



THE GILDER LEHRMAN  
INSTITUTE of AMERICAN HISTORY

# *2019 Annual Report*

# 2019 Highlights

Over **24,000**  
Gilder Lehrman  
Affiliate Schools represent  
**48,000** K-12 teachers and  
**6.7 million**  
K-12 students.

**2.2 million**  
students benefited from  
monthly Affiliate School  
offers taken up by  
**16,000** teachers.

Approximately **55,000**  
Title I high school students  
participated  
in the Hamilton  
Education Program.

More than  
**900,000**  
students nationwide  
used GLI's  
AP US History  
Study Guide.

**1,216**  
elementary,  
middle, and high  
school students  
entered a GLI  
Essay Contest.

**6,215** elementary,  
middle, and  
high school teachers  
were nominated  
to be a History Teacher  
of the Year.

**3,043**  
educators took  
part in GLI  
Professional  
Development.

**1,049** educators  
participated in  
the 2019 Teacher  
Seminar program.

**925** teachers received  
professional development  
through Teaching Literacy  
through History.

More than **1,500**  
teachers enrolled in  
GLI's MA program.

**474** people  
took an online  
Self-Paced  
Course.

**877** master teachers  
contributed to  
GLI programs  
as of 2019.

**Over 1,000**  
eminent historians  
form our network.

Approximately **3.8**  
**million** users  
visited the GLI  
website.

*Cover images: A Gilder Lehrman Affiliate School student meets Professor Henry Louis Gates, Jr., at his New York City book talk on Stony the Road.*





*Co-winner of the Frederick Douglass Book Prize, Professor Erica Armstrong Dunbar, with 2014 New York History Teacher of the Year, Robert Sandler, and three of his students from Stuyvesant High School, a Gilder Lehrman Affiliate School*

## *Our Mission*

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 70,000 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.



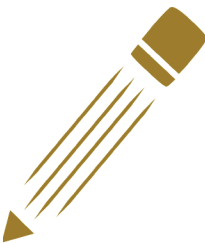
Gilder Lehrman Affiliate School students at the 2019 Frederick Douglass Book Prize ceremony getting their books signed by co-prize winners Erica Armstrong Dunbar and Tiya Miles

# Who does the Gilder Lehrman Institute impact?

3.8 million people visit our website and participate in our programs each year.



*Teachers...* The Institute helps teachers improve their history instruction, especially in using primary source documents. We foster relationships with teachers to offer them a range of resources and support, and to develop our reputation as a valued and trusted partner.



*Students...* The Institute prepares students for academic and professional success by increasing their knowledge of history and civics.



*Public...* The Institute furthers the general public's engagement with American history by supporting independent researchers and learners at all levels.





*Curatorial Assistant Laura Hapke at the Collection with students from a New York City School*

## Table of Contents

THE GILDER LEHRMAN COLLECTION.....	4	PUBLIC .....	24
THE GILDER LEHRMAN INSTITUTE ONLINE .....	7	— Book Prizes	
— Online Exhibitions		— Scholarly Fellowships	
— Self-Paced Courses		— Traveling Exhibitions	
— <i>History Now</i>		— Library Affiliate Program	
PROGRAMS FOR TEACHERS.....	9	— Loans to Major Institutions	
— Teaching Literacy through History		ADVISORY BOARD, TRUSTEES,	
— Teacher Seminars		AND PRESIDENT’S COUNCIL.....	30
— Pace-Gilder Lehrman MA		FINANCIAL SUMMARY .....	32
in American History Program		DONORS.....	33
AFFILIATE SCHOOL PROGRAM .....	14	STAFF .....	36
— Teachers and Students			
— Hamilton Education Program			
— Student Offerings			
— Student Advisory Council			
— National History Teacher of the Year			



*Gilder Lehrman staff at the Collection examining a new acquisition*

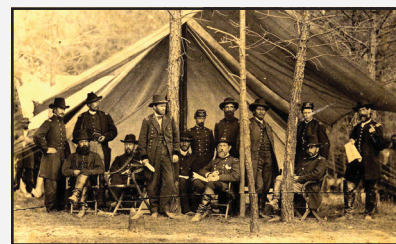
# *The Gilder Lehrman Collection*

The Gilder Lehrman Collection's more than **70,000 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 2019, the Gilder Lehrman Collection added more than 425 new documents. Highlights include

- A 1690 map of North America by Jean-Baptiste Nolin and Vincenzo Maria Coronelli. This early map shows California as an island.
- A 1796 petition from an enslaved woman in Maryland named Phebe who claimed to have been freed by her master, Daniel Dorsey. The court decided Phebe was actually owned by Deborah Dorsey, Daniel's mother, and not free.
- An 1852 document listing enslaved people who had been executed in Virginia and the compensation paid to their owners.
- An 1855 broadside illustrating mining techniques used in California during the Gold Rush.
- October 1918 issues of a York, Pennsylvania newspaper reporting on the Spanish Influenza epidemic at the end of World War I.

## **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 122 institutions, resulting in more than \$279,000 in royalties for the Gilder Lehrman Institute.



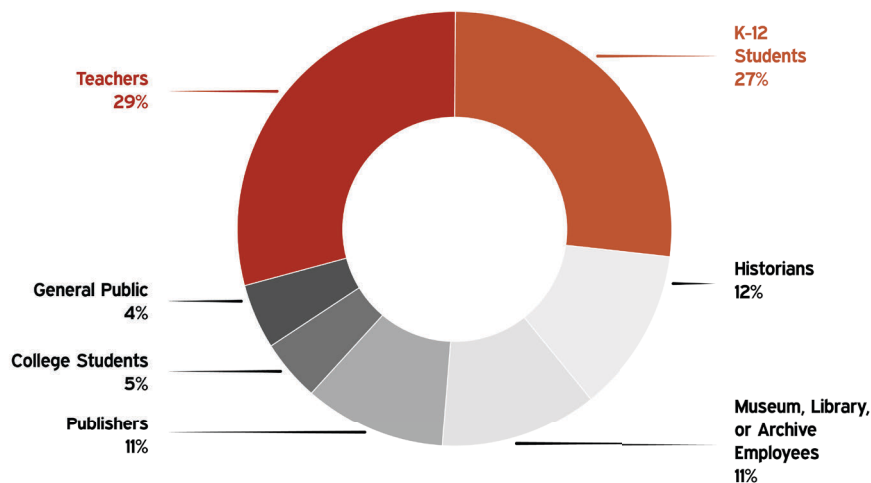
## Teachers and Students

In 2019

- 35 school field trips to the Collection served 815 students.
- Our reference department received more than 480 requests for copies of documents and permission to publish; 220 of these requests were from students and teachers.
- The monthly program “First Fridays at the Gilder Lehrman Collection” brought more than 400 K–12 teachers to the Collection.

### WHO USES THE COLLECTION?

**56% of the individuals** requesting documents from our Collection are K-12 teachers and students (FY2019)



*Teachers examine photographs of Tuskegee Airmen during First Friday at the Gilder Lehrman Collection.*

### How do teachers use content from the Collection?



“ I used a letter from John Adams discussing George Washington’s presidency in a lesson where students were investigating whether he was a good leader or not. ”

“ We play a role play game of New York 1775. I used the Patriot satirical obituary of George III to get the Patriots in my game inspired and provide them with historically accurate language for their own pamphlets. ”

“ I got some really obscure resources about the Monroe Doctrine that were created in Colombia. I have a student from Colombia and she was thrilled to see information from her home country in our instruction. ”



*Eighth grade students from Brooklyn East Collegiate School study civil rights-era materials at the Collection.*

## *The Gilder Lehrman Collection*

### **Bringing Documents to Life: Brooklyn East Collegiate and the Gilder Lehrman Collection**

Just five days after the bombing of the Sixteenth Street Baptist Church in Birmingham, Alabama, on September 15, 1963, the Reverend C. Herbert Oliver wrote a report documenting racial violence in Birmingham. He circulated it nationally on behalf of the Inter-Citizens Committee. In 2018, that report was part of a larger body of civil rights era material donated to the Gilder Lehrman Collection. Oliver, who now lives in Brooklyn, kindly agreed to an interview at the Collection in the fall of 2018.

