THE GILDER LEHRMAN INSTITUTE NETWORK IN 2018

Over 20,000 Affiliate Schools

40,000 K-12 teachers

5.6 million K-12 students

More than 750 master teachers

Over 1,000 historians

Approximately 4 million unique website visitors

1,133 elementary, middle, and high school students entered a GLI Essay Contest

More than 1,600 middle and high school students in GLI Saturday Academies

Approximately 60,000 Title I high school students in the Hamilton Education Program

More than 428,000 students used GLI’s AP US History Study Guide

1,011 educators in the 2018 Teacher Seminar program (8% growth from 2017)

5,663 elementary, middle, and high school teachers nominated to be a History Teacher of the Year (over 100% growth from 2017)

2,114 teachers received professional development provided through Teaching Literacy through History

There were more than 455 course enrollments in the Pace-Gilder Lehrman MA in American History program.
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.
At the Institute’s core is the Gilder Lehrman Collection, one of the great archives in American history. More than 70,000 items cover five hundred years of American history, from Columbus’s 1493 letter describing the New World to vital documents and images from the Civil Rights era and beyond.

In 2018, the Gilder Lehrman Collection acquired more than 425 new documents. Highlights include:

- Four documents sent by Mary Katherine Goddard to George Washington in 1789 petitioning to keep her job as postmaster in Baltimore.
- A letter from Moses Walker, an enslaved person, to his mother on January 18, 1854.
- A letter from Franklin Delano Roosevelt to Sharpless D. Green offering advice to high school students in Trenton, NJ, written October 22, 1922.
- Two archives containing a total of 185 press photographs of the aftermath of the 1968 assassination of Dr. Martin Luther King Jr., including his funeral and riots across the United States.

The reference department received more than

- 553 requests for copies and permission to publish images from the Collection, an increase of 171% over last year.
- 267 of these requests were from students and teachers (up from 79 requests in 2017).
VISITS TO THE COLLECTION

In 2018, the monthly First Fridays at the Gilder Lehrman Collection brought more than 400 K–12 teachers to the Collection from January through December (31% growth over 2017).

In 2018, 35 school field trips to the Collection in New York City served 712 students.

Interested parties are welcome to contact the Institute to schedule a visit to the Collection.

AMERICAN HISTORY, 1493–1945: THE DIGITAL ARCHIVE

The Institute’s partnership with Adam Matthew Digital began in 2015 and makes nearly 60,000 documents from the Gilder Lehrman Collection available online to subscribing universities, schools, and libraries worldwide. The resource provides high-resolution images, individual item cataloging, and enhanced search capabilities. The digitized materials include unpublished letters and diaries, artworks, broadsides, maps, official documents, books, and pamphlets.

Through December 2018, 102 institutions, including Harvard, Yale, and the Library of Congress, have acquired the digitized collection. In fall 2017 the Institute worked with Adam Matthew Digital to design a new, affordable pricing model for K–12 schools, which led to 28 purchases, with an additional 100 institutions trialing the resource, in 2018.
Updated several times a week, our “Noteworthy” blog features the latest news about Institute events and awards, interviews with State History Teachers of the Year, in-depth articles on departmental staff and programs at the Institute, and special updates on Collection items.

Some highlights from this year:

**EVENTS**
- National History Teacher of the Year Award Ceremony
- Book Talk at Pace University by Yale professor David Blight on his new book, *Frederick Douglass: Prophet of Freedom*
- Gilder Lehrman Prize for Military History Award Ceremony honoring Boston University professor Cathal Nolan for his book *The Allure of Battle: A History of How Wars Have Been Won and Lost*

**DEPARTMENTAL SPOTLIGHTS**
- Daniel Pecoraro, Education Program Coordinator, Affiliate Schools
- Nicole Seary, Senior Editor and Fellowship Coordinator
- Sasha Rolon Pereira, Associate Director of Education and Director of the Hamilton Education Program

**COLLECTION HIGHLIGHTS**
- Jackie Robinson Letters
- Mary Katherine Goddard Letters
- C. Herbert Oliver Letter

**LIVING CIVIL RIGHTS HISTORY: THE SIXTEENTH STREET BAPTIST CHURCH BOMBING, 1963**

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 on Birmingham in the form of a letter, circulated nationwide on behalf of the Inter-Citizens Committee, in which he documented the violence that was consuming the city.

