WHO WE ARE
Founded in 1994 by philanthropists Richard Gilder and Lewis E. Lehrman, the Gilder Lehrman Institute of American History is the nation’s leading nonprofit provider of K–12 teacher training and classroom resources. Our programs promote excellence in the teaching and learning of American history.

WHAT WE DO
Gilder Lehrman changes lives by working with K–12 teachers, schools, and students to improve American history education and equip students with the skills and knowledge they need to succeed in college, careers, and the global marketplace. Our programs span public, private, charter, and independent schools and reach students of all backgrounds to help close the achievement gap. In the course of nearly twenty years, we have worked with more than 20,000 teachers serving hundreds of thousands of students.

WHY WE DO IT
Knowledge and understanding of American history are the basis of intellectual inquiry, engaged citizenship, and national pride. The examination of primary source historical documents is fundamental, not only to bring history to life, but also to teach important literacy and critical-thinking skills that are essential to success in college and careers.

HOW WE DO IT
To achieve success, the Institute draws on its unparalleled access to the Gilder Lehrman Collection—a unique treasury of more than 60,000 original historical documents—top American history scholars, and a national network of schools and teachers.

We focus on four areas:

Professional Development: We connect leading historians with teachers to enhance classroom performance and improve student achievement.

School Programs: Our Affiliate School network and Saturday Academies provide students with rich academic and intellectual development opportunities.

Resources: Our unique materials and original documents provide students and teachers with firsthand exposure to American history.

Awards: Through a series of grants and nationally recognized prizes, we celebrate and promote excellence.

HOW WE ARE SUPPORTED
The Institute is a public charity with a $7 million operating budget. Funds are raised through donations from foundations, corporations, and individuals, and by providing educational services. Government grants support approximately 7 percent of the budget.
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Dear Friends and Colleagues,

We are pleased to share with you some of the Gilder Lehrman Institute of American History’s highlights in 2013:

Our Home for History website at www.gilderlehrman.org reached its one millionth unique visitor in January, just nine months after the site launched, and reached more than 2 million unique visitors over the course of the calendar year 2013.

In May, the Institute honored founders Richard Gilder and Lewis E. Lehrman at our second annual gala at the Metropolitan Club in New York City.


The tenth annual National History Teacher of the Year Award—co-sponsored by the Gilder Lehrman Institute, HISTORY®, and Preserve America—honored Jill Szymanski, a fourth- and fifth-grade teacher at Red Clay Consolidated School District in Wilmington, Delaware. Renowned historian Kenneth T. Jackson presented the award to Ms. Szymanski at a ceremony in New York City in October.

Our Affiliate School network grew to more than 4,100 schools by the end of December. Initiated by a $1 million challenge grant from the National Endowment for the Humanities, the program now reaches schools in all fifty states and nineteen foreign countries.

We expanded Teaching Literacy through History (TLTH), Gilder Lehrman’s Common Core–aligned professional development program for teachers. After a successful pilot program in the schools of the Archdiocese of New York City in 2012–2013, TLTH programs are now in place in New York City, Milwaukee, Chicago, and three cities in New Jersey: Newark, Trenton, and Morristown. We will be adding new TLTH programs across the country in the year ahead.

This year Gilder Lehrman raised more than $2.6 million in contributions from 305 foundations, corporate donors, and individuals. We thank all of you for your support and encouragement, and we look forward to great progress in 2014.

Sincerely,

James G. Basker
Lesley S. Herrmann
President
Executive Director
In 2013, more than 3,500 educators participated in Gilder Lehrman professional development offerings, which included in-depth seminars and in-person and online workshops.

The Gilder Lehrman Institute provides exceptional, high-impact professional development in American history. Through our network of leading historians and master teachers from across the country, K–12 teachers improve classroom performance and raise levels of student achievement. To date, more than 20,000 educators have participated in Gilder Lehrman’s programs, to the benefit of hundreds of thousands of students nationwide.
Since 1994, more than 10,000 teachers from 50 states, the District of Columbia, and 30 foreign countries have participated in 410 Gilder Lehrman Teacher Seminars.

The Gilder Lehrman Institute sponsors intellectually rich and academically rigorous seminars each summer for elementary, middle, and high school teachers, community college faculty, and educators from museums and the National Park Service. Limited to thirty participants each, the seminars are highly competitive, and teachers consider the seminars among the best professional development experiences of their lives.

IN 2013, THE TEACHER SEMINARS, LISTED BELOW, SERVED 925 EDUCATORS FROM 49 STATES AND 15 COUNTRIES:

Shawn Leigh Alexander
The Civil Rights Movement and the Road to Brown
University of Kansas

Fred Anderson and Andrew Cayton
The Making of Washington’s World: Why Colonial History Matters
University of Colorado, Boulder

Anthony J. Badger
The Civil Rights Movement
Cambridge University, UK

Carol Berkin
American Women from the Colonial to the Modern Era
Columbia University

David W. Blight
9/11 and American Memory
New York University
(Con-sponsored by the National September 11 Memorial & Museum)

David W. Blight
Slave Narratives in American Literature
Yale University

Colin G. Calloway
Native American History
Dartmouth College

Peter Carmichael
The American Civil War through Material Culture
Gettysburg College
(Con-sponsored by the Civil War Institute)

Richard Carwardine
The Age of Lincoln
Oxford University, UK

Frank Cogliano and Peter S. Onuf
The Age of Jefferson
University of Virginia

John Demos
Everyday Life in Early America
Yale University

Joseph J. Ellis
John and Abigail Adams
Amherst College

Eric Foner
Reconstruction
Columbia University

Karolyn Smardz Frost
The Underground Railroad in the US and Canada
York University, Toronto, Canada
(Con-sponsored by the Harriet Tubman Institute for Research on the Global Migrations of African Peoples)

Donna Gabaccia
New Approaches to Immigration History
University of Minnesota

Teachers who attend the seminars bring back new knowledge, resources, and strategies to the classroom.
Gary W. Gallagher  
The American Civil War: Origins and Consequences  
University of Virginia

Allen C. Guelzo  
Abraham Lincoln’s World  
Gettysburg College

Steven Hayward  
The Age of Reagan  
Ronald Reagan Presidential Library

Jonathan Scott Holloway  
Jim Crow and the Fight for American Citizenship  
Online Seminar

Harold Holzer and Matthew Pinsker  
The Civil War through American Art  
The Metropolitan Museum of Art

Kenneth T. Jackson and Karen Markoe  
Empire City: New York from 1877 to 2001  
The Morgan Library & Museum

“Totally amazing; the best educational experience of my life (and I have an MA and a JD). I will return to my classroom with notes and ideas and inspiration, and my students will benefit from the gift I received.”

—Participant, “Slave Narratives in American Literature,” led by David W. Blight

Walter Johnson  
The Economics of Slavery  
Harvard University

Michael Kazin and Michael W. Flamm  
The Sixties in Historical Perspective  
Online Seminar

Jennifer Keene  
A Visual Approach to Teaching American History  
Chapman University

David M. Kennedy  
The Great Depression and World War II  
Stanford University

Larry D. Kramer  
The Role of the Supreme Court in American History  
Stanford University

Adrian Lewis  
The American Culture of War since World War II  
Pritzker Military Library, Chicago

Mitchell Lerner and David Steigerwald  
Vietnam and the 1960s  
The Ohio State University

Patricia Nelson Limerick  
The American Environment in Historical Perspective  
University of Colorado, Boulder

Peter Mancall and Robert C. Ritchie  
American Origins  
University of Southern California  
(Re-sponsored by the Huntington Library)

Stephanie McCurry  
Social Issues in the American Civil War Era  
University of Pennsylvania

Gary B. Nash  
The American Revolution  
University of California, Los Angeles

Andrew W. Robertson  
Madison and the Founding Era  
James Madison’s Montpelier

Jeffrey Rosen  
Constitution 3.0: Freedom and Technological Change  
George Washington University

Patrick Spero  
Perspectives on the American Revolution  
University of Pennsylvania  
(Re-sponsored by the American Revolution Center)

Jeremi Suri  
United States Foreign Policy since 1898  
University of Texas, Austin

Richard Sylla  
Economic and Financial Crises in American History  
New York University

Elliott West  
American Indians and the American Southwest  
Institute of American Indian Arts, Santa Fe

Gordon S. Wood  
The Era of George Washington  
George Washington’s Mount Vernon
Gilder Lehrman’s Teaching Literacy through History (TLTH) is an interdisciplinary, professional development program that trains social studies and English language arts teachers to deliver rigorous instruction that develops students’ reading, writing, and analytical skills through the use of primary source documents. Educators develop a deeper understanding of the Common Core State Standards and draw connections to it within their own history and literacy curricula.

