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 over 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 form the basis of intellectual inquiry, engaged citizenship, and national pride. The study of primary source historical documents is fundamental, not only to bring history to life, but also to teach important literacy and critical-thinking skills that are essential to success in college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 its goals, the Institute draws on its unparalleled access to top American history scholars, the Gilder Lehrman Collection—a unique treasury of more than 60,000 original historical documents—and a national network of schools and teachers.

We focus on four areas:
• School Programs: Our Affiliate School network and Saturday Academies provide students with rich academic and intellectual development opportunities.
• Professional Development: We connect leading historians with teachers to enhance classroom performance and improve student achievement.
• 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 that annually raises its $7 million operating budget from sources that include foundation, corporate, and individual donations. 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 of the past year. In 2014, the Institute:

• **Launched the Gilder Lehrman M.A. in American History.** This new program offers educators worldwide the chance to pursue a master’s degree directly through Gilder Lehrman’s online courses. To date, **1,736 participants** from all 50 states have enrolled in or audited our online courses.

• **Published the digitized Gilder Lehrman Collection.** With our partner Adam Matthew Digital, we released the first half of *American History 1493–1945*, which makes the Gilder Lehrman Collection available online to subscribing universities and libraries across the globe. Twenty universities subscribed in the first 60 days.

• **Created an online AP US History Study Guide for students.** The website is divided into nine units, which include videos for students that set new traffic records each week for site views.

• **Achieved record-breaking website usage.** Our website, [www.gilderlehrman.org](http://www.gilderlehrman.org), received more than **4.4 million visits** in 2014, up from 2.6 million in 2013.

• **Added more than 2,000 new Affiliate Schools.** Our Affiliate School network grew to nearly **6,000 schools** in 2014, providing support, programs, and resources to K–12 students in all 50 states and 19 foreign countries.

• **Received the Wendy Allen Award from the Lincoln Forum.** In November, Gilder Lehrman became the first ever recipient of this award for an organization dedicated to American history. Co-founder Lewis E. Lehrman accepted the award on behalf of the Institute for its efforts to keep alive the history and legacy of President Lincoln.

This year Gilder Lehrman raised more than **$3.3 million** in contributions from 369 foundations, corporate donors, and individuals. We thank all of you for your support and encouragement, and we look forward to great progress in 2015.

Sincerely,

James G. Basker  
President

Lesley S. Herrmann  
Executive Director
EDUCATIONAL PROGRAMS

The Gilder Lehrman Institute works to improve student performance 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 international 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.

Middle school students from League Academy in Greenville, SC, viewing “Looking at Lincoln: Political Cartoons from the Civil War Era.”
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 program provides schools with free educational resources, professional development, and tools designed to bring American history to life in the classroom.

To date, there are 6,410 Gilder Lehrman Institute Affiliate Schools—up from 4,123 in 2013—in all 50 states, 4 US territories, and 34 foreign countries. Through our Affiliate Schools, we reach more than 1,000,000 students each year.

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

In 2014, teachers nationwide benefited from Gilder Lehrman resources and professional development. More than 5,000 Affiliate School teachers requested and received free Gilder Lehrman materials, including posters, calendars, and document booklets. More than 20,000 Affiliate School teachers used the Gilder Lehrman website for resources to deepen their knowledge and improve classroom instruction. In 2014, we opened our Teacher Seminars exclusively to Affiliate School teachers.

In 2015, Gilder Lehrman aims to expand the Affiliate School Program to a total of 8,000 schools.
## GILDER LEHRMAN AFFILIATE SCHOOLS IN THE US AND ABROAD

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2014 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 required to write insightful research papers on topics related to the Civil War.

2014 CIVIL WAR ESSAY CONTEST WINNERS

High School Division (Grades 9–12)

FIRST PRIZE
Mahir Rafi Riaz, The Collegiate School, New York, NY
“An End to the Era of Compromise: Amending the Constitution in Civil War America”

SECOND PRIZE
Hannah Teller, Bridgewater-Raritan High School, Bridgewater, NJ
“Snakes Lurking in the Grass: Lincoln and the Copperheads in the Civil War”

THIRD PRIZE
Maggie Foster, North Oldham High School, Goshen, KY
“Self-Reliance: The Role of Anti-Industrial Individualism in Abolitionism”

Middle School Division (Grades 6–8)

FIRST PRIZE
Madeleine Yancy, Trinity School of Durham and Chapel Hill, Durham, NC
“The Roles of Lincoln: Father, Husband, and President?”