The Gilder Lehrman Collection recently acquired an original copy of Oliver’s letter. Oliver, who now lives in Brooklyn, kindly agreed to a video interview at the Collection, which included a special viewing of his letter. Clips from the interview have now been featured twice in the “Noteworthy” blog, once in honor of the September 15 anniversary of the church bombing and once in coordination with exhibitions relating to voting rights at the Morgan Library and the New-York Historical Society.
GILDER LEHRMAN INSTITUTE ONLINE: ONLINE EXHIBITIONS

Our online exhibitions offer immersive experiences for students of all ages. These illustrated, instructive displays incorporate Gilder Lehrman Collection documents, videos, maps, and timelines and are available free to our 20,000 Affiliate Schools.

The Institute currently offers 31 digital exhibitions in the following areas:

- 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
- PROGRESSIVE ERA TO NEW ERA, 1900–1929
- GREAT DEPRESSION & WWII, 1929–1945
- 1945 TO THE PRESENT
- FREEDOM: A HISTORY OF US
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-two issues and 279 short, informative essays have been published in History Now and are now available and searchable on the Gilder Lehrman website.

THE HISTORY OF US IMMIGRATION LAWS

The fall issue of 2018, “The History of US Immigration Laws,” features seven original essays by

- Eladio Bobadilla, PhD candidate in history, Duke University
- Tom Gjelten, Author and correspondent for National Public Radio
- Terri Diane Halperin, Adjunct Professor of History, University of Richmond
- Hidetaka Hirota, Assistant Professor, Institute for Advanced Study, Waseda University
- Jane Hong, Assistant Professor of History, Occidental College
- Maddalena Marinari, Assistant Professor of History, Gustavus Adolphus College
- Robert Zeidel, Professor of History, University of Wisconsin–Stout

The issue also includes a digital resource, “US Immigration since 1850: A Statistical and Visual Timeline,” addressing why so many sought to come to the US from nations across the globe.

In addition, Professor Jane Hong contributed an interview, “Immigration in Historical and Contemporary Context,” to the Institute’s “Noteworthy” blog.
This year the Gilder Lehrman Institute published two new books, available in our online History Shop:

*Frederick Douglass: A Life in Documents.* A collection of essays by eminent historians presenting letters and speeches by Douglass from the Gilder Lehrman Collection. The documents, revealing powerful and poignant personal details of Douglass’s life as a public figure, are placed in context by such leading scholars as David W. Blight, Leigh Fought, James O. Horton, Lois E. Horton, Randall Kennedy, and Manisha Sinha.

*“Black Hours and Narrow Escapes”: The World War II Experience of Bombardier Robert L. Stone.* A compilation of over a dozen letters from the Gilder Lehrman Collection written by Bob Stone along with photographs and an introductory essay by Michael S. Neiberg, Chair of War Studies at the US Army War College. The book was published for the November Affiliate School offer, along with 3 new posters.

**CLASSROOM RESOURCES**

From *American History: An Introduction (History in a Box)* to *Teaching with Documents: Using Primary Sources in the Classroom* (Online Course), the History Shop offers resources for every history classroom.

**NEW POSTERS CREATED IN 2018**

- The Japanese Attack on Pearl Harbor, 1941
- The Battle for Iwo Jima, 1945
- Planting the Flag on Iwo Jima, 1945

**SELF-PACED ONLINE 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 up to 15 professional development contact hours. In 2018, 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.
Traveling panel exhibitions are available for display at schools, libraries, and other cultural sites in the continental United States. These informative, colorful exhibitions cover major topics in American history, from the Founding Era and the Civil War to the Progressive Era, World War I, and the Freedom Rides.

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. In addition to the exhibition itself, the Institute provides supplemental materials and resources that bring the exhibitions to life for students, teachers, librarians, and the general public. In 2018, Gilder Lehrman Traveling Exhibitions visited 161 sites in 33 states across the country.

