



THE GILDER LEHRMAN  
INSTITUTE *of* AMERICAN HISTORY

*2021 Annual Report*

# 2021 Highlights

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**More than 30,000** Gilder Lehrman Affiliate Schools represent **63,000** K–12 teachers and **8.8 million** K–12 students.

**More than 15,000 teachers,** students, scholars, and history lovers have attended *Inside the Vault* since January 2021.

**8,510** teachers were nominated to be History Teacher of the Year, resulting in the selection of 50 state winners and a national winner.

More than **7,000** teachers participated in professional development programs with GLI in 2021.

More than **6,500** teachers signed up for EduHam Online in 2021 and **400,000** students participated.

**856** teachers enrolled in GLI's master's degree program with 277 degrees conferred so far.

**More than 25,000** viewers have attended *Book Breaks* in 2021.

More than **1 million** unique visitors use our online AP US History Study Guide.

Approximately **3.5 million** unique visitors used the GLI website in 2021.

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



← *N'Dia Riegler, 2020 Massachusetts History Teacher of the Year, teaching at the Eliot School in Boston, Massachusetts. Photo by Lolita Parker Jr.*

## 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 80,000 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, and the Council of Independent Colleges. In 2021, the Gilder Lehrman Institute was honored by the Daughters of the American Revolution with their President General's Medallion for service to American history.



↑ *Co-Founder Lewis E. Lehrman  
and President James G. Basker*

# Letter from President James G. Basker

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The persistence of the pandemic made the past year a continuing challenge for teachers, students, and families everywhere. The Gilder Lehrman Institute continued to adapt and innovate. Many of our new digital programs—*Book Breaks*, *Inside the Vault*, professional development delivered virtually—have become established offerings. The best example of what we thought would be a temporary change that has become permanent is the transformation of our Student Advisory Council. What began a few years ago as a small New York City group has become a nationwide body of 100 students from schools across the country who gather in regular Zoom meetings to give us advice and new ideas.

We have benefitted from the support and generosity of countless people, from our wonderful trustees and donors, to the historians who lead our programs, to the organizations that partner with us, and to the thousands of teachers who do the hard work every day. A very special donation came to us from Lois Chiles, who presented us with more than forty documents that were favorites of our late founder Richard Gilder, and will be known forever as the “Richard Gilder Personal Collection.”

There are new initiatives, including new professional development programs for teachers and new resources, scholarships, and prizes for students. We have launched a major initiative called The Declaration at 250 that will roll out new offerings and programs every year leading up to the commemoration of the global importance of the Declaration of Independence in 2026.

We are redoubling our efforts to support elementary school teachers as they introduce the very youngest to American history. At the high school level, we are reinventing and expanding our online History School, to offer free courses and research opportunities to students everywhere, helping to build college readiness and enhance students’ success as college applicants.

Our trustees are undertaking our second five-year strategic plan, as we set priorities and build for the future. We continue to believe that the need for good history education is greater than ever. We invite you all to join us in that cause.

Sincerely,

James G. Basker  
President  
The Gilder Lehrman Institute of American History

→ 2021 Alabama History Teacher of the Year  
 Jaclyn Foster of Tuscaloosa Academy in  
 Tuscaloosa, Alabama



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# New and Noteworthy



↑ Normal “Tweed” Webb, who played in the Tandy Leagues, for the Fort Wayne Pirates of the Negro National League, was the first Black player inducted into the St. Louis Amateur Baseball Hall of Fame, and became a noted historian and advocate of the recognition of Black ballplayers. (Gilder Lehrman Institute)

At the Institute’s core is the Gilder Lehrman Collection, one of the great archives of American history. **More than 80,000 items cover 500 years of history**, from Columbus’s 1493 letter describing the New World to vital documents and images from the civil rights era and beyond.

In 2021 the Collection continued to grow, adding more than 2,700 new documents. Highlights include

- The Richard Gilder Personal Collection, a gift by Lois Chiles in memory of Richard Gilder: a collection of forty-four items that were favorites of Mr. Gilder
- A donation consisting of more than 450 World War II letters between Navy doctor Daniel Landau and his wife Dorothy
- A Mexican literary magazine from the 1850s featuring Phillis Wheatley
- A copy of the Chinese Exclusion Act

In 2020–2021, the Institute adjusted its programming and outreach to make experiencing and exploring the Collection more accessible for the public.

## WHO USES THE COLLECTION

- K-12 teachers and students
- Historians
- College students
- Librarians and archivists
- Publishers
- Genealogists
- 15,000 *Inside the Vault* viewers

→ Brooklyn East Collegiate 8th grade students at the Gilder Lehrman Collection with an abolitionist flag, ca. 1859 (Gilder Lehrman Institute)



# The Collection in Digital Form

## 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 US Supreme Court, the Senate House Library (new in 2021), and K–12 schools across the country and internationally, universities that subscribe to *American History, 1493–1945* include

Baylor University	Penn State	University of Nevada, Las Vegas
Brown University	Princeton University	University of Pennsylvania
Dickinson College	Stanford University	University of South Carolina
Harvard University	SUNY Buffalo State (new in 2021)	Vanderbilt University
Indiana University	Syracuse University	Virginia Tech
Keio University (new in 2021)	UC Davis (new in 2021)	Xavier University
Kenyon College	UC San Diego	Yale University
Lancaster University (new in 2021)	UNC Chapel Hill	
Longwood University (new in 2021)	University of Central Florida	
McGill University (new in 2021)	University of Illinois at Urbana-Champaign	

Learn more about our popular public program *Inside the Vault* on page 29.



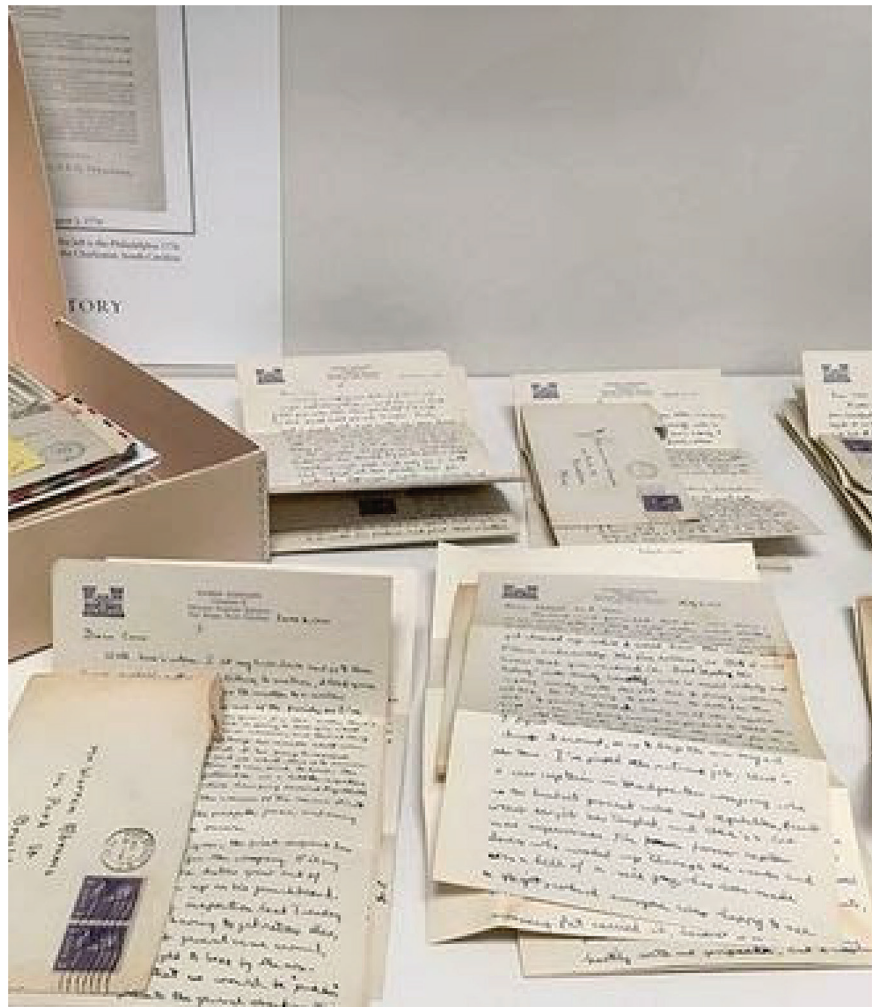
# The Transcription Project

In 2020, the Institute launched its Transcription Project, which gives middle and high school students the opportunity to transcribe documents from the Gilder Lehrman Collection. The students' typed transcriptions 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, transcriptions are essential. All transcriptions are reviewed by staff before being released to the public.

**Students have transcribed 1,035 documents with a total of 5,850 pages so far.**

→ *The Transcription Project makes thousands of handwritten documents legible and digitally available.*





# Affiliate School Program

## FREE AMERICAN HISTORY RESOURCES FOR ELEMENTARY SCHOOLS

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

- The History Essentials series of self-paced 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 is the gateway to free professional development, primary and secondary sources, lesson plans, and other teaching materials that bring American history to life in the classroom.

