



THE GILDER LEHRMAN  
INSTITUTE *of* AMERICAN HISTORY

*2022 Annual Report*

# 2022 Highlights

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**More than 32,500** Gilder Lehrman Affiliate Schools represent **82,000** K–12 teachers and **10.7 million** K–12 students.

**More than 7,000** teachers, students, scholars, and history lovers attended ***Inside the Vault*** in 2022.

**More than 14,000** viewers enjoyed ***Book Breaks*** in 2022.

Approximately **3 million** unique visitors used the GLI website in 2022.

Nearly **170,000** students participated in EduHam Online in 2022.

More than **1 million** visitors nationwide used GLI's AP US History Study Guide.

More than **20,000** certificates were given to teachers participating in professional development programs with GLI in 2022.

There were more than **6,000** nominations for History Teacher of the Year, resulting in 50 state winners and a national winner being recognized in public ceremonies.

More than **900** teachers enrolled in GLI's master's degree program.

*Learn more about our programs at [gilderlehrman.org](https://www.gilderlehrman.org).*

Front Cover: 2022 Gilder Lehrman Teacher Symposium participant AnnMarie McCloud teaching at Wooster School, a Gilder Lehrman Affiliate School in Danbury, Connecticut. Photo by Wooster School



*2022 Tennessee History Teacher of the Year  
and national finalist Melissa Collins,  
John P. Freeman School in Memphis, TN*

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*Lewis E. Lehrman, Co-Founder of the Gilder Lehrman Institute of American History*

## Our Mission

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Founded in 1994 by Richard Gilder and Lewis E. Lehrman, visionaries and lifelong supporters of American history education, the Gilder Lehrman Institute of American History is the leading nonprofit organization dedicated to K–12 history education while also serving the general public. The Institute’s mission is to promote the knowledge and understanding of American history through educational programs and resources.

At the Institute’s core is the Gilder Lehrman Collection, one of the great archives in American history. Drawing on the more than 85,000 documents in the Gilder Lehrman Collection and an extensive network of eminent historians, the Institute provides teachers, students, and the general public with direct access to unique primary source materials.

As a 501(c)(3) nonprofit public charity, the Gilder Lehrman Institute of American History is supported through the generosity of individuals, corporations, and foundations. The Institute’s programs have been recognized by awards from the White House, the National Endowment for the Humanities, the Organization of American Historians, the Council of Independent Colleges, and the Daughters of the American Revolution.

**“[Our goal] was to get all of these documents that formed the structure of American history—from the colonial period to the present—out of private hands and into a place where they could be serving American students and American teachers, not to mention Americans from all walks of life who are interested in document-based study and biography in American history.”**

—Lewis Lehrman  
in a 2005 *C-Span* interview

# In Memoriam

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*Richard Gilder, David McCullough,  
and Lewis E. Lehrman*



*Educator Julian Braxton with  
David McCullough in 2019 at the  
Hingham Historical Society for a special  
Gilder Lehrman Teacher Seminar*

## MEMORIAL TO DAVID McCULLOUGH

The Gilder Lehrman Institute, along with millions of readers, educators, and history enthusiasts around the world, mourned the death of Pulitzer Prize-winning author and historian David McCullough in August 2022.

The Gilder Lehrman Institute is fortunate to have had a rich and longstanding relationship with David McCullough. This includes the numerous book talks he gave and educational programs he led for GLI over the past two decades, the thousands of copies of his books distributed to teachers and students in our Affiliate School Program, and the annual McCullough Student Essay Prize competition, which attracts hundreds of submissions every year and awards prizes up to \$10,000. In addition, David was a longtime Trustee of the Gilder Lehrman Institute and the honoree at our first History Gala in 2012. This summer an anonymous donor started the David and Rosalee McCullough Endowment Fund in his honor to support history programs for K–12 students.

David McCullough inspired countless history teachers around the world and actively encouraged and celebrated them.

One of those teachers, Julian Braxton, who now serves as director of community and inclusion at the Winsor School in Boston, attests, “Mr. McCullough ultimately inspired me to pursue a career in history education. I have been teaching high school history for over twenty-five years, and I do my best to make the past come to life. Mr. McCullough wouldn’t have had it any other way. He often admonished history teachers with this simple advice, ‘Don’t be boring!’”

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## MEMORIAL TO JULIAN ROBERTSON

Julian Robertson, who died in August 2022, was a philanthropic entrepreneur whose support of the Gilder Lehrman Institute was pivotal, dating back to his generous backing of the Institute’s joint exhibition with the New-York Historical Society in 2004, *Alexander Hamilton: The Man Who Made Modern America*, and his tenure as a member of our Board of Trustees from 2016 to 2020.

In May 2016 the Gilder Lehrman Institute was pleased to honor Mr. Robertson at the annual Gilder Lehrman Gala. After several years of significant support, the Robertson Foundation donated \$1 million during our 2019 capital campaign to create the Lewis Lehrman Fund within our endowment, a gift which has ensured the Institute will continue to thrive. Julian’s memory lives on at the Gilder Lehrman Institute.



*Julian Robertson receives the 2016 Champion of History Award from the Gilder Lehrman Institute.*

# A Letter from President James G. Basker

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Dear Friends,

The past year has been a time of dramatic highs and lows for the Institute. The low point came in August with the death of our beloved trustee David McCullough, who had himself suffered the loss of his dear wife Rosalee just two months before. Widely revered as America's greatest storyteller, David had donated his time and talent in countless programs for teachers and students, and served on our Board of Trustees for more than ten years.

David will long be missed, but his life's work continues through the David and Rosalee McCullough Fund for Children's Programs that friends have started in his memory. As he would have wanted, the Institute will carry on in its historical mission.

In August, we also suffered the loss of another extraordinary man with the death of Julian Robertson. In our nineteen-year relationship with Julian, the teachers and students we serve benefited from his generosity and his commitment to the best American ideals. We hope to honor his memory by continuing in the path that he helped mark out for us.

This year we reached record levels of Affiliate Schools and teachers—now more than 32,500 schools and some 82,000 teachers in our network, across all 50 states.

The theaters reopened and EduHam resumed, enabling thousands of students from disadvantaged schools to experience the thrill of seeing *Hamilton* in person, while another 200,000 participated in an online version of the Hamilton Education Program across the country.

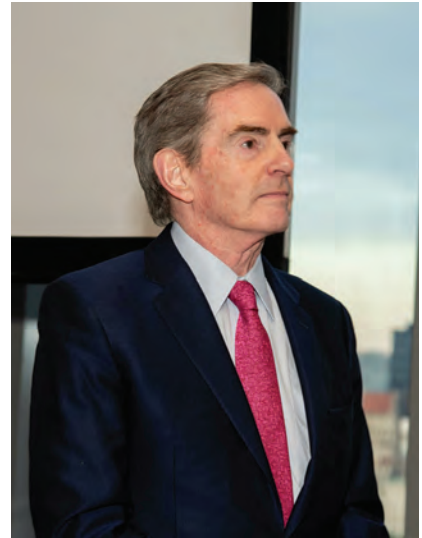
Our MA degree program successfully transitioned to Gettysburg College where, in its first semester, it reached a record level of enrollment, and we are on pace to have more than 1,000 teachers enrolled as degree candidates by the end of 2022.

Over the course of the year, the number of certificates we issued to teachers completing a professional development program was more than 20,000. Those teachers, in turn, have more than 2.6 million students in their classrooms. In total, more than 3 million students, teachers, and history enthusiasts have visited our website for resources and guidance.

With the help of our dedicated trustees and many generous donors, our programs were fully funded and we finished in the black for the 28<sup>th</sup> consecutive year. Our fundraising efforts were capped off at the Gala in May when our Chair and Co-Founder Lewis Lehrman announced a surprise donation of \$1 million.

We thank you all for your support and we invite you to join with us in the year ahead, as we seek to promote historical literacy and civic engagement among students, teachers, and the general public. I hope you believe, with us, that our country's future depends on it.

James G. Basker  
President and CEO





2022 Wisconsin History Teacher of the Year  
Kevin Podeweltz with his students at Riverside  
Elementary School, a Gilder Lehrman  
Affiliate School in Ringle, WI



**The Gilder Lehrman  
Institute surpassed  
32,500 registrations in  
2022—one out of every  
four schools nationwide  
is now in our Affiliate  
School Program!**

GLI FOR STUDENTS

## Affiliate School Program

### FREE AMERICAN HISTORY RESOURCES FOR ELEMENTARY SCHOOLS

Our Affiliate School Program features courses, lesson plans, and presentations specifically created for elementary school teachers and students, including

- The History Essentials series of courses for elementary school teachers
- A K–5 American history curriculum, custom-designed by our master teachers
- *Hamilton* Cast Read Alongs of popular American history picture books

The Gilder Lehrman Affiliate School Program, developed in partnership with the National Endowment for the Humanities (NEH), provides K–12 teachers and students with free access to all the American history resources they need to excel in the classroom and beyond.

The program is also the entry point to free professional development, contests, student programs, and valuable public programming.

Benefits for students and their teachers include

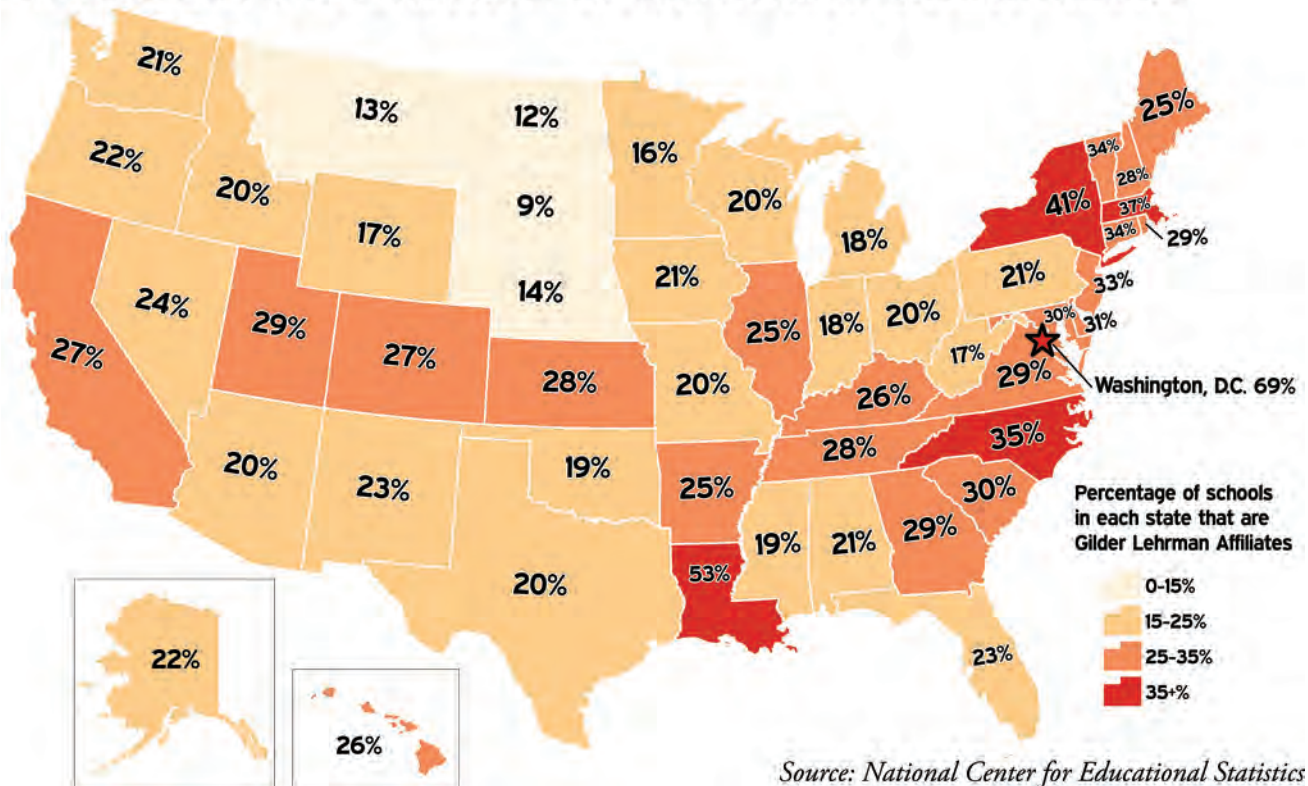
- Monthly giveaways of free history books, posters, self-paced courses, and classroom resources, including lesson plans
- Access to the Hamilton Education Program Online, scholarship opportunities, and eligibility for students to enter essay prize competitions
- Teacher Seminars and other professional development for teachers, plus discounts on self-paced courses
- Access to the Gilder Lehrman Collection's digital catalog
- Eligibility to enroll in the Gettysburg–Gilder Lehrman MA in American History
- A free subscription to our *Book Breaks* program, live and archived discussions with prominent historians about their books
- A free subscription to the journal *History Now*, featuring essays by award-winning historians