This year the Institute produced a new traveling exhibition in partnership with the Stuart Foundation. *Immigration: An American Story* was designed as a complement to the 2018 teacher workshop funded by the Stuart Foundation. The topic is of special interest to the Stuart Foundation and proved to be popular in a 2017 survey of previous exhibition host sites—83% of whom expressed interest in an exhibition on immigration. The exhibition is fully funded to travel to all of the schools represented at the workshop between September 2018 and June 2019.
In the last 8 years the Gilder Lehrman Institute has partnered with national organizations to place 538 document items from the Gilder Lehrman Collection on display in 85 separate exhibitions.

**PARTNERS IN TIME: 85 Exhibitions Using 538 Gilder Lehrman Documents**

- **NEW-YORK HISTORICAL SOCIETY MUSEUM & LIBRARY**
  - 33 exhibitions | 251 items
- **NATIONAL CONSTITUTION CENTER**
  - 13 exhibitions | 29 items
- **The Morgan Library & Museum**
  - 7 exhibitions | 104 items
- **GEORGE WASHINGTON'S MOUNT • VERNON**
  - 9 exhibitions | 31 items
- **Gettysburg National Military Park**
  - 8 exhibitions | 88 items
- **MUSEUM OF THE AMERICAN REVOLUTION**
  - 5 exhibitions | 21 items
- **Smithsonian National Portrait Gallery**
  - 3 exhibitions | 5 items
- **VIRGINIA HISTORICAL SOCIETY**
  - 2 exhibitions | 2 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
- **LBJ PRESIDENTIAL LIBRARY**
  - 1 exhibition | 1 item
- **Smithsonian National Museum of American History**
  - 1 exhibition | 1 item
The Affiliate School Program, free to all K–12 schools, is the gateway to the Institute’s education resources, events, and tools designed to bring American history to life in the classroom. Affiliate School teachers and students benefit from all of the Institute’s offerings, including Essay Contests, the National History Teacher of the Year Award, the Pace–Gilder Lehrman MA in American History Program, and the Hamilton Education Program.

Registration is free and easy on the Gilder Lehrman website 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, free professional development opportunities, and more
- Surveys and focus groups to gather information on classroom needs and best practices to guide our programs and resource development
- Cash prizes for Student Essay Contests
- A free traveling panel exhibition
- 25% off in the Gilder Lehrman History Shop and other discounts

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.
**AFFILIATE SCHOOL PROGRAM**

**TOTAL # OF AFFILIATE SCHOOLS PER YEAR**

![Graph showing the increase in the number of affiliate schools per year from 2008 to 2018.](image)

- **2008**: 47
- **2009**: 67
- **2010**: 635
- **2011**: 1,636
- **2012**: 2,594
- **2013**: 4,123
- **2014**: 6,410
- **2015**: 7,773
- **2016**: 10,384
- **2017**: 15,895
- **2018**: 20,250

**District of Columbia History Teacher of the Year Bill Stevens with students from the SEED School**

**Illinois History Teacher of the Year Mark Foley with students from Urbana High School, Urbana, Illinois**

**Missouri History Teacher of the Year Rhonda Koppelman’s 7th grade students with Gilder Lehrman publications and book prize-winning books at Rolla Jr. High School, Rolla, Missouri**
Margaret Gregory, Middle School Dean of Students at Boston Prep

“As soon as I started teaching US History 1 and 2 at Boston Prep, I was introduced to Gilder Lehrman resources. I was tired of textbooks that mainly gave an overview of the oppressor, so I sought out primary source documents and found them on the Gilder Lehrman Institute website.

“Last year, I applied for and was thrilled to be accepted into the Gilder Lehrman Abraham Lincoln teacher seminar in Oxford, England, taught by Richard Carwardine. It was actually the first time I had the opportunity to leave the US, and there I was at Oxford, meeting new people, many of whom, such as Lois MacMillan, were veteran teachers. I saw Lois again in October when Boston Prep participated in the Hamilton Education Program. Former students of mine were selected to perform onstage in the morning program, which was wonderful as they are both working on their skills as rappers while applying to Ivy League schools.