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

Benefits include

- Monthly giveaways of free history books, posters, self-paced courses, and classroom resources, including lesson plans
- Exclusive access to our Teacher Seminars, Hamilton Education Program Online, scholarship opportunities, and book award giveaways for students
- Access to the Gilder Lehrman Collection’s digital catalog of more than 80,000 primary sources
- Eligibility for students to enter essay prize competitions
- A free subscription to the journal *History Now*
- Eligibility to enroll in our MA in American History
- Discounts on digital professional development programs and Self-Paced Courses

→ *Students from Harlem Academy, a Gilder Lehrman Affiliate School*

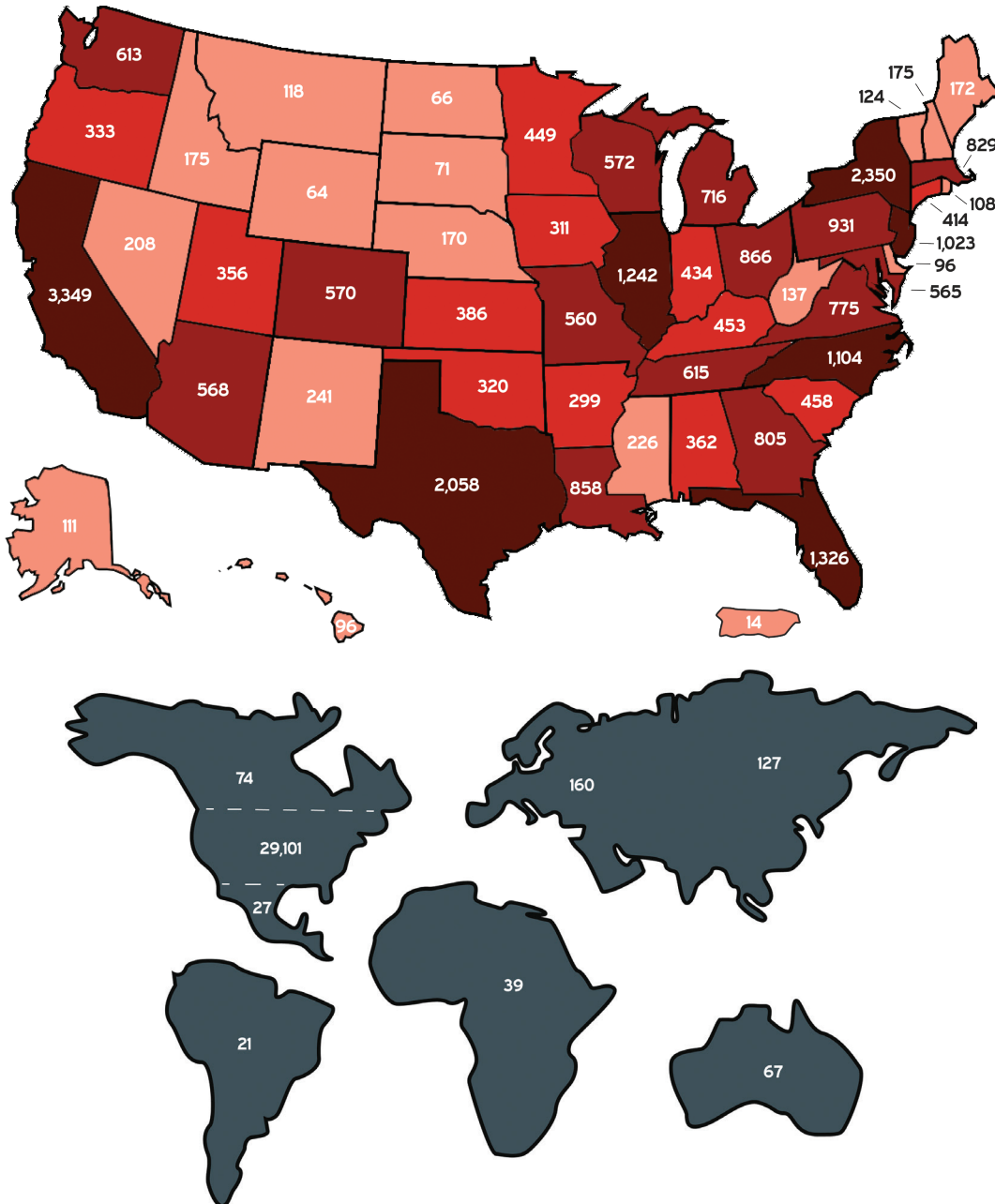


NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

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.

# Affiliate School Program

**More than 30,000 Gilder Lehrman Affiliate Schools Worldwide**

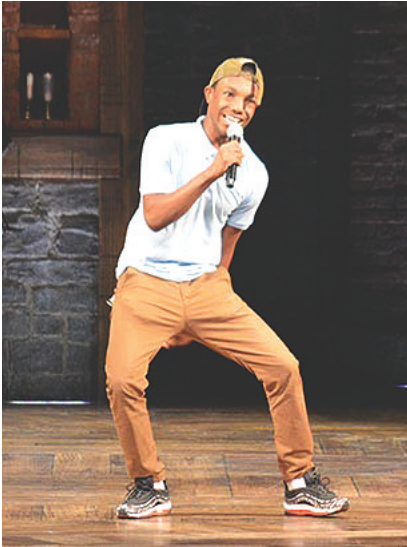


## WHAT TEACHERS SAY ABOUT OUR AFFILIATE SCHOOL PROGRAM

"I have come to depend on Gilder Lehrman Institute resources for my own professional growth as a teacher. They are incredibly useful tools for enhancing student critical thinking skills and building analytical skills from the close reading of essays and primary sources."

"The GLI site and resources are like a treasure box of valuable materials for Affiliate School teachers like me with limited physical resources."

# The Hamilton Education Program



↑ A student performer in the *Hamilton* Education Program at the Richard Rodgers Theatre on Broadway in New York City

The Gilder Lehrman Institute has been proud to partner with *Hamilton* and The Rockefeller Foundation on the Hamilton Education Program (EduHam). From 2016 to March of 2020, Title I-eligible Gilder Lehrman Affiliate high schools incorporated Alexander Hamilton and the Founding Era into classroom studies so that students could create original performance projects of their own using primary source documents like those used by Lin-Manuel Miranda in creating *Hamilton*. Students then spent a full day at the theater seeing the strongest of these performances onstage, paired with a *Hamilton* cast Q&A and a matinee of the Tony-winning hit musical itself.

Thanks to an initial grant from The Rockefeller Foundation and subsequent contributions by many organizations and individual donors throughout the country, high school students in thirty-eight states and the District of Columbia each paid only a “Hamilton” (\$10) to see the musical while it was on Broadway and touring nationally. EduHam matinees were offered in the following cities: 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.

EduHam will return in the spring of 2022 for its first in-person matinee in two years!

**“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

# EduHam Online

In the fall of 2020, **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 EduHamOnline website, including information about more than 45 Founding Era figures and 14 events, plus 24 key documents, 175 supporting documents, video clips from *Hamilton*, and more.

→ *Canetra Wynn from Hernandez Middle School in Round Rock, TX with her students working on EduHam Online*



**More than 6,500 teachers signed up for EduHam Online in 2021, with nearly 400,000 students participating as a result.**

**97%**

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

**94%**

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

**96%**

of teachers said they would use EduHam Online again.

## IN A SURVEY ABOUT EDUHAM ONLINE, TEACHERS SAID

"It demands that the students fully process and put out what they learned in a non-test manner. Also, the contest element motivates the students to work hard and think outside their boxes."

"Combining creativity and performance with history is a win-win-win. We had great discussions about history, the arts, and social-emotional skills."

"I enjoyed watching some of my students who are more artistic really have a moment to shine."

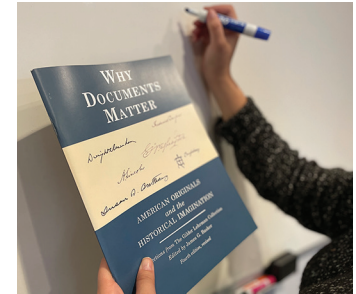
# Student Contests



↑ Affiliate School students are eligible to enter Gilder Lehrman Institute student contests.

## 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 inaugural Richard Gilder History Prize, we sent 5,000 copies of the best-selling book *1776* by two-time Pulitzer Prize–winner David McCullough for each teacher to award to a student of their choosing. For the second annual Richard Gilder History Prize in March 2021, we sent 3,500 copies of *Why Documents Matter*, our book of foundational documents from the Gilder Lehrman Collection. In addition, Richard Gilder History Prize winners in grades 10–12 have the opportunity to participate in the National Academy of American History and Civics.



## 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 \$2500 prize from Ham4Progress and an additional \$1000 from The Hewlin Group for educational purposes. The award was open to college-bound students enrolled in grade 11 in the 2020–2021 school year at Gilder Lehrman Affiliate Schools in the 50 United States and District of Columbia.