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

Created with the support of the National Endowment for the Humanities, the Gilder Lehrman Affiliate School Program provides free resources and support for teaching and studying American history.

## More than 25% of K-12 schools in the USA are Gilder Lehrman Affiliates



## More than 32,000 Gilder Lehrman Affiliate schools worldwide



### WHAT OUR AFFILIATE SCHOOL PROGRAM TEACHERS SAY

"I love the Affiliate School Program! The resources that I have gained from this program have helped me grow in my knowledge which has translated directly to students. It has helped me decorate my room with interesting historical posters, which has dramatically increased the representation of different demographic groups."

"The school where I teach does not have an abundance of resources, and the Gilder Lehrman Institute has been my go-to place!"

"GLI's Affiliate School Program has been instrumental in helping me use primary sources in my lessons and helping students learn historical literacy."



*The 2022 Broadway cast of Hamilton was presented with the 2022 Champion of History Award from the Gilder Lehrman Institute at an EduHam matinee.*



**“From everything that has come out of *Hamilton*, I am most proud of EduHam and of the students who have created their own incredible work from primary sources. I’m thrilled by the storytelling that comes out of the EduHam curriculum and the hunger it awakens in students who are empowered to dig deeper and find inspiration from our collective history.”**

*—Hamilton creator  
Lin-Manuel Miranda*



*New York City high school students at a Hamilton Education Program matinee*

## GLI FOR STUDENTS

# The Hamilton Education Program

The Hamilton Education Program (EduHam) sees Title I-eligible Gilder Lehrman Affiliate high schools incorporate Alexander Hamilton and the Founding Era into classroom studies so that students can create original performance projects of their own using primary source documents like those used by Lin-Manuel Miranda in *Hamilton*.

Thanks to an initial grant from the Rockefeller Foundation in 2016 and subsequent contributions by many organizations and individual donors throughout the country, high school students in thirty-eight states and the District of Columbia have each paid only a “Hamilton” (\$10) to see the musical while it was on Broadway and touring nationally. EduHam matinees have been offered in Boston, Charlotte, Chicago, Dallas, Denver, Detroit, Fort Lauderdale, Hartford, Houston, Los Angeles, Minneapolis, Nashville, New Orleans, New York City, Norfolk, Philadelphia, Pittsburgh, St. Louis, Salt Lake City, San Diego, San Francisco, Seattle, Tampa, Tempe, and Washington, DC.

After a necessary pause during the pandemic, we returned in spring 2022 for our first EduHam matinees in two years and will continue them into 2023.

Additionally, we launched our first EduHam middle school matinees in 2022 in coordination with the New York City Department of Education.



A student performs his EduHam Online piece, "Benjamin Franklin the Reluctant Revolutionary."

GLI FOR STUDENTS

# The Hamilton Education Program Online

In fall 2020, the Hamilton Education Program Online (EduHam Online) was launched, with an immediate enthusiastic response from schools engaged in remote and hybrid learning as well as schools fully back in person.

EduHam Online is open to students in grades 6–12. The program gives students access to a wealth of materials on the EduHam Online website, including information about more than 45 Founding Era figures and 14 events, 24 key documents, 175 supporting documents, video clips from *Hamilton*, and more.

**More than 3,000 teachers signed up for EduHam Online in the 2021–22 school year; nearly 200,000 students participated.**

**99%**

of teachers said EduHam Online had a positive impact on their students' enthusiasm for learning about American history.

**99%**

of teachers said EduHam Online had a positive impact on students' ability to use primary sources.

**97%**

of teachers said they would use EduHam Online again.

**IN A SURVEY ABOUT EDUHAM ONLINE, TEACHERS SAID,**

★ "It was great for me because I could incorporate it into the curriculum at the perfect time when we had just finished learning about the American Revolution."

★ "My students are all keenly aware of *Hamilton*, and this notoriety added an extra element of interest for my students as the value and benefit of learning history unfolded before them with EduHam."

★ "It has been a great tool to get my students excited about studying American government. It's easy for me to tie this perspective of history into today's modern citizens and their responsibilities."

# Student Advisory Council



*Sofia Melnychuck*

Created in 2014, the Gilder Lehrman Institute’s Student Advisory Council is a diverse group of high-achieving students in grades 8–12 with an interest in history. At monthly meetings, the Council provides valuable feedback on the Institute’s programs and materials, helping the Institute keep the needs of young people in mind.

Council members often serve as speakers at the Institute’s four book prize ceremonies and annual gala, among other special events. Council alumni have gone on to attend Brown University, Columbia University, Duke University, Harvard University, and Stanford University, among others.

The Council now has 165 members from across the country and internationally.

## GET TO KNOW FOUR SAC MEMBERS

### **SOFIA MELNYCHUCK**

Sofia joined the SAC in July 2021 after joining the National Academy of American History and Civics. She was named one of ten Gilder Lehrman–Rise Finalists, earning \$1,000 from Rise and a \$250 gift certificate to the Gilder Lehrman Gift Shop in June 2021. Sofia graduated from BASIS Tucson North in Arizona, and in fall 2022 started college at Harvard.

### **AGATHA NYARKO**

Agatha joined the Council in fall 2019. She graduated from Stuyvesant High School in New York City in 2022 and is now a freshman at Harvard, where she plans to major in history. She is currently teaching civics at Boston middle schools and is a member of the Harvard Political Union.

### **DHRUV RUNGTA**

Dhruv has been a member of the SAC since September 2020. He graduated last summer from JP Stevens High School in Edison, New Jersey and was a Technology, Information, and Digital Engagement intern at GLI before beginning his freshman year at Duke University.

### **LIV WORTHINGTON**

Liv has been a member of the SAC since June 2020 (after being nominated by the 2016 New Jersey History Teacher of the Year, Kory Loyola). They graduated last summer from High Point Regional High School in Sussex, New Jersey, and have been a regular participant in History School courses and a History School intern. Liv is a freshman at Brown University.



*Agatha Nyarko at the 2022 Gilder Lehrman Institute Gala*



*Dhruv Rungta*



*Liv Worthington*





*Corey Winchester (upper left), who taught Living History: Culture as a Force in Human Experience in the 2022 History School.*

## GLI FOR STUDENTS

# History School

The Gilder Lehrman Institute launched History School in April 2020 to fulfill a need for quality online American history education during the pandemic. Since then, more than 6,500 students have participated in thirty-two courses with our award-winning teachers.

In History School, master teachers present lessons anchored in American historical documents, many from the Gilder Lehrman Institute’s collection of more than 85,000 primary sources. Our goal is to engage students and excite them about history so that they leave each lesson more knowledgeable about a new idea, theme, document, or pivotal moment in history. History School serves elementary, middle, and high school students.

### 2022 Summer History School classes were

- **History Camp: National Park Adventure**, taught by 2021 Missouri History Teacher of the Year Dale Hoggatt
- **Living History: Culture as a Force in Human Experience**, taught by 2020 Illinois History Teacher of the Year Corey Winchester
- **World Wars I and II: Life on the Home Front**, taught by 2018 California History Teacher of the Year Daniel Jocz
- **AP US Government and Politics: The Required Supreme Court Cases**, taught by 2016 National History Teacher of the Year Kevin Cline
- **AP US History**, taught by 2017 National History Teacher of the Year Sara Ziemnik

We continue to develop the History School program and our educational programming for K–12 students generally.



*2017 National History Teacher of the Year Sara Ziemnik, teacher of AP US History for History School*

# History U



*Professor David Blight*

**More than 1000  
high school students  
enrolled in  
History U in 2022!**



*Kaitlyn Bell*  
photo courtesy of Woody Dwyer Photography



*Mila Bekele*

Started in 2022, the Gilder Lehrman Institute's History U offers free, self-paced courses in American history to high school students.

These courses, led by the nation's top historians and adapted from our MA in American History courses, allow students to study history at their own pace.

Taking a History U course can enhance college applications, supplement classroom learning, and allow students to explore their love of history.

## **History U courses added in 2022 include**

- **American Immigration History: People, Patterns, and Policy**, Madeline Y. Hsu, Professor of History, The University of Texas at Austin
- **The American Revolution**, Carol Berkin, Presidential Professor of History, Emerita, Baruch College and The Graduate Center, The City University of New York
- **Black Women's History**, Kellie Carter Jackson, Michael and Denise Kellen '68 Associate Professor of Africana Studies, Wellesley College
- **Foundations of American Government**, Denver Brunzman, Associate Professor of History, The George Washington University
- **History of American Protest**, John Stauffer, Sumner R. and Marshall S. Kates Professor of English and of African and African American Studies, Harvard University
- **The Life and Writings of Frederick Douglass**, David Blight, Sterling Professor of History, of African American Studies, and of American Studies and Director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
- **Race and Rights in America**, Lucas Morel, John K. Boardman, Jr. Professor of Politics, Washington and Lee University
- **World War II**, Michael S. Neiberg, Chair of War Studies, US Army War College

## **WHAT THE STUDENTS SAY**

**"My History U courses were enjoyable and rigorous. The professors were very engaging. I think it's a great opportunity to explore more specific aspects of history that may not be covered as extensively in the classroom."** —Kaitlyn Bell

**"I found the lectures informative, and they helped to both introduce new information and tie together tidbits of information I had already learned. I also appreciated the readings, and how there were a variety of free, visual resources to consider."** —Mila Bekele

# Student Contests

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## THE DAVID McCULLOUGH ESSAY PRIZES

Named in honor of David McCullough (1933–2022), Pulitzer and National Book Award–winning historian and Life Trustee on the Gilder Lehrman Institute Board of Trustees, this contest recognizes outstanding high school student research essays with cash prizes of up to \$10,000. Rising 11th or 12th grade students in our National Academy of American History and Civics are eligible and encouraged to participate. They are invited to submit an original essay, written independently or for class, that has been revised, expanded, and adapted to conform with the McCullough Prize specifications.