“Now that I’m a dean, I find that I often direct students who come to me for help in their history classes to the Gilder Lehrman Institute. I look forward to continuing to work with the Institute in all kinds of ways throughout my career.”

Zoubida Bicane, High School Senior in New York City and Intern at the Gilder Lehrman Collection

“My journey with the Gilder Lehrman Institute of American History began my freshman year of high school. As a student at the Academy of American Studies, GLI’s flagship school, I first learned about the organization through the use of documents in my freshman American history class. In the beginning of my sophomore year, I was chosen by my assistant principal to be on the Gilder Lehrman Student Advisory Council. The Advisory Council meets with Dr. Basker every other month on one Saturday. Being on the SAC is such a wonderful experience for me because I am able to meet with other students from around the city to share my views and give my input as a student. Through the SAC, I have been able to attend many events, such as book talks, award ceremonies, and even the Annual Gala.

“At the start of my current year as a senior, I had heard of internship opportunities at the Institute and I was immediately interested. I started working as an intern at the Gilder Lehrman Collection in October. I have been a part of a wonderful office with lovely people who have a special passion for their work. It has been a truly amazing experience interning and learning even more about history. From helping send Collection materials to schools to organizing Watergate documents, being an intern has helped me hone my desire to facilitate learning experiences for others. The Gilder Lehrman Institute has spurred on my passion for history, so much so that I am looking forward to minoring in history in college with a major in political science.”

Affiliate School Program: Students and Teachers Tell Their Gilder Lehrman Institute Stories
Lois MacMillan, Gilder Lehrman Senior Education Fellow and Teacher at South Middle School in Grants Pass, Oregon

“Being awarded the Gilder Lehrman Institute 2006 Oregon History Teacher of the Year was a game changer for my family, my community, and me. It led me to attend two Teacher Seminars, after which the Institute asked me to be a master teacher for summer seminars. Facilitating sixteen teacher seminars and numerous Teaching Literacy through History workshops, I now have a family of teachers and historians who I keep in touch with regularly around the country. I will complete the Pace–Gilder Lehrman MA in American History next year and my son plans on entering the Institute’s MA program next spring.

“It is also thanks to the Gilder Lehrman Institute that I ended up winning a Grammy! I took four hundred middle school students to the Institute’s traveling exhibition *Alexander Hamilton: The Man Who Made Modern America*, had them analyze the lyrics of the Broadway show *Hamilton* and Gilder Lehrman documents presented in the Hamilton exhibition, then turn the analysis into their own historical raps. When the students posted their performance pieces on YouTube, it was picked up by UVA’s *American History Guys* and the GRAMMY Museum. Their work and my teaching unit, *Rappin’ History: Composing Historical Raps in the Classroom*, led to my receiving the 2018 GRAMMY Museum’s Jane Ortner Award for integrating music into nonmusical subject areas.

“Each time I do a seminar or workshop as a master teacher, I learn from other teachers how to be a better teacher. I learn from award winning/amazing historians why ‘content is king.’ The Gilder Lehrman Institute has taught me to say, ‘You can’t teach what you don’t know.’”

Martin Carlino, Gilder Lehrman Scholarly Fellow, Affiliate School Teacher, former Institute Intern, and 2011 Civil War Essay Contest Winner

“My Civil War Contest Essay, “President Lincoln’s Influence over the Northern Press: ‘Public Opinion is Everything,’” was my first major historical research project, penned at the tender age of 17 as a junior at Patchogue-Medford High School, a Gilder Lehrman Affiliate School.

“The summer after the award event, I had my first internship—where else?—at Gilder Lehrman Institute’s main New York office as a communications assistant.

“Following my graduation from Harvard, I entered the workforce as an American history teacher at Success Academy Bronx 2 Middle School, a Gilder Lehrman Affiliate School.

“The Gilder Lehrman Institute was instrumental in helping me to prepare for graduate study at Oxford University beginning with the Institute’s teacher seminar ‘The Life and Writings of Frederick Douglass,’” through which I was able to simultaneously hone my teacher-craft and work with Yale’s Professor David Blight (also director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition).