### Winners of the 2021 Ham4Progress Award

**Chinelo Agwuegbo**, Franklin High School (Somerset, New Jersey)  
**Joshua Alvarez**, Rangeview High School (Aurora, Colorado)  
**Paula Escobar**, Evergreen Valley High School (San Jose, California)  
**Rosa Lopez**, Villa Rica High School (Villa Rica, Georgia)  
**Toni Maxwell**, Atlantic Technical High School (Coconut Creek, Florida)  
**Jennifer Nguyen**, James Martin High School (Arlington, Texas)  
**Alexander O’Sullivan**, BASIS DC (Washington, DC)  
**Chimindu Okafor**, North Star Academy Lincoln Park High School (Newark, New Jersey)  
**Jackie Okereke**, Evanston Township High School (Evanston, Illinois)  
**Gregory Perryman**, Beachwood High School (Beachwood, Ohio)

## THE GILDER LEHRMAN–RISE PRIZE

Rise, an initiative of Schmidt Futures and the Rhodes Trust, is a global talent program that finds extraordinary young people who need opportunity and supports them for life as they use their talents to serve others.

In November 2020, teachers in the Gilder Lehrman Institute’s Affiliate School Program were invited to nominate two students between the ages of 15 and 17 for the inaugural Gilder Lehrman–Rise Prize, a collaboration between the Gilder Lehrman Institute and Rise. Each of the 3,787 nominated

students was given the chance to apply for a Rise Global Scholarship and received a free copy of Ron Chernow’s best-selling book *Alexander Hamilton*.

We are pleased to announce that **Darlina Antony**, a nominated student from Gilder Lehrman Affiliate School Derby High School in Derby, England, was selected as one of the 100 Global Winners and will receive up to \$500,000 in lifetime benefits as she works to serve others. Ten of the finalists for the Rise Global Scholars Program came from Gilder Lehrman Affiliate Schools.

## DAVID McCULLOUGH ESSAY PRIZES

Named in honor of David McCullough, Pulitzer and National Book Award–winning historian and Life Trustee of 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 2021 David McCullough Essay Prize

First Prize (\$10,000): **Liliana Hug**, Salamander Meadows Homeschool (Ohiopyle, PA), for the essay “The Silent Spring That Sparked a Thunderous Uproar: How Rachel Carson’s Scientific Communication Ignited the American Environmental Movement”  
 Second Prize (\$5,000): **Daksha Pillai**, Paul Laurence Dunbar High School (Lexington, KY), for the essay “United States v. Bhagat Singh Thind: Dual Legacies of a Forgotten Supreme Court Case”

Third Prize, with special distinction from the jury (\$1,000 with an additional citation on her certificate): **Riya Ranjan**, Monta Vista High School (Cupertino, CA), for the essay “‘The Woman-Identified Woman’: Intersectional Liberation”

Nine further 3rd prizes of \$1,000 each were awarded. For a full listing of 3rd Prize winners and to read the essays, visit our website.



↑ *Members of the Student Advisory Council with Eric Foner, DeWitt Clinton Professor Emeritus of History, Columbia University, Gilder Lehrman President James Basker (right), and Senior Program Manager Daniel Pecoraro (left)*

## GLI FOR STUDENTS

# Student Advisory Council

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Created in 2014, the Gilder Lehrman Student Advisory Council is a diverse group of middle and high school students who provide valuable feedback on the Institute's programs and materials. Students are recommended to the Council by an Affiliate School teacher based on their academic achievements and interest in American history. The Council now has eighty-eight members from across the country and internationally.

Some students have served on the Council for more than four years and have extended their relationship with the Institute beyond graduation. Student Advisory Council members are often speakers at Gilder Lehrman events. They have also served as advisors on the National Academy of American History and Civics.

## **NATIONAL ACADEMY OF AMERICAN HISTORY AND CIVICS**

Students are invited to apply to the National Academy of American History and Civics, a free program launched in January 2020, open to high school sophomores and juniors in Gilder Lehrman Affiliate Schools. Students who are admitted receive exclusive eligibility for college scholarships; free online courses in American history; lectures and live Q&As with top professors at leading American universities; and a series of exclusive, inside-advice presentations by admissions officers on every aspect of the college application process.

→ 2018 National History Teacher of the Year  
Joe Welch teaching his History School class  
*The Cold War.*



GLI FOR STUDENTS

## History School

Since the Gilder Lehrman Institute launched its History School in April 2020, more than 5,500 students have participated in twenty-eight courses with award-winning teachers.

In History School, master teachers present lessons anchored in primary source documents, many from the Gilder Lehrman Institute's collection of more than 80,000 American history artifacts. Our goal is to engage students and excite them about history so that they leave each lesson more knowledgeable about a new topic, document, or pivotal moment in history.

History School serves elementary, middle, and high school students.

→ Gena Oppenheim, Hamilton Education  
Program Senior Education Fellow, taught  
*Who Will Tell Your Story? Get Creative*  
with EduHam in 2021.



## CLASSES OFFERED IN 2021

- **AP United States History Test Prep: 1890–Present** taught by Sara Ziemnik, 2017 National History Teacher of the Year
- **AP US Government and Politics: Foundational Documents** taught by Kevin Cline, 2016 National History Teacher of the Year
- **APUSH: The Remix** taught by Corey Winchester, 2020 Illinois History Teacher of the Year and Hamilton Education Program Senior Education Fellow
- **Black Lives in the Founding Era** taught by Jason Butler, professional learning specialist and social studies teacher
- **The Cold War** taught by Joe Welch, 2018 National History Teacher of the Year
- **The Global Cold War** taught by Daniel Jocz, 2018 California History Teacher of the Year
- **Hamilton Cast Read Alongs** led by Keisha Rembert, 2019 Illinois History Teacher of the Year
- **History Camp: Life in Colonial Times** taught by Stacie Christensen, 2020 Idaho History Teacher of the Year
- **History in the Making** taught by Mandel Holland, educator at Woodlands Middle High School in Hartsdale, New York, and Gena Oppenheim
- **Immigration and the American Story** taught by Jermain Corbin, educator at the James F. Condon K-8 School in Boston, Massachusetts
- **The US Constitution: Looking Backward from 2021 to 1787** taught by Kevin Cline, 2016 National History Teacher of the Year
- **Who Will Tell Your Story? Get Creative with EduHam** taught by Gena Oppenheim, Hamilton Education Program Senior Education Fellow

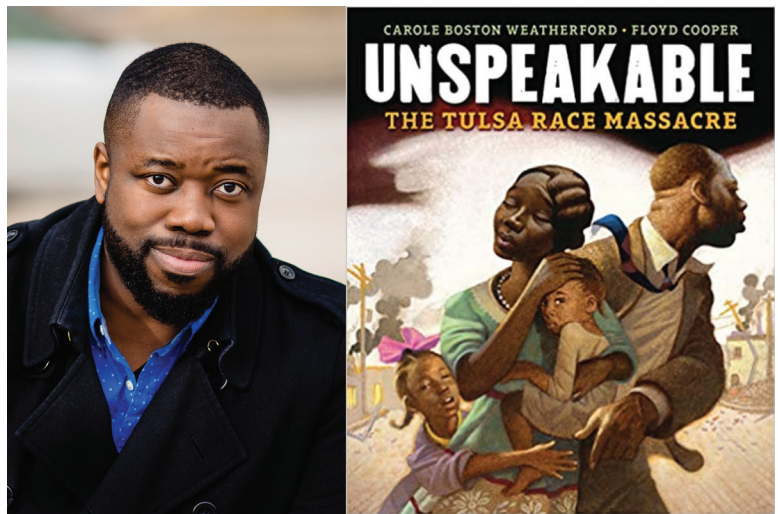


↑ Corey Winchester, Hamilton Education Program Senior Education Fellow and History School teacher of APUSH: The Remix. Photo courtesy of Lynn Trautmann.

## HAMILTON CAST READ ALONGS

*Hamilton* Cast Read Alongs, a breakout program from the Gilder Lehrman History School with its own dedicated following, features *Hamilton* cast members reading award-winning children's books followed by a discussion of the history behind the story led by Gilder Lehrman Master Teacher Keisha Rembert.

→ Tamar Greene, who plays George Washington in *Hamilton on Broadway*, presented *Unspeakable: The Tulsa Race Massacre* by Carole Boston Weatherford (Author) and Floyd Cooper (Illustrator).



**The next History School classes will be offered in the Summer of 2022.**



→ *Master Teacher Nathan McAlister at the Lincoln Speaks Symposium in Springfield, Illinois*



GLI FOR TEACHERS

## Professional Development

Since its inception in 1994, the Gilder Lehrman Institute has offered high-quality, content-rich professional development to K–12 humanities teachers. Many of the master teachers who help support and facilitate our professional development programs were identified as leaders in American history education in elementary, middle, and high schools through the National History Teacher of the Year Award.

Since January 2021, the Gilder Lehrman Institute has provided high-caliber professional development to more than 7,400 teachers, 2,486 of whom participated in our rigorous online teacher seminars. More than 40 percent of these teachers have participated in multiple professional learning events with GLI so far this year, and 1 in 10 participated in at least 5 events.