In January 2019, students from Brooklyn East Collegiate visited the Collection in preparation for their spring trip to Alabama to study the civil rights era. The students studied documents at the Collection and watched the Reverend Oliver's videoed interview. They were fascinated by what it might have been like to be the Reverend Oliver's son Claude in the midst of the civil rights movement in 1963. The Gilder Lehrman Institute arranged for Claude Oliver to visit the students in their classroom to talk to them about his experiences. A short film about the Reverend Oliver, the students of Brooklyn East Collegiate, and Claude Oliver became the homepage feature for [gilderlehrman.org](http://gilderlehrman.org) in 2019.



*The Gilder Lehrman Institute arranged for civil rights activist and the Reverend C. Herbert Oliver's son Claude Oliver to visit students at Brooklyn East Collegiate.*



# Gilder Lehrman Institute Online

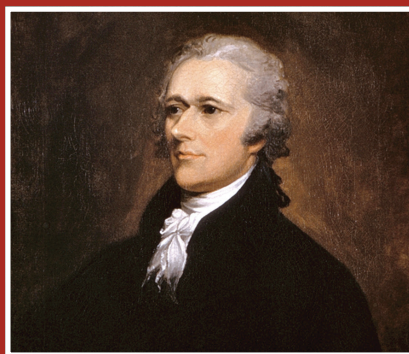
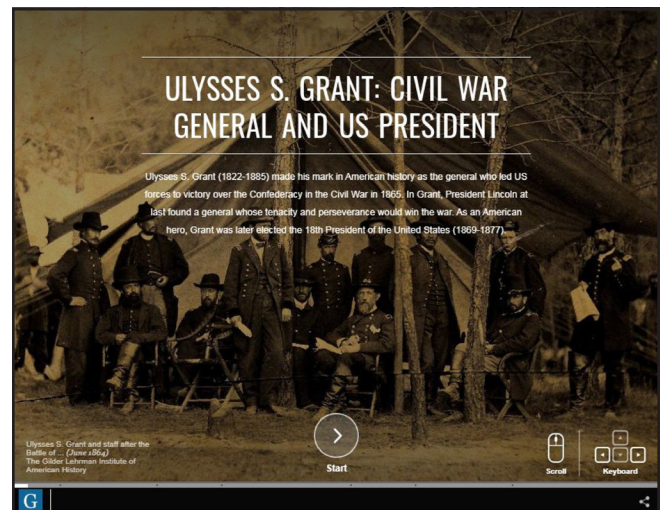
**3.8 million** visitors came to [gilderlehrman.org](http://gilderlehrman.org) in 2019, to learn about programs for teachers, to find content for students, or to update themselves on Gilder Lehrman Institute news through the Noteworthy blog. The blog and the following offerings are only available through the Gilder Lehrman Institute website.

## Online Exhibitions

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

The Institute currently offers 42 digital exhibitions in one or more of the following periods:

- America to 1620
- Colonization and Settlement, 1763–1783
- 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 New Era, 1900–1929
- The Great Depression & WWII, 1929–1945
- 1945 to the Present



## Self-Paced Courses

Launched in fall 2015, the Gilder Lehrman Self-Paced Course program offers K-12 teachers the opportunity to watch online courses, review supporting primary source documents, and test their knowledge with quizzes for 15 professional development contact hours. In 2019, the Gilder Lehrman Institute's 24 Self-Paced Courses were purchased more than 1,500 times. Teachers in all 50 states have used them for professional development credit.

## ***History Now***

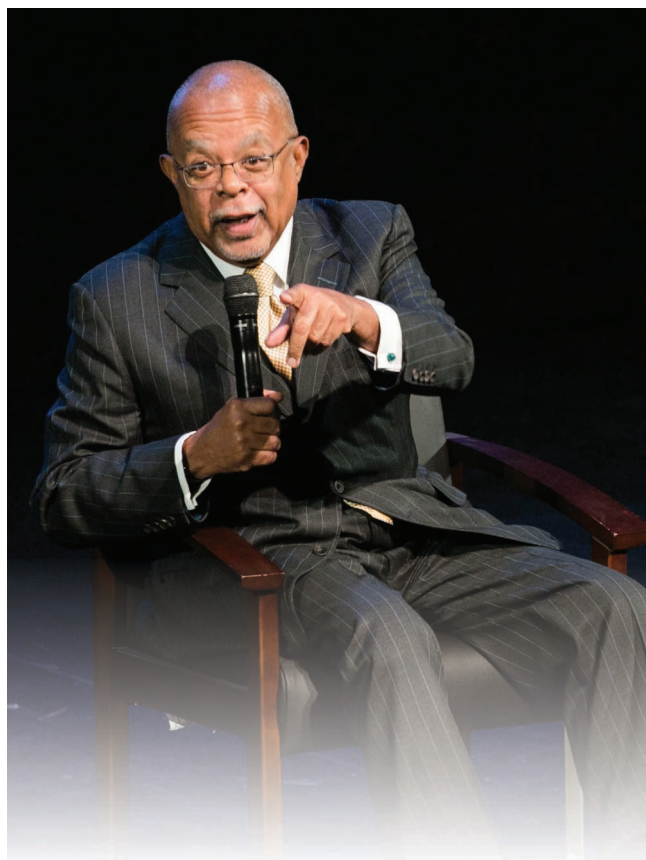
Published three times a year, *History Now*, the online journal of the Gilder Lehrman Institute, offers the latest in historical scholarship to K-12 teachers, students, and general readers. Each issue is organized around a major theme in American history and features essays by leading experts in the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

Since 2004, fifty-five issues and 296 short, informative essays have been published in *History Now* on the Gilder Lehrman website.

The final issue of 2019, “Examining Reconstruction,” features original essays by

- Douglas R. Egerton, Professor of History, LeMoyne College
- Eric Foner, DeWitt Clinton Professor Emeritus of History, Columbia University
- Elaine S. Frantz, Professor of History, Kent State University
- Susanna Michele Lee, Associate Professor of History, North Carolina State University
- Richard White, Margaret Byrne Professor Emeritus of American History, Stanford University

The issue also includes a video of a book talk by Henry Louis Gates, Jr., Alphonse Fletcher University Professor and Director of the Hutchins Center for African & African American Research, Harvard University, on *Stony the Road: Reconstruction, White Supremacy, and the Rise of Jim Crow* (Penguin, 2019), an event sponsored by the Gilder Lehrman Institute of American History and attended by New York City student groups at the Schimmel Center, Pace University, May 31, 2019.



*Henry Louis Gates, Jr. at Pace University, May 31, 2019 discussing his book *Stony the Road*, the presentation now featured in its entirety in the final issue of *History Now* from 2019*



*Reconstructing Charleston, ca. 1860-1869  
(Gilder Lehrman Institute, GLC05111.01.1188)*