Results
During the 2012–2013 school year, the Institute partnered with the Archdiocese of New York City to train 50 educators from 25 schools. Results were overwhelmingly positive:

• 97% of the teachers reported improved writing instruction and that TLTH methods improved their students’ analytical/argumentative skills

• 100% of the teachers reported that the TLTH methods improved reading instruction and their students’ critical-thinking abilities

• Preliminary analysis of student literacy scores showed an improvement of 6% in schools where teachers received TLTH training. (An independent evaluation firm is currently reviewing and validating the results.)

Due to this success, the Archdiocese tripled the size of their TLTH training program for 2014. Additionally, the Gilder Lehrman Institute has been engaged to deliver TLTH training programs in Milwaukee, Chicago, and three New Jersey cities: Newark, Trenton, and Morristown.

“I just wanted to say THANK YOU for the tremendous job you all did in planning, preparing, and implementing the Teaching Literacy through History workshop. The...session fit perfectly with what we are trying to accomplish as a Social Studies Department here in Trenton.”

—Ron Zalika, K–12 District Supervisor of Social Studies, Trenton Public Schools
The Gilder Lehrman Institute works to improve student outcomes in every kind of school—public, private, parochial, and charter—from elementary to secondary levels. To this end, we maintain ongoing relationships with schools across the country. We oversee a growing national network of Affiliate Schools; we offer students advancement through our Saturday Academies; and we bring renowned historians into schools to work directly with students and teachers.
AFFILIATE SCHOOL WEB CHATS
Throughout the year, Affiliate Schools took part in exclusive web chats with eminent scholars, giving students and teachers the chance to engage with renowned historians in real time. These scholarly interviews remain a permanent resource on our website. 2013 Affiliate School web chats included:

September 30, 2013
Saul Cornell: “The Other Founders: Anti-Federalism and the Dissenting Tradition in America”

October 18, 2013

November 1, 2013

December 5, 2013

“I must also thank you for the doors this contest has already opened for me. Looking so in-depth at Harriet Beecher Stowe for my paper drove home to me how great an impact one woman with a pen can have, and it confirmed for me that I too want to use my writing to effect important social change. Thanks to you, anything seems possible.”

—Clarissa Aaron, First Prize Winner, 2013 High School Civil War Essay Contest

THE CIVIL WAR ESSAY CONTEST
The Gilder Lehrman Institute joins the Civil War Round Table of New York to co-sponsor an annual national essay contest for Gilder Lehrman Affiliate School students on the subject of our country’s most divisive conflict. Students are called upon to dig deep into their selected topic, producing extensive research papers on a wide swath of issues related to the Civil War.

Winners of the Civil War Essay Contest are invited to New York City for a private tour of the Gilder Lehrman Collection and to attend the annual Lincoln Prize Dinner, where they have the opportunity to meet leading historians and our founders, Richard Gilder and Lewis E. Lehrman.

REACHING MORE TEACHERS
As the Affiliate School Program continues to grow, the impact of Gilder Lehrman’s resources and professional development has spread across the country.

In 2013, teachers nationwide benefited from Gilder Lehrman resources and professional development. More than 5,500 Affiliate School teachers requested and received free classroom materials, including posters, calendars, and document booklets.

Additionally, 494 Affiliate School teachers attended Teacher Seminars. More than 10,000 Affiliate School teachers took advantage of their exclusive access to teaching resources and rare materials on the Gilder Lehrman website to improve classroom instruction.

The Gilder Lehrman Affiliate School Program promotes teacher development and innovation in history teaching. Initiated by a grant from the National Endowment for the Humanities, the Institute’s Affiliate School Program provides schools with free educational resources, professional development, and tools designed to bring American history to life in the classroom. As of December 31, 2013, there were 4,123 Affiliate Schools—up from 2,608 in 2012—in all 50 states, 4 US territories, and 19 foreign countries. Through our Affiliate Schools, we reach approximately 800,000 students each year.
2013 CIVIL WAR ESSAY CONTEST WINNERS
High School Division (Grades 9–12)

First Prize
Clarissa Aaron, Kelso High School, Kelso, WA
“Uncle Tom’s Failure”

Second Prize
Farukh Saidmuratov, New Dorp High School, Staten Island, NY
“Religion—A Dynamic Force in the Civil War”

Third Prize
Allyson Guerrero, Rocky Mountain High School, Fort Collins, CO
“An Unsettling Precedent”

Honorable Mention (in alphabetical order)
Paige Guevarra, Notre Dame School, New York, NY
Elaine Huang, Montville Township High School, Montville, NJ
David Ing, Garnet Valley High School, Garnet Valley, PA
Katherine Neal, South Lakes High School, Reston, VA
Campbell Rand (Middle School Division), Trinity School of Durham and Chapel Hill, Durham, NC
Emma Savic, Academy of American Studies, Queens, NY
Jett Trudeau, Caddo Parish Magnet High School, Shreveport, LA

Middle School Division (Grades 6–8)

First Prize
Lorenzo Contreras, U. S. Grant School, Milwaukee, WI
“Medical Procedures and Non-Violent Deaths in the Civil War”

Second Prize
Zion Belmond, Coral Springs Middle School, Coral Springs, FL
“A Catastrophic Event: The Underground Railroad”

Third Prize
Molly Yost, Thomas C. Cario Middle School, Mount Pleasant, SC
“Foreign Influence on the Civil War”

“Zion was impacted in such a positive way by all of this. He is now telling me he wants to continue with his history studies and follow in the footsteps of Mr. Gilder and Mr. Lehrman and attend Yale.”

—Heidi Stechman, Mother of Zion Belmond, Second Prize Winner – Middle School Division, Civil War Essay Contest

DEAR GEORGE WASHINGTON CONTEST
The Dear George Washington Contest for elementary-age students attending Affiliate Schools entered its second year in 2013. Students are asked to imagine themselves as early Americans and write letters to George Washington about the issues they think the newly elected first president should concentrate on during his tenure.

2013 DEAR GEORGE WASHINGTON CONTEST WINNERS

First Prize
Madeline Scanlon, Friends Academy, Locust Valley, NY

Second Prize
Rashawn Wilson, Shuman Elementary School, Savannah, GA

Third Prize
Zane Martin, Dailey Charter Elementary School, Fresno, CA

Fourth Prize
Ethan Yan, The Nueva School, Hillsborough, CA

Zion Belmond (Second Prize Winner – Middle School Division, Civil War Essay Contest) with Gilder Lehrman co-founder Lewis E. Lehrman at the Lincoln Prize dinner in New York in April 2013.
Gilder Lehrman Saturday Academies are elective, six-session courses for middle school and high school students, offered free of charge on Saturday mornings. Students in Gilder Lehrman Saturday Academies improve their basic literacy and critical-reading skills, work on creative projects, and prepare for SAT and AP exams. Since 1996 more than 30,000 students have participated in the Saturday Academies. In 2013, more than 3,500 students in grades six through twelve opted to take Saturday classes in American history and test preparation courses. Here are the 2013 Academies, which were held in Kansas and New York, with enrollment figures:

- **Abraham Lincoln High School, Brooklyn, New York**
  - Spring 2013: 117
- **Academy of American Studies, Queens, New York**
  - Spring 2013: 81
  - Fall 2013: 176
- **All Hallows High School, Bronx, New York**
  - Spring 2013: 393
- **Andover High School, Andover, Kansas**
  - Fall 2013: 325
- **Frederick Douglass Academy, New York, New York**
  - Spring 2013: 141
- **Heights High School, Wichita, Kansas**
  - Spring 2013: 189
- **Monsignor Farrell High School, Staten Island, New York**
  - Spring 2013: 109
- **Museum of the City of New York, New York, New York**
  - Spring 2013: 240
  - Fall 2013: 240
- **New Dorp High School, Staten Island, New York**
  - Spring 2013: 283
- **New-York Historical Society, New York, New York**
  - Spring 2013: 204
  - Fall 2013: 120
- **Notre Dame School, New York, New York**
  - Spring 2013: 283
  - Fall 2013: 262
- **Salesian High School, New Rochelle, New York**
  - Spring 2013: 250
- **St. Francis Prep, Queens, New York**
  - Fall 2013: 145

A Gilder Lehrman Saturday Academy student drafts an essay at the New-York Historical Society.
SPOTLIGHT:
GILDER LEHRMAN SATURDAY ACADEMY
at the Museum of the City of New York

DIVERSE STUDENT BODY

- 240 students were enrolled in the spring 2013 Saturday Academy.
- 61% of the students live and/or attend schools in Harlem.
- 51% of Saturday Academy students attend Title 1 public schools.

RAISING SAT SCORES

57 percent of the 130 students who had taken the SAT prior to enrolling in a Saturday Academy went on to receive higher SAT scores on the exam given at the end of the program. The average increase in scores was 120 points, with a maximum increase of 540 points. 54 percent of these students improved their scores by 100 points or more.