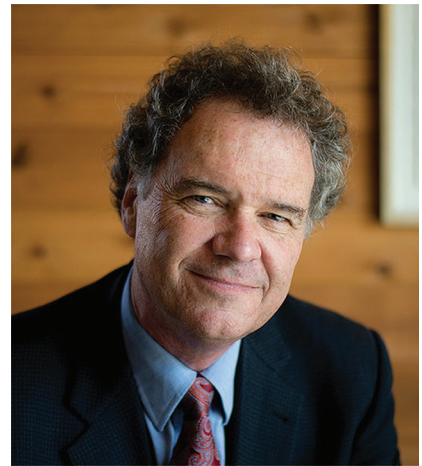
Professional development for teachers includes

- Teacher Seminars
- Teaching Literacy through History
- Teaching Civics through History
- The Pace–Gilder Lehrman MA in American History
- Self-Paced Courses

# Teacher Seminars

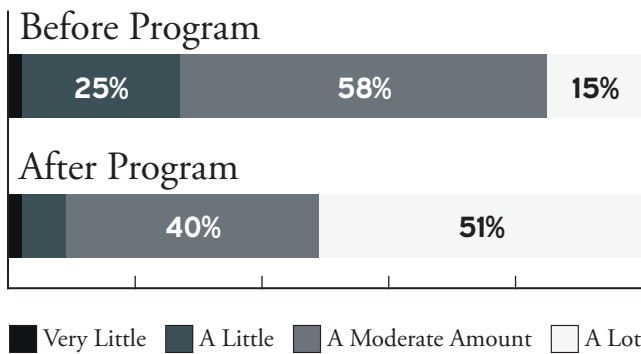
The Gilder Lehrman Institute of American History offers rigorous Teacher Seminars for K–12 educators in Affiliate Schools. Now in its twenty-seventh year, the program offers teachers the opportunity to study in seminars with eminent American history professors and dive deep into primary sources with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

In the summer of 2021, we offered twenty-two different seminars online, and for the first time ever, participants could register for as many seminars as they liked. Also new in 2021 were plenary sessions with historians, who spoke about their recent publications and responded to participants’ questions.



↑ Edward Ayers, Tucker-Boatwright Professor of the Humanities and President Emeritus, University of Richmond, frequently leads Teacher Seminars.

## Teachers surveyed about the 2021 Teacher Seminars reported their growth in content knowledge.



95%  
92%

of Teacher Seminar participants in 2021 said it was a “good use of their time.”

said 2021 Teacher Seminars “re-energized them for the coming school year.”

## VETERANS LEGACY PROGRAM WORKSHOP SERIES

In partnership with the National Cemetery Administration’s Veterans Legacy Program, we are pleased to offer free in-person and digital professional development sessions that focus on America’s soldiers and how to effectively bring veterans’ experiences back to the classroom. Each session includes

- A lecture by an eminent historian in the field
- A pedagogical session led by a Gilder Lehrman master teacher
- Virtual tours of a partnering local national cemetery and a Q&A with cemetery directors and superintendents
- Free classroom materials, including a special lesson plan made for this series

98%

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



↑ *Broadside* by Bernard Perlin, 1943 (Gilder Lehrman Institute)

# Teaching Literacy through History & Teaching Civics through History

## TEACHERS SAY

**"I just added some AMAZING extras to my letter writing activity that I might have come up with myself—but who knows how long that would have taken to happen. The ideas accelerated my lesson to a new level."**

**"I really enjoyed that the subject was expanded throughout history, beyond the Constitutional Convention, into the modern issues."**

**"It was great to be exposed to the images that are uncommon. We seem to use the same ones over and over so it's helpful to have new options."**

**"This was a very informative workshop that made me as an educator want to learn more about freedom of speech."**

—A participant in the January 2021 Teaching Civics through History workshop generously supported by the Sumners Foundation

## TEACHING LITERACY THROUGH HISTORY

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

**In a summary of participant feedback from all of FY21 (mid-2020 through mid-2021),**

**99%**

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 images.

**97%**

of teachers said TLTH enhanced their ability to help students use evidence in their writing and oral presentations.

## TEACHING CIVICS THROUGH HISTORY

Teaching Civics through History (TCTH) is a curriculum developed for middle school and high school teachers that provides students with knowledge about the historical roots of current civic and social issues facing the nation today. The program

- Strengthens student literacy, research, and critical thinking skills
- Connects the past with current events
- Emphasizes 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 students to be civically engaged

# National History Teacher of the Year

Since 2004, 908 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 this corps, is named in the fall every year.

- The national winner receives a \$10,000 prize presented at a ceremony in their honor.
- 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 nominated a record 8,510 teachers for the History Teacher of the Year Award in 2021.

→ 2021 National History Teacher of the Year  
Nataliya Braginsky with her students.  
Photo by Christopher Peak for the New Haven  
Independent.



**“Against the backdrop of so much devastation, this recognition is all the more meaningful, and I receive it with gratitude, reverence, and hope. Teaching is not a solitary activity and its success does not belong to an individual—teaching is a collective project and this is a collective honor.”**

—Nataliya Braginsky, 2021  
National History Teacher of the Year

## THE 2021 NATIONAL HISTORY TEACHER OF THE YEAR

The 2021 National History Teacher of the Year is Nataliya Braginsky, a high school social studies and English teacher who has been working in schools since 2007. For the past eight years, Nataliya has worked at Metropolitan Business Academy, a public high school in New Haven, Connecticut, where she teaches African American and Latinx History, Journalism, and Contemporary Law. She has developed curriculum for these and several other courses with a commitment to education for liberation.

# 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 for fifteen professional development contact hours. In 2021, the Gilder Lehrman Institute’s Self-Paced Courses were purchased more than 2,500 times. Teachers in all fifty states have used them for professional development credit.

## SELF-PACED COURSES AVAILABLE IN 2021

### THE FOUNDING ERA AND EARLY REPUBLIC

- The Age of Jefferson
- Alexander Hamilton’s America
- The American Enlightenment
- Democracy in the Early Republic
- Revolutionary America
- Women in the American Revolution

### THE NINETEENTH AND TWENTIETH CENTURIES

- The American Civil War
- American Immigration History: 1820 to the Present
- American Immigration History: People, Patterns, and Policy
- American Indian History: Case Studies
- American Indian History: Recasting the Narrative
- Civil War Rank and File
- The Era of Theodore Roosevelt
- The Global Cold War
- The Kennedy Presidency
- Origins of the Civil War
- The Supreme Court and the Constitution in the 20th Century
- The Vietnam War
- Women and Gender in 19th-Century America
- Women and Politics in 20th-Century America
- The World at War
- World War II

### AFRICAN AMERICAN HISTORY

- African American History since Emancipation
- Black Lives in the Founding Era
- Black Women’s History
- Black Writers in American History
- Emancipation
- The Life and Writings of Frederick Douglass
- Lives of the Enslaved
- Race and Rights in America
- The Revolutionary Lives of Malcolm X and Martin Luther King Jr.
- Slavery in the Americas

### SPECIAL TOPICS IN AMERICAN HISTORY

- The American Presidency
- The American West
- Colonial North America
- Conflict and Reform: The United States, 1877–1920
- Famous Trials in American History
- Historiography and Historical Methods
- The History of American Protest
- The History of Anti-Slavery Writings
- The Presidents vs. The Press
- The South in American History
- Teaching with Documents: Using Primary Sources in the Classroom



↑ Madeline Y. Hsu, Professor of History, University of Texas at Austin, teaches American Immigration History: People, Patterns, and Policy.



↑ *David Blight, Sterling Professor of History, African American Studies, and American Studies and Director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University, with James Madison Fellows participating in the Pace University–Gilder Lehrman MA in American History program.*

## GLI FOR TEACHERS

# The Pace–Gilder Lehrman MA in American History

The Pace–Gilder Lehrman MA in American History is a fully online, fully accredited, 30-credit degree program. Following the completion of nine 3-credit courses and the thesis/capstone course, students are awarded a master’s degree in American history, and can participate in the Pace University graduation ceremony in New York City.

**More students than ever enrolled in the program in the summer and fall of 2021.**

The Pace-Gilder Lehrman MA in American History is the highest quality and lowest priced online graduate degree program of its kind in the country. In the calendar year 2021, there were 2,282 course enrollments by 856 students across three terms. Overall, 277 teachers have received their MA degrees through the program.

**“After graduating I was able to offer a dual credit honors program at our high school. Without the Pace–Gilder Lehrman MA Program, we wouldn’t have been able to offer the course. It really changed history education in our district.”**

—Ronald Poppie, History Teacher, Arcadia High School, Arcadia, CA

← *Arcadia High School teacher Ronald Poppie with some of his students*



## PACE-GILDER LEHRMAN MA GRADUATE COURSES OFFERED IN 2021-2022

### SPRING 2021

#### **Democracy in the Early Republic**

Andrew Robertson, Professor of History, Lehman College and CUNY Graduate Center

#### **Historiography and Historical Methods**

Andrew Robertson, Professor of History, Lehman College and CUNY Graduate Center

#### **Lives of the Enslaved**

Daina Ramey Berry, Oliver H. Radkey Regents Professor of History, University of Texas at Austin

#### **The Presidents vs. the Press**

Harold Holzer, Director of Roosevelt House Public Policy Institute at Hunter College

#### **The Vietnam War**

Fredrik Logevall, Laurence D. Belfer Professor of International Affairs, John F. Kennedy School of Government and Professor of History, Harvard University

### SUMMER 2021

#### **The Age of Revolutions, 1775-1804**

Nora Slonimsky, Gardiner Assistant Professor of History, Iona College

#### **Black Women's History**

Kellie Carter Jackson, Knafel Assistant Professor of Humanities and Assistant Professor of Africana Studies, Wellesley College