“Shortly after, I was honored to receive a Gilder Lehrman Scholarly Fellowship. Using the Institute’s generous funding to conduct archival research, I completed the project now taken shape as “The Lincoln-Stanton Relationship Reconsidered.” This paper was submitted to *The Lincoln Herald* on September 21, 2018, and to my wild delight was accepted for publication on December 1.

“I can say without exaggeration that in the field of American history, all that I am, or hope to be, I owe to the Gilder Lehrman Institute.”
The Gilder Lehrman Institute is proud to partner with Hamilton and The Rockefeller Foundation on the Hamilton Education Program (HEP). Through HEP, Title I Gilder Lehrman Affiliate high schools incorporate Alexander Hamilton and the Founding Era into classroom studies, create original performance projects of their own using primary sources like those used by Lin-Manuel Miranda in writing Hamilton, and spend a full day seeing the strongest of these performances in the morning, a Hamilton cast Q&A, and an afternoon matinee of the Tony-winning hit musical.

The Hamilton Education Program, also referred to as EduHam, 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 additional grants from many foundations and donors throughout the country, high school students in Title I schools in New York City, Chicago, San Diego, Tempe, Seattle, Denver, St. Louis, Salt Lake City, Houston, Washington DC, Minneapolis, Boston, Charlotte, and Hartford each paid only a “Hamilton” ($10) to see the performance in 2018, with more cities to be added in 2019.

The percentage of students who were very excited to learn about the Founding Era more than doubled after participating in this program. (n=42,122 students)

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<th>After program</th>
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<td>16</td>
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<tr>
<td>Very excited</td>
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Five times as many teachers rated their students’ knowledge (on average) of the Founding Era as excellent after participating in this program. (n=1,984 teachers)

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<tr>
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<th>Before program</th>
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<tr>
<td>Poor</td>
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<td>23</td>
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<tr>
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<td>Good</td>
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<tr>
<td>Excellent</td>
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99% of participating teachers reported that the program will have a lasting impact on their students.
## THE HAMILTON EDUCATION PROGRAM BY THE NUMBERS

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<td><strong># OF CITIES / LOCATIONS</strong></td>
<td>1 NYG ONLY</td>
<td>3 ADDED CHICAGO AND SAN FRANCISCO</td>
<td>10 INCLUDING BOSTON, HOUSTON, AND MINNEAPOLIS</td>
<td>13 INCLUDING NEW ORLEANS, DETROIT, AND PITTSBURGH</td>
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<td>30</td>
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<tr>
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<td>600</td>
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<td><strong># OF STUDENTS &amp; TEACHERS SERVED</strong></td>
<td>2,572</td>
<td>35,256</td>
<td>64,051</td>
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Tony Award winner James Monroe Iglehart introduces a student performer in EduHam on Broadway.

Student performers in EduHam, St. Louis.

Student audience and performers for EduHam in Boston.

Student performers in EduHam, St. Louis.
The Gilder Lehrman Institute invites students from schools in the Affiliate School Program to examine key moments in American history by participating in one of our contests. The contests challenge students to research and write about American history as historians and to develop their research, writing, and critical thinking skills.

**CIVIL WAR ESSAY CONTEST**

The Gilder Lehrman Institute offers an annual essay contest for Gilder Lehrman Affiliate School students in grades 6–12. Students examine the nation’s most divisive conflict through letters, speeches, songs, photographs, newspapers, military orders, and other documents, conducting research in primary as well as secondary sources. In 2018, there were a total of 825 entrants from 92 schools. The 12 winners represented schools in California, New York, North Carolina, and Utah, along with a virtual school student from Tianjin, China. The 7 honorable mentions hailed from California, Nebraska, New York, North Carolina, Texas, and the District of Columbia.

**New Documentary Film Category**

Beginning in 2018, students have had the option of entering the Institute’s new Documentary Film category. There were 25 entrants in the first Documentary Film Category for the 2017–2018 Civil War Essay Contest. The winners each submitted entries that were well researched and well argued, and used the visual medium to its best effect.