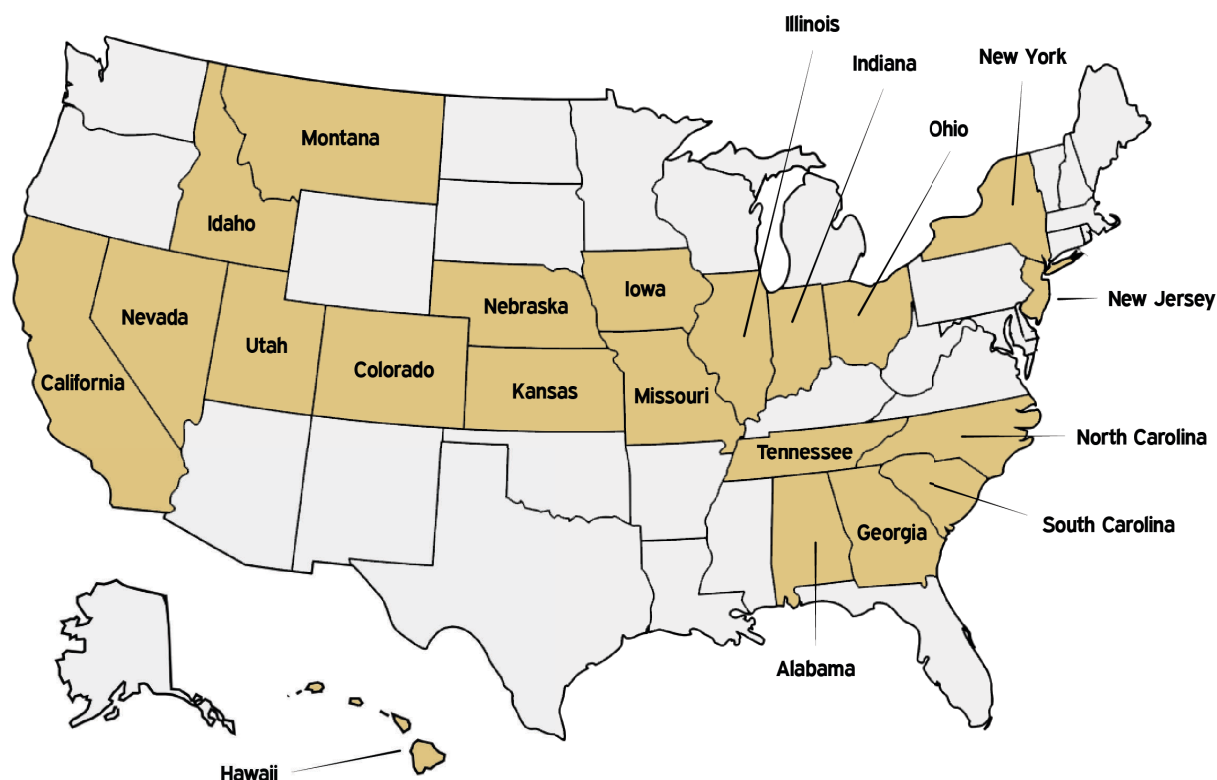


# Programs for Teachers

## Teaching Literacy through History

TLTH is an interdisciplinary professional development program that uses primary sources to improve K–12 education. The Institute was contracted by 30 school districts in 20 different states in 2019.

### TEACHING LITERACY THROUGH HISTORY WORKSHOPS IN 2019



### “A More Perfect Union” Grant Receives Extension and Expansion

The Institute and our partners in California will continue AMPU (“A More Perfect Union”) for at least two more years thanks to the US Department of Education. The long-established working relationships between the Institute and the teams in Los Angeles and northern California stretch back over a decade to the Teaching American History grant programs that the Institute supported. With funding for Years 4 and 5, the Institute will be able to serve an additional 200 teachers, providing content knowledge, teaching strategies, classroom-ready methods and materials, coaching, and in-class support and observation for the school years 2020–21 and 2021–22.



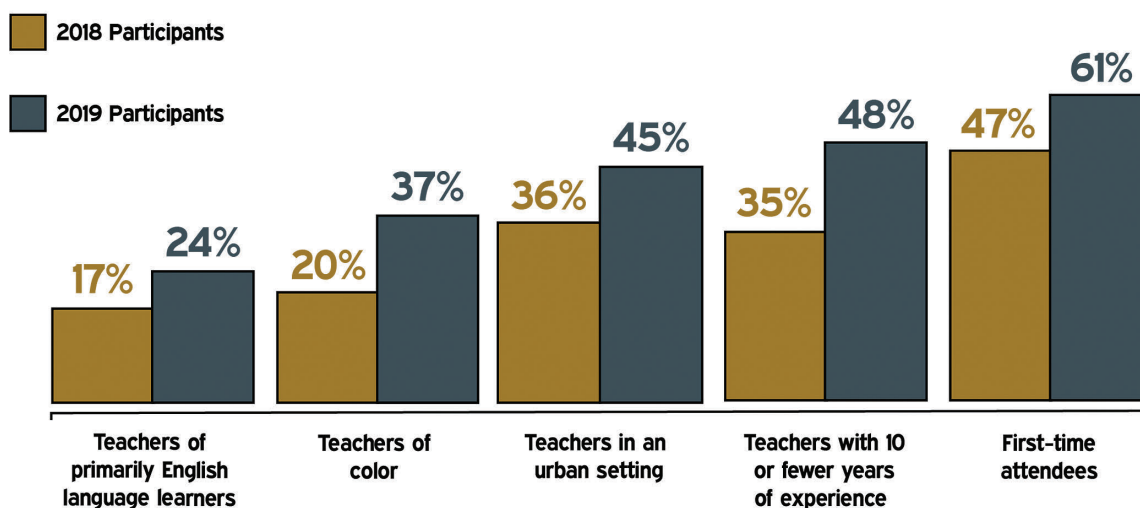
*Teachers in an AMPU workshop*

## Teacher Seminars

The Gilder Lehrman Institute of American History offers rigorous Teacher Seminars for K–12 educators in Affiliate Schools. Held at colleges and historic sites across the US, the weeklong workshops include daily programs with leading American historians, visits to local historic sites, and hands-on work with primary sources.

In 2019, 4,085 teachers applied to the 30 Teacher Seminars offered. The 1,049 participants who were accepted included teachers from all 50 states and 12 foreign countries on 6 continents.

**In 2019, Gilder Lehrman Teacher Seminars served educators from a wide range of backgrounds.**



*Professor Gallagher with teachers at his 2019 Teacher Seminar in Gettysburg, Pennsylvania*





*Teachers at a 2019 Seminar on the Founding Era led by David McCullough in Hingham, Massachusetts*

## 2019 Teacher Seminars

### **The Civil War in American Memory**

David W. Blight  
Yale University  
*(In partnership with the Council of Independent Colleges)*

### **The Vietnam War**

Robert K. Brigham  
The First Division Museum  
*(In partnership with the First Division Museum)*

### **Alexander Hamilton and the Founding Era**

Richard Brookhiser  
Pace University

### **The Making of America: From Colonial America through the Civil War**

Denver Brunsman  
George Washington University

### **Lincoln Speaks: Words That Transformed a Nation**

Michael Burlingame  
Lincoln Presidential Library  
*(In partnership with the Abraham Lincoln Presidential Library Foundation)*

### **The Age of Lincoln**

Richard Carwardine  
Oxford University

### **Thomas Jefferson and the Enlightenment**

Frank Cogliano  
University of Edinburgh

### **Everyday Life in Colonial America**

John Demos  
Yale University

### **Presidents at War: McKinley to Obama**

Jeffrey Engel  
Southern Methodist University  
*(In partnership with the Center for Presidential History, Southern Methodist University)*

### **The Colonial Era**

John Fea  
Princeton University

### **The American Civil War: Origins and Consequences**

Gary W. Gallagher  
University of Virginia

### **Gettysburg: History and Memory**

Allen C. Guelzo  
Gettysburg College

### **The United States and Korea in the Twentieth Century**

Mitchell B. Lerner  
University of Washington  
*(In partnership with the World History Digital Education Foundation)*

### **Westward Expansion**

Patricia Nelson Limerick  
University of Colorado, Boulder

### **9/11 and American Memory**

Edward T. Linenthal  
National 9/11 Memorial and Museum  
*(In partnership with the National 9/11 Memorial and Museum)*

### **America in the Age of Discovery: 1492 to 1625**

Peter Mancall & Robert C. Ritchie  
University of Southern California  
*(In partnership with the University of Southern California)*

### **The Civil Rights Movement**

Charles McKinney  
Rhodes College  
*(In partnership with the National Civil Rights Museum)*

### **The Story of World War II**

Donald L. Miller  
National World War II Museum  
*(In partnership with the National World War II Museum)*

### **Immigrants in American History**

Mae Ngai  
Pace University

### **The Kennedy Presidency**

Barbara A. Perry  
Boston University

### **The Franklin Roosevelt Era**

Eric Rauchway  
The Franklin D. Roosevelt Presidential Library and Museum  
*(In partnership with the Franklin D. Roosevelt Presidential Library and Museum)*

### **Native Peoples, Settlers, and European Empires in North America, 1600–1840**

Daniel K. Richter  
The Library Company of Philadelphia  
*(In partnership with the Library Company of Philadelphia)*

### **The American Revolution**

Andrew W. Robertson  
Boston University

### **The Global Cold War**

Daniel Sargent  
USS Midway Museum  
*(In partnership with the USS Midway Museum)*

### **American Capitalism**

David B. Sicilia  
Pace University

### **Slavery and Abolition**

Manisha Sinha  
Pace University  
*(In partnership with the Lapidus Center for the Historical Analysis of Transatlantic Slavery)*

### **American Protest Literature: Thomas Paine to the Present**

John Stauffer  
Boston University

### **New Orleans and the History of the American South**

Pamela Tyler  
Historic New Orleans Collection  
*(In partnership with the Historic New Orleans Collection)*

### **The California Gold Rush**

Elliott West  
University of California, Davis

### **The Gilded Age and Its Modern Parallels**

Richard White  
Stanford University

### **World War I and Its Aftermath**

Jay Winter  
National World War I Museum and Memorial  
*(In partnership with the National World War I Museum and Memorial)*

In 2020, the Gilder Lehrman Institute will inaugurate the Teacher Seminar Summit at Gettysburg College in addition to holding 3-day and 6-day Teacher Seminars. For the Summit, twelve concurrent seminars, ranging from the colonial era through the twenty-first century, will serve more than 400 teachers. Each attendee will participate in a seminar with a lead scholar and master teacher, and will have the opportunity to network and to attend book talks by eminent historians.