#### **Conflict and Reform:**

##### **The United States, 1877-1920**

Michael Kazin, Professor of History, Georgetown University

##### **The Great Depression and the New Deal**

Eric Rauchway, Distinguished Professor of History, University of California, Davis

##### **The 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, Yale University

### FALL 2021

#### **The American Civil War**

Allen Guelzo, Senior Research Scholar, Council of the Humanities, and Director, James Madison Program Initiative on Politics and Statesmanship, Princeton University

#### **American Immigration History**

Madeline Y. Hsu, Professor of History, University of Texas at Austin

#### **Capitalism in American History**

David Sicilia, Associate Professor of History and Henry Kaufman Chair of Financial History, Robert H. Smith School of Business, University of Maryland

#### **The 1960s in Historical Perspective**

Michael Flamm, Professor of History, Ohio Wesleyan University, and Michael Kazin, Professor of History, Georgetown University

### SPRING 2022

#### **American Colonies:**

##### **A Continental History**

Alan Taylor, Thomas Jefferson Memorial Foundation Professor of History, the University of Virginia

##### **Chinese in the United States**

Madeline Y. Hsu, Professor of History, University of Texas at Austin

##### **The History of Childhood in America**

Steven Mintz, Professor of History, University of Texas at Austin

##### **Making Modern America: Business and Politics in the 20th Century**

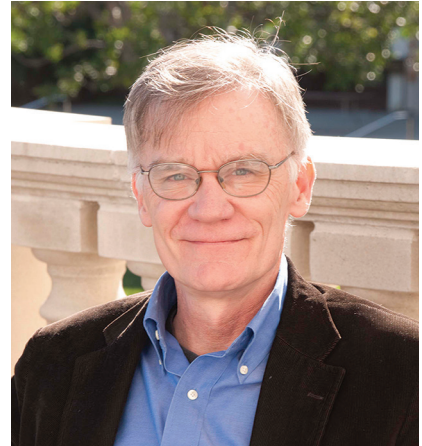
Margaret O'Mara, Howard and Frances Keller Endowed Professor, University of Washington

##### **Social Change in the Civil War Era**

Catherine Clinton, Denman Endowed Professor in American History, University of Texas at San Antonio



↑ Daina Ramey Berry teaches *Lives of the Enslaved*.



↑ David Blight teaches *The Life and Writings of Frederick Douglass*.

### MA STUDENTS SAY

"I would not be able to get a grad degree if it were not for this program. The affordability and ease of use have been instrumental to me due to my remote geographic location and personal obligations."

"I wish I had found this earlier. It has changed my life, how I teach, and my motivation to dive more deeply into my profession."

"I turned my thesis paper into roughly three articles that have been published or will be in the next year."

"Since graduating I've been able to teach more advanced courses at my high school and I've gained additional employment as an adjunct professor with a local community college."

→ *Salt Lake City chapter of the Japanese American Citizens League, 1939 (Ted Nagata Collection, Densho Digital Repository)*



GLI FOR TEACHERS

# How Did We Get Here? Topical Professional Development

In 2021, the Gilder Lehrman Institute launched the How Did We Get Here? professional development series, which provides teachers with ready-made, classroom-friendly resources on topics in American history that are front and center in current events, such as the Great Migration, US foreign policy since World War I, and the experiences of American Indians, Asian Americans, Latino and Latina Americans, and the LGBTQ community.

Each session includes

- A lecture by an eminent historian in the field
- A pedagogical session led by a Gilder Lehrman master teacher
- A unit of lesson plans directly connected to the session topics
- A Certificate of Attendance for two professional development hours

## SESSIONS FOR THE 2021–2022 SCHOOL YEAR

### **American Indian Experiences**

Professor Donald L. Fixico, Arizona State University, and Master Teacher CherylAnne Amendola

### **Asian American Experiences**

Professor Jane Hong, Occidental College, and Master Teacher Patience Leblanc

### **Latino and Latina American Experiences**

Professor Lilia Fernández, Rutgers University, and Master Teacher April Vela

### **LGBTQ American Experiences**

Professor Chelsea Del Rio, LaGuardia Community College, and Master Teacher Kory Loyola

### **The Great Migration**

Professor Steven Hahn, New York University, and Project Consultant Ron Nash

### **The Transatlantic Slave Trade**

Professor Stephanie E. Jones Rogers, University of California at Berkeley, and Master Teacher Justin Emrich

### **The US Constitution: The Three Branches of Government and the Evolution of the Supreme Court**

Professor Akhil Reed Amar, Yale University, and Master Teachers Angel Brea and Jermain Corbin

### **US Foreign Policy: Post–World War I to the 21st Century**

Professor Robert K. Brigham, Vassar College, and Master Teacher John Irish

### **US Foreign Policy: The Early Republic to World War I**

Professor Jason Opal, McGill University, and Master Teacher John Irish





GLI FOR EVERYONE

## History Now

**A subscription to *History Now* is now free for members of the Affiliate School Program. As of Fall 2021, more than 8,675 Affiliate teachers have subscribed to *History Now*.**

**A \$25 one-year subscription includes access to the three new issues published annually and full access to the back catalogue of *History Now*, featuring hundreds of essays by leading US history scholars.**

Published three 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 experts in the field.

Since 2004, sixty-one issues and 343 short, informative essays have been published in *History Now* on the Gilder Lehrman website.

The Fall 2021 issue, “The Declaration of Independence and the Origins of Self-Determination in the Modern World,” is part of the Institute’s Declaration of Independence at 250 initiative. It features seven original essays by

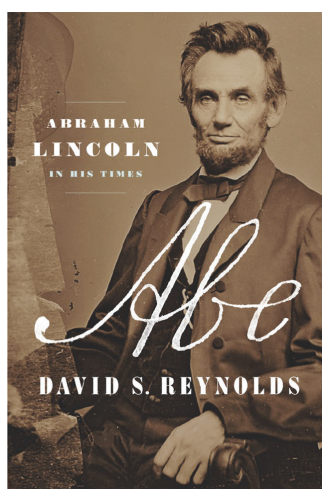
- David Armitage, Lloyd C. Blankfein Professor of History, Harvard University
- Ishita Banerjee-Dube, Professor of History, Centre for Asian and African Studies, El Colegio de México, Mexico City
- Claude A. Clegg III, Lyle V. Jones Distinguished Professor of History, University of North Carolina at Chapel Hill
- Thuy Vo Dang, Curator, Southeast Asian Archive, and Research Librarian for Asian American Studies, UC Irvine
- Vitor Izecksohn, Professor of History, Universidade Federal do Rio de Janeiro
- Paul Moon, Professor of History, Faculty of Maori Development, Auckland University of Technology
- Eliakim Sibanda, Professor of History and Head of Graduate Studies, University of Winnipeg

In addition to the essays, the issue offers supplementary materials from the Gilder Lehrman archives, including further readings, videos, and key primary sources. The issue’s special feature is a talk by David Armitage, “The Declaration of Independence: A Global History,” given on Zoom as an installment of *Book Breaks* on July 4, 2021.

## Book Prizes



↑ 2019 Frederick Douglass Book Prize winner Amy Murrell Taylor signs her book at the Frederick Douglass Book Prize ceremony in February 2020.



↑ Vincent Brown is Charles Warren Professor of History, Professor of African and African-American Studies, and Director of the History Design Studio at Harvard University.

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 Doris Kearns Goodwin, Eric Foner, and David Blight.

The 2021 winner of the Lincoln Prize was David S. Reynolds for *Abe: Abraham Lincoln in His Times* (Penguin Press).

The four finalists were Alice Baumgartner, *South to Freedom: Runaway Slaves to Mexico and the Road to the Civil War* (Basic Books); Adrian Brettle, *Colossal Ambitions: Confederate Planning for a Post-Civil War World* (University of Virginia Press); Thavolia Glymph, *The Women's Fight: The Civil War's Battles for Home, Freedom, and Nation* (The University of North Carolina Press); and Kenneth W. Noe, *The Howling Storm: Weather, Climate, and the American Civil War* (Louisiana State University 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 Gilder Lehrman 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 first annual Frederick Douglass Book Prize was awarded to Ira Berlin and Philip Morgan.

The co-winners for the 2021 Frederick Douglass Book Prize are Vincent Brown for *Tacky's Revolt: The Story of an Atlantic Slave War* (The Belknap Press of Harvard University Press), and Marjoleine Kars for *Blood on the River: A Chronicle of Mutiny and Freedom on the Wild Coast* (The New Press). The other finalist for the prize was Jessica Marie Johnson for *Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World* (University of Pennsylvania Press).

## 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 2021 George Washington Prize has been awarded to Mary Beth Norton for her book *1774: The Long Year of Revolution*.

The finalists for this year's prize were Mark Boonshoft for *Aristocratic Education and the Making of the American Republic* (University of North Carolina Press), Vincent Brown for *Tacky's Revolt: The Story of an Atlantic Slave War* (Harvard University Press), Peter Cozzens for *Tecumseh and the Prophet: The Shawnee Brothers Who Defied a Nation* (Alfred A. Knopf), Honorée Fanonne Jeffers for *The Age of Phillis* (Wesleyan University Press), Michael W. McConnell for *The President Who Would Not Be King: Executive Power under the Constitution* (Princeton University Press), William G. Thomas III for *A Question of Freedom: The Families Who Challenged Slavery from the Nation's Founding to the Civil War* (Yale University Press).