SECOND PRIZE
Yeats McDonald, Grace Christian School, Blacklick, OH
“Man’s Best Friend Goes to War”

THIRD PRIZE
Adianna Jackson, US Grant School, Milwaukee, WI
“African Americans and Their Battle”

HONORABLE MENTION (in alphabetical order)
Chelsea Brown, Roanoke Rapids High School, Roanoke Rapids, NC
“The Civil War as Income”

August Burton, Summit Academy Junior High, Draper, UT
“The Myth of Southern Solidarity”

Chase Fortier, Harwood Union High School, Moretown, VT

Cianna Jackson, Patchogue Medford High School, Medford, NY
“Civil War: Emancipation Proclamation”

Maria Javier, The Notre Dame School, New York, NY
“The Man for the Occasion: Jonathan Letterman”

Charlotte Merrick, High School of American Studies at Lehman College, Bronx, NY
“Civil War Soldiers and Post-Traumatic Stress Disorder”

Kalila Eve Morsink, Georgetown Day School, Washington, DC
“Shoot Your Way to Freedom”

Cameron Kelly Swab, Rocky Mountain High School, Fort Collins, CO
“Civil Wartime Compassion and Its Influence on Societal Views and Treatment of Mental Illness”

Anny Zhou, Garnet Valley High School, Glen Mills, PA
“The Union’s Secret Weapon: Immigrants”

“My 2 daughters and I were THRILLED to have the experience of visiting NYC. Meeting Steven Spielberg and others at the Lincoln Prize dinner were icing on the cake! We are multi-generational history fanatics, and rest assured we took advantage of every opportunity that weekend.”

— Julie Foster, mother of Third Place High School Civil War Essay Contest winner Maggie Foster
DEAR GEORGE WASHINGTON CONTEST
The Dear George Washington Contest for elementary school students attending Gilder Lehrman Affiliate Schools entered its third year in 2014. Students are asked to imagine themselves as early Americans and write letters to George Washington about the issues on which they think the newly elected first president should concentrate during his tenure.

2014 DEAR GEORGE WASHINGTON CONTEST WINNERS

Fifth Grade Division

FIRST PLACE
Annabelle Jin, Moorestown Upper Elementary School, Moorestown, NJ
Teacher: Mrs. Kathleen Conners

SECOND PLACE
Ted Rittle, Spring Creek Elementary School, Laramie, WY
Teacher: Ms. Sonja Browe

THIRD PLACE
Evelyn Olivarez, Camino Real Elementary School, Jurupa Valley, CA
Teacher: Ms. Joan Bain

FOURTH PLACE
Raphea Robinson, Brookwood Elementary School, Virginia Beach, VA
Teacher: Ms. Megan Gamble

Fourth Grade Division

FIRST PLACE
Samantha Yanes, Shuman Elementary School, Savannah, GA
Teacher: Ms. Lesli Fuller

SECOND PLACE
Erin O’Neil, St. Margaret Regional School, Buzzards Bay, MA
Teacher: Ms. Suzanne Milot

THIRD PLACE
Sierra Wadlow, Cooper Elementary School, Bella Vista, AR
Teacher: Mr. Brew

FOURTH PLACE
Danyra Montalvo, Bloomingdale Elementary School, Bloomingdale, GA
Teacher: Ms. Bethany Payne

Third Grade Division

FIRST PLACE
Zachary Giddens, South Douglas Elementary School, Douglasville, GA
Teacher: Mr. Thomas Bruno

SECOND PLACE
Laura Cavalche, South Douglas Elementary School, Douglasville, GA
Teacher: Mr. Thomas Bruno

THIRD PLACE
Katie Comer, Cooper Elementary School, Bella Vista, AR
Teacher: Mrs. Hallwachs

FOURTH PLACE
Julia Toyer, Harrisburg Academy, Lemoyne, PA
Teacher: Ms. Penny Quigley

Second Grade Division

FIRST PLACE
Annabell Savastio, Three Rivers Union School, Three Rivers, CA
Teacher: Mrs. Jami Beck