For at least 34 students who took the course, this practice test was their first exposure to an SAT exam.

“I credit your program with getting him accepted into wonderful urban universities throughout the Northeast as well. I firmly believe that they saw his consistency and dedication to an educational program such as yours—it is something all universities look for in a prospective student. On behalf of Carl and myself, we thank you, your staff, and the Museum of the City of New York for offering something that is invaluable to all young people that enroll.”

—Ann Ajana, Parent of a New York City Saturday Academy student
Since 2004, Gilder Lehrman has sponsored lectures, public forums, and field trips that bring historians together with middle and high school students and their teachers. These programs feature university professors, authors, and leading public officials who provide participants with the opportunity to listen to advanced lectures, analyze documents, and discuss the historian’s craft. Gilder Lehrman made possible the following presentations in 2013:

January 11
“What Every American Should Know about the First Emancipation”
Clement Price
Frederick Douglass Academy, New York
Sponsored by Sid and Ruth Lapidus

February 13
“Native American Struggle for Civil Rights”
Cary Miller
Milwaukee Public School, Wisconsin

February 27
“World War II”
David Zonderman
Raleigh, North Carolina

April 5
“Confederate Reckoning: Power and Politics in the Civil War South”
Stephanie McCurry
The Nightingale-Bamford School, New York

April 17
“American Immigration and Religion”
John Fea
Milwaukee Public School, Wisconsin

April 29
“The Bill of Rights”
Paul Finkelman
Morristown High School, New Jersey

May 9
“What Every American Should Know about the First Emancipation”
Clement Price
Bronx Laboratory School, New York
Sponsored by Sid and Ruth Lapidus

October 10
“Why Documents Matter”
James G. Basker
St. David’s School, New York

November 16
“World War II”
David Zonderman
Schools of the New York City Archdiocese
Intrepid World War II Museum, New York

December 10
“The Emancipation Proclamation”
Harold Holzer
The Chapin School, New York

December 13
“John F. Kennedy’s Inaugural Address”
Barbara Perry
Notre Dame School, New York

December 18
“How Poets Helped End Slavery”
James G. Basker
Patchogue-Medford School District
Stony Brook University, New York
Over the course of nearly two decades, the Gilder Lehrman Institute has drawn on the Gilder Lehrman Collection to provide an array of primary source documents, publications, exhibitions, and multimedia tools through which to see American history up close in classrooms, libraries, museums, and elsewhere. Whether used on their own or in combination with historians’ talks for public presentations, Gilder Lehrman’s resources are the essential elements that bring history to life.

“When This Cruel War Is Over,” song sheet, 1863
(Gilder Lehrman Collection)
The Gilder Lehrman Collection, housed at the New-York Historical Society, includes more than 60,000 letters, diaries, maps, pamphlets, printed books, newspapers, photographs, and ephemera that document the political, social, and economic history of the United States. Ranging from 1493 through the twentieth century, the Collection is widely considered one of the nation’s great archives in the Revolutionary, early national, antebellum, and Civil War periods.

DIGITIZATION OF THE COLLECTION
The Gilder Lehrman Institute is working with Adam Matthew Digital and Innovative Digital Imaging to scan and publish nearly 27,000 documents dating between 1493 and 1860 from the Gilder Lehrman Collection, with online publication scheduled for autumn 2014. The project will continue with digitization of documents from the Civil War on.

NEW ACQUISITIONS
In 2013, the Gilder Lehrman Collection acquired sixteen new items, primarily related to the twentieth century. Highlights include:
- Campaign leaflets citing the benefits of Franklin D. Roosevelt’s New Deal in 1936.
- A broadside printing of the 1961 Inaugural Address of John Fitzgerald Kennedy.
- A World War II poster entitled “Americans All” emphasizing American unity in the war effort.

EDUCATIONAL OUTREACH
In 2013, the Gilder Lehrman Collection curatorial staff conducted presentations for more than 500 teachers and students using original documents from the Collection. In these engaging interactive workshops, participants learned the stories behind the documents, explored historical events through primary sources, and learned how to use the documents as resources in literacy education. Also this year, 34 rare documents from the Collection were digitized, curated, and presented on the Gilder Lehrman website as featured primary sources.
“The Bostonian’s Paying the Excise-man, or Tarring & Feathering,” 1774, by Phillip Dawe (Gilder Lehrman Collection)
REFERENCE, RIGHTS, AND REPRODUCTIONS
Reference requests rose nearly 100 percent in 2013 to a total of 524 inquiries, which included reading room visits, reference inquiries, and rights and reproductions requests.

EXHIBITIONS CURATED BY THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY IN 2013

THE MORGAN LIBRARY & MUSEUM
Reflections on a Nation: American Writings from the Gilder Lehrman Collection, exhibition featuring five rare documents from the Collection, including the only surviving copy of a 1776 edition of the Declaration of Independence printed in South Carolina and a poignant letter to Mary Todd Lincoln from Frederick Douglass, thanking her for the gift of her late husband’s walking stick. (September 10, 2013–January 12, 2014)

THE NEW-YORK HISTORICAL SOCIETY
1863: Turning Points in the Civil War, an exhibition of Gilder Lehrman Collection materials curated and selected by the Gilder Lehrman Institute. (February 8, 2013–January 10, 2014)
PARTNER ORGANIZATIONS FEATURING DOCUMENTS FROM THE GILDER LEHRMAN COLLECTION

GEORGE WASHINGTON’S MOUNT VERNON ESTATE, MUSEUM AND GARDENS

The Book and Manuscript Gallery, permanent exhibition featuring documents from the Gilder Lehrman Collection on a rotating basis.

GETTYSBURG NATIONAL MILITARY PARK MUSEUM & VISITOR CENTER
Treasures of the Civil War: Legendary Leaders Who Shaped a War and a Nation, exhibition featuring thirty-seven items from the Gilder Lehrman Collection, including letters written by Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, and Robert E. Lee. (June 2013–June 2014)

THE HERBERT HOOVER PRESIDENTIAL LIBRARY & MUSEUM
Iowans and the Civil War: The Western Theatre, exhibition featuring the Gilder Lehrman Collection’s copy of a California printing of the Emancipation Proclamation signed by President Lincoln and a commemorative copy of the Thirteenth Amendment. (April 20, 2013–October 27, 2013)

THE NATIONAL CONSTITUTION CENTER
The Story of We the People, permanent exhibition featuring documents from the Gilder Lehrman Collection on a rotating basis.

THE NATIONAL GALLERY OF ART

THE NEW-YORK HISTORICAL SOCIETY
Abolishing Slavery: The 150th Anniversary of the Emancipation Proclamation, an exhibition pairing the Emancipation Proclamation with the Thirteenth Amendment. (January 1, 2013–March 11, 2013)

New York Rising, permanent main floor exhibition featuring slave shackles meant for a young child and several letters from the Gilder Lehrman Collection.

Liberty/Liberté, permanent main floor exhibition featuring slave identification tag and shackles from the Gilder Lehrman Collection.

THE VIRGINIA HISTORICAL SOCIETY
In 2013, the Institute continued to build on the success of its award-winning new website and work toward its goal of supporting every K–12 classroom in the country.

The site features a wealth of primary sources including letters, government and legal documents, prints, photographs, and other materials drawn from the extensive holdings of the Gilder Lehrman Collection. The site also features essays and podcasts by renowned historians and teaching resources, including Common Core lessons. Special website tools enable teachers to create their own effective and stimulating history curricula, and students can conduct independent research.

Usage more than doubled in 2013, as the site received more than 2.6 million visits and 2 million unique visitors in 2013, compared to 1.1 million visits and 800,000 unique visitors in 2012. The site also added 50,000 registered users, including more than 10,000 students and 20,000 teachers. The average duration for each visit to the site rose to almost ten minutes.
NEW CONTENT AND RESOURCES
Content offerings were expanded with 34 new featured primary resources, 17 new essays, 77 new teaching resources, and 52 new videos being posted in 2013. Essays were viewed **1.3 million times**, and teaching resources were viewed **1.2 million times**; together they accounted for 40 percent of total site traffic.