## THE GILDER LEHRMAN PRIZE FOR MILITARY HISTORY

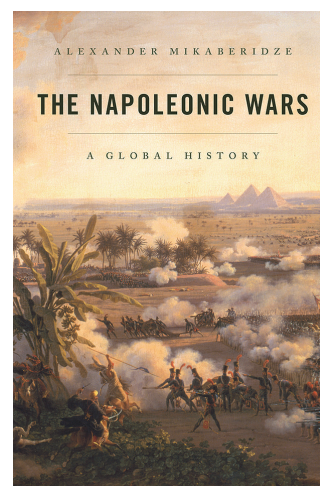
The Gilder Lehrman Prize for Military History at the New-York Historical Society is a \$50,000 prize. Each year the award recognizes the best book on military history in the English-speaking world distinguished by its scholarship, its contribution to the literature, and its appeal to both a general and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

The 2020 winner of the Gilder Lehrman Prize for Military History was Alexander Mikaberidze for *The Napoleonic Wars: A Global History*.

The finalists for this year's prize were Richard B. Frank for *Tower of Skulls: A History of the Asia-Pacific War: July 1937–1942* (W. W. Norton & Company), Donald F. Johnson for *Occupied America: British Military Rule and the Experience of Revolution* (University of Pennsylvania Press), Martin J. Sherwin for *Gambling with Armageddon: Nuclear Roulette from Hiroshima to the Cuban Missile Crisis* (Knopf Publishing Group), Daniel Todman for *Britain's War: A New World, 1942–1947* (Oxford University Press, USA), and Ian W. Toll for *Twilight of the Gods: War in the Western Pacific, 1944–1945* (W. W. Norton & Company).



↑ Lin-Manuel Miranda in front of the Alexander Hamilton Traveling Exhibition



# 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 683 fellowships.

## CURRENT FELLOWS AND THEIR PROJECT TITLES, 2021



↑ 2021 Scholarly Fellow Brandi Brimmer

### **Adam Biggs**

Postdoctoral Research Fellow,  
History of Medicine, Johns Hopkins  
School of Medicine

“Strange Cures: Black Doctors, Harlem  
Hospital, and the New Negro in  
American Medicine, 1919–1935”

### **Tayzhaun Glover**

PhD Candidate in History,  
Duke University

“Freedom on the Horizon: Fugitive  
Slave Flight and the Abolition of  
Slavery in Martinique and Guadeloupe,  
1824–1848”

### **Brandi Brimmer**

Associate Professor, Department  
of African, African American, and  
Diaspora Studies, University of  
North Carolina at Chapel Hill

“The Other Douglass: Frederick C.  
Douglass, A Black Freedom Fighter in  
the Post-Emancipation South”

### **Christopher Minty**

Managing Editor, John Dickinson  
Writings Project, Center for Digital  
Editing, University of Virginia

“The Papers of Robert R. Livingston,  
Member of the Committee of Five and  
First US Secretary of Foreign Affairs”

### **James I. Deutsch**

Curator and Editor, Smithsonian Center  
for Folklife and Cultural Heritage,  
Washington, DC

“Identifying and Documenting  
Individuals Experiencing Homelessness  
in Colonial New York”

### **Barton A. Myers**

Class of 1960 Professor of Ethics  
and History (Term 2019–2022) and  
Associate Professor of Civil War History,  
Washington and Lee University

“Champions of the Union: Lincoln’s  
Southern Commanders and the  
American Civil War Era”

### **Dexter Fergie**

PhD Candidate in History,  
Northwestern University

“Headquartering the World:  
American Power and the Space of  
Global Governance, 1944–1980”

### **Laura Ping**

Adjunct Assistant Professor of History,  
Queens College and Pace University,  
and Post-Doctoral Fellow, National  
Endowment for the Humanities,  
The Library Company of Philadelphia

“Beyond Bloomers: Fashioning Change  
in the Long Nineteenth-Century”

### **Sarah Beth Gable**

PhD Candidate in American History,  
Brandeis University

“Policing the Revolution:  
Massachusetts Communities and the  
Committees of Correspondence,  
Inspection and Safety, 1773–1783”

### **Keely Smith**

PhD Candidate in History,  
Princeton University

“Communicating Power and Sovereignty:  
Muscogee Communication Networks,  
1715–1880”

# The Gilder Lehrman Institute Online

More than 3 million visitors came to [gilderlehrman.org](http://gilderlehrman.org) in 2021, to learn about programs for teachers, to find content for students, or to update themselves on Gilder Lehrman news.

## HISTORY RESOURCES

One-year subscriptions to Gilder Lehrman Institute History Resources include

- Immediate access to selected images in the Institute’s catalog of more than 80,000 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 300 essays by renowned historians offering a range of perspectives on American history

## THE GILDER LEHRMAN HISTORY SHOP

### GIFTS

The Gilder Lehrman Gift Shop is an online store for history lovers. On sale at the shop are historically themed **Mugs / Tote bags / Posters / Apparel / GLI Publications/Calendars** ... and more, with 100 unique items on sale in 2021.

### BOOKS

The Gilder Lehrman Book Shop is GLI’s online bookstore featuring books from *Book Breaks*, *Inside the Vault*, and *Hamilton Cast Read* Along alongside winners and finalists from Gilder Lehrman Book Prizes and other new and notable history titles. Let GLI help you find your new favorite history books with “staff picks” and thematic groupings such as “Black Lives in the Founding Era” and “Presidential History.” Visit [Bookshop.org](http://Bookshop.org). The commission we receive supports our programming for history teachers and students.

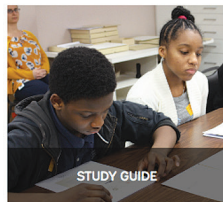
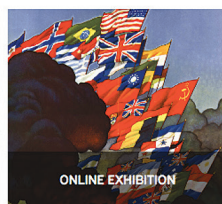
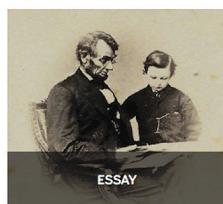
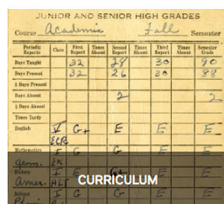
## ONLINE EXHIBITIONS

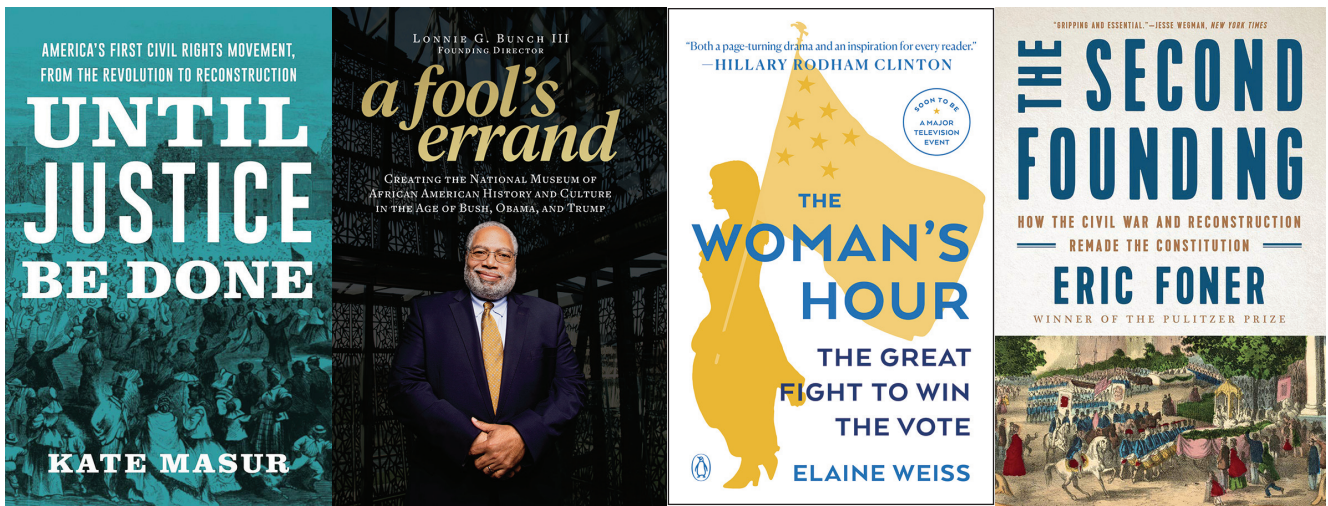
Our online exhibitions offer immersive experiences for students of all ages. These illustrated, instructive displays are integrated with videos, interactive maps, and timelines.

