



American Institute  
FOR HISTORY EDUCATION

"Well done is better than well said"

# The AIHE Gazette

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March's Featured  
AIHE Historian:

**Dr. Jill Zahniser**

University of Wisconsin, River Falls • [jill.d.zahniser@uwr.edu](mailto:jill.d.zahniser@uwr.edu)



My interest in history emerged out of the educational reforms of the 1970s. As a young high school English teacher interested in a "relevant" classroom, I began assigning literature by so-called minorities: women, immigrants, black and Native American writers. I soon realized how little I knew of the literature or history of these groups.

This absence in my own learning led me to graduate school in American Studies and eventually to women's history. My interdisciplinary doctorate in Women's Studies from the University of Iowa was among the first in the nation. Scholarly interest in women's history has grown exponentially in the last thirty years. Now, as I present women's history topics at the American Institute for History Education (AIHE) Liberty Fellowships, I am delighted to find a growing enthusiasm for the history of women among K-12 teachers.

I began presenting for AIHE just last year. The Borrego Springs, CA, and Middletown, NJ, teachers initiated me. In the

fall of 2009 I had the pleasure of presenting in Wenatchee, WA. All these teachers had a curiosity and passion about history that I found gratifying; they re-ignited my own interest. So far, my talks have focused on the fifty years around 1900, and the social and women's history of those changing times. The topics included: The Progressives and Their Networks, which delves into lesser-known Progressives like Jane Addams and W.E.B. Du Bois; Everyday Life in America, 1890-1920, an examination of changes in food and transportation; Women in World War I; Women during the 1920s; and the 20th Century Women's Suffrage Movement and particularly, Alice Paul. Last year I recorded a video presentation on Alice Paul that appears on the AIHE web site. This month I will offer a "Talking History" presentation about her. The name Alice Paul is probably unfamiliar to many of you. Here's some information to whet your appetite:

Few would have predicted in 1913 that a young New Jersey Quaker with a doctoral degree would galvanize the 60-year-old struggle for woman suffrage and propel it within seven years to a successful conclusion. Yet from the

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## Dr. Brady to Speak at Major Conference of European History Educators in The Netherlands



Dr. Kevin T. Brady, president of the American Institute for History Education (AIHE), will travel to Nijmegen, the Netherlands, at the end of March to speak at a professional development conference hosted by EUROCLIO, the European Association of History Educators.

The conference, entitled "A Bridge Too Far? Teaching Common European History, Themes, Perspectives and Levels," is a week-long event (March 22-28) where historians and educators from the European Union discuss various topics, including World War II as a shared European narrative. Dr. Brady will speak on World War II from an American perspective while also introducing AIHE to the European representatives in attendance.

AIHE recently became partners with EUROCLIO, an intercultural organization established in 1993 to promote and support the development of history education. Plans are under way to incorporate EUROCLIO professors into AIHE's *Talking*

*History* program. Dr. Brady is thrilled to be participating in the conference, and he realizes the possibilities of the new venture.

"The partnerships formed with EUROCLIO will promote history education on both sides of the Atlantic Ocean," Dr. Brady said. "Students on both continents will benefit by gaining a better view of the world from multiple perspectives."

The 17th annual conference includes guest presenters, field study in local schools and guided tours of Nijmegen museums and historic districts. Dr. Brady is particularly interested in the trip to the National Liberation Museum, 1944-1945, in Groesbeek where Museum Director Wiel Lenders will discuss how museums address World War II.

"It will be intriguing," Dr. Brady said, "to see European historians' and educators' views of World War II in comparison to the American perspective taught in our classrooms."

The April issue of *The AIHE Gazette* will feature a report and pictures from the EUROCLIO conference.

# Teachers from the Five Star Liberty Fellowship Share Their Experiences



## **Gina Tillis, Ohio Valley Christina School — Gallipolis, OH**

I am currently involved in the Five Star Liberty Fellowship run by the American Institute for History Education (AIHE), and I have nothing but high praise for the program and its coordinators. Teaching in a smaller rural community, our resources have often been limited, but the Five Star Liberty Fellowship has brought the best of professional development to us! As I told our school administrator recently, the program has exceeded my expectations in many ways. We have access to top history researchers and presenters, the benefit of exploring CICERO: History Beyond the Textbook™ and its wealth of ideas and information, field-study trip opportunities to take us into the actual fields of study from which we teach, and the opportunity of earning graduate hours in history from the local university.