**Most Viewed Featured Primary Sources of 2013**

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<tr>
<td>Herbert Hoover on the Great Depression and New Deal, 1931–1933</td>
<td>43,223</td>
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<tr>
<td>Paul Revere’s engraving of the Boston Massacre, 1770</td>
<td>28,174</td>
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<tr>
<td>Columbus reports on his first voyage, 1493</td>
<td>23,601</td>
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<tr>
<td>Lincoln speech on slavery and the American Dream, 1858</td>
<td>11,244</td>
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<td>A Jamestown settler describes life in Virginia, 1622</td>
<td>6,802</td>
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**Most Viewed Essays of 2013**

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<tr>
<td>“The Columbian Exchange” by Alfred Crosby</td>
<td>89,808</td>
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<td>“Women and the Great Depression” by Susan Ware</td>
<td>82,387</td>
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<td>“The Civil Rights Movement: Major Events and Legacies” by James T. Patterson</td>
<td>43,816</td>
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<td>“Angelina and Sarah Grimké: Abolitionist Sisters” by Carol Berkin</td>
<td>40,441</td>
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<td>“Anti-Communism in the 1950s” by Wendy Wall</td>
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**Most Viewed Teaching Resources of 2013**

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<tr>
<td>Facts about the Slave Trade and Slavery</td>
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<td>Essential Questions in Teaching American History</td>
<td>40,343</td>
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<td>The Battle over the Bank: Hamilton v. Jefferson</td>
<td>21,200</td>
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<td>The Global Effect of World War I</td>
<td>18,444</td>
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<td>What’s That Sound? Teaching the 1960s through Popular Music</td>
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**Most Viewed Videos of 2013**

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<td>Eric Foner: “1866 and the Birth of Civil Rights”</td>
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<td>National History Teacher of the Year Award</td>
<td>2,636</td>
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<tr>
<td>Building the Gilder Lehrman Institute</td>
<td>2,599</td>
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<tr>
<td>Jill Lepore: “The Name of War: King Philip’s War and the Origins of American Identity”</td>
<td>2,505</td>
</tr>
<tr>
<td>Eric Foner: “Reconstruction and Its Legacy”</td>
<td>2,048</td>
</tr>
</tbody>
</table>

“The Gilder Lehrman website is an awesome resource that I use weekly if not daily. I have found the scholarly essays and primary documents to be invaluable to my preparation and teaching.”

—R. J. Meyer, History Teacher, Marengo Community High School, Marengo, Illinois
In 2013, the Institute’s multimedia offerings garnered 105,148 views. More than 50 new multimedia items were produced this year, with highlights including:

James G. Basker: “American Antislavery Writings: Colonial Beginnings to Emancipation”
Gilder Lehrman president James G. Basker discusses his latest book, *American Antislavery Writings: Colonial Beginnings to Emancipation*, noting some of the unexpected individuals who raised their voices against slavery.

Duke University historian Laurent Dubois discusses slavery, culture, and ideology in the French colony of Saint-Domingue, which upon the triumph of its revolution in 1804 became the nation of Haiti—the first and only country established through a slave rebellion.

Nicole Eustace: “Reason and Emotion in Revolutionary America”
New York University historian Nicole Eustace discusses the “tempest of emotion” that swept through the Age of Reason, epitomized by the earliest call for a full break between the American colonies and Great Britain, Thomas Paine’s passionate *Common Sense*.

Lori D. Ginzberg: “Elizabeth Cady Stanton: An American Life”
Historian Lori Ginzberg delivers a lecture on this leader of the women’s rights movement for teachers participating in a Teaching American History Grant supported by Gilder Lehrman.

Lewis E. Lehrman: “Learning from Lincoln”
Gilder Lehrman Institute co-founder Lewis E. Lehrman presents his latest research into the life of our sixteenth president.


James Oakes: “Emancipation and the Question of Agency”
Historian James Oakes of The Graduate Center, City University of New York, addresses the question of agency in emancipation—Who freed the slaves?—by suggesting that the answer is multifaceted and complex.

New York University historian John Shovlin considers the question of American influences on the French Revolution.

Gordon Wood: “Taxation and Representation: The Imperial Debate between Britain and the Americans”
Brown University historian Gordon Wood compares British and American ideas of representation during the eighteenth century, widely diverging points of view that were forged by radically different experiences with government.

During the partial government shutdown of 2013, a panel of expert historians and policy analysts convened in Washington, DC, to discuss the presence of Abraham Lincoln’s legacy in contemporary politics.
Initiated in 2012, our online course program continued in summer 2013 with a new offering—“Understanding Lincoln,” an accredited graduate-level course with Civil War historian Matthew Pinsker of Dickinson College. Participants studied the life and legacy of Abraham Lincoln through careful analysis of a wide range of documents written by Lincoln himself. Professor Pinsker emphasized teachable aspects of each document and demonstrated how to use literary-analysis skills in concert with historical knowledge to acquire a rich understanding of each document.

“Understanding Lincoln” gathered together a total of 720 educators—with 100 teachers taking the course for graduate credit—from 46 states and 4 continents (North America, South America, Africa, and Asia).

ONLINE COURSE PARTICIPATION IN THE UNITED STATES
Blue represents graduate course participants. Red represents participants auditing the course.
Supplementing our 2013 online course and online Teacher Seminars, these four tours of major historical sites, available on the Gilder Lehrman website, are led by accomplished historians. We are particularly excited to have produced virtual tours to celebrate the 50th anniversary of the March on Washington and the 150th anniversary of the Battle of Gettysburg. Virtual field trips produced in 2013 include:

- “Harlem: The Capital of the Black World” led by Jonathan Holloway
- “The March on Washington: A Virtual Tour” led by Clayborne Carson
- “A Teacher’s Tour of the Battle of Gettysburg” led by Matthew Pinsker
- “A Teacher’s Tour of Ford’s Theatre Center for Education and Leadership” led by Matthew Pinsker
History Now is a quarterly online journal for teachers, students, and lovers of history that launched in September 2004. Each issue focuses on a major theme in American history and features essays by leading historians and lesson plans by teachers.

2013

America’s First Ladies, No. 35 (Spring 2013)
“First Ladies’ Contributions to Political Issues and the National Welfare” by Betty Boyd Caroli
“Martha Washington Creates the Role of First Lady” by Patricia Brady
“Dolley Madison: First Lady and Queen” by Catherine Allgor
“Eleanor Roosevelt as First Lady” by Maurine Beasley
“Betty Ford: A New Kind of First Lady” by Gil Troy
Interactive Feature: Map of the First Ladies’ Birth Places

Great Inaugural Addresses, No. 36 (Summer 2013)
“No Event Could Have Filled Me with Greater Anxieties’: George Washington and the First Inaugural Address, April 30, 1789” by Phillip Hamilton
“Lincoln’s Second Inaugural” by Lewis E. Lehrman
“FDR’s First Inaugural Address” by Davis W. Houck
“John F. Kennedy’s Inaugural Address” by Michael Nelson
“A More Perfect Union? Barack Obama and the Politics of Unity” by Thomas J. Sugrue
Interactive Feature: Great Inaugural Addresses

Gettysburg: Insights and Perspectives, No. 37 (Fall 2013)
“How the Town Shaped the Battle: Gettysburg 1863” by Allen C. Guelzo
“The Brave Men, Living and Dead’: Common Soldiers at the Battle of Gettysburg” by Robert Bonner
“Field Relief Work at Gettysburg” by Jane E. Schultz
“Lincoln’s ‘Flat Failure’: The Gettysburg Myth Revisited” by Harold Holzer
“The Relevance of Gettysburg” by D. Scott Hartwig
“Sharing a Civil War Photo with a Million People” by Garry E. Adelman
Interactive Feature: A Teacher’s Tour of the Battle of Gettysburg

Handcolored lithograph by Currier & Ives of the Battle of Gettysburg, ca. 1863 (Gilder Lehrman Collection)
In 2013 the Institute published the third edition of *Why Documents Matter: American Originals and the Historical Imagination*, a collection of materials for teachers, students, and lovers of American history. This booklet, several posters, and a 2014 Civil War calendar comprise the Institute’s new print publications.

**Highlights of *Why Documents Matter*, 3rd edition**
The expanded and revised edition of *Why Documents Matter* now includes more documents related to the West, Spanish American history, the Civil War, and the twentieth century. Among the new documents are:

• a letter written by a Jamestown colonist, 1622
• a receipt for land purchased from the Iroquois, 1769
• a report in Spanish on the establishment of Spanish missions in California, 1776
• a map of the American West, 1845
• a letter on the Gold Rush, 1850
• letters from a Confederate and a Union soldier after Gettysburg, 1863
• a letter from Robert E. Lee to his son, 1864
• a political cartoon on General Grant, 1864
• World War II posters, 1943
• a letter from a soldier in the Pacific, 1945
• John F. Kennedy’s Inaugural Address, 1961
NEW PUBLICATIONS IN 2013

DOCUMENT BOOKLETS

*Why Documents Matter: American Originals and the Historical Imagination, 3rd edition*

CALENDAR

The 2014 Calendar of the Civil War features paintings by men who enlisted in or traveled with the military during the Civil War as well as photographs of important figures. It also provides dates for battles and other major events throughout the war.