The Institute currently offers 42 digital exhibitions in the following categories:

- America 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 & WWII, 1929–1945
- 1945 to the Present

## Resource Types





↑ Books and authors featured as guests on Book Breaks

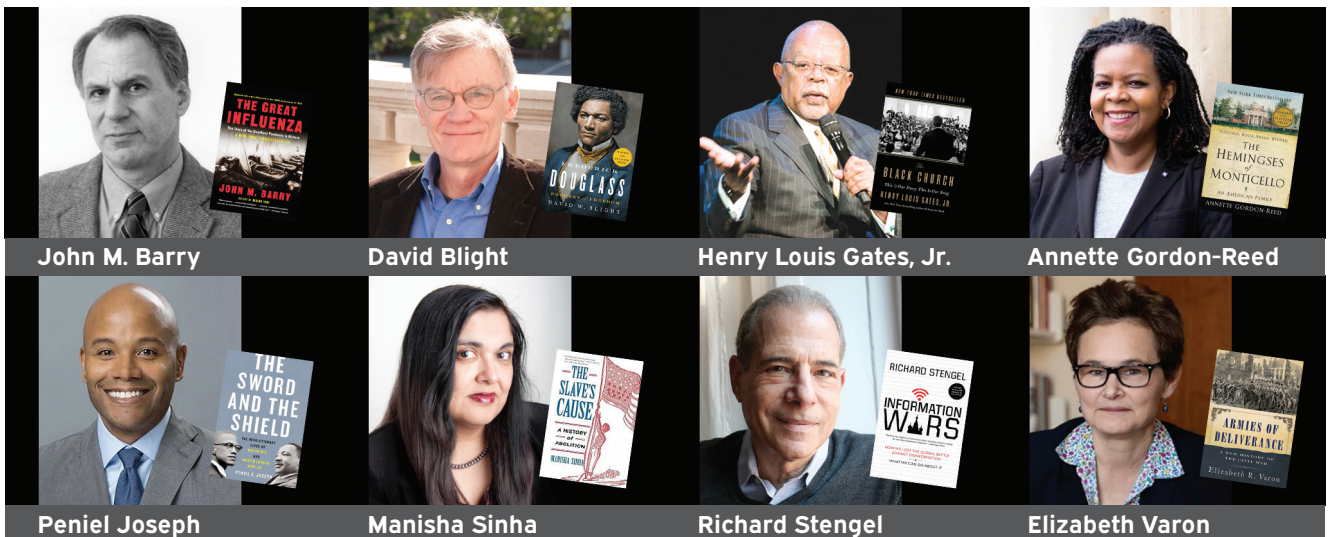
## Book Breaks

In 2020 and 2021, 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 with *Book Breaks* hosts and participate in Q&A sessions with home audiences.

The program has been seen by over 25,000 viewers in 2021.

Authors featured include John M. Barry, David Blight, Henry Louis Gates, Jr., Annette Gordon-Reed, Peniel Joseph, Manisha Sinha, Richard Stengel, and Elizabeth Varon.

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





## Inside the Vault

In April 2020, due to COVID-19 closing the Collection to visitors, the Institute created the online program *Inside the Vault: Highlights from the Gilder Lehrman Collection*, which has now served more than 27,000 teachers, students, scholars, and other lovers of history.

*Inside the Vault* is a monthly presentation of documents from the Gilder Lehrman Collection with the Collection's Director and Curator, Sandra Trenholm, Assistant Curator Allison Kraft, teachers, and historians in conversation. *Hamilton* cast members have also been regular contributors to the presentation. All participants guide a global audience through the fascinating stories behind the artifacts.

↑ Featured on *Inside the Vault* on February 4, 2021, Elizabeth Keckley (1818–1907) published her autobiography, *Behind the Scenes: Or, Thirty Years a Slave and Four Years in the White House*, in 1868. Illustration of Keckley from *Behind the Scenes*, 1868 (Gilder Lehrman Institute)

→ WWII poster, "She's Ready, Too," 1942 (Gilder Lehrman Institute)

→ Professor Michael Neiberg from the US Army War College appeared on *Inside the Vault* in October 2021 to discuss World War II propaganda posters from the Gilder Lehrman Collection.



### WHAT TEACHERS ARE SAYING ABOUT *INSIDE THE VAULT* (FROM A JUNE 2021 SURVEY):

"*Inside the Vault* episodes have provided new ideas for pairings of documents. Overall, it has just widened the scope and breadth of my own knowledge, and I regularly find myself sharing parts of what I have learned with my students."

"It makes an impact on my students that I watch and talk about these documents for personal enjoyment—it raises the cool factor of history!"

"I truly enjoyed learning about items that I never knew the meaning of, and the students enjoyed learning from the source and the experts."

"It's helped me see and share the importance of primary sources about everyday people and events, not just primary sources about well known 'major' events in history."

### FROM A JUNE 2021 SURVEY: How Attendees Rate the Documents and Presenters on *Inside the Vault*

92%

said ITV provides a great example of how to talk about history.

92%

said ITV gives them a better understanding of the importance of primary sources.

IN CONGRESS, JULY 4, 1776.

# The unanimous Declaration of the thirteen united States of America.

When in the Course of human Events, it becomes necessary for one People to dissolve the political Bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the Causes which impel them to the Separation. We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness. That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all our former Petitions have been answered by a design to reduce them under absolute Tyranny, it is their right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. — Such has been the Patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great Britain is a History of repeated Injuries and Oppressions, all having in direct Object the Establishment of an absolute Tyranny over these States. — He has refused to assent to Laws, the most wholesome and necessary for the public Good. — He has refused to pass Laws of immediate and pressing Importance, until suspended in their Operation, till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. — He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. — He has called together legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures. — He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People. — He has refused for a long Time after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their Exercise; the State remaining at the same Time in the most deplorable Condition.

## The Declaration at 250

### REVISITING THE FOUNDING ERA, 2018–2021

(NATIONAL ENDOWMENT  
FOR THE HUMANITIES  
AND AMERICAN LIBRARY  
ASSOCIATION) CONCLUDED  
ON JULY 31, 2021

In spring 2018 the Gilder Lehrman Institute of American History launched Revisiting the Founding Era, a public programming initiative to promote community conversations in 100 public libraries across the United States. Funded by the National Endowment for the Humanities, Revisiting the Founding Era uses historical documents to spark public conversations about the founding era's enduring ideas and themes, and to encourage understanding and appreciation of the time period.

We are proud to announce the launch of the Declaration at 250 initiative at the Gilder Lehrman Institute.

This multi-year project brings together our archive of historical 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 five years, culminating in 2026, the Institute will continue to create and share digital and print materials to serve teachers, students, and the general public.

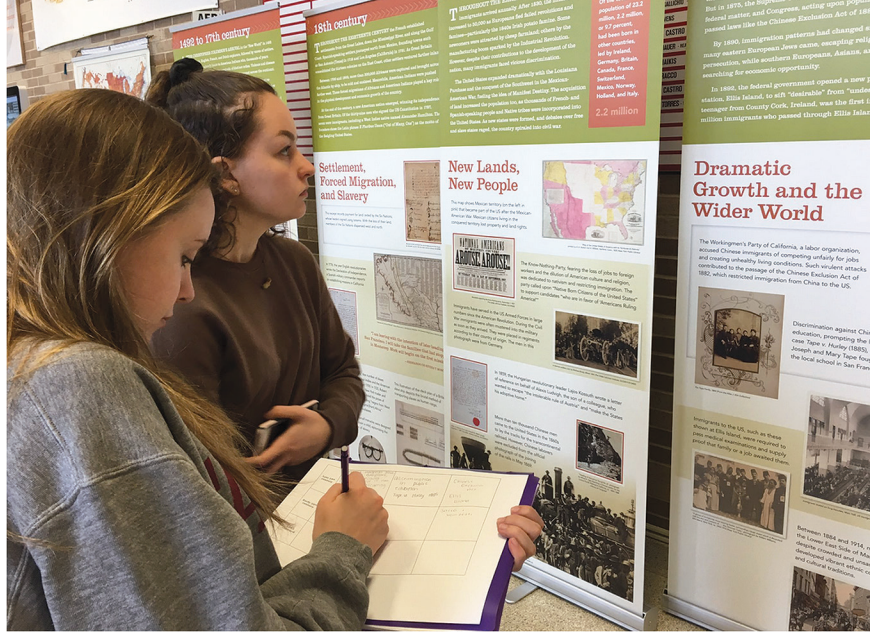
Highlights of the project include but are not limited to

- Historical 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"
- A selection of 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 founding era in the Gilder Lehrman Collection
- Essays 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 about the song "Yankee Doodle," the Seneca Falls Declaration of Sentiments and Resolutions, and other documents that define American democracy

These resources and programs will enable twenty-first-century students, teachers, and history lovers to understand the legacy of the Declaration of Independence and how it has shaped not only the United States, but also the modern world.



→ Students frequently use Traveling Exhibitions as part of classroom study.



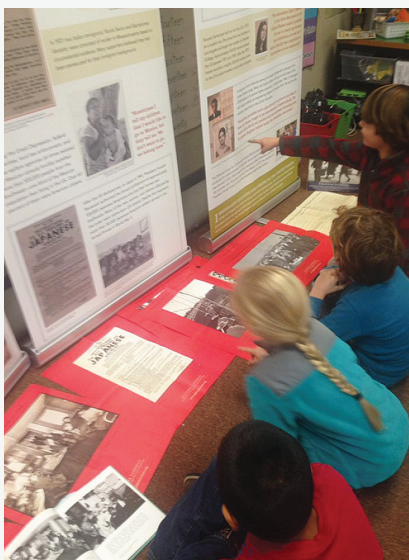
## Traveling Exhibitions

### AVAILABLE FOR BOTH RENTAL AND PURCHASE

- Alexander Hamilton
- Freedom: A History of US
- Immigration: An American Story
- World War I
- Becoming the United States

All other Traveling Exhibitions are available for rental.