### Winners of the David McCullough Essay Prize for 2022

First Prize (\$10,000): Kelsey Carlos-Keli‘ikipi, Kamehameha Schools Kapālama Campus (Honolulu, HI) for “Senator Daniel K. Inouye: How Senator Inouye’s Advocacy Helped Native Hawaiians Reclaim Kaho‘olawe”

Second Prize (\$5,000): Liliana Feyk, Sage Creek High School (Carlsbad, CA) for “The 6888th Central Postal Directory Battalion: African American Women in World War II”

Nine Third Prizes of \$1,000 each were awarded. Visit our website for a full list of winners and to read the essays.



*David McCullough*

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## RICHARD GILDER HISTORY PRIZE

The Richard Gilder History Prize serves as an opportunity for Affiliate School teachers to honor a promising and passionate history student in their school. For the third annual Richard Gilder History Prize in March 2022, we sent 6,000 copies of David McCullough’s collection of speeches and essays, *The American Spirit: Who We Are and What We Stand For*, to teachers across the country and around the world to give to their students, designated Richard Gilder History Prize winners.

Richard Gilder History Prize winners in grades 10–12 have the opportunity to participate in the National Academy of American History and Civics.



*Gilder Lehrman Institute Co-Founder  
Richard Gilder (1932–2020)*



## IN THEIR OWN WORDS: A PRIMARY SOURCE ESSAY CONTEST FOR HIGH SCHOOL STUDENTS

In Their Own Words is a new essay contest open to all high school students at Gilder Lehrman Affiliate Schools. It offers students the opportunity to examine primary sources in the Gilder Lehrman Collection and to demonstrate their skills in historical interpretation and textual analysis. The Gilder Lehrman Institute offers ten \$500 prizes for high school students in grades 10–12 and a \$250 prize for each winner’s teacher for history programming or classroom resources.



*A Brooklyn East Collegiate Affiliate School student at the Gilder Lehrman Collection*

### Winners of the 2022 In Their Own Words Essay Contest

- Sophia Aparicio, Middletown High School (NJ) for “April 15, 1865: What Really Happened That Evening?”
- Autumn Hamlin, Las Lomas High School (CA) for “Eviction and Erasure: A Brief Summary of Japanese Internment’s Consequences”
- Lily Moss, Francis W. Parker School (IL) for “Systematizing Hate: An Evolution of Klancraft”
- Chaitanya Arora, Montrose School (MA) for “The Non-Traditional Argument for Women’s Suffrage”
- Julia Hocker, Pennsylvania Homeschoolers AP Online (PA) for “How He Saw It: C. B. Lyons in World War I”
- Olinmazatemictli Reyes, Arizona School for the Arts (AZ) for “American Indians in the Revolutionary War”
- Danielle Dukofsky, Sanford H. Calhoun High School (NY) for “The Impact of Art on Historical Understanding”
- Ben Leynse, Leonia High School (NJ) for “Stories of the Past”
- Luke Moran, Chaminade High School (NY) for “Unearthing the Motives of Lincoln’s Wartime Pardons”
- Zoe Smith, Ursuline Academy of Dallas (TX) for “KKK Documents: Political Secrecy and Corruption”

## HAM4PROGRESS AWARD

The Gilder Lehrman Institute of American History partners with *Hamilton* on the Ham4Progress Award for Educational Advancement.

- The award supports college-bound high school students who show a commitment to social justice and are from communities that directly experience the consequences of injustice and discrimination.
- Winners receive a \$3,500 prize from Ham4Progress for educational purposes.
- The award is open to college bound 11th grade students enrolled at a Gilder Lehrman Affiliate School in the 50 United States and District of Columbia.

### Winners of the 2022 Ham4Progress Award

- Amani Diallo, Durham Academy Upper School (Durham, NC)
- Carolyn Dorantes, Rancho San Juan High School (Salinas, CA)
- Velma Funebe, Chesapeake Math and IT High School North (Laurel, MD)
- José Hidalgo Burgos, Brentwood High School (Brentwood, NY)
- Hanan Khader, The School for Ethics and Global Leadership (Washington, DC)
- Nicole Manning, Manhattan Center for Science and Mathematics (New York, NY)
- Jacqueline Pham, Evergreen Valley High School (San Jose, CA)
- Richael Saka, St. Francis DeSales High School (Columbus, OH)
- Seema Thapa, Natomas Charter School (Sacramento, CA)
- Sciana Vertusma, Hopkins School (New Haven, CT)



*Carolyn Dorantes, Nicole Manning, and Jacqueline Pham were three winners of the 2022 Ham4Progress Award.*

# National History Teacher of the Year

The 2022 National History Teacher of the Year is Misha Matsumoto Yee, a high school history teacher at St. Andrew's Priory School in Hawaii.

**"I enjoy witnessing students see themselves represented in their nation's history. Through learning about groups and communities they identify with, they become passionate learners and understand the importance of learning history."**

—Misha Matsumoto Yee, 2022 National History Teacher of the Year

Since 2004, 960 exemplary American history teachers from elementary, middle, and high schools in all fifty states, Department of Defense schools, Washington DC, and US territories have been named **State History Teacher of the Year**.

The **National History Teacher of the Year**, selected from the year's state winners, is named in the fall every year.

- The national winner receives a \$10,000 prize presented at a ceremony in their honor in New York.
- Each state winner receives a \$1,000 prize, an archive of classroom resources, and recognition at a ceremony in their state.

**Parents, students, teachers, and administrators nationwide made 6,008 nominations for the History Teacher of the Year Award in 2022.**

In the fall of 2022, the finalists for the National History Teacher of the Year were named:

- Kari Catanzaro of Maconaquah High School in Bunker Hill, Indiana
- Melissa Collins of John P. Freeman School in Memphis, Tennessee
- Caitlin Goodwin of McGraw Jr. Sr. High School in McGraw, New York
- Caitlin Halperin of Auburn High School in Auburn, Alabama
- Misha Matsumoto Yee of St. Andrew's Schools — The Priory in Honolulu, Hawaii
- James Nau of Lakeside School in Seattle, Washington
- Amy Palo of Cornell High School in Coraopolis, Pennsylvania
- Lisa Rauschart of Georgetown Day School in Washington, DC
- Adam Sakel of Airport Senior High School in Carleton, Michigan
- Tracy Todd of Easley High School in Easley, South Carolina



*Misha Matsumoto Yee is our first National History Teacher of the Year from the state of Hawaii.*

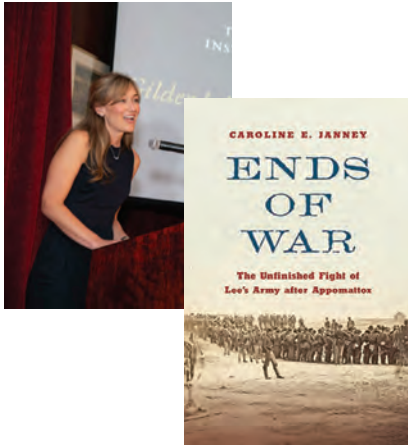


*National History Teachers of the Year Sara Ziemnik (2017), Misha Matsumoto Yee (2022), and Joe Welch (2018) at the 2022 National History Teacher of the Year ceremony at the Harvard Club in New York City*

**Many National and State History Teachers of the Year work with the Institute as master teachers who help support and facilitate our professional development programs.**

## CONTESTS & AWARDS

# Book Prizes



Caroline E. Janney, author of *Ends of War: The Unfinished Fight of Lee's Army after Appomattox* (The University of North Carolina Press), was the recipient of the 2022 Gilder Lehrman Lincoln Prize.

Since its founding in 1994, the Gilder Lehrman Institute has supported exemplary scholarship and promoted the public's engagement with American history through its book prizes. Each recognizes the best book of the year in its field. A jury of leading scholars evaluates the entries and chooses a pool of finalists from which the prize's board selects the winning book. The winner is honored at an award ceremony providing an opportunity for the public, including teachers and students, to hear the author speak.

### THE GILDER LEHRMAN LINCOLN PRIZE

In 1997, three years after its founding, the Gilder Lehrman Institute began overseeing the \$50,000 Lincoln Prize, which had been established in 1990 by Richard Gilder and Lewis E. Lehrman in partnership with Dr. Gabor Boritt and Gettysburg College. The prize is awarded annually for the finest scholarly work in English on Abraham Lincoln, the American Civil War soldier, or the American Civil War era. Prize winners have included David Blight, Eric Foner, and Doris Kearns Goodwin.

**The 2022 winner of the Lincoln Prize was Caroline E. Janney for *Ends of War: The Unfinished Fight of Lee's Army after Appomattox* (The University of North Carolina Press)**

The six other finalists that the jury selected from 91 nominations were

- Andrew F. Lang, *A Contest of Civilizations: Exposing the Crisis of American Exceptionalism in the Civil War Era* (The University of North Carolina Press)
- Kate Masur, *Until Justice Be Done: America's First Civil Rights Movement, from the Revolution to Reconstruction* (W. W. Norton)
- James Oakes, *The Crooked Path to Abolition: Abraham Lincoln and the Antislavery Constitution* (W. W. Norton)
- Alaina Roberts, *I've Been Here All the While: Black Freedom on Native Land* (The University of Pennsylvania Press)
- John M. Sacher, *Confederate Conscription and the Struggle for Southern Soldiers* (Louisiana State University Press)
- Kevin Waite, *West of Slavery: The Southern Dream of a Transcontinental Empire* (The University of North Carolina Press)

### THE FREDERICK DOUGLASS BOOK PRIZE

In 1999, in partnership with the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University, the Institute began awarding an annual prize of \$25,000 for an outstanding non-fiction book in English published on the subject of slavery, resistance, or abolition. The Frederick Douglass Book Prize was first awarded in 1999 to Ira Berlin and Philip Morgan.

The co-winners of the 2022 Frederick Douglass Book Prize were

- Tiya Miles for *All That She Carried: The Journey of Ashley's Sack, a Black Family Keepsake* (Random House)
- Jennifer L. Morgan for *Reckoning with Slavery: Gender, Kinship, and Capitalism in the Early Black Atlantic* (Duke University Press)

The other finalist for the 2022 Frederick Douglass Book Prize was Alexis Wells-Oghoghomeh for *The Souls of Womenfolk: The Religious Cultures of Enslaved Women in the Lower South* (The University of North Carolina Press)



Tiya Miles and Jennifer L. Morgan were co-winners of the twenty-fourth annual Frederick Douglass Book Prize.



## CONTESTS & AWARDS: BOOK PRIZES

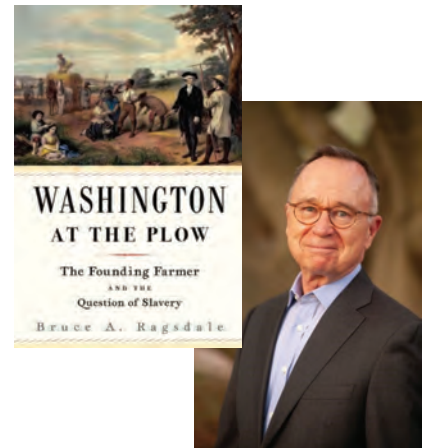
### THE GEORGE WASHINGTON PRIZE

In 2005, the Gilder Lehrman Institute partnered with Washington College and Mount Vernon to found the \$50,000 George Washington Prize, which recognizes the year's best works on the nation's Founding Era, especially those that have the potential to advance broad public understanding of American history. The first annual George Washington Prize was awarded to Ron Chernow for his 2004 biography, *Alexander Hamilton*. Ten years later, Lin-Manuel Miranda was awarded the George Washington Prize for his musical *Hamilton*, inspired by Chernow's book.