SECOND PLACE
Vernon Datts, Shuman Elementary School, Savannah, GA
Teacher: Ms. Janeen McAbee

THIRD PLACE
Diane McTaw, Shuman Elementary School, Savannah, GA
Teacher: Ms. Janeen McAbee

FOURTH PLACE
Jai Das, Three Rivers Union School, Three Rivers, CA
Teacher: Mrs. Jami Beck

English Language Learners Division

FIRST PLACE
Marlene Lopez, Martin Luther King, Jr. Elementary School, Rio Rancho, NM
Teacher: Ms. Georgia Babb
Gilder Lehrman Saturday Academies are elective, six-session courses for middle school and high school students, offered free of charge on Saturday mornings. In 2014, more than 2,500 students in grades six through twelve opted to take Saturday classes in American history and test preparation. 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 35,000 students have participated in the Saturday Academies. Here are the 2014 Academies, which were held in Kansas and New York, with enrollment figures:

- **Abraham Lincoln High School, Brooklyn, New York**
  - Spring 2014: 113

- **Academy of American Studies, Queens, New York**
  - Spring 2014: 114
  - Fall 2014: 152

- **All Hallows High School, Bronx, New York**
  - Spring 2014: 170
  - Fall 2014: 200

- **Andover High School, Andover, Kansas**
  - Fall 2014: 215

- **Heights High School, Wichita, Kansas**
  - Spring 2014: 256

- **Museum of the City of New York, New York,**
  - Spring 2014: 253
  - Fall 2014: 223

- **New Dorp High School, Staten Island, New York**
  - Spring 2014: 326

- **New-York Historical Society, New York, New York**
  - Spring 2014: 189
  - Fall 2014: 120

- **Salesian High School, New Rochelle, New York**
  - Spring 2014: 250
  - Fall 2014: 220

**NEW FOR 2015: THE AGE OF REVOLUTION ESSAY CONTEST**

In 2015, the Gilder Lehrman Institute and philanthropist Sidney Lapidus will launch a new essay contest for Gilder Lehrman Affiliate School high school students. The Age of Revolution Essay Contest will require high school students to examine American history from the late 1600s to the early 1800s and describe one way in which the nation was socially or politically transformed during this period.
In 2014, more than 4,000 educators participated in Gilder Lehrman professional development offerings, which included in-depth seminars and in-person and online workshops and courses.

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, we work with K–12 teachers to 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 **12,000** teachers from **50** states, the District of Columbia, and **30** foreign countries have participated in **464** 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 2014, THE TEACHER SEMINARS, LISTED BELOW, SERVED **965** EDUCATORS FROM **50** STATES AND **8** COUNTRIES:

Shawn Leigh Alexander  
The Civil Rights Movement  
*University of Kansas*

Akhil Reed Amar  
America’s Unfinished Constitution  
*National Constitution Center*

Carol Berkin  
American Women from the Colonial to the Modern Era  
*New York University*

David W. Blight  
Slave Narratives in American Literature  
*Yale University*

Colin G. Calloway  
Native American History  
*Dartmouth College*

Peter S. Carmichael  
The American Civil War through Material Culture and Historical Landscapes  
*Gettysburg College*  
(Con-sponsored by the Civil War Institute)

Richard Carwardine  
The Age of Lincoln  
*Oxford University, UK*

Eric Foner and Martha Jones  
Reconstruction  
*Columbia University*

Donna Gabaccia  
New Approaches to Immigration History  
*University of Minnesota*

Gary W. Gallagher  
The American Civil War: Origins and Consequences  
*University of Virginia*

R. Blakeslee Gilpin  
Southern Fictions: Literature and History of the American South  
*Tulane University*

Allen C. Guelzo  
Gettysburg: History and Memory  
*Gettysburg College*

John Fea  
The Thirteen Colonies  
*Princeton University*

Frank Cogliano and Peter S. Onuf  
Thomas Jefferson and the Enlightenment  
*University of Edinburgh*

John Demos  
Colonial Encounters: Indians, Europeans, and Africans  
*Yale University*

Joseph J. Ellis  
John and Abigail Adams  
*Amherst College*
Steven Hayward
The Age of Reagan
Ronald Reagan Presidential Library

Jonathan Scott Holloway
Jim Crow and the Fight for American Citizenship
Yale University