Gilder Lehrman traveling panel exhibitions are available for display at schools, libraries, and other sites in the continental United States. These informative, colorful exhibitions cover ten major topics in American history. They explore the lives of leading figures such as George Washington, Alexander Hamilton, and Frederick Douglass, and focus on important periods in American history including the Progressive Era, World War I, and the Civil Rights Movement. All the exhibitions feature primary source documents, many from the Gilder Lehrman Collection, that reveal the public and private words of people living at the time. To supplement the exhibitions, the Institute provides materials and resources that bring the documents to life for students, teachers, librarians, and the general public.



### NEW TRAVELING EXHIBITION: BECOMING THE UNITED STATES

Specifically designed for elementary school students through the AMPU (A More Perfect Union) program, this exhibition can be used in conjunction with History Essentials (see p. 7). It is available now for rental or display in elementary schools across the country.

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Since October 2020, the Gilder Lehrman Scholarly Advisory Board has expanded from forty-three members to more than 470 members. All of these Scholarly Advisors have contributed in various ways to the Institute's success this year. Below are the names of approximately 100 Scholarly Advisors who participated in specific projects and programs, as *Book Breaks* interviewees, *History Now* contributors, MA Program instructors, Teacher Seminar leaders, and Book Prize jurors. To view the complete list of 470-plus members, please visit the Institute's website at [www.gilderlehrman.org/about/scholarly-advisory-board](http://www.gilderlehrman.org/about/scholarly-advisory-board).



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↑ *An EduHam matinee audience*

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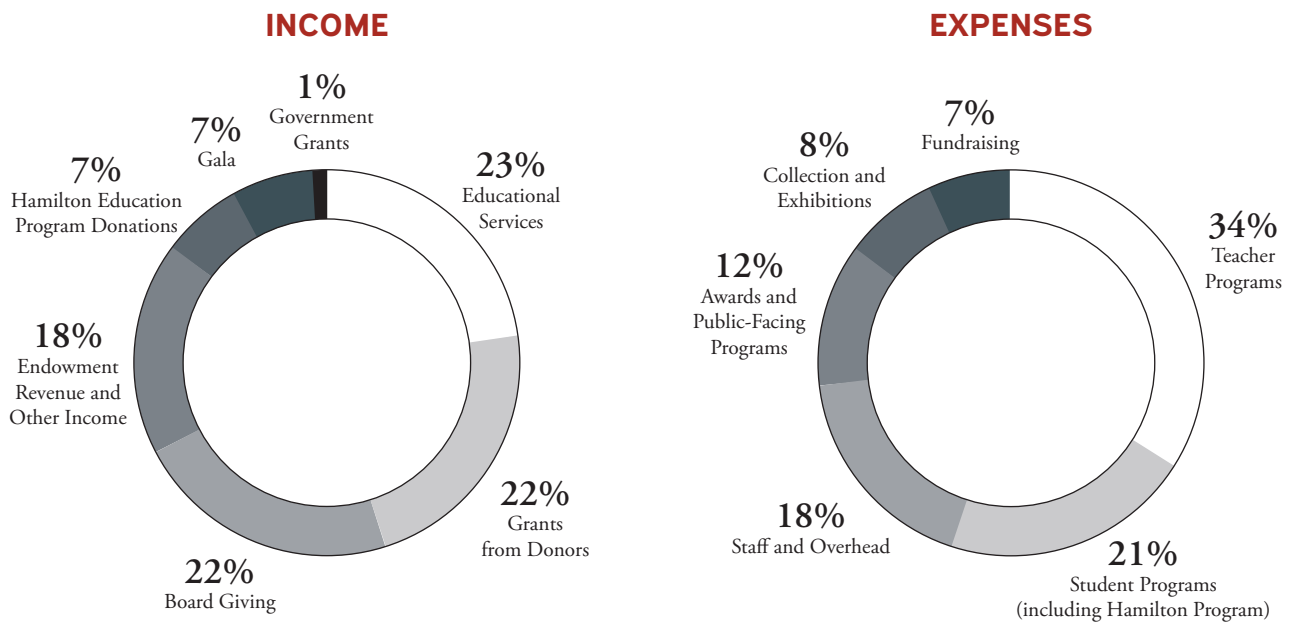
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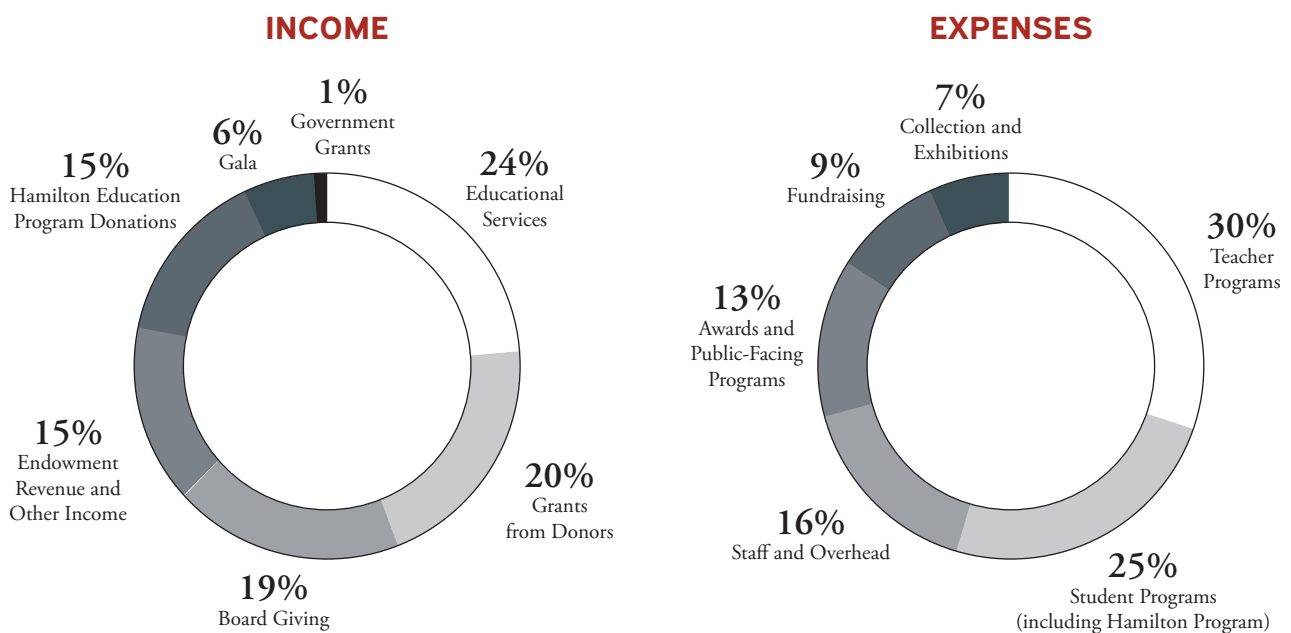
# Financial Summary 2021

Basic Operating Budget: \$8M



# Projected Budget FY2022

Basic Operating Budget: \$9M



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**Sarah Stroud**

Executive Assistant to the President

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**Dominic Barbin**

Staff Accountant

**Katherine Wulwick**

Finance and HR Associate

# Five Priorities for 2022

- 1 Increase Affiliate School membership by 1,500 schools.
- 2 Restart the in-person Hamilton Education Program in theaters and serve 5,000 students.
- 3 Provide professional development to at least 20,000 teachers.
- 4 Transform History School to offer more innovative courses and provide students with co-curricular transcripts to support their college applications.
- 5 Develop a five-year strategic plan for the Institute through 2026.

## 2021 GLI Report Card

#	Goal	Outcome
1	Grow Affiliate Schools to 33,000, including the doubling of international affiliates to 900.	The vast majority of schools were operating remotely, but Affiliate Schools nonetheless grew from 29,000 to more than 31,000, including 523 international schools in 83 countries.
2	Restart the in-person Hamilton Education Program on Broadway.	On September 13, 2021, <i>Hamilton</i> resumed performances and on October 15, 2021, we announced plans for the resumption of the Hamilton Education Program in person in New York and Los Angeles.
3	Engage 5,500 teachers, representing all 50 states and 40 countries, in EduHam Online.	At the close of the 2020–21 school year, EduHam Online engaged 6,500 teachers in all 50 states and in 60 countries.
4	Achieve 2,200 course enrollments, a 10% increase, in the Pace–Gilder Lehrman MA in American History Program.	For 2021, there were 2,282 course enrollments, a 10% increase from 2020.
5	Increase by 20% the number of self-identified persons of color on the Student Advisory Council, Teacher Advisory Council, and President’s Council.	Since the beginning of 2021, the number of members on our Student Advisory Council, Teacher Advisory Council, and President’s Council who identify as persons of color has increased from 61 to 73, or 20%.
6	Reach \$45M in endowment.	Cash and pledges total \$50.6M as of November 24, 2021.



*Fifth-grade students working on a mapping project at the Eliot School in Boston, Massachusetts*

THE GILDER LEHRMAN  
INSTITUTE *of* AMERICAN HISTORY

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