**The 2022 George Washington Prize has been awarded to Bruce A. Ragsdale for his book *Washington at the Plow: The Founding Farmer and the Question of Slavery* (The Belknap Press of Harvard University Press).**

The other finalists for this year's prize were

- Max M. Edling for *Perfecting the Union: National and State Authority in the US Constitution* (Oxford University Press)
- Julie Flavell for *The Howe Dynasty: The Untold Story of a Military Family and the Women behind Britain's Wars for America* (Liveright Publishing Corporation, A Division of W. W. Norton & Company)
- Jeffrey H. Hacker for *Minds and Hearts: The Story of James Otis Jr. and Mercy Otis Warren* (Bright Leaf, an imprint of the University of Massachusetts Press)
- David O. Stewart for *George Washington: The Political Rise of America's Founding Father* (Dutton)



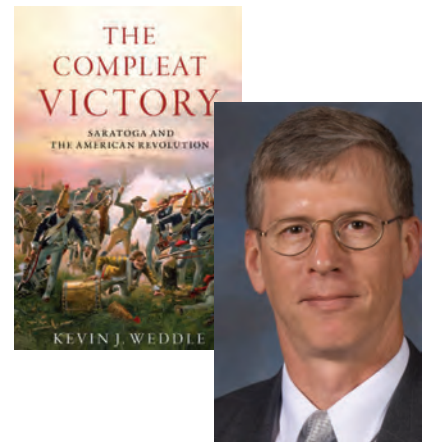
### THE GILDER LEHRMAN PRIZE FOR MILITARY HISTORY

The Gilder Lehrman Prize for Military History at the New-York Historical Society is a \$50,000 prize. Each year the award recognizes the best book on military history in the English-speaking world distinguished by its scholarship, its contribution to the literature, and its appeal to both a general and an academic audience. The inaugural prize for 2013 was awarded to Allen Guelzo for *Gettysburg: The Last Invasion*.

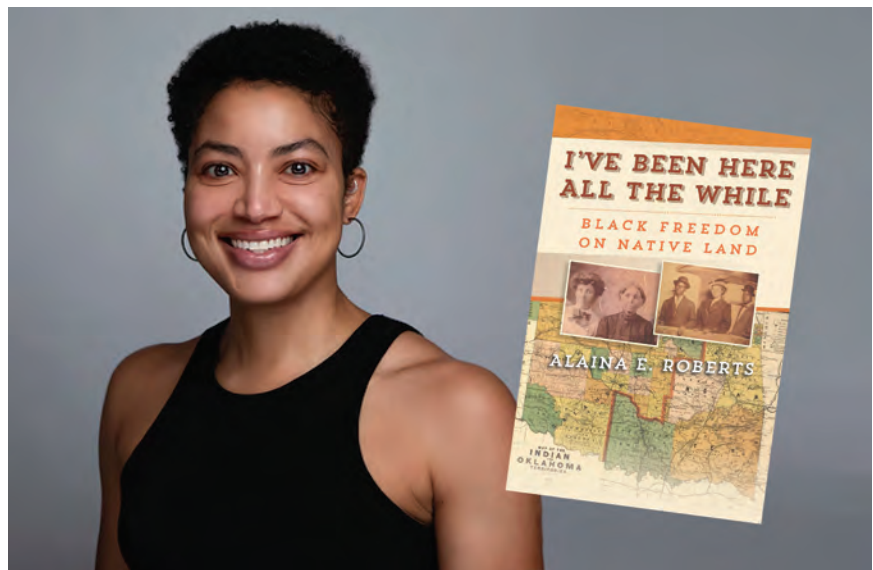
**The 2021 winner of the Gilder Lehrman Prize for Military History was Kevin J. Weddle for his book *The Compleat Victory: Saratoga and the American Revolution* (Oxford University Press).**

The finalists for the 2021 prize were

- Stephen Conway for *The British Army, 1714–1783: An Institutional History* (Pen & Sword)
- Thomas A. Guglielmo for *Divisions: A New History of Racism and Resistance in America's World War II Military* (Oxford University Press)
- Nicholas A. Lambert for *The War Lords and the Gallipoli Disaster: How Globalized Trade Led Britain to Its Worst Defeat of the First World War* (Oxford University Press)
- Sean McMeekin for *Stalin's War: A New History of World War II* (Basic Books)
- Richard Overy for *Blood and Ruins: The Last Imperial War, 1931–1945* (Allen Lane)



*Alaina E. Roberts kicked off Book Breaks in 2022 talking about her book I've Been Here All the While: Black Freedom on Native Land.*



GLI FOR THE GENERAL PUBLIC

## *Book Breaks*

Starting in 2020, the *Book Breaks* program engaged the general public in new and exciting ways. Every Sunday, renowned historians and authors discuss their new or otherwise cornerstone publications live online with *Book Breaks* hosts and participate in Q&A sessions with home audiences.

The program has been seen by more than 14,000 viewers in 2022. Authors featured have included John Avlon, Daina Ramey Berry, Eric Foner, Gary Gallagher, Kali Nicole Gross, Paul Ortiz, Barbara Perry, Eric Rauchway, Jeanne Theoharis, and Fay Yarbrough.

Books by all authors participating in *Book Breaks* are available at the Gilder Lehrman Book Shop.

*Eric Foner is one of many revered historians stopping by to discuss their books on Book Breaks.*



# Inside the Vault

In April 2020, the Institute created the online program *Inside the Vault: Highlights from the Gilder Lehrman Collection*, which has now served more than 45,000 teachers, students, scholars, and other lovers of history.

*Inside the Vault* is a monthly presentation of documents from the Gilder Lehrman Collection hosted by the Collection’s curators, who are joined by teachers and historians who guide a global audience through the fascinating stories behind the artifacts.

## In 2022 the scholars who joined the conversation on *Inside the Vault* included

- **Michael Birkner**, Gettysburg College, discussing Eisenhower’s views on Vietnam in 1968
- **David Blight**, Yale University, discussing Frederick Douglass documents
- **H. W. Brands**, University of Texas at Austin, discussing the 1836 Texas Declaration of Independence from Mexico
- **Barbara Harris Combs**, Kennesaw State University, discussing the Civil Rights Movement in 1965
- **Charles Dew**, Williams College, discussing the South Carolina Ordinance of Secession
- **Phillip Hamilton**, Christopher Newport University, discussing Washington’s Crossing of the Delaware
- **Dr. Martha J. King**, Princeton University, discussing Mary Katharine Goddard
- **Michael Neiberg**, US Army War College, discussing D-Day, the Allied invasion of Normandy on June 6, 1944
- **Barbara Perry**, University of Virginia, discussing Franklin D. Roosevelt’s second and third presidential campaigns
- **Andrew Robertson**, Lehman College and The Graduate Center, CUNY, discussing *A Summary View of the Rights of British America*, written by Thomas Jefferson
- **Tweed Roosevelt**, great-grandson of President Theodore Roosevelt, discussing Roosevelt and his legacy
- **Eric Slauter**, University of Chicago, discussing Thomas Paine’s pamphlet *Common Sense*

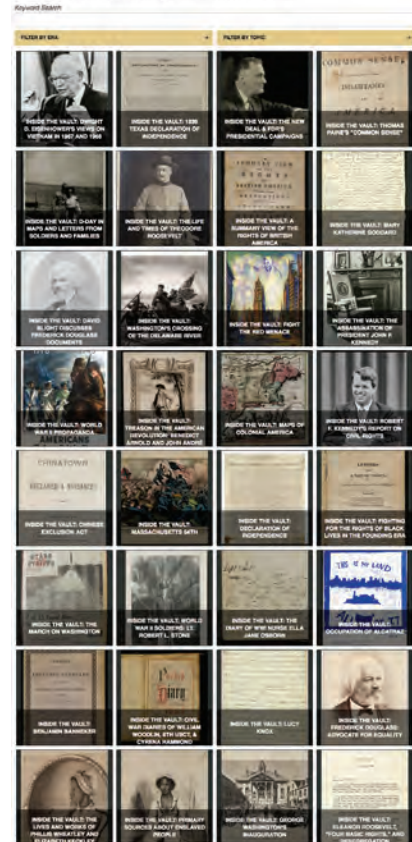
## FROM AN AUGUST 2022 SURVEY: HOW ATTENDEES RATE THE DOCUMENTS AND PRESENTERS ON *INSIDE THE VAULT*



## Collection Programs

### Inside the Vault Archive

View the complete archive of *Inside the Vault* recordings, presentation slides, and related materials.



### WHAT DO PARTICIPANTS GET FROM *INSIDE THE VAULT*? (FROM AN AUGUST 2022 SURVEY)

*“Inside the Vault helps reinvigorate my love of history. It helps me get outside the textbook, which is extremely valuable in the classroom.”*





(Top to bottom) Kellie Carter Jackson, Wellesley College; Michael Neiberg, US Army War College; Fredrik Logevall, Harvard University; Peniel Joseph, University of Texas at Austin

**In 2022, the addition of Alan Taylor’s American Colonies course brought us to 50 Self-Paced Courses and counting!**

## GLI FOR THE GENERAL PUBLIC

# Self-Paced Courses

Gilder Lehrman Self-Paced Courses offer K–12 teachers the opportunity to watch online courses, review supporting primary source documents, and test their knowledge with quizzes. Teachers in all 50 states have used Self-Paced Courses for professional development credit.

Each course is led by an acclaimed historian and provides graduate-level instruction on a particular event, theme, historical figure, or movement in American history.

### SELF-PACED COURSES AVAILABLE IN 2022

#### COLONIZATION AND SETTLEMENT 1585–1763

- American Colonies
- American Indian History: Case Studies
- American Indian History: Recasting the Narrative
- Colonial North America
- Slavery in the Americas

#### FOUNDING ERA

- The Age of Jefferson
- The Age of Revolutions: 1775–1804
- Alexander Hamilton’s America
- The American Enlightenment
- Black Lives in the Founding Era
- Capitalism in American History
- The Declaration of Independence
- The History of Anti-Slavery Writings
- The Presidents vs. the Press
- Revolutionary America
- Women in the American Revolution

#### NATIONAL EXPANSION AND REFORM, 1815–1860

- Democracy in the Early Republic
- Origins of the Civil War
- Women and Gender in 19th-Century America

#### CIVIL WAR AND RECONSTRUCTION, 1861–1877

- African American History since Emancipation
- The American Civil War
- Civil War Rank and File
- Emancipation
- The Life and Writings of Frederick Douglass
- Lives of the Enslaved
- Race and Rights in America
- The South in American History

#### THE RISE OF INDUSTRIAL AMERICA, 1877–1900

- American Immigration History: 1820 to the Present
- American Immigration History: People, Patterns, and Policy
- Chinese in the United States
- Conflict and Reform: The United States, 1877–1920
- The Era of Theodore Roosevelt
- History of Childhood in America

#### THE PROGRESSIVE ERA TO THE NEW DEAL, 1900–1929

- Making Modern America
- The Supreme Court and the Constitution in the 20th Century
- Women and Politics in 20th-Century America
- The World at War

#### THE GREAT DEPRESSION AND WORLD WAR II, 1929–1945

- The American Presidency
- The Great Depression and the New Deal
- World War II

#### 1945 TO THE PRESENT

- The 1960s in Historical Perspective
- Famous Trials in American History
- The Global Cold War
- The Kennedy Presidency
- The Revolutionary Lives of Malcolm X and Martin Luther King, Jr.
- The Vietnam War

#### SPECIAL TOPICS IN AMERICAN HISTORY

- The American West
- Black Women’s History
- Black Writers in American History
- The History of American Protest
- Historiography and Historical Methods
- Presidential Leadership at Historic Crossroads
- Teaching with Documents: Using Primary Sources in the Classroom

# Professional Development

Since its inception in 1994 the Gilder Lehrman Institute has offered the highest quality content-rich professional development to K–12 humanities teachers.