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

Kenneth T. Jackson and Karen Markoe
Empire City: New York from 1877 to 2001
Columbia 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

Mitchell B. Lerner and David Steigerwald
The Cold War at Home and Abroad
The Ohio State University

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

Edward T. Linenthal
9/11 and American Memory
New York University
(Co-sponsored by the National September 11 Memorial & Museum)

Peter Mancall and Robert C. Ritchie
American Origins
University of Southern California

Sydney M. Milkis and Marc J. Selverstone
The Modern American Presidency
University of Virginia

Donald L. Miller
The Story of World War II
National World War II Museum
(Co-sponsored by the National World War II Museum)

Michael Neiberg
America and the First World War: 1914–1919
Loyola University

Andrew W. Robertson
The American Revolution
Columbia University

Jay Sexton
The American Empire in the Nineteenth Century
Oxford University, UK

Patrick K. Spero
Philadelphia and the Era of the American Revolution
University of Pennsylvania

John Stauffer
American Protest Literature: Thomas Paine to the Present
Harvard University

Thomas J. Sugrue
America in the 1960s
University of Pennsylvania

Jeremi Suri
US Foreign Policy since 1898
University of Texas, Austin

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

Elliott West
Lewis and Clark: An American Epic
University of Montana
(Co-sponsored by the Lewis and Clark Trust)

Richard White
The Gilded Age and Its Modern Parallels
Stanford University

Gordon S. Wood
The Era of George Washington
George Washington’s Mount Vernon

“In an age when history education is threatened by everything from Social Studies to Common Core to STEM, the Gilder Lehrman Institute remains one of our best advocates for training teachers how to think like historians, engage primary sources, master historical content, and connect the past to the present.”

—John Fea, Professor of American History and Chair of the History Department, Messiah College
Teaching Literacy through History (TLTH)™ is an interdisciplinary professional development program that uses primary documents and historical texts to improve K–12 education.

Gilder Lehrman’s Master Teacher Fellows work with teachers and educators to improve content knowledge, align curriculum with their state’s History, Civics, and English Language Arts standards, including Common Core initiatives, and introduce skills that can be brought back to the classroom, library, or museum—any institution looking to inspire more knowledgeable, focused, and engaged students.

Schools and school districts can select, combine, and adapt different elements of TLTH to suit their own needs:

- Pedagogy training to align teaching with state standards (on-site or online)
- Curriculum planning and development
- Lesson plans based on primary documents
- Demonstration videos of classroom techniques
- A lecture by an eminent historian on a topic of your choice

“Since returning back from their professional development with the Gilder Lehrman Institute in New York, the teachers in Omaha Public Schools have been on fire about the pedagogy they were trained to use during their Immigration Workshop. Their excitement about the graphic organizer’s and vocabulary discussions they were introduced to is evident in the presentations they have done with their colleagues and the lessons they have conducted with their classrooms.”

—Barry Thomas, Social Studies Supervisor, Omaha Public Schools
In 2014, Gilder Lehrman conducted more than 45 *Teaching Literacy through History* sessions at schools, conferences, and historic sites, reaching an estimated 2,750 participants and, by extension, approximately 100,000 students.

**A PROGRAM WITH NATIONAL APPEAL**

Gilder Lehrman’s Master Teacher Fellows have brought *Teaching Literacy through History’s* techniques, strategies, and custom curriculum to classrooms throughout the country, including:

- Chicago Public Schools
- Atlanta Public Schools
- The Catholic Schools of New York City and Newark, NJ
- Omaha Public Schools
- Trenton Public Schools
- Milwaukee Public Schools
- Hillsborough County Schools
- Wichita Public Schools
- Weber School District
- Icahn Charter Schools
- The Historic New Orleans Collection

**WHERE TEACHING LITERACY THROUGH HISTORY HAS BEEN IMPLEMENTED TO DATE:**

![Map of Teaching Literacy Through History Implementation](image)
Online Courses took a leap forward in 2014, spurred by the launch in the fall semester of the Gilder Lehrman M.A. in American History from Adams State University. We enrolled more than double the number of teachers registered for courses during the previous two years, with nearly all committed to pursuing the master’s degree.