I am learning to really appreciate the CICERO site as I prepare background materials for upcoming history lessons. To introduce us to the site, Dr. Kevin T. Brady, president of AIHE, gave us a CICERO scavenger hunt that really had me looking over the information in creative ways! It was a great way to learn about all the site has to offer. (Sorry, Dr. Brady, I still came up two answers short from turning it in, but it was well worth the time!)

*ginatillis@yahoo.com*



## **Marlene Wood, Southwestern Elementary School — Patriot, OH**

As a history teacher, I have enjoyed getting together with colleagues to learn and share ideas. I wasn't sure what the Five Star Liberty Fellowship sessions were going to be, but I am glad I decided to participate. Reaching students today can be so challenging and new ideas come in handy. I have used some of the ideas I have experienced at the fellowship already. My students especially enjoyed the Rap about the Stamp Act that my fellow teachers created the day of our in-service. I am going to let them try some as well. The Bracketing of History presented by Dr. Bill Ross was also useful, as well as the Heroes Presentation and Dr. Kevin T. Brady's presentations.

The field-study trip is going to be extremely exciting. I have never been to Philadelphia, and I am excited about visiting the area and reliving some of the history with other educators.

The scavenger hunt to acquaint the participants with CICERO: History Beyond the Textbook™ was very challenging. It accomplished its goal; I do now know my way around The

Birth of Liberty section and have used it in my 5th grade classroom, as we are studying this period in history. I am very excited about receiving my set of resource books from the American Institute for History Education for winning the scavenger hunt.

*gl\_mwood@seovec.org*

## **Veronica Angle, Chesapeake Middle School — Chesapeake, OH**

I was happy to have the opportunity to attend a conference that focuses specifically on American history because that is what I teach to 5th graders. When I went to college, I earned a degree in Elementary Education; though I had several classes in history, I didn't get much content-specific training. With the Five Star Liberty Fellowship, I have learned valuable information in American history content as well as creative, engaging ways to teach history to my 5th graders.

Dr. Dennis Denenberg from the American Institute for History Education (AIHE) presented dozens of strategies for making history engaging to learners. One of his ideas was to use hats. I decided to try the hat idea when I taught my unit on the "Events to the Revolutionary War." I wore a crown as I explained to my students the rules from Parliament for the Stamp Act. I also made big paper "stamps" and pretended to affix a stamp to a newspaper, a document, a journal, etc. Then I wore a colonial tricorne hat when I explained the reaction of the American colonists to the stamp sellers and the stamp rules. I put the crown back on when I described how England rescinded the Stamp Act and came up with the idea of the Townshend Acts. Back and forth, back and forth as I used the crown and colonial hat (and many other props) to tell the story of what England did and the colonists did until finally the colonists sent the Declaration of Independence. I noticed that I held the attention of my 10-year-old children! One of my students even commented, "I love listening to you tell stories."

On the fourth day of the conference, Dr. Lucinda Evans presented the idea of using a rap to teach history. I have to teach 5th graders about the first amendment. I tell my students to use "RAPPS" to remember that the first amendment gives American citizens rights to Religion, Assembly, Petition, Press and Speech. With Dr. Evans' tips, I have copied the music to a "Rap Without Words" onto a CD. The students will be divided into five groups and each group will be assigned one of the "rights" for which to make up a verse for a "rap." When all the groups are finished, we will put the five verses together and have a classroom rap about the First Amendment.

I have enjoyed this conference and have used many ideas in my classroom. I am excited to teach this way and my students are having fun learning about their country!

*veronica.angle@peake.k12.oh.us*

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# National Women's History Museum Pursues a Permanent Home in Washington, DC

The National Women's History Museum (NWHM) affirms the value of knowing women's history, illuminates the role of women in transforming society and encourages all people, women and men, to participate in democratic dialogue about our future. Women's history is America's history. By sharing this information with girls, boys, women and men, there will be greater respect for the roles women have played and the basis for a stronger partnership between women and men moving forward.