*Pace–Gilder Lehrman 2019 graduates at Radio City Music Hall on the day they received their master’s degrees in American history.*

## *Programs for Teachers*

# The Pace–Gilder Lehrman MA in American History Program

The Pace–Gilder Lehrman MA in American History Program 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.

The program is currently one of the largest online graduate programs offered at Pace University with 1,544 course enrollments by 626 students over three terms in 2019.

## What do teachers say about the Online MA program?



*“ I love this program! It has reignited my passion for history and made me realize how much I missed enjoying the different perspectives in history. ”*  
— New Jersey middle school teacher

*“ Doing my own research, and having to make it address the agenda and expectations of my professors makes me far more empathetic to my own students. ”*  
— Illinois high school teacher

*“ Discussion boards have really honed my historical thinking skills. Being able to interact with other teachers in critical dialogue has been very useful. ”*  
— Colorado high school teacher



## Pace–Gilder Lehrman MA Courses Offered in 2019–2020

### SUMMER 2019

**American Indian History**  
with Ned Blackhawk, Yale University

**Social Change in the Civil War Era**  
with Catherine Clinton,  
University of Texas at San Antonio

**Democracy in the Early Republic**  
with Andrew Robertson,  
CUNY Graduate Center

**Slavery in America**  
with James Walvin, University of York

### FALL 2019

**The Civil War Rank and File**  
with Robert Bonner, Dartmouth College

**Conflict and Reform:  
The United States, 1877–1920**  
with Michael Kazin,  
Georgetown University

**The Lives of the Enslaved**  
with Daina Ramey Berry,  
University of Texas at Austin

**The History of American Protest**  
with John Stauffer, Harvard University

### SPRING 2020

**Women in the American Revolution**  
with Carol Berkin, Baruch College, CUNY

**American Immigration History**  
with Madeline Hsu,  
University of Texas at Austin

**Origins of the Civil War**  
with James Oakes, CUNY Graduate Center

**The American West**  
with Elliott West, University of Arkansas

**Historiography and  
Historical Methods**  
with Andrew Robertson,  
CUNY Graduate Center



2019 graduates of the Pace–Gilder Lehrman MA in American History Program (from left) Elizabeth Shaver from Cary, NC, Lisa Kallmes from Avondale, AZ, Susan Weaver Johnson from Scottsdale, AZ, and Kim Denning-Knapp from Georgetown, TX



*An Affiliate School student visits the Gilder Lehrman Collection.*

## *Affiliate School Program*

**2.2 million students were served in classrooms by 16,000 teachers who received monthly affiliate offers in 2019**

The Affiliate School Program, free to all K–12 schools, is **the unique gateway to nearly all of the Institute’s education resources, events, and tools** designed to bring American history to life in the classroom. From our **Essay Contests** to **History Teacher of the Year Awards**; from **Teacher Seminars** to the **Pace–Gilder Lehrman MA in American History**; from **Traveling Exhibitions** to the **Hamilton Education Program**, the Affiliate School Program provides teachers and students with all the Institute offers.

Registration on the Gilder Lehrman website is easy and there are no hidden fees.

Our network of schools provides teachers and students with

- Unlimited access to **primary sources** and other **classroom resources** through our website
- Exclusive eligibility for our highly competitive **Teacher Seminars**
- Special offers for free classroom-ready materials, discounts in the History Shop, free professional development opportunities, and more
- Surveys and focus groups to gather information on classroom needs and pedagogical practices
- Cash prizes for Student Essay Contests
- Discounts on Gilder Lehrman Self-Paced Courses



## What did our Affiliate teachers say in 2019?

A survey of 4,500 reported that

**85%**

The Institute has led them to use primary sources more often in instruction.

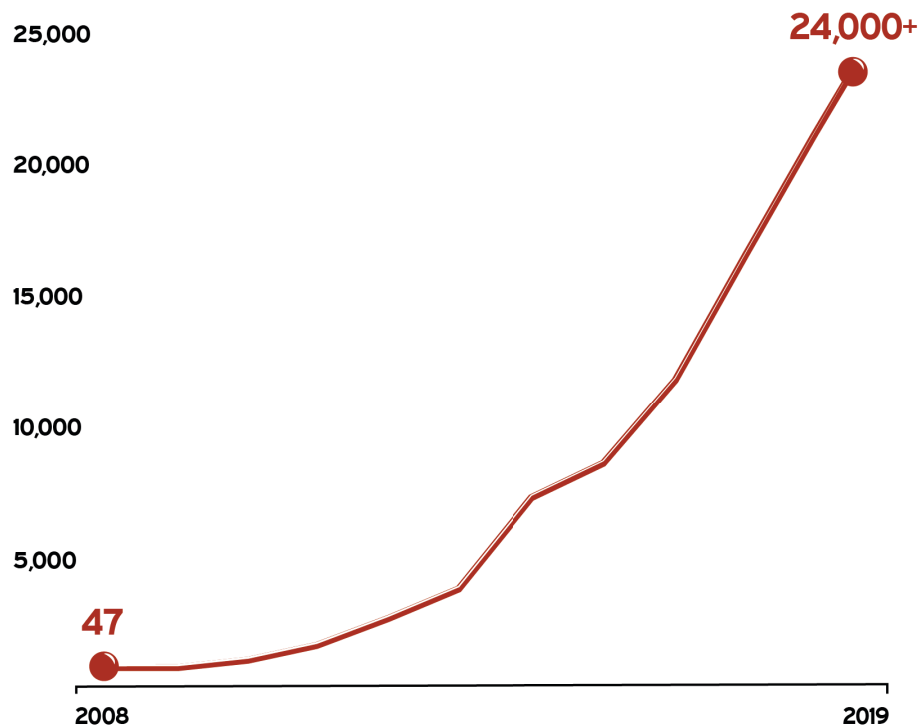
**84%**

The Institute is one of the most valuable resources available for history teachers.



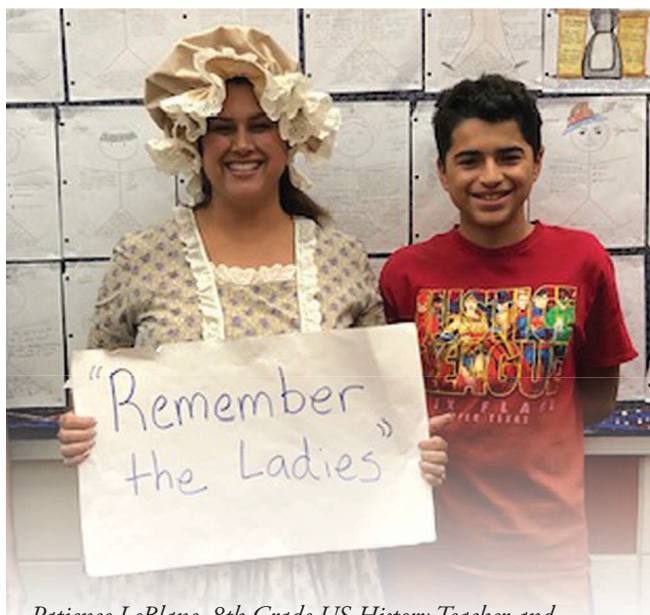
*Affiliate School students playing a history game with the audience at the 2019 Gilder Lehrman Institute Gala*

## Affiliate School Growth



Initially 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.

