometown businessman to the intense, intellectually stimulating world of the graduate student. When I completed my dissertation and got a teaching job, I sold my business. The rest, as they say, is history.

John Clark wrote his doctoral dissertation at Princeton University under the supervision of James M. McPherson. He taught U.S. and world history at the Garrett Morgan Academy for Transportation and Technology, an innovative academy of the Paterson, NJ, Public Schools.

To order a copy of *Railroads in the Civil War: the Impact of Management on Victory and Defeat*, visit the AIHE Bookstore at www.aihe-bookstore.com and click on the link for AIHE Professors' Books.