Professional development and support for teachers includes

- Teacher Seminars
- The Gilder Lehrman Teacher Symposium
- Reframing Lincoln Symposium
- Gettysburg College–Gilder Lehrman MA in American History
- Teaching Literacy through History™
- Teaching Civics through History™
- Self-Paced Courses



Teachers at the 2022 Gilder Lehrman Teacher Symposium. Photo courtesy Mark J. Westpfaul



AnnMarie McCloud in her classroom

**“The GLI Symposium offered so much more than I anticipated. For three heady days in Gettysburg, I had the chance to see and hear and speak with renowned historians, experts specializing in spheres I only glide through. While there is a definitive need for professional development related to pedagogy, there is an even greater need for high school educators to explore content in the discipline that defines each day.”**

—AnnMarie McCloud, Wooster School, Danbury, Connecticut

## THE INAUGURAL GILDER LEHRMAN TEACHER SYMPOSIUM

The Gilder Lehrman Institute returned to large-scale, in-person programming last summer with the Gilder Lehrman Teacher Symposium at Gettysburg College in Pennsylvania. In July 2022, teachers from across the United States learned, networked, and grew together as they worked closely with renowned scholars in various fields of American history.

Eight different courses ran concurrently during the Symposium, led by prominent scholars:

- **The Making of America** with Denver Brunsmann, The George Washington University
- **American Indian History and Westward Expansion** with Elliott West, University of Arkansas
- **The Unlikely History of the New United States: 1810 to 1860** with Edward Ayers, University of Richmond
- **The American Civil War** with Gary Gallagher, University of Virginia
- **American Immigration: History and Life** with Mae Ngai, Columbia University
- **The US Civil Rights Movement** with Hasan Kwame Jeffries, Ohio State University
- **US Presidential History** with Barbara Perry, University of Virginia
- **The Vietnam War** with Robert K. Brigham, Vassar College

Manisha Sinha led a special discussion of her book *The Slave’s Cause: A History of Abolition* at the start of the event for all attendees.

## REFRAMING LINCOLN SYMPOSIUM

In 2022, the Reframing Lincoln: Myth, Memory, and Changing Narratives Symposium allowed a cohort of K–12 teachers to participate in a weeklong professional development event on-site at the Abraham Lincoln Presidential Library and Museum in Springfield, Illinois.

The symposium focused on how to study Lincoln as a myth, a man, and a president, exploring Lincoln’s beliefs and actions on issues such as emancipation, Black citizenship and equality, and civil liberties in America. Lecturers included Jonathan W. White, Christopher Newport University; Silvana R. Siddali, Saint Louis University; and Kathryn Harris, former Director of Library Services at the Abraham Lincoln Presidential Library and Museum in Springfield, Illinois.



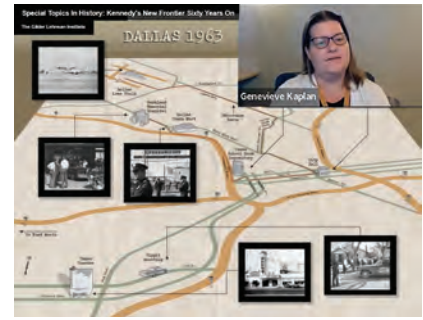
2010 National History Teacher of the Year Nathan McAlister leads a session at the Reframing Lincoln Seminar.

# Teacher Seminars

The Gilder Lehrman Institute of American History offers rigorous Teacher Seminars for K–12 educators in Gilder Lehrman Affiliate Schools. Approaching its twenty-ninth year, the program gives teachers the opportunity to study with eminent American history professors and dive deep into primary sources with master teachers.

**1,592 teachers participated in Teacher Seminars in 2022.**

In summer of 2022, we offered twenty-one seminars, including six new topics.



*A Special Topics in History presentation led by staff from the Sixth Floor Museum at Dealey Plaza*

**Teachers in all fifty states have participated in Teacher Seminars.**

## 2022 TEACHER SEMINARS

### Women in the American Revolution

Carol Berkin (Baruch College, CUNY)

### Lives of the Enslaved

Daina Ramey Berry (University of Texas at Austin)

### The Life and Writings of Frederick Douglass

David W. Blight (Yale University)

### Revolutionary America

Denver Brunsman (The George Washington University)

### American Indian History: Case Studies

Colin G. Calloway (Dartmouth College)

### Black Women's History

Kellie Carter Jackson (Wellesley College)

### The Historic Roots of American Race Relations

Lilia Fernandez (Rutgers University) and Donald Fixico (Arizona State University)

### The American Civil War

Allen C. Guelzo (Princeton University)

### American Immigration History: People, Patterns, and Policy

*Sponsored by the American Jewish Historical Society*  
Madeline Y. Hsu (University of Texas at Austin)

### The American Presidency

*Sponsored by the Center for Presidential History at Southern Methodist University*

Lectures by Meg Jacobs (Princeton University) and Julian E. Zelizer (Princeton University)

Q&As led by Jeffrey Engel (Southern Methodist University)

### African American History since Emancipation

*Sponsored by The Historic New Orleans Collection*

Peniel E. Joseph (University of Texas at Austin)

### The Vietnam War

*Sponsored by the First Division Museum at Cantigny Park*

Fredrik Logevall (Harvard University)

### Race and Rights in America: 1776–2003

*Sponsored by The Sixth Floor Museum at Dealey Plaza*

Lucas E. Morel (Washington & Lee University)

### World War II

*Sponsored by the National WWII Museum*

Michael S. Neiberg (US Army War College)

### Origins of the Civil War

James Oakes (CUNY Graduate Center)

### The Great Depression and the New Deal

Eric Rauchway (University of California, Davis)

### Foundations of American Democracy: 1761–1801

Andrew W. Robertson (Lehman College and CUNY Graduate Center)

### Theodore Roosevelt and the Progressive Era

Bruce J. Schulman (Boston University)

### The History of American Protest

*Sponsored by the National Civil Rights Museum*

John Stauffer (Harvard University)

### The Global Cold War

*Sponsored by the USS Midway Museum*

Lectures by Jeremi Suri (University of Texas at Austin)

Q&As led by Daniel Sargent (University of California, Berkeley)

### Colonial North America

*Sponsored by the Hingham Historical Society*

Alan Taylor (University of Virginia)

Also new in 2022 was Special Topics in History, a series of seven two-hour sessions featuring deep dives into topics, eras, and special themes led by staff and presenters from seven outstanding historical organizations:

- The American Jewish Historical Society
- The Hingham Historical Society
- The Sixth Floor Museum at Dealey Plaza
- The Choices Program at Brown University
- Historic Deerfield
- The USS Midway Museum
- The National Civil Rights Museum

### WHAT TEACHERS SAID ABOUT TEACHER SEMINARS IN 2022

"I valued the primary sources and the deep dives into topics I normally only get to cover in rapid-fire survey fashion. My teaching will have more depth because of what I learned."

"I appreciated learning about teaching resources and getting new ideas for strategies as well as ready-to-go lesson plans."

**Teachers surveyed after the 2022 Teacher Seminars reported a significant increase in their knowledge of key historical topics.**

**97%**

of Teacher Seminar participants in 2022 said it was a "good use of their time."

**93%**

said 2022 Teacher Seminars "re-energized them for the coming school year."



# The Gettysburg College–Gilder Lehrman MA in American History



*2022 graduates of the MA in American History with family members at a celebration in Central Park, New York City.*

The Gilder Lehrman Institute of American History and Gettysburg College have partnered to offer an affordable, fully online master's degree program—led by renowned, award-winning historians.

The Gettysburg College–Gilder Lehrman MA in American History is open to Gilder Lehrman affiliated K–12 educators, librarians, district supervisors, National Park Service employees, and museum professionals. A full slate of 3-credit graduate courses is being offered each fall, spring, and summer semester. The Gettysburg College–Gilder Lehrman MA in American History offers one of the lowest cost MA programs in the country at just \$7,500 for the degree.

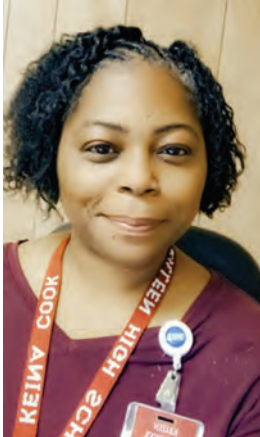
**“We are honored to expand our deep and longstanding relationship with the Gilder Lehrman Institute. Recognizing that more than 82,000 K–12 teachers in the U.S. are supported by the Gilder Lehrman Institute’s Affiliate School Program—and these teachers engage with nearly 11 million students every year—our new master’s program presents us with a unique opportunity to advance Gettysburg’s mission and to strengthen American democracy for the better.”**

—Gettysburg College President Robert Iuliano

Courses cover a range of topics spanning the Founding Era to the present day. Courses in the 2022–2023 academic year will include

- America’s First Civil Rights Movement: 1776–1877, Kate Masur (Northwestern University)
- Black Women’s History, Kellie Carter Jackson (Wellesley College)
- The Declaration of Independence, Eric Slauter (University of Chicago)
- The Life and Writings of Frederick Douglass, David Blight (Yale University)
- Making Modern America: Business and Politics in the 20th Century, Margaret O’Mara (University of Washington)
- Narratives of Illness: The History of Medicine and Public Health in the U.S., Jim Downs (Gettysburg College)
- Presidential Leadership at Historic Crossroads: From the Founding to Current Challenges, Barbara Perry (University of Virginia)
- The Revolutionary Lives of Malcolm X and Martin Luther King, Jr., Peniel Joseph (The University of Texas at Austin)
- The Vietnam War, Fredrik Logevall (Harvard University)
- Voting and Elections in American History, Allan Lichtman (American University)

**In Fall 2022, 661 students enrolled in the first semester of courses offered in the Gettysburg College-Gilder Lehrman MA in American History.**



**“Being a student in the American History MA has been life-altering. Because of this program, I was able to create curriculum and cull resources for my African American Studies course. I have grown as a writer because of the guidance of expert section professors. I am ever grateful for what Gilder Lehrman has allowed me to achieve in my career and I am anxious to pay it forward.”**

—Keina Cook, Killeen High School, Killeen, TX

*Keina Cook was a recipient of an Abraham Lincoln Scholarship, funded by a generous donor.*



**“This program gives teachers a chance to renew their interest in the field, to discover new information, and to revise their syllabus in ways that will excite them as well as their students.”**

—Professor Carol Berkin (CUNY),  
Women in the American Revolution MA course

*Carol Berkin, Presidential Professor of History, Emerita,  
Baruch College and The Graduate Center, The City University of New York*



**“It’s one of those moments I think that as adults we don’t get to have very often where we push ourselves to do something that we didn’t think we could do and then we do it. I haven’t had that experience the way that I did through this program. And I feel so grateful that I was able to have that experience again.”**

—Jennifer Harrison Macon

*Jennifer Harrison Macon (Cleveland Humanities Magnet, Reseda, CA) with her husband  
at the 2022 graduation reception for the MA program*

# Veterans Legacy Program

In partnership with the National Cemetery Administration's Veterans Legacy Program, we were pleased to offer free in-person professional development sessions in the spring of 2022. These sessions explored America's Unseen Soldiers and how to effectively bring their untold histories back to the classroom.