## Teachers and Students



*Patience LeBlanc, 8th Grade US History Teacher and Social Studies Instructional Coach, Fowler Middle School, Plano, TX*

### **Patience LeBlanc, 8th Grade US History Teacher and Social Studies Instructional Coach, Fowler Middle School**

“As a 20-year veteran teacher from Texas, I have taught both high school and middle school government, history, and law. I first became aware of the Gilder Lehrman Institute and website in 2016 when my school became an affiliate. I began receiving lessons and resources from the Gilder Lehrman Institute for my classroom. In 2017, I was nominated and received the 2017 History Teacher of the Year Award for Texas. There have been many workshops and institutes that I have attended including America’s Participation in World War I and Thomas Jefferson and the Enlightenment. I was honored to be asked to judge essays for the Gilder Lehrman Civil War Essay Contest in 2018. This year I have the pleasure of presenting a Gilder Lehrman informational session at the Texas Law-Related Education Annual Conference.”



*Marsha Darbouze with Drew Gilpin Faust, President Emerita of Harvard University, at the 2019 Gilder Lehrman Institute Gala*

### **Marsha Darbouze, Columbia University Freshman and Student Advisory Council Member**

“I was the senior valedictorian in the first graduating class at the Young Women’s Leadership School in the Bronx. I first participated in a Gilder Lehrman Institute program when I performed on the stage of *Hamilton*, thanks to the Hamilton Education Program. I had conducted research on Rhode Island’s process of ratifying the U.S. Constitution and wrote an original piece that I got to perform on the day we all saw the musical, an experience I’ll never forget.

“I was asked to join the Gilder Lehrman Student Advisory Council as a high school student and am still a member as a college student. I have loved coming to meetings and getting to witness socially-aware young people tackle controversial topics and propose creative ideas to boost civic engagement. I have found my experience on the Council useful in my college life in that it taught me to speak up and use primary sources, even in my creative writing projects!”



## Gilder Lehrman Affiliate School Profile: Cristo Rey New York High School, NYC



*Ryan Scheb at work with his students*



*Tasha Cooper, Music Director/Music Teacher at Cristo Rey New York High School, with Ryan Scheb at the 2019 Gilder Lehrman Institute Gala*



*Jose Moya and Gilder Lehrman Student Advisory Council Member Chancy Marsh at the 2019 Gilder Lehrman Institute Gala, standing in front of the "Immigration" Traveling Exhibition*



*Nashia Akuamoah-Boatemaa introduces Professor David Blight at the 2019 Frederick Douglass Book Prize Award ceremony.*

### **Ryan Scheb, History Department Chair, Cristo Rey New York High School**

"No organization has impacted my teaching more than the Gilder Lehrman Institute. It's the combination of student and educator focus that has made the Institute such a fantastic organization to partner with. They have provided countless professional development opportunities for me as a history teacher and valuable enrichment opportunities for my students. From the World War II seminar that I attended at the National World War II Museum in New Orleans to their incredible collection of primary sources, the Gilder Lehrman Institute has better equipped me to teach my students about historical events and their impact.

"My students have been provided opportunities that would have otherwise been impossible. I've watched them perform on the Richard Rodgers stage prior to a *Hamilton* performance, conduct a Q&A with a renowned historian in the Grand Ballroom of the Mandarin Oriental Hotel, and emcee multiple award presentations with some of New York's most influential leaders. These opportunities, alongside the classroom resources provided by the Institute, have allowed my students to see and understand history all that much better. Our entire school is better off thanks to our partnership with the Gilder Lehrman Institute."

### **Chancy Marsh, Cristo Rey New York High School Student and Student Advisory Council Member**

"I love history because it cannot be forgotten. There are many ways in which a person can suppress their history, but in the end that is only detrimental to their growth. In order to grow, you must learn to live with your history no matter what it is. As a member of the Gilder Lehrman Student Advisory Council, I'm part of a group that picks apart different aspects of history and the teaching of history, finding different and more effective ways to get students engaged in history."

### **Nashia Akuamoah-Boatemaa, Cristo Rey New York High School Student and Student Advisory Council Member**

"My teachers at Cristo Rey, Ms. Erin Regan and Mr. Ryan Scheb, have helped me become a better and more passionate student. Ms. Regan nominated me to be a member of the Gilder Lehrman Institute's Student Advisory Council, where I engage with other students, like me, who are excited about the study of American history."



*Student performers get an impromptu co-performance with “Hercules Mulligan/James Madison” actor Ebrin R. Stanley at EduHam Chicago.*

### *Affiliate School Program*

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## The Hamilton Education Program

The Gilder Lehrman Institute is proud to partner with *Hamilton* and The Rockefeller Foundation on the Hamilton Education Program (EduHam). Title I-eligible Gilder Lehrman Affiliate high schools incorporate Alexander Hamilton and the founding era into classroom studies, create original performance projects of their own using primary source documents like those used by Lin-Manuel Miranda in creating *Hamilton*, and spend a full day at the theater seeing the strongest of these performances in the morning paired with a *Hamilton* cast Q&A and afternoon matinee of the Tony-winning hit musical itself.

The Hamilton Education Program is part of the Gilder Lehrman Institute’s broader mission to improve the teaching and learning of American history. Thanks to an initial grant from The Rockefeller Foundation as well as many foundations and donors throughout the country, high school students in Chicago, Dallas, Detroit, Fort Lauderdale, New Orleans, New York City, Norfolk, Philadelphia, Pittsburgh, San Francisco, and Tampa each paid only a “Hamilton” (\$10) to see the performance in 2019, with more cities to be added in 2020.

### What do teachers say 3 months after the EduHam program?

**72%** EduHam changed the way I think about teaching American history.

**94%** EduHam was a good use of my classroom time.

**96%** EduHam will have a lasting impact on my students.



## The Hamilton Education Program by the Numbers

SCHOOL YEAR	2015-16	2016-17	2017-18	2018-19	2019-20	TOTAL
# OF CITIES / LOCATIONS	<b>1</b> NYC ONLY	<b>3</b> ADDED CHICAGO AND SAN FRANCISCO	<b>10</b> INCLUDING BOSTON, HOUSTON, AND MINNEAPOLIS	<b>13</b> INCLUDING DETROIT, NEW ORLEANS, AND PITTSBURGH	<b>13</b> INCLUDING ATLANTA, MIAMI, NASHVILLE, NORFOLK, AND PHILADELPHIA	<b>27</b>
# OF MATINEES	<b>2</b>	<b>24</b>	<b>32</b>	<b>30</b>	<b>29</b>	<b>117</b>
# OF SCHOOLS SERVED	<b>33</b>	<b>440</b>	<b>600</b>	<b>764</b>	ESTIMATED AT <b>700</b>	<b>1,800+</b>
# OF STUDENTS SERVED	<b>2,572</b>	<b>35,256</b>	<b>64,051</b>	<b>59,027</b>	ESTIMATED AT <b>55,000</b>	<b>215,906+</b>



“ *This has been an engaging and transformative experience, especially to those students who were previously disengaged with historical content. Many of them were allowed to see history in a new light!* ”

— *Detroit teacher*



“ *No history class I've had has delved so deep into the personal lives and primary sources of the founding fathers. I love how interesting the program makes learning history for students, to be involved in the research and analysis of history gives a more purpose-filled education.* ”

— *Tampa student*



*Students from Gilder Lehrman Affiliate Schools, here in Chicago in March 2019, fill the theaters at every EduHam performance.*

## The Hamilton Education Program Online

In fall 2019 the Gilder Lehrman Institute launched a pilot program for the Hamilton Education Program Online (#EduHamOnline) with 76 schools across the country.

When the full program launches for the 2020-2021 school year, middle school students will have access to the education program for the first time. They will join high school students to engage in a custom-designed education program that integrates the study of American history with the performing arts.