**DEAR GEORGE WASHINGTON ESSAY CONTEST**

The Dear George Washington contest introduces students in grades 2–5 to the issues facing early Americans and encourages them to think critically about the founding of the nation. Each student writes a letter (250–300 words) to President George Washington as if he or she were present at his inauguration on April 30, 1789, telling him what to focus on during his first term.

AFFILIATE SCHOOL PROGRAM: SATURDAY ACADEMIES

Gilder Lehrman Saturday Academies provide free elective courses for middle school and high school students on Saturday mornings. A winner of the National Arts and Humanities Youth Program Award, the nation’s highest honor for outstanding after-school and out-of-school programs, Saturday Academies have helped more than ten thousand students gain a deeper knowledge of the humanities through American history, literature, and arts classes.

Students in Saturday Academies improve their basic literacy and critical reading skills through exposure to primary source documents; engage with difficult issues through class discussion, essay projects, and artistic expression; and strengthen their knowledge of the social sciences and humanities. The program prepares students for Advanced Placement and SAT exams and a lifetime of active learning and civic engagement. All Saturday Academies are open to enrollment from all members of the community.

GILDER LEHRMAN SATURDAY ACADEMY LOCATIONS

- Abraham Lincoln High School
  Brooklyn, New York
- Academy of American Studies
  Queens, New York
- All Hallows High School
  Bronx, New York
- Andover High School
  Andover, Kansas
- Heights High School
  Wichita, Kansas
- Museum of the City of New York
  Manhattan, New York
- New-York Historical Society
  Manhattan, New York
- Notre Dame School
  Manhattan, New York
- Salesian High School
  New Rochelle, New York
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. Affiliate School teachers recommend students for the council 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 receive special opportunities to meet historians, such as Ed Ayers, a special guest speaker at the 2018 National History Teacher of the Year Award whom the Student Advisory Council joined for dinner as part of that event.

MEET VENUS NNADI
Student Advisory Council member, first-year Harvard University student

“I was introduced to the Gilder Lehrman Institute of American History by my Stuyvesant High School AP US History Teacher, Robert Sandler, who was the 2014 New York State History Teacher of the Year. As a member of the Student Advisory Council, I was given so many amazing opportunities to speak at and attend various events and award ceremonies featuring esteemed historians and proponents of American history education. Through the Institute, I was provided access to countless resources that helped me delve into my study of American history, such as books on major topics in American history, the AP US History Study Guide, and primary sources from the Collection. I developed a particular interest in African American history, and I now plan on pursuing a joint concentration in Social Studies and African American Studies while at Harvard.

“The Institute not only helped me explore my passion for history, but also stoked my interest in education equity, which I plan to make my focus field within Social Studies. Through the Student Advisory Council, I got to learn more about and advise on programs the Institute offers, such as the Affiliate School Program and the Hamilton Education Program, which are dedicated to expanding educational opportunities, particularly in the subject of American history, for students in under-served communities.”

Venus Nnadi, Harvard freshman and former Student Advisory Council member
(Go Nakamura/New York Daily News)
Since 2004, 749 exemplary American history teachers from elementary, middle, and high schools in all fifty states, Washington DC, US territories, and Department of Defense schools have been named State History Teacher of the Year. The National History Teacher of the Year is named in the fall.

- 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.
- 2018 saw a record number of 5,663 nominations (over a 100% increase from 2017) for the award.

The 2018 National History Teacher of the Year is Joseph Welch. Welch is a seventh and eighth grade social studies teacher at North Hills Middle School in Pittsburgh, Pennsylvania. He has been the curriculum chair and project advisor for Project Connect, a sponsor of the National History Day Program for Regional Students, and the director of the North Hills DC Trip Program. As the youngest winner of the award so far, he makes note of his millennial voice in his teaching philosophy.

“The need to help students love history as much as I do by teaching the first-hand emotional and personal stories that exist within it.”

—JOSPEH WELCH
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 and abroad, the weeklong workshops include daily programs with leading American historians, visits to local historic sites, and hands-on work with primary sources.

In 2018, the Institute held 30 Teacher Seminars for K–12 teachers. The programs served 1,011 teachers, an 8% increase over 2017.