POSTERS

- Lincoln’s Gettysburg Address, 1863
- Immigrants and the War Effort, 1917
- Labor on the Home Front, 1918
- Pearl Harbor, 1941
- What You Can Do—World War II, 1943
- Uncle Sam in World War II, 1943
- International Cooperation in WWII, 1943
- Recruiting Nurses in World War II, 1944
- Kennedy’s Inaugural Address, 1961

International Cooperation in WWII

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*What You Can Do—World War II*

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The Gilder Lehrman Institute of American History

www.gilderlehrman.org
GILDER LEHRMAN PUBLICATIONS IN PRINT

All available at the Gilder Lehrman “History Shop” at www.gilderlehrmanstore.org

BOOKS AND BOOKLETS

2014 Calendar of the Civil War

Abraham Lincoln in His Own Words: An Intimate View of Our Greatest President

Alexander Hamilton and the Creation of the United States

Early American Abolitionists: A Collection of Anti-Slavery Writings, 1760–1820

Great Lincoln Documents: Historians Present Treasures from the Gilder Lehrman Collection

“I take up my pen”: A Souvenir Booklet of Civil War Soldiers’ Letters

James Madison and the Birth of the U.S. Constitution

Slavery in the Founding Era: Literary Contexts

Treasures of American History: Documents Presented in Honor of New Citizens of the United States

Why Documents Matter: American Originals and the Historical Imagination, Selections from the Gilder Lehrman Collection

Wilberforce, Lincoln, and the Abolition of Slavery

CDS AND DVDS

Alexander Hamilton: The Man Who Made Modern America

An American Sampler: Poems and Songs That Celebrate Our Nation’s Past

Freedom: A History of US

Historians on the Record: Selected Topics in American History

Historians on the Record: Slavery and Abolition

Historians on the Record: Twentieth-Century History

Mr. Lincoln’s War: Selected Letters, Photographs, and Songs

HISTORY IN A BOX: PEOPLE, PLACES, POLITICS

American History: An Introduction

The Founding Era

Alexander Hamilton and the Creation of the United States

Slavery and Abolition

Abraham Lincoln

The Civil War

The American West

Freedom to Move: Immigration and Migration in US History
POSTERS
North American Colonies, 1733
Boston Massacre, March 5, 1770
Phillis Wheatley, 1773
Declaration of Independence, 1776
United States Constitution, 1787
Runaway Slave Ads, 1791 and 1852
Anti-Slavery Broadside, 1836
Abolitionist Flag, ca. 1859
John Brown, 1859
Abraham Lincoln, 1860
Civil War Scenes, 1861 and 1862
United States, 1862
Emancipation Proclamation, 1863
Civil War Recruiting Poster, 1863 (2)
Emancipated Slave Children, 1863
Black Troops in the Civil War, 1863
President Abraham Lincoln, 1863
Lincoln’s Gettysburg Address, 1863
Sojourner Truth, 1864
Yosemite Land Grant, 1864
Lincoln’s Second Inaugural Address, 1865
Frederick Douglass, c. 1870
Fifteenth Amendment, 1870
Theodore Roosevelt, 1906
The Women’s Suffrage Movement, 1915
Suffragist Movement, 1917
20th-Century Immigration, 1917
Immigrants & the War Effort, 1917
Labor on the Home Front, 1918
World War I Recruiting Poster, 1918
Pearl Harbor, 1941
What You Can Do—World War II, 1943
Uncle Sam in World War II, 1943
International Cooperation in WWII, 1943
Recruiting Nurses in World War II, 1944
The Little Rock Nine, 1957
Kennedy’s Inaugural Address, 1961
School Desegregation, 1963
Civil Rights Placard, 1968 (2)
Since 1997, the Gilder Lehrman Institute has developed traveling panel exhibitions for display at schools, libraries, and historic sites. These lively, colorful displays present a unique opportunity for communities to share research by leading scholars and view images of important original documents such as the Declaration of Independence, US Constitution, and Emancipation Proclamation. Composed of interlocking panels with graphic reproductions of rare documents, images, and interpretive text, these exhibitions circulate nationwide, providing an introduction to critical moments and individuals in American history for students, teachers, and the public.

This year, the traveling panel exhibitions reached 111 sites, including underserved communities, to an increase of 35 percent over 2012. Sites that display the exhibitions are also required to develop quality educational programming around the exhibitions and the topics explored in them. Host sites develop lectures, discussion panels, and participatory events for students in grades 5–12, including essay contests and interactive programs as well as multigenerational family days.

EXHIBITIONS
Abraham Lincoln: A Man of His Time, A Man for All Times
Alexander Hamilton: The Man Who Made Modern America
Civil War 150: The Civil War Told by Those Who Lived It (in partnership with the National Endowment for the Humanities and the Library of America)
Emancipation and Its Legacies
Frederick Douglass from Slavery to Freedom
Freedom: A History of US
Freedom Riders
Looking at Lincoln: Political Cartoons from the Civil War Era
The Many Faces of George Washington
The Progressive Era: Creating Modern America, 1900–1917
We have used the panels as the seed for lectures and programs that developed the themes of the exhibits and galvanized our community. The library sees its role as the cultural institution in our town that brings people of all backgrounds and beliefs together in a forum of respectful discourse. The Gilder Lehrman Institute is one of the few resources fueling top-tier historical programming for communities such as ours.

—Meg Kolaya, Scotch Plains Public Library (NJ), July 2013 host site of Emancipation and Its Legacies
2013 TRAVELING EXHIBITIONS, BY STATE AND SITE

In 2013, 9 Gilder Lehrman traveling exhibitions were hosted by **111 sites in 40 states** by the following types of host institutions:

- **47** K–12 Schools (including 39 Gilder Lehrman Affiliate Schools)
- **43** Libraries
- **21** Museums, Historical Societies, and Community Centers

**ALABAMA**
Athens State University, Athens, *The Many Faces of George Washington*

**ARIZONA**
Hamilton High School, Chandler, *Abraham Lincoln*
Hamilton High School, Chandler, *Freedom Riders*
Sierra Linda High School, Phoenix, *Abraham Lincoln*

**ARKANSAS**
Arkansas Tech University, Russellville, *Civil War 150*

**CALIFORNIA**
Allan Daily High School, Glendale, *Looking at Lincoln*
Dutcher Middle School, Turlock, *Freedom: A History of US*
Fremont High School, Sunnyvale, *Frederick Douglass from Slavery to Freedom*
Monta Vista High School, Cupertino, *Emancipation and Its Legacies*

**COLORADO**
Denver South High School, Denver, *The Progressive Era*

**CONNECTICUT**
Griswold Middle School, Griswold, *The Progressive Era*
Groton Public Library, Groton, *Civil War 150*
Strong School, Durham, *Freedom Riders*
Windsor Public Schools, Windsor, *The Progressive Era*
Yale University, New Haven, *Emancipation and Its Legacies*

**DISTRICT OF COLUMBIA**
Alice Deal Middle School, Washington, *Frederick Douglass from Slavery to Freedom*

**FLORIDA**
Frostproof Middle-Senior High School, Frostproof, *Looking at Lincoln*
Haines City High School, Haines City, *Abraham Lincoln*
Lake Nona Middle School, Orlando, *Frederick Douglass from Slavery to Freedom*
McKeel Academy of Technology, Lakeland, *The Progressive Era*
Seminole County Public Library, Casselberry, *Civil War 150*
Sleepy Hill Middle School, Lakeland, *Freedom: A History of US*
South Florida Fair, West Palm Beach, *Abraham Lincoln*

**GEORGIA**
Columbus State University, Columbus, *Freedom Riders*
The Lovett School, Atlanta, *Frederick Douglass from Slavery to Freedom*
Ridgeview Charter School, Sandy Springs, *Looking at Lincoln*
Southwest Chatham Library, Savannah, *The Many Faces of George Washington*
University of West Georgia, Carrollton, *Alexander Hamilton*

**HAWAII**
Kapolei Public Library, Kapolei, *Civil War 150*

**IDAHO**
Twin Falls Public Library, Twin Falls, *Civil War 150*

**ILLINOIS**
Guerin College Prep, River Grove, *Looking at Lincoln*

**INDIANA**
Battle of Corydon Memorial Park, Corydon, *Looking at Lincoln*
East Chicago High School, East Chicago, *Looking at Lincoln*
Evansville African American Museum, Evansville, *Frederick Douglass from Slavery to Freedom*
Greenwood Public Library, Greenwood, *Civil War 150*
Peace Learning Center, Indianapolis, *Freedom Riders*

**IOWA**
Iowa City Public Library, Iowa City, *Civil War 150*
Living History Farms, Urbandale, *The Progressive Era*

**KENTUCKY**
Alexander Hamilton Historical Society of Kentucky, Prospect, *The Many Faces of George Washington*
Gallatin County Public Library, Warsaw, *Looking at Lincoln*