Among the program features to which all students will have access is the Hamilton Education Program Online website, which includes a wealth of information about more than 45 founding era figures, 14 events, and 24 key documents as well as 175 supporting documents, video clips from *Hamilton*, and more.



*Lin-Manuel Miranda at a New York City EduHam Q&A in 2019*



“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



*Young Audiences Charter School in New Orleans is one of the first schools to pilot EduHam Online.*



## Student Offerings

### 50 States, 1 Nation Contest

After eight years of the Dear George Washington Essay Contest and twenty years of the Civil War Essay Contest, the Gilder Lehrman Institute is pleased to announce a new contest for elementary school students for the 2019–2020 school year.

Inspired by the work that most elementary school teachers already do with students, our goal for this contest is to help expand students' understanding of how their families, towns, and states connect with each other and with American history.

In the coming school year, elementary school students in grades 4 and 5 are encouraged to take part in the **50 States, 1 Nation Contest**. Students will have the opportunity to hone their analytical and creative writing skills through one of three means of expression: essay, short story/historical fiction, or poem.

Selected entries will be recognized with cash prizes and Gilder Lehrman publications.



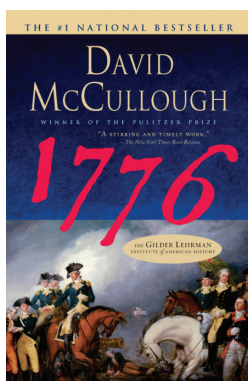
*The Institute's new contest focuses on elementary school students.*

### National History Day Resources

Affiliate and Flagship Schools in the Gilder Lehrman network have increasingly been well-represented as participants in and winners of the National History Day Contest on the local, state, and national levels. To better serve middle and high school students, the Gilder Lehrman Institute has developed a curated guide for students participating in National History Day, which engages more than half a million students around the world. For 2020, the guide is on the National History Day theme of "Breaking Barriers in History." The Gilder Lehrman Institute National History Day resource page can be found at [gilderlehrman.org/NHDresources](http://gilderlehrman.org/NHDresources)



*Students from Gilder Lehrman Affiliate Stuyvesant High School in New York City with their first-place project*



In the coming year the Gilder Lehrman Institute will offer the Richard Gilder History Prize. This prize serves as an opportunity for Affiliate School teachers to honor a promising and passionate history student in their school. For this inaugural Richard Gilder History Prize, we are offering copies of two-time Pulitzer Prize–winner David McCullough's best-selling book *1776* for each school to award to a student of their choosing. In addition, students honored with the Richard Gilder History Prize have the opportunity to take advantage of two programs. Honorees in grades K–9 can be nominated for the Institute's new National History Honor Roll, published on the Gilder Lehrman website. Students in grades 10–11 will be elected to the Institute's National Academy of American History and Civics, which affords distinction on the student's resume and college application, exclusive eligibility for special scholarship programs at major universities, free online courses in American history, and advice from admissions officers on every aspect of the college process.

*A special edition of 1776 was published for the Richard Gilder History Prize giveaway.*



*Members of the Student Advisory Council with EduHam student performers at the 2019 Gala*

## *Affiliate School Program*

# Student Advisory Council

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 nominated to the Council by an Affiliate School teacher based on their academic achievements and interest in American history.

Some students have served on the Council for more than four years and maintain a relationship with the Institute even through college. Student Advisory Council members are often speakers at Gilder Lehrman events. They have also served as advisors on the soon-to-be-launched National Academy of American History and Civics, a digital program serving students across the country.

## Meet Kenny Wong

**Student Advisory Council Member, Freshman at Cornell University**

"My involvement with the Gilder Lehrman Institute began after attending the National History Teacher of the Year Award in 2017. I soon joined the Student Advisory Council in November 2017, where I found my niche among other students sharing the same passion for history. I continued my involvement by working as an intern in the Education Department in 2018, where I honed my research skills and developed an interest in social history, which was furthered by my teacher, 2014 Gilder Lehrman New York State History Teacher of the Year Robert Sandler.

"I will continue to pursue the study of history in college, taking with me all the lessons, resources, and stories I've learned thanks to the Institute."



*Kenny Wong was the closing student speaker at the 2019 Gilder Lehrman Institute Gala.*



## National History Teacher of the Year



### The 2019 National History Teacher of the Year

The 2019 National History Teacher of the Year is Alysha Butler. Ms. Butler is a history teacher at McKinley Technological High School in Washington DC. She won the 2019 Daughters of the American Revolution Outstanding Teacher of United States History Award, was a 2019 GrantEd recipient, and was selected as the 2010 Miramar High School Teacher of the Year. As the 2019 National History Teacher of the Year, she, along with her class, has been featured on many network news programs, and has been the subject of a HISTORY video. Ms. Butler wowed the audience at the NHTOY ceremony in New York City with her acceptance speech.

“*I will use this platform to continue to bring the message of inclusion and provide examples of how to give voice to the unheard in our lessons so that we are teaching and learning one collective, complete, inclusive history. When we do this, your history becomes my history and my history becomes yours, and we become, in all sincerity, one nation with one story.*”

—Alysha Butler, speaking at the 2019 National History Teacher of the Year Award Ceremony

Since 2004, 802 outstanding 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 is named in the fall. Candidates are evaluated on demonstrated commitment to teaching American history, evidence of creativity and imagination in the classroom, and effective use of documents, artifacts, historic sites, oral histories, and other primary sources to engage students.

The national winner receives a \$10,000 prize presented at a ceremony in their honor in New York City.

State winners receive a \$1,000 prize, an archive of classroom resources, and recognition at a ceremony in their state.

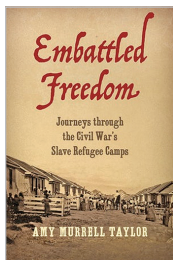
# Public

## Book Prizes

As a way of supporting exemplary scholarship and promoting the public's engagement with American history, the Institute co-sponsors the Frederick Douglass Book Prize, the George Washington Prize, the Gilder Lehrman Lincoln Prize, and the Gilder Lehrman Prize for Military History. Each recognizes the best book of the year in its field. A jury of leading scholars evaluates the entries and presents the top choices to the prize's board for final selection. The winner is honored at an award ceremony providing an opportunity for the public, including teachers and students, to hear the author speak.



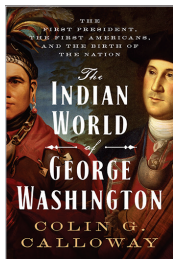
Tiya Miles and Erica Armstrong Dunbar, co-winners of the 2018 Frederick Douglass Book Prize, at the prize ceremony in February 2019



### Frederick Douglass Book Prize

**WINNER:** Amy Murrell Taylor, *Embattled Freedom: Journeys through the Civil War's Slave Refugee Camps*

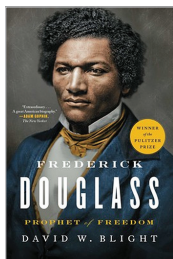
**FINALISTS:** Jessica A. Krug for *Fugitive Modernities: Kisama and the Politics of Freedom* and Brooke N. Newman for *A Dark Inheritance: Blood, Race, and Sex in Colonial Jamaica*



### George Washington Prize

**WINNER:** Colin Calloway, *The Indian World of George Washington: The First President, the First Americans, and the Birth of the Nation*

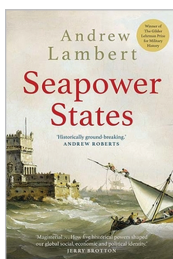
**FINALISTS:** Stephen Fried, *Rush: Revolution, Madness, and the Visionary Doctor Who Became a Founding Father*; Catherine Kerrison, *Jefferson's Daughters: Three Sisters, White and Black, in a Young America*; Joyce Lee Malcolm, *The Tragedy of Benedict Arnold: An American Life*; Nathaniel Philbrick, *In the Hurricane's Eye: The Genius of George Washington and the Victory at Yorktown*; Russell Shorto, *Revolution Song: A Story of American Freedom*; Peter Stark, *Young Washington: How Wilderness and War Forged America's Founding Father*



### Gilder Lehrman Lincoln Prize

**WINNER:** David Blight, *Frederick Douglass: Prophet of Freedom*

**FINALISTS:** Richard J. M. Blackett, *The Captive's Quest for Freedom: Fugitive Slaves, the 1850 Fugitive Slave Law, and the Politics of Slavery*; William W. Freehling, *Becoming Lincoln*; Joanne B. Freeman, *The Field of Blood: Violence in Congress and the Road to Civil War*; Diane Miller Sommerville, *Aberration of Mind: Suicide and Suffering in the Civil War-Era South*



### Gilder Lehrman Prize for Military History

**WINNER:** Andrew Lambert, *Seapower States: Maritime Culture, Continental Empires and the Conflict That Made the Modern World*

**FINALISTS:** Steven Gunn, *The English People at War in the Age of Henry VIII*; James M. Scott, *Rampage: MacArthur, Yamashita, and the Battle of Manila*; and Geoffrey Wawro, *Sons of Freedom: The Forgotten American Soldiers Who Defeated Germany in World War I*



## Scholarly Fellowships

The 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. International scholars are eligible to apply. Since 1994, the Gilder Lehrman Institute has awarded a total of 663 fellowships.