## IN-PERSON PROGRAMS AT NATIONAL CEMETERIES

- Riverside National Cemetery in Riverside, CA (Asian American Soldiers and Internment)
- Loudon Park National Cemetery in Baltimore, MD (Black Soldiers in American Military History)
- Abraham Lincoln National Cemetery in Chicago, IL (Latina/o Veterans)

## ONLINE PROGRAMS

Two additional online workshops were held, Women Soldiers in American Military History and Indigenous Soldiers in American Military History.

100%

of teachers in attendance at our Riverside National Cemetery workshop with the Veterans Legacy Program agreed that the workshop introduced them to new materials that they can use in instruction.

The Gilder Lehrman Institute has been funded for 2022–2023 by the Department of Veterans Affairs (VA) under the National Cemetery Administration's inaugural Veterans Legacy Grants Program for "Their Last Full Measure: Americans on the Battlefield," which will

- Commemorate our nation's veterans through the discovery and sharing of their stories, including those of groups and eras that have been previously underrepresented by race, ethnicity, or identity
- Feature the stories of veterans interred in America's 155 national cemeteries or 119 VA grant-funded state, territorial, or tribal veterans cemeteries



*Charles Young (1864–1922), one of the first Black graduates of West Point, was the subject of Master Teacher Jermain Corbin's presentation for teachers at Loudon Park National Cemetery in Baltimore, Maryland, in March 2022.*



*A participating teacher studies a monument in the Riverside National Cemetery in Riverside, California.*



# Teaching Literacy and Civics through History

**TEACHERS SAY:**

(from a 2022 post-session survey)

**“We got great strategies to use, our presenter was incredibly knowledgeable, and it felt like time well spent!”**

**“I really appreciated getting to interact with content materials that could be easily incorporated into my classroom.”**

**TEACHING LITERACY THROUGH HISTORY**

Teaching Literacy through History (TLTH) is an interdisciplinary professional development program that uses primary sources to improve K–12 reading and writing. TLTH workshops are beneficial for elementary, middle, and high school teachers who teach American history, social studies, civics, and English language arts.

In the TLTH program, educators learn a series of integrated literacy skills that directly impact student understanding and performance. Teachers acquire a classroom-ready approach for designing lesson plans and meeting state standards with proven strategies.

**96%**

of teachers said TLTH enhanced their ability to help students comprehend complex historical content.

**96%**

of teachers said TLTH enhanced their ability to help students analyze and understand primary source graphics.

**96%**

of teachers said TLTH introduced them to new ideas that they can use in their instruction.

**“Just continue to offer these sessions! They are of great use to incorporate a diversity of voices and experiences to further develop civic knowledge.”**

—A participant in a Teaching Civics through History workshop generously supported by the Snider Foundation

**TEACHING CIVICS THROUGH HISTORY**

Teaching Civics through History (TCTH) is a curriculum developed for middle school and high school teachers that provides students with a foundational knowledge centered on the historic roots of current civic and social issues facing the nation and their community. The program

- Strengthens student literacy, research, and critical thinking skills
- Connects the past with current events
- Increases understanding through the analysis of primary sources
- Enables students to understand that history is made up of individuals who took action
- Empowers students to develop their civic voices
- Encourages them to be civically engaged

In a post-session survey,

**98%**

of teachers participating in the June 2022 Teaching Civics through History session agreed: **“This session will help my students understand contemporary issues in their historical context.”**

# Classroom-Ready PD Modules

Our Classroom-Ready PD modules have been designed to provide teachers with ready-made classroom resources on the origins and evolution of key topics in American history that have great resonance today.

The new online modules provide scholars' lectures and pedagogy workshops from our "How Did We Get Here?" professional development series, originally held on Zoom.

Each session includes

- Lectures by an eminent historian in the field
- Pedagogy sessions led by a Gilder Lehrman Master Teacher
- Teaching Literacy through History lesson plans directly connected to the session topics
- Recommended readings and resources on the module topics and themes
- Certificates of completion for professional development hours

## Classroom-Ready PD Modules include

- **American Indian and Latina/Latino American History** led by Lilia Fernandez, Rutgers University, and Donald L. Fixico, Arizona State University, with Master Teachers April Vela and CherylAnne Amendola
- **Asian American History** led by Professor Jane Hong, Occidental College, and Master Teacher Patience LeBlanc
- **LGBTQ American History** with Professor Chelsea Del Rio, LaGuardia Community College, and Master Teacher Kory Loyola
- **Race Relations and African American History, Vol. 1** led by Hasan Kwame Jeffries, The Ohio State University, with Master Teachers Tim Bailey and Corey Winchester
- **Race Relations and African American History, Vol. 2** led by Gunja SenGupta, Brooklyn College and the Graduate Center, CUNY, and Steven Hahn, New York University, with Master Teachers Justin Emrich and Ron Nash
- **The US Constitution** led by Alexander Keyssar, Harvard Kennedy School, and Akhil Reed Amar, Yale University, with Master Teachers Angel Brea, Jermain Corbin, and Justin Emrich
- **US Foreign Policy** led by Robert K. Brigham, Vassar College, and Jason M. Opal, McGill University, with Master Teacher John P. Irish



*This campaign booklet, published in San Francisco in 1977 to support Harvey Milk for the role of city supervisor, declared that the election of a gay candidate would mean that "the last, most durable barrier of prejudice is broken." (Gilder Lehrman Institute, GLC09871.05)*

**There have been nearly 1,600 registrations for Classroom-Ready PD modules, including contracts with the University of Minnesota's College in the Schools dual-enrollment program and Perth Amboy Public Schools for their teachers to take these modules as part of their PD about topics that are newly required in the state of New Jersey.**

# Online Resources

## Resource Types



More than 3 million visitors came to [gilderlehrman.org](http://gilderlehrman.org) in 2022 to learn about American history, find historical resources for the classroom, discover professional development opportunities, and get the latest in Gilder Lehrman Institute news.

## HISTORY RESOURCES

One-year subscriptions to Gilder Lehrman History Resources include

- Immediate access to selected images in the Institute’s catalog of more than 85,000 primary sources
- In-depth spotlights on hundreds of original primary source documents
- Interactive online exhibitions exploring key moments and figures in US history
- More than 300 video lectures by eminent US history scholars
- More than 500 essays by renowned historians offering a range of perspectives on American history

## ONLINE EXHIBITIONS AND OTHER RESOURCES

Our online exhibitions offer immersive experiences for students of all ages. These illustrated, instructive displays are integrated with videos, interactive maps, and timelines.

The Institute currently offers digital exhibitions in the following categories:

- The Americas to 1620
- Colonization and Settlement, 1585–1763
- The American Revolution, 1763–1783
- The New Nation, 1783–1815
- National Expansion & Reform, 1815–1860
- Civil War & Reconstruction, 1861–1877
- The Rise of Industrial America, 1877–1900
- The Progressive Era to the New Era, 1900–1929
- The Great Depression and WWII, 1929–1945
- 1945 to the Present





# Special Resources

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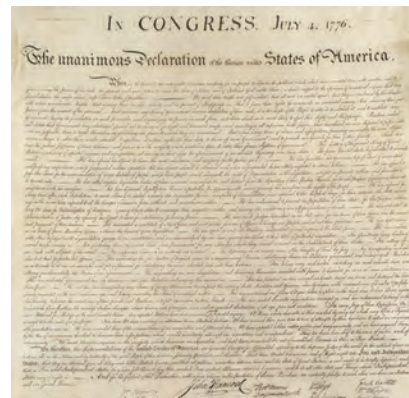
## THE DECLARATION AT 250

Launched in 2021, the Institute is proud to continue in 2022 with the “Declaration at 250” initiative.

This multi-year project brings together our archive of historic documents and our network of scholars to examine the importance of the Declaration of Independence and its impact on the modern world. Over the next four years, culminating in the 250th anniversary in 2026, the Institute will continue to create and share digital and print materials to serve teachers, students, and the general public.

Highlights of the project include

- Historic documents and publications that tell the story of how the Declaration inspired the birth of the civil rights movement among African Americans, including Lemuel Haynes’s 1776 essay, “Liberty Further Extended: Or Free Thoughts on the Illegality of Slave-Keeping”
- Video clips presenting Founding Era documents and stories with *Hamilton* cast members and student performers
- A newspaper printed in Philadelphia on July 4, 1776, as well as other primary sources from the Gilder Lehrman Collection from the Founding Era
- Lectures about the Declaration of Independence and the Founding Era by leading historians such as David Armitage, James Oliver Horton, Pauline Maier, and Gordon S. Wood
- Tools for teachers, including lesson plans for elementary through high school students
- A series of Declaration-focused issues of the Institute’s online journal *History Now*, including “The Declaration of Independence and the Origins of Self-Determination in the Modern World” (Issue No. 61), “The Declaration of Independence and the Long Struggle for Equality in America” (Issue No. 63), and “New Light on the Declaration and Its Signers” (Issue No. 64)



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## CELEBRATING AMERICAN HISTORICAL HOLIDAYS

Historical holidays are occasions for reflection on the nation’s past. For teachers, these holidays prompt classroom study and activities. Resources are currently offered for ten such holidays.