To date, Gilder Lehrman has enrolled 1,736 online course participants from all 50 states, 3 US territories (American Samoa, Guam, and the Northern Mariana Islands), and 6 continents. Overall, Gilder Lehrman has awarded graduate credit for Teacher Seminars and online courses to 441 participants since 2011.

Our recent and forthcoming offerings include:

- Understanding Lincoln
  Matthew Pinsker (Dickinson College)

- Amazing Grace: How Writers Helped End Slavery
  James G. Basker (Barnard College)

- The American Civil War
  Allen C. Guelzo (Gettysburg College)

- The Global Cold War
  Jeremi Suri (The University of Texas at Austin)

- The South in American History
  Edward L. Ayers (University of Richmond)

- The Age of Jefferson
  Peter S. Onuf (University of Virginia)

- Colonial North America
  John Fea (Messiah College)

HOW TO OBTAIN AN M.A. IN AMERICAN HISTORY FROM GILDER LEHRMAN?

- Participants enroll through a free application with Adams State when they sign up for their first online course.

- They complete nine Gilder Lehrman online courses, or eight online courses plus one Gilder Lehrman Teacher Seminar.

- After they have completed their credit-bearing coursework, participants write a thesis and defend it on the Adams State campus in southwest Colorado.

During the 2015–2016 academic year, Gilder Lehrman plans to offer six new courses serving 1,200 teachers.
Over the course of 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 examine American history in classrooms, libraries, museums, and elsewhere. Whether used on their own or in combination with public programs, teacher seminars, and professional development sessions, Gilder Lehrman’s resources are the essential elements that bring history to life.
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.

NEW ACQUISITIONS IN 2014
In 2014, the Gilder Lehrman Collection continued to expand its twentieth-century holdings with the acquisition of 80 new items. Highlights include:

• A World War I poster from the YWCA, titled “For every fighter a woman worker”
• More than 50 photographs from World War II including photographs taken by Japanese pilots at Pearl Harbor, by US Navy photographers documenting the damage at Pearl Harbor, and the Doolittle Raid on Tokyo
• 3 diaries of WWII servicemen
• 8 maps of Operation Overlord, also known as the Battle of Normandy, 1944
• A letter by Eleanor Roosevelt on race relations, 1944
• Two letters of thanks to the US forces from the European villages of Tinchebray and Eupen, 1944
• A poster telling residents of Fairfield, California, what to do during a gas attack, 1942

EDUCATIONAL OUTREACH
In 2014 curatorial staff conducted presentations for approximately 300 teachers using the original documents from the Collection. More than 400 students in grades 4–12 visited the Collection to view seminal American documents and to learn to read, analyze, and interpret primary sources. In these engaging interactive workshops, participants learned the stories behind the documents and explored historical events through primary sources.

SUMMER CAMP
In June 2014, the Gilder Lehrman Collection created a new one-week summer camp with 6th and 7th grade students from Saint David’s School in New York City. Using original documents from the Collection, the students transcribed documents, conducted research, created iBooks, and presented their work, focused on the Civil War, to their parents.

FEATURED PRIMARY SOURCES
The Gilder Lehrman Collection added 33 curated documents to the Featured Primary Sources on the Institute’s website, raising the total number of Collection-based featured resources to 250. Featured Primary Sources are teachable documents that provide an image and transcript of a primary source document along with an introduction to place it in context and document-based questions available to Affiliate School members.

REFERENCE RIGHTS AND REPRODUCTIONS
Reference requests rose nearly 30 percent in 2014, reaching a total of 679 inquiries for reading room visits, distance reference services, and rights and reproduction requests.

EXHIBITIONS CURATED BY THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY

REFLECTIONS OF A NATION: AMERICAN WRITINGS
The Morgan Library & Museum
An exhibition of Gilder Lehrman Collection curated documents and selected by the Gilder Lehrman Institute was on display from September 10, 2013 through January 12, 2014. This exhibition featured documents from five key moments in American history.

1864: “BLOOD & CARNAGE UNEQUALLED PERHAPS IN HISTORY”
The New-York Historical Society
An exhibition of Gilder Lehrman Collection materials curated and selected by the Gilder Lehrman Institute, was on display at the New-York Historical Society from February 1 to December 31, 2014.