### Current Fellows and Their Project Titles, 2019

**David Brown**

Senior Lecturer in American History,  
University of Manchester

“Britain’s Last Abolitionist Campaign:  
US Slavery, the Emancipation Society,  
and Anglo-American Abolition”

**Amy M. Cools**

PhD Candidate in History,  
University of Edinburgh

“Dr. James McCune Smith:  
African American Physician,  
Intellectual, Author, and Activist”

**Harrison M. Diskin**

PhD Candidate in History,  
University of Southern California

“Building the Republic:  
New York City in an Age of Revolution”

**Alyssa Lopez**

PhD Candidate in History,  
Michigan State University

“Screens, Seats, and Picket Signs:  
New York City’s Black Film Culture,  
1896–1945”

**Grace Mallon**

DPhil Candidate in History,  
University of Oxford

“Governing the Union: The States in the  
Early American Republic, 1789–1812”

**Kieran O’Keefe**

PhD Candidate in History,  
The George Washington University

“‘These Wretched Miscreants’:  
Loyalists, Patriots, and Violence  
in the Hudson River Valley”

**Don S. Polite Jr.**

PhD Candidate in History,  
University of South Carolina

“The Influence of US Jim Crow  
Policies on Puerto Rico at the Turn  
of the Twentieth Century”

**Jessica Samuel**

PhD Candidate in American Studies,  
Boston University

“From Virgin Land to Virgin Islands:  
Conserving ‘America’s Paradise’”

**Laura Ford Savarese**

PhD Candidate in History,  
Yale University, and JD Candidate,  
Yale Law School

“New York’s Juvenile Reformatories  
and the Origins of Children’s Rights”

**Silvana R. Siddali**

Eugene A. Hotfelter Professor  
of Humanities and Professor of History,  
Saint Louis University

“Manifestos, Constitutions, and Bills  
of Rights: American and European  
Constitutions, 1815–1870”



*1998 fellowship recipient David Blight was awarded both the 2019 Gilder Lehrman Lincoln Prize and the 2019 Pulitzer Prize in History for his book Frederick Douglass: Prophet of Freedom (Simon & Schuster, 2018). The Sterling Professor of American History at Yale University and Director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Blight offered a Teacher Seminar, “The Civil War in American Memory,” in June 2019.*

## Traveling Exhibitions

Traveling panel exhibitions are available for display at schools, libraries, and other cultural sites in the continental United States. These informative, colorful exhibitions cover eleven major topics in American history, from the lives of George Washington, Alexander Hamilton, and Frederick Douglass to the Progressive Era, World War I, and the Freedom Rides. All the exhibitions feature primary source documents, many from the Gilder Lehrman Collection. Beginning in Fall 2019 exhibitions are available for purchase and display.

**In 2019, Traveling Exhibitions visited 148 sites in 33 states serving 110,700 students, teachers, and lifelong learners.**

### OUR EXHIBITIONS

The Many Faces of George Washington  
Alexander Hamilton: Immigrant, Patriot, Visionary  
Civil War 150

Frederick Douglass: From Slavery to Freedom  
Emancipation and Its Legacies  
Looking at Lincoln

The Progressive Era: Creating Modern America  
World War I  
Freedom Riders

Becoming the United States  
Immigration: An American Story  
Freedom: A History of US



Most teachers (87%) are using the exhibitions as a way to deliver content to their students, and two-thirds (66%) use them to help connect history to current events.

94% of exhibition hosts agreed that the exhibition prompted discussion among members of their community, and 100% agreed that it met their community's needs.

In 2019 the Institute created a new traveling exhibition, *Becoming the United States*, as part of “A More Perfect Union,” a USDOE grant. *Becoming the United States* was designed specifically for elementary students and covers colonial America through Reconstruction. The exhibition is fully funded to travel to all of the schools participating in the professional development program for teachers in California from September 2019 to June 2020.

Since 2004, Traveling Exhibitions have visited 1,245 sites in 49 states.



## How do teachers use Traveling Exhibitions?



“In learning about immigration, my students conducted an oral history with an American immigrant, put together a presentation to tell their story, and also created a virtual museum—which were shared and viewed by classmates on Ellis Island Day. The students viewed the Traveling Exhibition so they could focus and reflect upon who was immigrating and what was happening in history.”

—Karalee Nakatsuka, California History Teacher  
of the Year 2019, First Avenue Middle School, Arcadia, CA



Students at First Avenue Middle School in Arcadia, CA with the Traveling Exhibition on immigration



“We used our exhibition as part of a campus-wide celebration of US Constitution Day that incorporated over 700 students from various grade levels, members of ten patriotic volunteer organizations, and elected leaders from the local and state levels.”

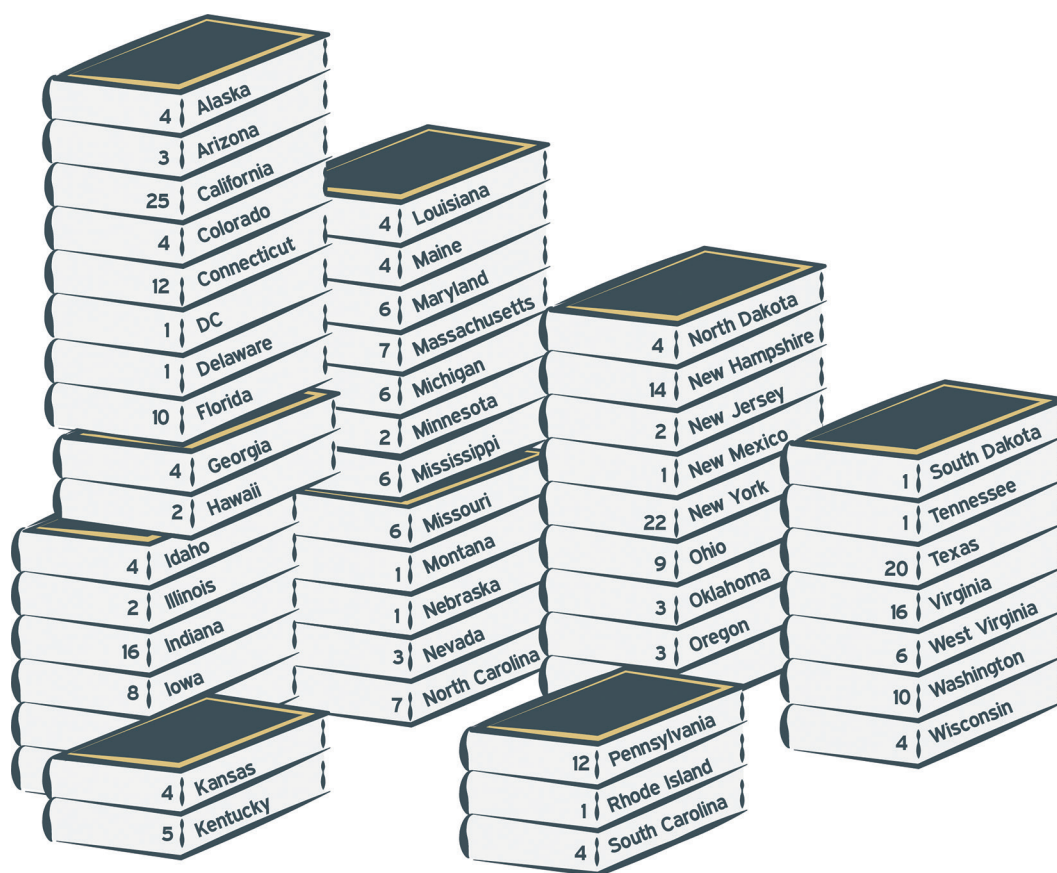
—Christopher Russo,  
Arizona History Teacher  
of the Year 2018, Canyon  
Ridge School, Surprise, AZ