# Overview and Acquisitions



*Curator and Director of the Gilder Lehrman Collection Sandra Trenholm showing a visiting family a World War II war bonds poster designed by Theodor Geisel (Dr. Seuss) (Gilder Lehrman Institute, GLC09524)*

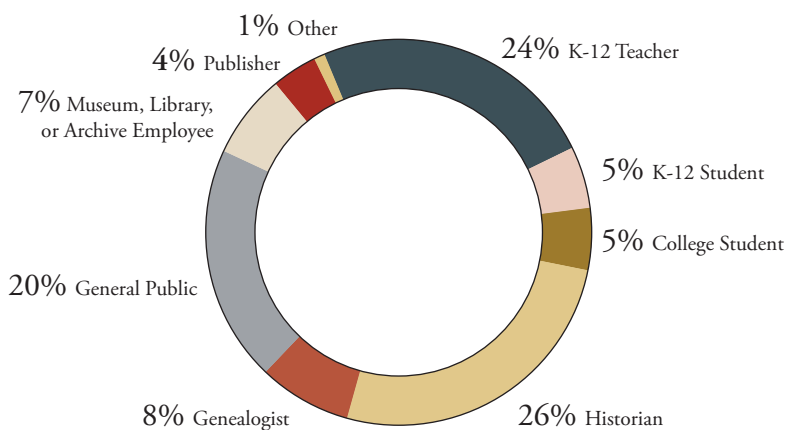


*A Brooklyn East Collegiate student visiting the Gilder Lehrman Collection*

The Collection continues to grow, now numbering 85,000 items in 2022. Newly acquired documents from this year include

- A pamphlet published in New Hampshire in 1815 provides the text of a new law, “An Act, More Effectually to Secure the Citizens of This State Their Rights of Suffrage,” establishing how men in New Hampshire can vote, how elections are held, and what is considered an illegal vote.
- A printing of a *Memorial of Women, Citizens of the United States Asking for the Establishment of a Government in the District of Columbia Which Shall Secure to Women the Right to Vote* written in 1776 by Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, Matilda Joslyn Gage, and other activists from the National Women’s Suffrage Association and District of Columbia Women’s Franchise Association, explaining the need for women’s suffrage in Washington D.C. and describing how women won the right to vote as well to hold office in some states.
- *A Plain Political Catechism Intended for the Use of Schools, in the United States of America: Wherein the Great Principles of Liberty, and of the Federal Government Are Laid Down and Explained*, a book published in 1796, which provides sixty-eight questions and answers used to teach the principles and virtues of the United States, the federal government, and political and religious liberty.
- A pamphlet by Caroline F. Corbin, *Woman’s Rights in America: A Retrospect of Sixty Years (1848–1908)*, published in 1912, detailing the history of women attaining suffrage in the United States of America while also tracking anti-women’s-suffrage movements and tactics nationally and internationally.
- A booklet printed by the Southern Regional Council in 1947, *The Condition of Our Rights*, which provides statistics on lynching in the United States, instances of police brutality, and details on housing, voting rights, and education.

## WHO REQUESTS DOCUMENTS FROM THE COLLECTION FOR RESEARCH AND PUBLICATION?



# Digital Archive



## AMERICAN HISTORY, 1493-1945

In 2014, approximately 60,000 documents from the Gilder Lehrman Collection were digitized and published by Adam Matthew Digital in an online subscription database, *American History, 1493-1945*. Since then, the database has been acquired by 188 colleges, schools, and other institutions.

The digital Collection allows researchers, both casual and professional, full access to our documents from 1493 to 1945.

In addition to the Library of Congress, the Supreme Court, the Senate House Library, and K-12 schools across the country and internationally, universities that subscribe to *American History, 1493-1945* include

Baylor University  
Brown University  
Dickinson College  
Harvard University  
Indiana University  
Keio University  
Kenyon College  
Lancaster University  
Longwood University  
McGill University  
Penn State  
Princeton University  
Stanford University  
SUNY Buffalo State College

Syracuse University  
UC Davis  
UC San Diego  
UNC Chapel Hill  
University of Central Florida  
University of Illinois at Urbana-Champaign  
University of Nevada, Las Vegas  
University of Pennsylvania  
University of South Carolina  
Vanderbilt University  
Virginia Tech  
Xavier University  
Yale University





*Students volunteer to transcribe documents for the Gilder Lehrman Institute.*



THE GILDER LEHRMAN COLLECTION

## Student Transcription Project

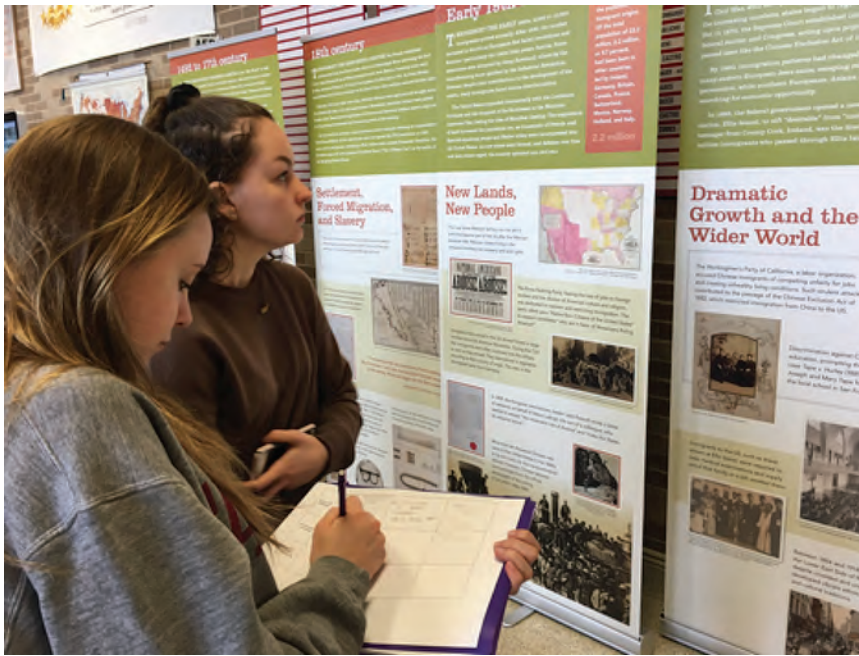
**In 2022, more than 1,400 middle school and high school volunteers transcribed more than 11,000 pages.**

In 2020, the Institute launched its Transcription Project, which enlists middle and high school students to transcribe documents from the Gilder Lehrman Collection. The students' typed transcripts are available on the Institute's website, to make the Collection's holdings more accessible to all.

Through the Transcription Project, students gain valuable experience with primary sources, and the Collection is the richer for it. For researchers who have difficulty deciphering historical handwriting or for those who are visually impaired, transcripts are essential. All transcripts are reviewed by staff before being published.



*"Our Party En Route to the Klondike," Sheep Camp, Alaska, ca. 1898 (Library of Congress). In 2022, students worked on the Alaska Gold Rush Project, which features letters written by two men in Alaska starting in 1900.*



Students examining Immigration: An American Story.

THE GILDER LEHRMAN COLLECTION

## Traveling Exhibitions: Rentals and Sales

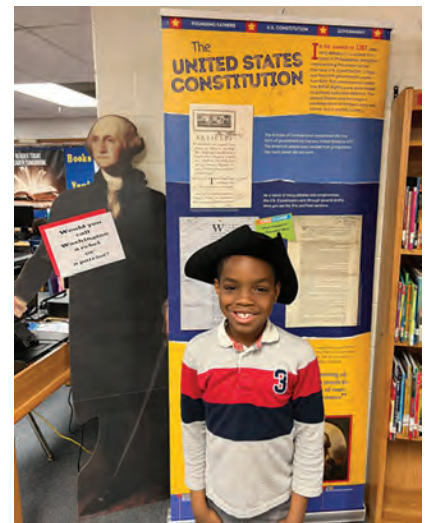
Traveling panel exhibitions are available to rent or purchase for display at schools, libraries, and other sites in the continental United States. These informative, colorful exhibitions cover major topics in American history, including the lives of Alexander Hamilton and Frederick Douglass, immigration, and World War I.

All Gilder Lehrman Traveling Exhibitions feature primary source documents, many from the Gilder Lehrman Collection, that reveal the public and private words of people living at the time. In addition, the Institute provides supplemental materials and resources that bring the exhibitions to life for students, teachers, librarians, and the general public.

### AVAILABLE TO RENT OR PURCHASE

- *Alexander Hamilton: Immigrant, Patriot, Visionary*
- *Becoming the United States: Colonial America to Reconstruction*
- *Freedom: A History of US*
- *Immigration: An American Story*
- *World War I and America*

**New Traveling Exhibitions are coming in 2023!**



*Becoming the United States at Mount Harmony Elementary School in Owings, Maryland, in May 2022*



*Jigsaw puzzles were made available for purchase at the Gilder Lehrman Gift Shop in 2022.*



## The Gilder Lehrman Gift Shop

**More than \$15,000 in revenue was generated from the Gift Shop from more than 300 orders in 2022.**

### GIFTS

The Gilder Lehrman Gift Shop features favorites from the Gilder Lehrman Collection for teachers, parents, supporters, and history enthusiasts. For sale at the shop are

- Mugs
- Posters
- Apparel
- Tote bags
- Puzzles
- Gilder Lehrman publications

... and more, with 150 separate items for sale in 2022.



### THE GILDER LEHRMAN BOOK SHOP

**In 2022, more than 600 books were purchased through the GLI Book Shop, which generated nearly \$2,000.**

The Gilder Lehrman Book Shop (via Bookshop.org) is the history lovers' online book store. In addition to general new and notable history titles, the Book Shop offers books featured on the Gilder Lehrman Institute's popular *Book Breaks*, *Inside the Vault*, and *Hamilton Cast Read Along* programs.

The commission we receive supports our programming for history teachers and students.





GLI FOR THE GENERAL PUBLIC

## History Now: The Journal

Published four times a year, *History Now*, the online journal of the Gilder Lehrman Institute, offers the latest in historical scholarship to K–12 teachers, students, and general readers. Each issue is organized around a major topic in American history and features essays by leading scholars in the field.

Since 2004, sixty-four issues comprising 352 short, informative essays have been published in *History Now* on the Gilder Lehrman website.

**A subscription to *History Now* is free for members of the Affiliate School Program. As of September 2022, more than 10,000 Affiliate School teachers and other readers subscribe to *History Now*.**

Three issues of *History Now* were published between February and October 2022, and a fourth is forthcoming in mid-December 2022. The first issue of the year, “The Honored Dead: African American Cemeteries, Graveyards, and Burial Grounds” (No. 62, Spring 2022), included essays about the burial sites of people both enslaved and free, military and civilian, anonymous and renowned. The five contributors were

- Edna Greene Medford, Professor of History and Associate Provost, Howard University
- Glenn A. Knoblock, historian and author of *African American Historic Burial Grounds and Gravesites of New England* (2015)
- Ric Murphy, historian and co-author of *Section 27 and Freedman’s Village in Arlington National Cemetery: The African American History of America’s Most Hallowed Ground* (2020)
- Karla F. C. Holloway, James B. Duke Distinguished Professor Emerita of English, Duke University
- David Mills, poet, educator, and author of *Boneyarn* (2021), a series of poems inspired by Manhattan’s African Burial Ground

The next two issues of the year were installments in a *History Now* series commemorating the Declaration of Independence at 250. “The Declaration of Independence and the Long Struggle for Equality in America” (No. 63, Summer 2022) examined the ways in which the fight of African Americans, women, and others to achieve greater equality in incremental steps is the nation’s defining story. The issue featured essays by

- Louis P. Masur, Board of Governors Distinguished Professor of American Studies and History, Rutgers University
- Karen Cook Bell, Associate Professor and Chair, Department of History, Bowie State University
- Sally G. McMillen, Mary Reynolds Babcock Professor of History Emerita, Davidson College
- Derek Kane O’Leary, Postdoctoral Teaching Fellow, University of South Carolina

“New Light on the Declaration and Its Signers” (No. 64, Fall 2022) explored important aspects of the lives of the fifty-six men who signed the Declaration. The issue’s contributors were

- James G. Basker, Richard Gilder Professor of Literary History, Barnard College, Columbia University
- Denver Brunsmann, Associate Professor of History, The George Washington University
- Richard Carwardine, Emeritus Rhodes Professor of American History, Corpus Christi College, University of Oxford
- Caroline Winterer, William Robertson Coe Professor of History and American Studies and Chair of the Department of History, Stanford University
- Jonathan Gienapp, Associate Professor of History, Stanford University

The fourth and final issue of the year, “Asian American Immigration from the Nineteenth Century to the Present” (Winter 2022), will be the landmark sixty-fifth issue of *History Now*, and will include essays by leading historians in the field.