**LOUISIANA**
Lockport Public Library, Lockport, *Civil War 150*
St. Mary’s Academy, New Orleans, *Freedom Riders*

**MARYLAND**
Bullis School, Potomac, *Freedom Riders*
Harford Community College, Bel Air, *Emancipation and Its Legacies*
MASSACHUSETTS
Cottagers Corner, Oak Bluffs, Freedom: A History of US
Foxborough High School, Foxborough, Frederick Douglass from Slavery to Freedom
Hamilton-Wenham Public Library, South Hamilton, Civil War 150
Nathan and Mary Johnson House, New Bedford, Emancipation and Its Legacies
North Attleborough High School, North Attleborough, The Progressive Era

MICHIGAN
Niedermeier Center for Education, Newport, Abraham Lincoln
Wayne Public Library, Wayne, Civil War 150

MINNESOTA
Nathan Hale High School, Minneapolis, Frederick Douglass from Slavery to Freedom

MISSISSIPPI
University of Southern Mississippi, Hattiesburg, Civil War 150

MISSOURI
The Griot Museum of Black History, St. Louis, Looking at Lincoln
Kansas City Public Library, Kansas City, The Many Faces of George Washington
Rolling Hills Consolidated Library, St. Joseph, Civil War 150
Thomas F. Eagleton United States Courthouse, St. Louis, Freedom Riders

MONTANA
University of Montana, Missoula, Civil War 150

NEBRASKA
Buffet Magnet School, Omaha, The Progressive Era

NEVADA
Nevada Historical Society, Reno, Abraham Lincoln
Ruby Thomas Elementary School, Las Vegas, Emancipation and Its Legacies

NEW HAMPSHIRE
Pease Public Library, Plymouth, Civil War 150

NEW JERSEY
Barnegat High School, Barnegat Township, The Progressive Era
Bayonne High School, Bayonne, Looking at Lincoln
Burlington County Library, Westampton, Looking at Lincoln
Glen Rock High School, Glen Rock, Freedom: A History of US
Raritan Valley Community College, Branchburg, Frederick Douglass from Slavery to Freedom
Scotch Plains Public Library, Scotch Plains, Emancipation and Its Legacies

NEW YORK
Ardley High School, Ardsley, Emancipation and Its Legacies
African American Museum of Nassau County, Hempstead, Looking at Lincoln
Byram Hills High School, Armonk, Abraham Lincoln
City College of New York, New York, Emancipation and Its Legacies
Fayetteville-Manlius Schools, Manlius, Abraham Lincoln
Lindenhurst Senior High School, Lindenhurst, Freedom Riders
One World Middle School, Bronx, Frederick Douglass from Slavery to Freedom
Preston High School, Bronx, Frederick Douglass from Slavery to Freedom
St. Thomas Aquinas College, Sparkill, Frederick Douglass from Slavery to Freedom

NORTH CAROLINA
Belmont Abbey College, Belmont, Looking at Lincoln
Central Piedmont Community College, Charlotte, Civil War 150
Raleigh Charter High School, Raleigh, Looking at Lincoln

NORTH DAKOTA
Dickinson State University, Dickinson, Civil War 150

OHIO
Lakewood Public Library, Lakewood, Civil War 150
Quaker Heritage Center, Wilmington, Frederick Douglass from Slavery to Freedom

OREGON
Canby Public Library, Canby, Civil War 150
Roosevelt High School, Portland, Frederick Douglass from Slavery to Freedom

PENNSYLVANIA
Apollo Memorial Library, Apollo, Civil War 150
Mount Lebanon Public Library, Pittsburgh, Civil War 150
Silver Springs - Martin Luther School, Plymouth Meeting, Freedom Riders

SOUTH CAROLINA
Beaufort County Library, Beaufort, Civil War 150
League Academy, Greenville, Looking at Lincoln
TRAVELING EXHIBITIONS

TENNESSEE
Jackson-Madison County Branch of the NAACP, Jackson, Freedom Riders
Lucius E. and Elsie C. Burch, Jr. Library, Collierville, Looking at Lincoln
Nashville Public Library, Nashville, Civil War 150
University of Tennessee, Martin, The Many Faces of George Washington

TEXAS
Emily Fowler Central Library, Denton, Looking at Lincoln
Grand Prairie Main Library, Grand Prairie, Frederick Douglass from Slavery to Freedom
Grapevine Museum District, Grapevine, Freedom: A History of US
Hutto High School, Hutto, Emancipation and Its Legacies
Noel Grisham Middle School, Austin, Alexander Hamilton
Southwest High School, San Antonio, Freedom: A History of US
Southwest High School, San Antonio, Freedom Riders
Texas A&M University, Laredo, The Many Faces of George Washington

VERMONT
Billings Farm and Museum, Woodstock, Emancipation and Its Legacies
Billings Farm and Museum, Woodstock, Looking at Lincoln

WASHINGTON
Sequoia Middle School, Auburn, Looking at Lincoln

WEST VIRGINIA
Putnam County Parks, Hurricane, Abraham Lincoln

WISCONSIN
Lawrence University, Appleton, Abraham Lincoln
Town Hall Public Library, Town of Merton, North Lake, Civil War 150

Students from the Frederick Douglass Academy in New York, NY, viewing Emancipation and Its Legacies.
The scope of public programs and exhibitions increased in 2013 due in large part to major grants from the National Endowment for the Humanities.

CREATED EQUAL: AMERICA’S CIVIL RIGHTS STRUGGLE

To mark the 150th anniversary of the Emancipation Proclamation, the National Endowment for the Humanities planned the initiative Created Equal: America’s Civil Rights Struggle. The NEH invited Gilder Lehrman to partner on this three-year project, the centerpiece of which is a set of four powerful documentary films: Abolitionists, Slavery by Another Name, The Loving Story, and Freedom Riders.

Across the nation, 473 sites were selected by competitive application to receive the films and a $1,200 stipend to plan public conversations around the history of civil rights. The Institute developed site support materials, hosted an orientation webinar, and manages the project. The Institute contributed historical documents as well as educational materials to the NEH Created Equal website, www.createdequal.neh.gov, which is linked to the Gilder Lehrman website.

In 2013, 139 libraries, museums, historic sites, and community organizations presented Created Equal programs in 41 states. Sites included Tuskegee University (Tuskegee, AL); Echo Park Film Center (Los Angeles, CA); Colorado Humanities (Greenwood Village, CO); New Orleans African American Museum (New Orleans, LA); Theatre for Transformation (Lancaster, PA); DIVAS for Social Justice (Brooklyn, NY); the State Historical Society of North Dakota (Bismarck, ND); and New Berlin Public Library (New Berlin, WI).

—New York City high school students in Queens, NY, at a “Created Equal: America’s Civil Rights Struggle” event sponsored by DIVAS for Social Justice, the NEH, and the Gilder Lehrman Institute.
CIVIL WAR 150 PROGRAMS
In partnership with the Library of America, the Gilder Lehrman Institute is implementing Civil War 150, a four-year grant from the National Endowment for the Humanities. The project includes both a traveling panel exhibition and a public-programming initiative. The exhibition is drawn from the Gilder Lehrman Collection and traces the major events of the Civil War through the eyes of leaders and ordinary Americans from 1860 to 1865. Fifty sites received funds to host the exhibition and plan programs around it through March 2015, and an additional 150 sites received small grants to develop Civil War 150 public programming.

In 2013, 85 sites in 36 states hosted the Civil War 150 exhibition or public programming. The sites varied from rural to urban locations, including Greeley, Colorado; Cheshire, Connecticut; Lincoln, Kansas; Albuquerque, New Mexico; Florence, South Carolina; Crowley, Texas; and Farmville, Virginia.

LECTURES AND PANELS
“Learning from Lincoln,” a lecture by Lewis E. Lehrman
October 1, 2013, at the Morgan Library & Museum

“Making American Civic Education and the Common Core,” co-sponsored by the Gilder Lehrman Institute of American History and Manhattan Institute for Policy Research
October 11, 2013, at the Harvard Club
The Gilder Lehrman Institute of American History co-sponsored a panel discussion with the Manhattan Institute for Policy Research. The discussion focused on the Common Core State Standards and the role they can play in improving civic education. The panel featured:

Tim Bailey, Director, Teaching Literacy through History Program, Gilder Lehrman Institute
Lynne Munson, President & Executive Director, Common Core
Robert Pondiscio, Executive Director, CitizenshipFirst, an initiative of Democracy Prep
Juan Rangel, Chief Executive Officer, United Neighborhood Organization
Stefanie Sanford, Chief of Global Policy & Advocacy, The College Board
Moderator: Sol Stern, Contributing Editor, City Journal
Gilder Lehrman celebrates top scholars and teachers for their outstanding work. We draw on our national network of historians, institutions, students, and education professionals to identify and recognize excellence.
Since 2004, the Institute has honored the best K–12 American history teachers in the country. This past year, 51 new teachers were honored with the State History Teacher of the Year Award in 2013. They are among 506 teachers who have earned that recognition since 2004, when the program was launched with the support of First Lady Laura Bush.