Students at Canyon Ridge School in Surprise, Arizona,  
with Freedom: A History of US, a Traveling Exhibition

## Library Affiliate Program

The Library Affiliate Program, free to all public and university academic libraries, is a unique gateway to education resources, events, and tools designed to help librarians bring American history to life for students and teachers. Participating libraries receive access to our website, which offers robust resources for librarians, teachers, and students. As of 2019, there are 291 public, academic, research, and archive libraries enrolled in the program.



## Grant-Funded Public Program for 2019

### REVISITING THE FOUNDING ERA, 2018–2020 (NATIONAL ENDOWMENT FOR THE HUMANITIES AND AMERICAN LIBRARY ASSOCIATION)

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.

**In 2019, 47 libraries in 36 states hosted nearly 196 programs that reached more than 6,500 youth and adults in their communities.**



## Loans to Major Institutions

Over the past 9 years the Gilder Lehrman Institute has partnered with national organizations to place 566 documents from the Gilder Lehrman Collection on display in 88 separate exhibitions.

### Partners in Time: 88 Exhibitions Using 566 Gilder Lehrman Documents

NEW-YORK  
HISTORICAL  
SOCIETY  
MUSEUM & LIBRARY

32 exhibitions, 267 items

NATIONAL CONSTITUTION CENTER



13 exhibitions, 31 items

GEORGE WASHINGTON'S  
MOUNT ★ VERNON

10 exhibitions, 32 items



Gettysburg  
National Military Park

8 exhibitions, 94 items

The  
Morgan  
Library &  
Museum

7 exhibitions, 104 items

MUSEUM OF THE  
AMERICAN  
REVOLUTION

5 exhibitions, 21 items

National  
Portrait  
Gallery

4 exhibitions, 6 items

VIRGINIA MUSEUM OF  
HISTORY & CULTURE

3 exhibitions, 3 items

HERBERT HOOVER  
Presidential Library and Museum

1 exhibition, 2 items

Shapell  
MANUSCRIPT FOUNDATION

1 exhibition, 2 items

Bard  
Graduate  
Center

1 exhibition, 1 item

GEORGE W. BUSH  
PRESIDENTIAL LIBRARY  
AND MUSEUM  
★ ★ ★

1 exhibition, 1 item

LBJ PRESIDENTIAL  
LIBRARY

1 exhibition, 1 item

NATIONAL MUSEUM  
OF AMERICAN HISTORY  
BEHRING CENTER

1 exhibition, 1 item

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*Lewis E. Lehrman and Richard Gilder at the 2019 Gilder Lehrman Institute Gala with student presenters*

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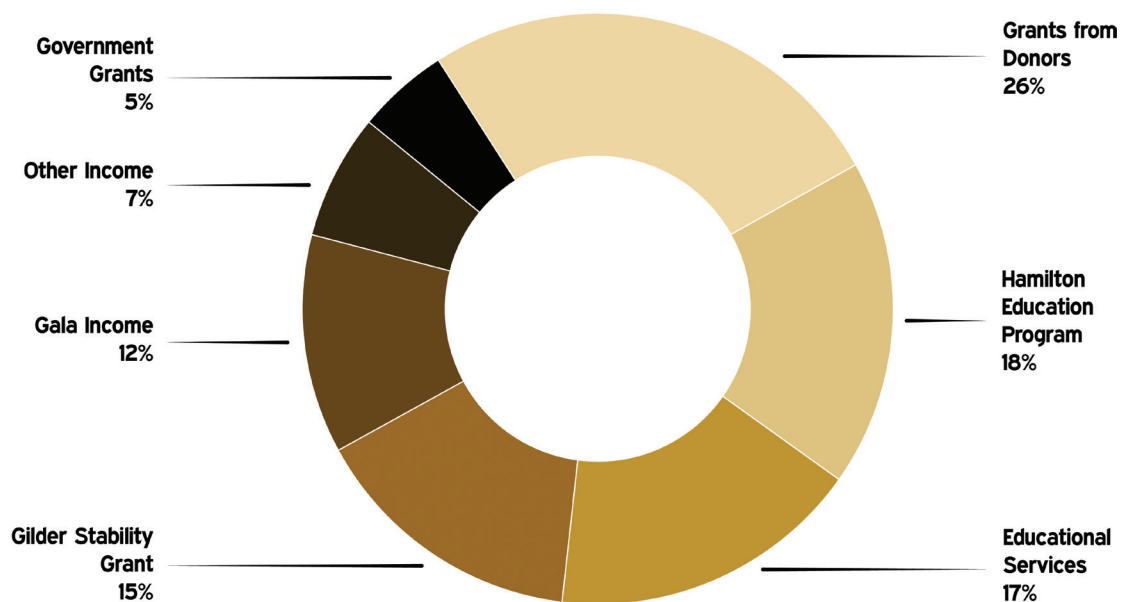
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Shaiza Rizavi

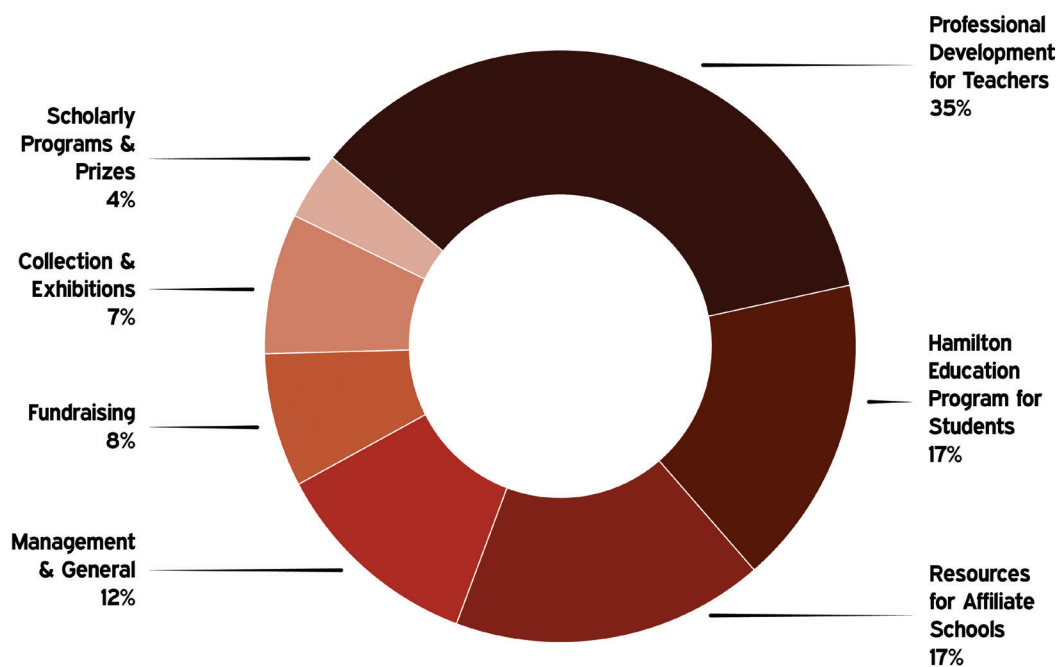
# Financial Summary

Basic Operating Budget: \$11M

## Income



## Expenses





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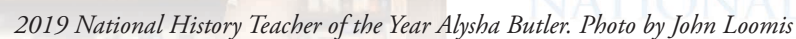
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