OTHER EXHIBITIONS FEATURING DOCUMENTS FROM THE GILDER LEHRMAN COLLECTION
Cornerstones of Civil Rights at the Lyndon Baines Johnson Presidential Library, April 2014, featured the Gilder Lehrman Collection’s Senate copy of the 13th Amendment.

Tell It with Pride: The 54th Massachusetts Regiment and Augustus Saint-Gaudens’ Shaw Memorial at the National Gallery of Art and Massachusetts Historical Society, September 2013–May 2014, featured the Collection’s ambrotype of an unidentified African American soldier from the Massachusetts 54th Volunteer Infantry.


The Story of We the People at the National Constitution Center, June 2013–April 2014, featured an anti-Jackson broadside from the Gilder Lehrman Collection.

New York Rising at the New-York Historical Society is an ongoing exhibition featuring slave shackles meant for a young child and several letters from the Gilder Lehrman Collection.

Liberty/Liberté by artist Fred Wilson at the New-York Historical Society is an ongoing exhibition featuring a slave identification tag and slave shackles from the Gilder Lehrman Collection.


Declaration of Independence and the US Constitution from the Gilder Lehrman Collection at George Washington’s Mount Vernon Estate, Museum and Gardens.

“During our visit to the Gilder Lehrman Collection, while the students interacted with artifacts from the past, I saw them to be as animated as they ever had been about any topic in school, be it historic or contemporary. As we left, my head was filled with thoughts like ‘how can we make this kind of learning a regular occurrence in history classrooms?’”

—Eric Carlson, Thomas Kelly High School, Chicago, IL
PUBLISHING THE GILDER LEHRMAN COLLECTION ONLINE

Gilder Lehrman is pleased to work with Adam Matthew Digital to publish American History, 1493–1945. The project makes nearly 57,000 documents from the Collection available online to subscribing universities and libraries worldwide. American History offers high-resolution images, individual-item cataloging, and enhanced search capabilities that open the Collection to the public in new ways.

The digitized materials include unpublished letters and diaries, images, broadsides, maps, official documents, books, and pamphlets. Documents from 1493 to 1859 are already available online, including our two largest and most important early American archives, the Papers of Henry Knox (10,713 items) and the Livingston-Redmond Family Archive (5,466 items). Documents from 1859 to 1945, including more than 10,000 Civil War soldiers’ letters, will be available this summer.

American History, 1493–1945 won a platinum award from the Modern Library Association. The judging panel of librarians rated research databases on quality, functionality, value, customer service experience, and overall satisfaction with the product.
IN THE LAST 60 DAYS OF 2014, THE FOLLOWING INSTITUTIONS PURCHASED AMERICAN HISTORY 1493–1945:

Series 1: (1493–1860)
Aarhus University
Brigham Young University
Emmanuel College, Cambridge University
Gettysburg College
Harvard University
Michigan State University
München UB
New York University
UC Berkley
UCLA
University of Alberta
University of British Columbia
University of Denver
University of Illinois at Urbana
University of Ottawa
University of Southern California
University of Toronto
University of Wyoming
Yale University
York University, Ontario

Series 2: (1861–1945)
Aarhus University
Brigham Young University
Emmanuel College, Cambridge University
Gettysburg College
Harvard University
Michigan State University
University of Alberta
University of Illinois at Urbana
University of Wyoming

NEW PUBLICATIONS IN 2014

HISTORY IN A BOX
The Twentieth Century: The United States and the World, 1898–1991 is the ninth volume in the award-winning History in a Box series. The twentieth century was one of tumultuous change, as social revolution, technical innovation and competition, and international events and relationships shaped the United States and its place in the world.

Contents include
• An e-Resource Book, which provides 60+ annotated primary sources, photographs and other images, and a list of additional resources
• A poster-size timeline of important twentieth-century events
• A set of ten posters of documents and illustrations
• Ten placards of key individuals and topics with document-based questions for discussion
• A DVD of lectures by eminent historians
• Teaching Literacy through History booklet with three classroom-ready units aligned with Common Core State Standards