The 2013 National History Teacher of the Year Award, co-sponsored by the Gilder Lehrman Institute, HISTORY®, and Preserve America, was presented to Jill Szymanski, a 4th/5th-grade teacher at the Brandywine Springs School in Wilmington, Delaware. Ms. Szymanski accepted the award from Bancroft Prize–winning historian Kenneth T. Jackson. Elementary school teachers (grades K–6) and middle and high school teachers (grades 7–12) are honored in separate categories in alternate years.

In 2013, more than 1,000 teachers were nominated for the award. The national winner is selected from among the fifty-plus state winners.

### 2013 STATE HISTORY TEACHERS OF THE YEAR

<table>
<thead>
<tr>
<th>State</th>
<th>Teacher Name</th>
<th>School Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>ALABAMA</td>
<td>Leslie Clark</td>
<td>Bluff Park Elementary School</td>
<td>Hoover, AL</td>
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<tr>
<td>ALASKA</td>
<td>Tammy Duff</td>
<td>Northern Lights ABC School</td>
<td>Anchorage, AK</td>
</tr>
<tr>
<td>ARIZONA</td>
<td>Kevin McBeth</td>
<td>Naco Elementary School</td>
<td>Naco, AZ</td>
</tr>
<tr>
<td>ARKANSAS</td>
<td>Chrissy Hallwachs</td>
<td>Cooper Elementary School</td>
<td>Bella Vista, AR</td>
</tr>
<tr>
<td>CALIFORNIA</td>
<td>Joan Bain</td>
<td>Camino Real Elementary School</td>
<td>Jurupa Valley, CA</td>
</tr>
<tr>
<td>COLORADO</td>
<td>Jeff Siener</td>
<td>Liberty Common School</td>
<td>Fort Collins, CO</td>
</tr>
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<td>CONNECTICUT</td>
<td>Jeff Cowan</td>
<td>Webster Hill School</td>
<td>West Hartford, CT</td>
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<td>DELAWARE</td>
<td>Jill Szymanski</td>
<td>Brandywine Springs School</td>
<td>Wilmington, DE</td>
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<td>DEPARTMENT OF DEFENSE</td>
<td>Tina Lisk</td>
<td>E.C. Killin Elementary School</td>
<td>Okinawa, Japan</td>
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<tr>
<td>DISTRICT OF COLUMBIA</td>
<td>Serena Barton</td>
<td>E.W. Stokes Community Freedom</td>
<td>Washington, DC</td>
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<td>FLORIDA</td>
<td>Kassie Erenstoft</td>
<td>Holland Elementary School</td>
<td>Satellite Beach, FL</td>
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<td>GEORGIA</td>
<td>Janeen Mcabee</td>
<td>Shuman Elementary School</td>
<td>Savannah, GA</td>
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<td>HAWAII</td>
<td>Colleen Spring</td>
<td>Laie Elementary School</td>
<td>Laie, HI</td>
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<td>ILLINOIS</td>
<td>Laura Font</td>
<td>Madison Elementary School</td>
<td>Lombard, IL</td>
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<td>INDIANA</td>
<td>Linda Crady</td>
<td>Sycamore School</td>
<td>Indianapolis, IN</td>
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<td>IOWA</td>
<td>Josh Culberson</td>
<td>Lamoni Community Schools</td>
<td>Lamoni, IA</td>
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<td>KANSAS</td>
<td>Terry Healy</td>
<td>Woodrow Wilson Elementary School</td>
<td>Manhattan, KS</td>
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<td>KENTUCKY</td>
<td>Christina Cornelius</td>
<td>James E. Farmer Elementary School</td>
<td>Louisville, KY</td>
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<tr>
<td>LOUISIANA</td>
<td>Kathleen Faherty</td>
<td>Gretna No. 2 Academy</td>
<td>Gretna, LA</td>
</tr>
<tr>
<td>MAINE</td>
<td>Janet Ventrella</td>
<td>Livermore Elementary School</td>
<td>Livermore, ME</td>
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</table>
MARYLAND
Jeanne Minnick
Fourth Presbyterian School
Potomac, MD

MASSACHUSETTS
Jeanne Lenza
Plympton School
Waltham, MA

MICHIGAN
Peter Alburts
Lawrence Elementary School
Lawrence, MI

MINNESOTA
Laura Tessmer
Clover Ridge Elementary School
Chaska, MN

MISSISSIPPI
Kimberly Yawn
Oak Grove Upper Elementary School
Hattiesburg, MS

MISSOURI
April Fulstone
Wydown Middle School
Clayton, MO

MONTANA
Jodi Delaney
Broadwater Elementary School
Helena, MT

NEBRASKA
Sarah Winans
Kloefkorn Elementary School
Lincoln, NE

NEVADA
Linda Hudson
Alexander Dawson School
Las Vegas, NV

NEW HAMPSHIRE
Brad Wolff
Ashland Elementary School
Ashland, NH

NEW JERSEY
Mary Byatt
Birches Elementary School
Turnersville, NJ

NEW MEXICO
Kelly Pearce
Vista Grande Elementary School
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Jill Szymanski, winner of the 2013 National History Teacher of the Year Award, with one of her students.

“Teacher quality is the most important school-related factor in a student’s success. It is educators like Jill who have a special ability to bring out the best in their pupils...[She] sets an example that helps her peers improve...Thank you, Jill, for helping to inspire all of us to ensure that we do everything we can to provide our young people the best possible education.”

—Jack Markell, Governor of Delaware
FREDERICK DOUGLASS BOOK PRIZE

The Frederick Douglass Book Prize is an annual prize of $25,000 recognizing the best book on slavery or abolition. Awarded since 1999, the prize is co-sponsored by the Gilder Lehrman Institute and the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University.

2013 FREDERICK DOUGLASS BOOK PRIZE WINNER

Sydney Nathans

To Free a Family: The Journey of Mary Walker (Harvard University Press)

GILDER LEHRMAN LINCOLN PRIZE

The Lincoln Prize is an annual award of $50,000 for the finest book on Abraham Lincoln or the Civil War era. Awarded since 1991, the prize is co-sponsored by the Gilder Lehrman Institute and Gettysburg College.

2013 LINCOLN PRIZE WINNER

James Oakes


GEORGE WASHINGTON BOOK PRIZE

Inaugurated in 2005, the George Washington Book Prize is an annual award of $50,000 recognizing the best book on George Washington or the founding era. The prize is co-sponsored by the Gilder Lehrman Institute, Washington College, and George Washington’s Mount Vernon.

2013 GEORGE WASHINGTON BOOK PRIZE WINNER

Stephen Brumwell

George Washington: Gentleman Warrior (Quercus)
Each year the Gilder Lehrman Institute awards short-term research fellowships to scholars working in American history at every level, from doctoral candidates to senior faculty, including independent scholars. The fellowships support research within American history archives in New York City. Since 1994, the Gilder Lehrman Institute has awarded a total of 603 fellowships. In 2013, the following 11 Fellows were selected from more than 100 applicants:

**Julia Bernier**  
Doctoral Candidate, University of Massachusetts, Amherst  
*Papered Freedom: Self-Purchase and Compensated Manumission in Nineteenth-Century African American Life*

**Michael A. Blaakman**  
Doctoral Candidate, Yale University  
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**Wil Verhoeven**  
Professor of American Culture, University of Groningen  
*Enemies of the State: Sedition and Resistance in the Trans-Allegheny West, 1776–1806*
Since 2003, the Gilder Lehrman History Scholar Award has honored top undergraduates majoring in American history and American studies. In 2013, fifteen college seniors were chosen for their combination of academic excellence and commitment to improving their communities. This year’s cohort represented a wide variety of backgrounds, including two military veterans, two graduates entering their first year of K–12 teaching, and one Fulbright Scholar.

The 2013 award recipients were taken on private tours of several New York City archives, including the Gilder Lehrman Collection and the Metropolitan Museum of Art. The group also met with eminent scholars such as Kenneth T. Jackson and Khalil Gibran Muhammad to discuss careers in the field of history. The program culminated in an award ceremony held at the University Club to honor the winners.