**2018 TEACHER SEMINARS**

**Eisenhower and the Art of Presidential Leadership**
MICHAEL J. BIRKNER
American University
(In partnership with the Dwight D. Eisenhower Memorial Commission)

**The Civil War in American Memory and The Life and Writings of Frederick Douglass**
DAVID W. BLIGHT
Yale University

**The Vietnam War**
ROBERT K. BRIGHAM
The First Division Museum at Cantigny Park
(In partnership with the First Division Museum at Cantigny Park)

**Alexander Hamilton and the Founding Era**
RICHARD BROOKHISER
New York University

**The Making of America: From the Founding Era through the Civil War**
DENVER BRUNSMA N
George Washington University
(In partnership with the Abraham Lincoln Presidential Library and Museum)

**Lincoln Speaks: Words That Transformed a Nation**
MICHAEL BURLINGAME
Abraham Lincoln Presidential Library and Museum
(In partnership with the Abraham Lincoln Presidential Library and Museum)

**The Age of Lincoln**
RICHARD CARWARDINE
St. Catherine’s College, Oxford University

**Thomas Jefferson and the Enlightenment**
FRANK COGLIANO
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COLLABORATION WITH THE WWI CENTENNIAL COMMISSION

The Gilder Lehrman Institute, in collaboration with the US World War I Centennial Commission, National History Day, and the National World War I Museum and Memorial, has embarked on a comprehensive program to educate teachers and students about World War I through a series of more than 100 teaching events nationwide, which includes workshops, webinars, and other means of instruction on the centennial of the end of World War I.

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**Women in the American Revolution** with Carol Berkin, Presidential Professor of History Emerita, Baruch College and the Graduate Center, City University of New York

**The American Civil War** with Allen Guelzo, Henry R. Luce Professor of the Civil War Era and Director of Civil War Era Studies, Gettysburg College

**World War II** with Michael Neiberg, Chair of War Studies and Professor of History in the Department of National Security and Strategy, US Army War College

**Race and Rights in America** with Lucas Morel, Professor of Politics and Head of the Politics Department, Washington and Lee University

**SPRING 2019**

**The American Revolution** with Denver Brunsman, Associate Professor of History, George Washington University

**The Life and Writings of Frederick Douglass** with David Blight, Class of 1954 Professor of American History, Yale University, and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition

**The Kennedy Era** with Barbara Perry, Gerald L. Baliles Professor and Director of Presidential Studies at the Miller Center, University of Virginia

**The Vietnam War** with Fredrik Logevall, Laurence D. Belfer Professor of International Affairs, Harvard Kennedy School and Professor of History, Harvard University

**FACTS ABOUT THE PROGRAM**

- The Pace–Gilder Lehrman MA in American History is one of the largest online graduate programs offered by Dyson College at Pace University with 455 course enrollments by 366 students in fall 2018.
- Students (all of them teachers) are enrolled from 48 of the 50 states as well as from abroad.
- Students particularly enjoy the live Q&A sessions that give them the opportunity to interact with lead scholars, who are at the top of their individual fields.

**CURRENT STUDENTS SAY**

“I love the format, and you have really brought in some fantastic lead professors and section leaders!”

“These lectures were quite possibly the most engaging lectures I have ever listened to. I also love that even though this is an online course, it is still very much in the vein of a traditional course with both the online discussion boards and live Q&A sessions.”

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The Institute co-sponsors the Lincoln, George Washington, Military History, and Frederick Douglass Book Prizes. 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.

2017–2018 BOOK PRIZE WINNERS AND FINALISTS

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James E. Lewis Jr., *The Burr Conspiracy: Uncovering the Story of an Early American Crisis* (Princeton University Press);
Jennifer Van Horn, *The Power of Objects in Eighteenth-Century British America* (Omohundro Institute and University of North Carolina Press);
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Tera W. Hunter, *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century* (Harvard University Press);
Cate Lineberry, *Be Free or Die: The Amazing Story of Robert Smalls’ Escape from Slavery to Union Hero* (St. Martin’s Press);
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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 653 fellowships.