# Fellowship Programs

## COLLEGE FELLOWSHIPS IN AMERICAN HISTORY

The Gilder Lehrman Institute provides annual short-term research fellowships in the amount of \$3,000 each to undergraduate students majoring or minoring in History, American Studies, Africana Studies, Political Science, or related fields. Launched in 2022, this program enables young historians to do research primarily at the Gilder Lehrman Collection and also at other archives in New York City.

### CURRENT COLLEGE FELLOWS AND THEIR PROJECT TITLES, 2022-2023

**Mashayla Billups, Howard University**  
“Black Communities and Domestic Terrorism: An Analysis”

**Zirui Chen, Columbia University**  
“The Great North Carolina Klan Trials, 1870–1871: Due Process, State Action, and the Southern Redemption of the Fourteenth Amendment”

**Holly Harris, Texas Christian University**  
“The Life of Warren David Gribbons: American Air Force POW during WWII”

**Sasha Hochman, Barnard College**  
“What Does It Mean to Write a ‘History of the Present’? Mercy Otis Warren’s History of the American Revolution”

**Ishani Kaul, Rice University**  
“An Analysis of Journalism Surrounding the American Women’s Suffrage Movement”

**Daniel Ma, Yale University**  
“Choctaw Claims and Choctaw-Chickasaw Treaties: A Single Political Topic?”

**Alonso Rangel, Concordia University**  
“The Mexican American Boundaries Revisited”

**Grace Sperber, Stanford University**  
“Meaning at the Pyre: Constitutional Thought at the Frontier”

**Sierra Love Trabosci, University of New Mexico**  
“The Impact of the American West on the United States Civil War”

**Samuel Martin Yelnosky, Columbia University**  
“The Southern Roots of Cold War Development Policy”

## SCHOLARLY FELLOWSHIP PROGRAM

The Gilder Lehrman Institute provides annual short-term research fellowships in the amount of \$3,000 each to doctoral candidates, college and university faculty at every rank, and independent scholars working in the field of American history. Since 1994, the Gilder Lehrman Institute has awarded a total of 693 fellowships.

### CURRENT SCHOLARLY FELLOWS AND THEIR PROJECT TITLES, 2022-2023

**Julia Bernier**  
Assistant Professor, History Department and African American Studies Program, Washington & Jefferson College  
“All on Board: Slavery and Shipping on the Brig *Orleans*”

**Anders Bright**  
PhD Candidate in History, University of Pennsylvania  
“Luck’s Republic: Lotteries, Class, and Finance in Early America”

**Theodore Delwiche**  
PhD Candidate in History, Yale University  
“The Contested Classics: Education in North America, 1630–1830”

**Aston Gonzalez**  
Associate Professor of History, Salisbury University  
“The Making of Black Genius from the Revolution to Reconstruction”

**Samuel Niu**  
PhD Candidate in History and Richard Hofstadter Fellow, Columbia University  
“The Other Chinese Question: Immigration, Race, and the Problem of Labor in the Age of Emancipation”

**Madison Ogletree**  
PhD Candidate in History, Columbia University  
“A Peculiar Freedom: Free People of Color, the Law, and the Making of the Old South, 1787–1860”

**Samantha Leigh Payne**  
Assistant Professor of History, College of Charleston  
“The Last Atlantic Revolution: Reconstruction and the Struggle for Democracy in the Americas, 1861–1912”

**Elena M. Telles Ryan**  
PhD Candidate in History, Princeton University  
“‘Entirely at the Indians’ Discretion’: The Legal Landscape of the Western Great Lakes, 1670–1823”



*Prize-winning historian Kellie Carter Jackson, a former Gilder Lehrman Scholarly Fellow, Professor in the Department of Africana Studies at Wellesley College and will offer a Gettysburg College–Gilder Lehrman MA in American History course on Black Women’s History in Spring 2023.*

**William C. Schmadeke**  
Teacher of AP World History, Grant Community High School, Fox Lake, Illinois  
“The Infrastructure of the Cold War”

**Andrew Wehrman**  
Associate Professor of History, Central Michigan University  
“New York City’s Doctors’ Riot of 1788”

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*Lewis Lehrman, John L. Nau III, and David McCullough at a Gilder Lehrman Gala honoring David McCullough*

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*Kenneth and Kathryn Chenault were honored at the 2022 Gala (pictured with Student Advisory Council alumni Sarah Stroud and Kenneth Wong).*



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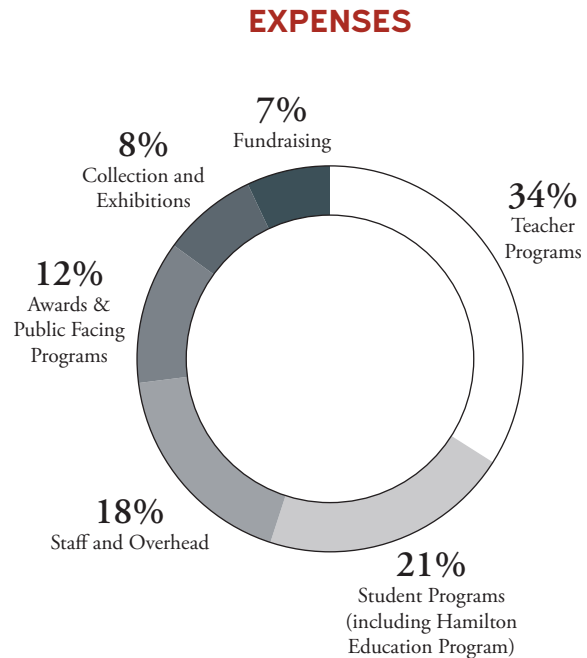
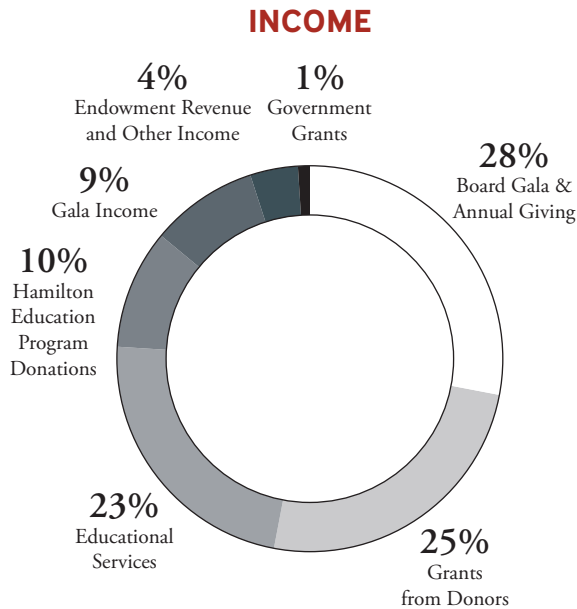
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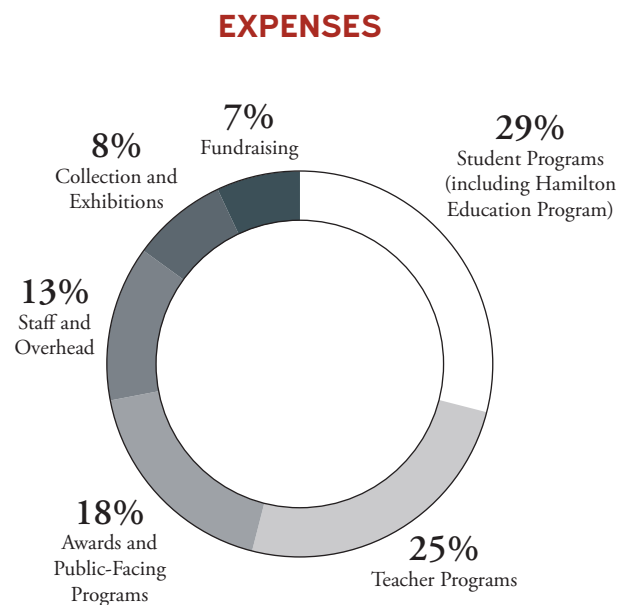
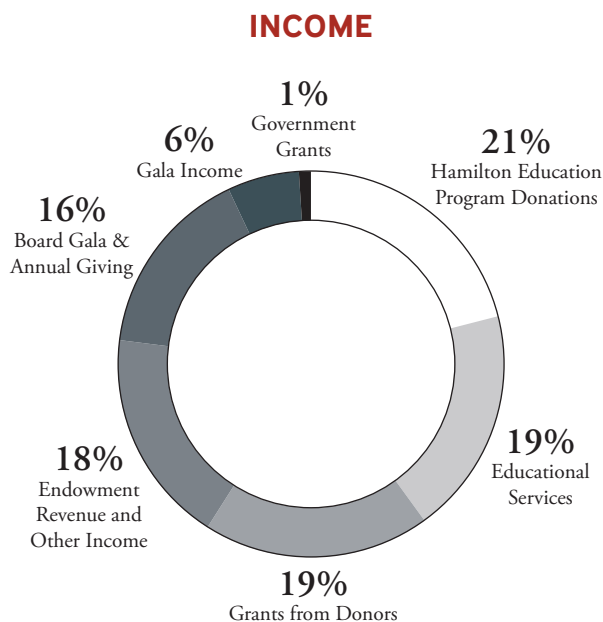
# Financial Summary 2022

Basic Operating Budget: \$9M



# Projected Budget 2023

Basic Operating Budget: \$11.4M



# Leadership and Staff

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**Dominic Barbin**  
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**Katherine Wulwick**  
Finance and HR Associate

# Five Priorities for 2023

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1

Increase Affiliate School membership from 32,500 to 34,000, and increase the number of Affiliate School teachers from 82,000 to 90,000

2

Increase the number of teachers enrolled in the MA program from 900 to 1,100

3

Increase the number of students enrolled in *History U* from 1,000 to 1,200

4

Increase the number of teachers in EduHam Online from 10,800 to 12,000

5

Increase History Teacher of the Year nominations from 6,000 to 6,500

# 2022 GLI Report Card

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#	Goal	Outcome
1	Increase Affiliate School membership by 1,500 schools	Membership grew to more than 32,500, an increase of 1,500 Affiliate Schools
2	Restart the in-person Hamilton Education Program in theaters and serve 5,000 students.	The Hamilton Education Program returned in full force, serving 14,000 students in person.
3	Provide professional development to at least 20,000 teachers.	Gilder Lehrman issued 21,500 professional development certificates in 2022.
4	Transform History School to offer more innovative courses and provide students with co-curricular transcripts to support their college applications.	We offered 8 free graduate-level, online <i>History U</i> courses to high school students; we plan to launch co-curricular transcripts in 2023.
5	Develop a five-year strategic plan for the Institute through 2026.	As of December 2022, the strategic plan is in draft form, to be finalized in early 2023.



# THE GILDER LEHRMAN INSTITUTE of AMERICAN HISTORY



*Students from Eximius College Preparatory Academy at a Gilder Lehrman Institute book talk given by Annette Gordon-Reed at the Trinity School in New York City, October 2022*

THE GILDER LEHRMAN  
INSTITUTE of AMERICAN HISTORY

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