DOCUMENT BOOKLET
Abraham Lincoln and the Emancipation Proclamation, with an introduction by Allen C. Guelzo, 3rd edition. Our new edition traces the evolution of Abraham Lincoln’s fight to end slavery from his speech against the Kansas-Nebraska Act in 1854 through the passage of the Thirteenth Amendment in 1865. Featured documents include the Emancipation Proclamation—the July 1862 draft, the September 1862 preliminary version, and the January 1863 final version—letters by Lincoln supporting emancipation, and letters by soldiers and civilians about the effect of the Emancipation Proclamation.
NEW POSTERS ADDED IN 2014
Literature and the Anti-Slavery Campaign, 1861
Lincoln and His Generals after Antietam, 1862
Women in Industry in WWII
Integrating the Work Force in WWII
What WWII Was About
America’s Four Freedoms, 1943: Freedom of Speech
America’s Four Freedoms, 1943: Freedom of Worship
America’s Four Freedoms, 1943: Freedom from Fear
America’s Four Freedoms, 1943: Freedom from Want
Nixon and Mao, 1972
Reagan and Gorbachev Defuse the Cold War, 1987

CALENDAR
The 2015 Calendar of Abraham Lincoln and the Civil War features paintings and photographs of events and important figures of the Civil War era, accompanied by dates of battles and other key moments.

GILDER LEHRMAN PUBLICATIONS IN PRINT

BOOKS AND BOOKLETS
2015 Calendar of Abraham Lincoln and the Civil War
Abraham Lincoln and the Emancipation Proclamation, 3rd edition
Abraham Lincoln in His Own Words
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
James Madison and the Birth of the US Constitution
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, 3rd edition
Wilberforce, Lincoln, and the Abolition of Slavery

CDS AND DVDS
Alexander Hamilton: The Man Who Made Modern America
American Sampler
Freedom: A History of US
Historians on the Record: Selected Topics
Historians on the Record: Slavery and Abolition
Historians on the Record: Twentieth Century
Mr. Lincoln’s War
HISTORY IN A BOX: PEOPLE, PLACES, POLITICS (chronological order)

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
The Freedom to Move: Immigration and Migration in US History
The Twentieth Century: The United States and the World, 1898–1991

POSTERS (chronological order)
North American Colonies (map), 1733
Boston Massacre, March 5, 1770
Declaration of Independence, 1776
United States Constitution, 1787
Runaway Slave Ads
Anti-Slavery Broadside, 1836
Abolitionist Flag, c. 1859
John Brown, 1800–1859
Abraham Lincoln, 1860
Civil War Scenes
Literature and the Anti-Slavery Campaign, 1861
United States (map), 1862
Lincoln and His Generals after Antietam, 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
20th-Century Immigration
Theodore Roosevelt, 1906
The Women’s Suffrage Movement, 1915
Suffragist Movement, 1917
Immigrants & the War Effort, 1917
Labor on the Home Front, 1918
World War I Recruiting Poster, 1918
Pearl Harbor, 1941
Uncle Sam in World War II
Recruiting Nurses in World War II
Women in Industry in WWII
Integrating the Work Force in WWII
What WWII Was About
International Cooperation in WWII
Kennedy’s Inaugural Address, 1961
Nixon and Mao, 1972
Reagan and Gorbachev Defuse the Cold War, 1987
In 2014, the Institute continued to build on the success of its award-winning website and work toward its goal of supporting every K–12 classroom in the country.

The site makes available 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; teaching resources, including Common Core lessons; and a bibliography of recommended sources for further reading or viewing. Special website tools enable teachers to create their own effective and stimulating history curricula, and students can conduct independent research.

Usage grew by nearly 70% in 2014, as the site received more than 4.4 million visits and 3 million unique visitors in 2014, compared to 2.6 million visits and 2 million unique visitors in 2013. The site also added more than 45,000 registered users, including more than 14,000 students and 19,000 teachers. The average amount of time on the site for each registered visitor remained at almost ten minutes.
NEW CONTENT AND RESOURCES
Gilder Lehrman added 39 new resources (including interactive timelines, lesson plans, and fact sheets), 23 new essays, and 17 new videos in 2014, as well as a new website (ap.gilderlehrman.org) which presents existing Gilder Lehrman materials in a specially created format to help students prepare for the AP US History Exam.

Essays received more than 2.2 million views, and lesson plans received 2.4 million views; together they accounted for 45 percent of total site traffic. Video plays grew from more than 68,000 in 2013 to 185,000 in 2014, driven largely by the launch of AP test prep materials.