2013 RECIPIENTS OF THE GILDER LEHRMAN HISTORY SCHOLAR AWARD

Chelsey Cain – University of Georgia
Eugene Clancy – University of Pittsburgh at Johnstown
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Katherine Thornton – Washington College
Owen Volzke – University of Northern Colorado
Kyra Zemanick – College of William and Mary

The fifteen 2013 History Scholars with President James G. Basker, Executive Director Lesley Herrmann, Trustee Bob Daum, and Program Director Thorin Tritter of the Gilder Lehrman Institute at the award ceremony held at the University Club, NY, June 2013.
The 2013 History Scholars view a signed copy of the Thirteenth Amendment during a private archive tour of the Gilder Lehrman Collection at the New-York Historical Society.

“Kyra [Zemanick] is not only among the very best of history students; she is a model for what we should want the next generation of historians to be.”

—Carol Sheriff, Professor of History, College of William & Mary

“Mr. [Owen] Volzke, who is earning his secondary school teacher’s license, will dedicate his talents to public school education. The future success of our nation’s public school education is dependent on getting more talented students like Mr. Volzke.”

—Aaron Haberman, Assistant Professor of History, University of Northern Colorado
In 2013, 10 high school and college students were selected to work as interns. Gilder Lehrman interns worked directly with staff across several programs to assist in the Institute’s work and to acquire new skill sets. They participated in weekly enrichment activities—including field trips to the Gilder Lehrman Collection, the Intrepid Air & Space Museum, and the National Park Site at Federal Hall—that built their knowledge of historical content and exposed them to various professional tracks.

**SUMMER 2013 INTERNS**

James Barasch, Tufts University  
Martin Carlino, Harvard University  
Ian Chwatuk, Midwood High School  
Elena Colon-Marrero, Christopher Newport University  
Madeleine Flieger, Marymount High School  
Grace LaFaire, Chapin School  
Iveethe Molina, Murrow High School  
Justin Randolph, University of North Carolina  
Caroline Spivack, Mt. Holyoke College  
Nicholas Stewart, St. Ann’s School

“I am writing this to let you know what a fantastic experience I had interning at the Gilder Lehrman Institute this summer. It was a really well-designed internship, and I feel that I was able to contribute just as much as I was able to learn. It was really encouraging for me to discover how GLI works with different schools and teachers all across the country through supporting American History. I really appreciate what the Institute does!”

—Madeleine Flieger, Marymount High School

2013 Gilder Lehrman’s student interns at Federal Hall in New York City.
We are grateful to each and every supporter who joins with us to improve the teaching and learning of American history. We also know that every teacher and student impacted by the Gilder Lehrman Institute stands with us in thanking our donors for their generosity and partnership.
Founded in 1998 by Richard Gilder and Lewis E. Lehrman and hosted by the Whitney and Betty MacMillan Center for International and Area Studies at Yale University, the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition operates under the direction of David W. Blight, Class of 1954 Professor of American History at Yale. The Center hosts scholars, sponsors lectures and conferences, and provides teaching resources on the history of slavery and abolition.

FREDERICK DOUGLASS BOOK PRIZE
Jointly sponsored by the Gilder Lehrman Institute and the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University, this annual prize of $25,000 recognizes the best book on slavery or abolition.

2013 Frederick Douglass Book Prize Winner
Sydney Nathans (Professor Emeritus of History, Duke University)
To Free a Family: The Journey of Mary Walker (Harvard University Press)

2013 Frederick Douglass Book Prize Finalists
Stephen Kantrowitz (Professor of History, University of Wisconsin)

Brett Rushforth (Associate Professor of History, The College of William & Mary)
Bonds of Alliance: Indigenous & Atlantic Slaveries in New France (University of North Carolina Press for the Omohundro Institute of Early American History and Culture)

FALL INTERNATIONAL CONFERENCE
“Indigenous Enslavement and Incarceration in North American History”
Fourteenth Annual International Fall Conference, November 15–16, 2013
This conference showcased exciting new work about indigenous slavery and traced its effects on and within Native American communities. It connected new slavery scholarship situated in early American history with contemporary investigations into incarceration and prison studies. Speakers included: The Honorable Justice Murray Sinclair, Chair, Truth and Reconciliation Commission of Canada; Ned Blackhawk, Yale University; David W. Blight, Yale University; Lisa Brooks, Amherst College; Christine DeLucia, Mount Holyoke College; Alejandra Dubcovsky, Yale University; Robbie Ethridge, University of Mississippi; John Mack Faragher, Yale University; Joseph Gone, University of Michigan; Margaret Jacobs, University of Nebraska; Tsianina Lomawaima, University of Arizona; Kevin McBride, Mashantucket Pequot Museum & Research Center; Tiya Miles, University of Michigan; Melinda Miller, United States Naval Academy; Khalil Gibran Muhammad, Schomburg Center for Research in Black Culture; Beth Piatote, University of California-Berkeley; Rachel Purvis, Yale University; Debbie Reese, American Indians in Children’s Literature; Luana Ross, University of Washington; Howard Sapers, Correctional Investigator for Canada; Theodore Van Alst, Yale University; Jace Weaver, University of Georgia; Fay Yarbrough, Rice University; and Melissa Tantaquidgeon Zobel, The Mohegan Tribe.

WORLD BIBLIOGRAPHY OF SLAVERY AND ABOLITION
The Center continues to manage the World Bibliography of Slavery and Abolition, formerly edited by Professor Joseph Miller at the University of Virginia.
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The second annual Gilder Lehrman Institute Gala honored co-founders Richard Gilder and Lewis E. Lehrman on May 14 at the Metropolitan Club in New York City. The program featured students from the Gilder Lehrman Affiliate School Program: Martina Harris of the American History High School in Newark, New Jersey, opened the evening by welcoming the guests. Melissa Cleveland and Jacob Cortes of the Academy of American Studies in Queens, New York, presented the award to Mr. Gilder. Brittany Nixon and Jonathan Brown of the Frederick Douglass Academy in Harlem, New York, presented the award to Mr. Lehrman. As the event’s featured speaker, Gilder Lehrman trustee and Pulitzer Prize–winning author David McCullough noted that the Institute generates a “love of learning…more effectively than any other organization in the country.” Proceeds from the annual gala support the Institute’s programs and resources for teachers and students.
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Trustee David McCullough leads a historical tour of the Brooklyn Bridge. Left to right: Libby O’Connell, Chief Historian of History®, Trustee Shaiza Rizavi and her two children, David McCullough, Jon Friedland, Rosalie McCullough, and Executive Director Lesley Herrmann.
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Executive Director  
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Katherine Abraham  
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abraham@gilderlehrman.org

Justine Ahlstrom  
Executive Editor  
ahlstrom@gilderlehrman.org

Tim Bailey  
Director of Teaching Literacy through History (TLTH)  
bailey@gilderlehrman.org

Alinda Borell  
Archivist  
borell@gilderlehrman.org

Ian Brown  
Director of Technology  
brown@gilderlehrman.org

Clayton Butler  
Executive Assistant to the President  
butler@gilderlehrman.org

Joanna Byrne  
Education Coordinator  
byrne@gilderlehrman.org

Edward Chan  
Web Producer  
chan@gilderlehrman.org

Sheila M. Fuentes  
Staff Writer/Editor  
fuentes@gilderlehrman.org

Beth Huffer  
Coordinator of Exhibitions and Multimedia Publications  
huffer@gilderlehrman.org

Stephanie Krom  
Exhibitions and Programs Assistant  
krom@gilderlehrman.org

John McNamara  
Education Coordinator  
mcnamara@gilderlehrman.org

Ariel Merrick  
Development Associate  
merrick@gilderlehrman.org

Tom Mullusky  
Special Collections Librarian  
mullusky@gilderlehrman.org

Justine Murnane  
Education Assistant  
murnane@gilderlehrman.org

Ronald Nash  
Senior Education Fellow  
nash@gilderlehrman.org

Lisa Nguyen  
Marketing and Communications Manager  
nguyen@gilderlehrman.org

Sasha Rolon Pereira  
Associate Director of Education  
pereira@gilderlehrman.org

Courtney Roy  
Education Coordinator  
roy@gilderlehrman.org

Susan F. Saidenberg  
Director of Publications and Exhibitions  
saidenberg@gilderlehrman.org

Steven R. Schwartz  
Senior Education Fellow  
schwartz@gilderlehrman.org

Nico Seary  
Senior Editor and Fellowship Coordinator  
seary@gilderlehrman.org

Kate Rizzo Smith  
Chief Financial Officer  
smith@gilderlehrman.org

Craig Teal  
Deputy Finance Officer  
teal@gilderlehrman.org

Sandra Trenholm  
Curator and Director of the Gilder Lehrman Collection  
trenholm@gilderlehrman.org

Lance Warren  
Director of Digital Projects  
warren@gilderlehrman.org

Lauren Whitehead  
Office Manager  
whitehead@gilderlehrman.org

Andrea Zakai  
Education Coordinator  
zakai@gilderlehrman.org