Women's history is largely missing from the textbooks used in classrooms today. Only 1 out of 10 historical figures in history textbooks is a woman. Women's stories are also missing from our national story — only 5% of the statues in our national parks are of women leaders.

NWHM was launched in 1996 and has pursued a permanent home on or near the National Mall in Washington, DC. Legislation passed the House of Representatives in October 2009 to allow NWHM to purchase property next to



the National Mall and is currently awaiting passage in the Senate. NWHM will purchase the site at 12th Street and Independence Avenue SW, across from the Mall, at fair market value. The bill states that "the shovel must be in the ground" within five years from the time it is signed by the President and if it is not used

as a National Women's History Museum over the next 99 years, the site reverts back to federal government ownership.

NWHM's goal is to become a center for activities focused on women's issues by having museum exhibits, a resource center for study as well as a conference center that can be used for events. Members of the NWHM Coalition, composed of 38 women's service and professional organizations, have expressed interest in using office space that may be available.

NWHM targets having a 200,000+ square foot museum — comparable to other museums on the Mall. The size of the museum will be determined after the bill passes and a due diligence study is completed.

While looking for a physical location, NWHM launched a web site with a CyberMuseum and other educational resources to distribute information. In an effort to disseminate the amazing stories and achievements of women, NWHM has created eighteen cyberexhibits on a wide range of topics — from Chinese American Women, to Women in the Progressive Era, to Female Olympians — and NWHM will be launching several more exhibits this year.

NWHM's web site also features 11 lesson plans that are tailored to the cyberexhibits for educators, parents, and students. These lesson plans, as well as the cyberexhibits, are free. In addition, NWHM also offers more than 200 biographies on notable women in categories such as the Abolition Movement, the colonial period and science.

To view the CyberMuseum, visit [www.nwhm.org](http://www.nwhm.org).

From **ZAHNISER**, page 1

March 1913 suffrage parade in Washington, DC, which trumped Woodrow Wilson's inauguration to her 1917 imprisonment and forced competency examination where the fate of the suffrage movement arguably hung in the balance, Paul changed the course of woman suffrage. She would go on to author the Equal Rights Amendment and worked for its passage until her death in 1977.

While in Britain doing graduate work, Paul encountered the militant English suffrage movement led by Emmeline Pankhurst and her daughter Christabel. Captivated by the splendor and passion of the Pankhursts' demonstrations, Paul was transformed into a suffrage activist; she threw herself into promotion, protests and hunger strikes with an abandon that surprised most of her friends and family.

Returning to America, Paul injected a sorely needed burst of energy into the U.S. woman suffrage movement. She stepped onto the scene in 1913, organizing a magnificent parade down Pennsylvania Avenue on the eve of Wilson's inauguration. She is best known today for the months-long picketing campaign that brought her into a symbolic duel with President Wilson. Seven years after she entered the suffrage movement, American women won the right to vote with passage of the Nineteenth

Amendment.

Because her strategy and tactics were unusually assertive for the time and often highly controversial, Alice Paul's work for suffrage was either unknown or considered on the radical fringe for half a century. Since 1980, the historical judgment of her efforts has grown more favorable.

My March 23 *Talking History* presentation will focus on the suffrage work of Alice Paul and her followers. I am engaged in writing her biography, a project I inherited from Amelia Fry, who completed a lengthy oral history with Paul in the early 1970s. My own interest in Alice Paul was piqued around 1980; as a graduate student, I discovered the appalling dearth of information available about this suffrage leader and ERA author. In the mid-1980s, I joined the Alice Paul Centennial Foundation campaign to purchase her estate and donate her papers to the pre-eminent library for women's history: the Schlesinger Library at Harvard University. Memorabilia in the estate were donated to the Smithsonian Institution.

Join me in *Talking History* on March 23 (7:30 p.m. EDT) to learn more about Alice Paul.