**CURRENT FELLOWS AND THEIR PROJECT TITLES, 2018**

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PhD Candidate in History, Duke University  

**Martin C. Carlino**  
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“The Sternest Necessity: Lincoln, Stanton, and the Suppression of Civil Liberties”

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“Mind How You Vote, Boys: Economic Voter Intimidation and the Crisis of Industrial Democracy in the Late Nineteenth-Century United States”

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“Louisa Matilda Jacobs: From Slavery to a Kind of Freedom”

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PhD Candidate in History, Ohio State University  
“Virginia Republicans in Politics and Print, 1812–1837”

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Associate Professor of History, Université Paris 8—Vincennes Saint Denis  
“Fort Huachuca, Arizona: A Laboratory of Racial Relations in the Army during World War II”

**Andrew Trees**  
Postdoctoral Fellow, Roosevelt University  
“Forgotten Founders: Six Lost Stories That Changed America”

**Azmar K. Williams**  
PhD Candidate in History, Harvard University  
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**Charnan Williams**  
PhD Candidate in History, University of Michigan  
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**Atlas Tian Xu**  
PhD Candidate in History, Catholic University of America  
“Navigating Worthiness in America: White Attorneys, Chinese Immigrants, and Black Pensioners, 1873–1910”

**PRIZE-WINNING FELLOWS CONTINUES WITH THE INSTITUTE**

2005 Fellowship recipient Manisha Sinha was awarded the 2017 Frederick Douglass Book Prize for her book *The Slave’s Cause: A History of Abolition* (Yale University Press, 2016). Professor Sinha, the Draper Chair in American History at the University of Connecticut, offered a Teacher Seminar on slavery and abolition in July 2018 and has contributed original essays to Gilder Lehrman publications including Issue No. 50 of *History Now* (“Frederick Douglass at 200,” Winter 2018) and *Frederick Douglass: A Life in Documents*, ed. James G. Basker (Gilder Lehrman Institute, 2018).
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FIVE PRIORITIES FOR 2019

1. Increase the number of Affiliate Schools nationwide and globally to 25,000.

The Affiliate School Program reached 20,000 schools on December 6, 2018. The 20,000th Affiliate School was Hernando Middle School in Mississippi.

2. Raise $7.5M for Capital Campaign (ultimate goal $50M endowment).

Campaign launched. $24 million in cash and pledges raised as of December 31, 2018.


Plans for a Universal Hamilton were approved September 2018, to pilot in Fall 2019.

4. Continue to grow the Pace–Gilder Lehrman MA in History Program, aiming for 750 students and 1,800 course enrollments.

The Pace–Gilder Lehrman MA in American History Program launched Fall 2018 with four courses and 455 enrollments.

5. Launch a major K-5 initiative including teacher PD programs and online resources.

Average visitor time on gilderlehrman.org increased by 11% in 2018.

2018 GLI REPORT CARD

<table>
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<tr>
<th>GOAL</th>
<th>OUTCOME</th>
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<tr>
<td>1. Increase the number of Affiliate Schools nationwide and globally to 20,000.</td>
<td>The Affiliate School Program reached 20,000 schools on December 6, 2018. The 20,000th Affiliate School was Hernando Middle School in Mississippi.</td>
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<td>2. Launch a Capital Campaign with the eventual goal of building a $50M Endowment.</td>
<td>Campaign launched. $24 million in cash and pledges raised as of December 31, 2018.</td>
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<td>3. Develop a digital program for students who are not eligible to participate in the Hamilton Education Program (for example, non Title I students or students who do not live in the vicinity of a Hamilton theater).</td>
<td>Plans for a Universal Hamilton were approved September 2018, to pilot in Fall 2019.</td>
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<td>4. Relaunch the online MA program with a new university partner.</td>
<td>The Pace–Gilder Lehrman MA in American History Program launched Fall 2018 with four courses and 455 enrollments.</td>
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<td>5. Increase visitation to gilderlehrman.org by 10% and continue to improve the user experience.</td>
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Above: Hamilton Education Program student performers from 15 Title I schools in St. Louis, April 2018

Cover photo: Saturday Academy students at the New-York Historical Society

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