# African and Irish Americans Solidify Their Citizenship in *Becoming American Under Fire*

In *Becoming American Under Fire*, Christian G. Samito provides a rich account of how African-American and Irish-American soldiers influenced the modern vision of national citizenship that developed during the Civil War era. By bearing arms for the Union, African Americans and Irish Americans exhibited their loyalty to the United States and their capacity to act as citizens; they strengthened their American identity in the process. Members of both groups also helped to redefine the legal meaning and political practices of American citizenship.

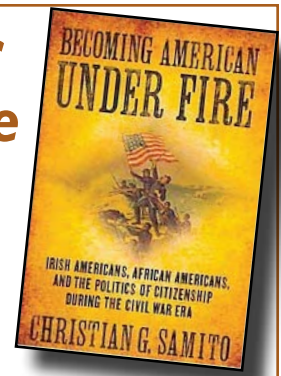
For African-American soldiers, proving manhood in combat was only one aspect to their quest for acceptance as citizens. As Dr. Samito reveals, by participating in courts-martial and protesting against unequal treatment, African Americans gained access to legal and political processes from which they had previously been excluded. The experience of African Americans in the military helped shape a postwar political movement that successfully called for rights and protections regardless of race.

For Irish Americans, soldiering in the Civil War was part of a larger affirmation of republican government,

and it forged a bond between their American citizenship and their Irish nationalism. The wartime experiences of Irish Americans helped bring about recognition of their full citizenship through naturalization and also caused the United States to pressure Britain to abandon its centuries-old policy of refusing to recognize the naturalization of British subjects abroad.

As Dr. Samito makes clear, the experiences of African Americans and Irish Americans differed substantially — and at times both groups even found themselves violently opposed — but they had in common that they aspired to full citizenship and inclusion in the American polity. Both communities were key participants in the fight to expand the definition of citizenship that became enshrined in constitutional amendments and legislation that changed the nation.

To order a copy of *Becoming American Under Fire*, visit the AIHE Bookstore at [www.aihe-bookstore.com](http://www.aihe-bookstore.com) and click on the link for AIHE Professors' Books.



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## Gene Huffman, Washington Elementary School — Gallipolis, OH

The Five Star Liberty Fellowship is an opportunity that was long in the waiting. I have never experienced an in-service of this magnitude in all of my 22 years of teaching. It is fun, exciting, and unbelievably engaging. The presenters are fantastic. They present and model many fun and creative ways to teach American history at the elementary and middle school levels. Dr. Dennis Denenberg is inspiring as he makes his case for “Hooray for Heroes” and his “Hats and More” presentation brings history to life in a very unique way. The resources provided by the American Institute for History Education through CICERO: History Beyond the Textbook™ are of great value in research and preparing lessons. I am especially looking forward to spending time with my colleagues on our national field-study trip this summer to Philadelphia. Because of the Five Star Liberty Fellowship I have new methods to present American history in a way that is fun and engaging for my students. My only regret is that this opportunity did come earlier in my career.

[eugene.huffman@mail.scoca-k12.org](mailto:eugene.huffman@mail.scoca-k12.org)

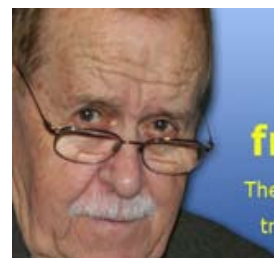
## David O'Brien, Wellston Middle School — Wellston, OH

I am very pleased to take part in the Five Star Liberty Fellowship program for teachers. There seem to be many workshops and professional development seminars for the other subject areas; it is refreshing to find such a high-quality program as this one for social studies. The program provides excellent instructors and presentations to aid teachers in understanding and designing engaging lessons for our students.

With extensive and useful online resources such as CICERO: History Beyond the Textbook™ just a click away, and a knowledgeable support team to provide assistance, the Five Star Liberty Fellowship has proven to be the best professional development program in which I have participated.

I recommend this program not only to social studies or history teachers, but also to all teachers wishing to gain a better understanding of the importance of American history in the classroom.

[dobrien@wcs.k12.oh.us](mailto:dobrien@wcs.k12.oh.us)



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