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<td>Herbert Hoover on the Great Depression and New Deal, 1931–1933 (GLC03146 and GLC00691)</td>
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<td>Columbus reports on his first voyage, 1493 (GLC01427)</td>
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<td>Paul Revere’s engraving of the Boston Massacre, 1770 (GLC01868)</td>
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<td>“The Columbian Exchange,” by Alfred Crosby</td>
<td>126,442</td>
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<td>“Women and the Great Depression,” by Susan Ware</td>
<td>111,123</td>
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<td>“Angelina and Sarah Grimké: Abolitionist Sisters,” by Carol Berkin</td>
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<td>Essential Questions in Teaching American History</td>
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<td>The Global Effect of World War I</td>
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<td>AP US History Study Guide: Period 1</td>
<td>10,302</td>
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<tr>
<td>Last-Minute Prep for the AP US History Test: Multiple-Choice Questions and Getting Ready for the Big Day</td>
<td>9,422</td>
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<tr>
<td>AP US History Study Guide: Period 4</td>
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</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 2015, Gilder Lehrman website traffic is projected to rise from 4.4 million to 7 million.
DIGITAL PUBLICATIONS AND PROGRAMS

The Digital Publications and Programs Unit was formed to broaden the availability of the resources of the Gilder Lehrman Institute to teachers, students, and lovers of American history through digital channels. The initiative responds to requests from teachers and student focus groups for Gilder Lehrman content presented in formats they use daily for study, research, and instruction.

Launched in September 2014, the Institute’s new AP US History Study Guide is a multimedia online resource centered on the historical themes and time periods laid out by the College Board and drawing on the great documents of the Gilder Lehman Collection. Offering videos, essays, interactive timelines, and much more, the Study Guide helps students prepare for the new AP US History exam by deepening their understanding of history while bolstering their study skills and test-taking strategies. The Guide is arranged into the nine periods emphasized by the exam, which was recently revised and redesigned by the College Board to highlight the analysis of primary documents.

The AP US History Study Guide is the first project of the Institute’s Digital Publications and Programs Unit created specifically for a student audience, and the first GLI product designed to be used on mobile devices such as smart phones and tablets. The College Board is currently featuring the Gilder Lehrman Study Guide on its own website as the premier resource for exam prep, reinforcing what we have already heard from teachers and students—that our Study Guide is an innovative and effective resource for preparing for the exam.

“In light of the new course redesign the need for accessible resources is critical. After perusing your website, I can see that the GLI AP History guide will be an integral part of my curriculum.”

—Aisha Madhi, Philadelphia School District

AP US HISTORY STUDY GUIDE WEBSITE TRAFFIC THROUGH DECEMBER 31, 2014

- Launched on September 4, 2014.
- 100,226 visits; 55,373 unique visitors; 8:14 average time on page
- Eight of top 10 referrers are private class sites (with Facebook and Twitter rounding out the top 10).
- Second overall Google result for “ap us history study guide.” First page for “AP US history.”
- 37,077 total video plays from ap.gilderlehrman.org, compared to 18,454 video plays on the regular site over the same time span.
- 4,846 contacts signed up for e-mail notifications when new content is launched.

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<td>Period Two Timeline</td>
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<td>Period One Video</td>
<td>10,200</td>
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<td>Period Four Video</td>
<td>8,488</td>
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</tr>
<tr>
<td>10</td>
<td>Study Guide Introduction</td>
<td>6,187</td>
</tr>
</tbody>
</table>
OTHER DIGITAL PROJECTS INCLUDE:

**New digital document publications:** Print publications like *Why Documents Matter* are being put online with links to documents in the Gilder Lehrman Collection, as well as complimentary resources such as videos, essays, and lesson plans for educators. The system used for this project can be customized for individual or collective classroom use.

**Teaching Literacy through History:** The online presence of TLTH has been updated and enhanced to better illustrate its professional development offerings. (A special online-only mini-course will launch in February 2015.)

**Historians Now** is a new series of video interviews with historians about recently published books. These short interviews serve teachers seeking reliable resources, and can be easily disseminated through social media to make students and teachers aware of new books on American history.

**Revitalization of GLI video and audio resources:** We are revising and editing videos already on our website to make them more accessible and appealing to a variety of audiences. The new presentation of existing videos in the AP project has already increased dramatically the number of students hearing major historians on important topics.

“The Gilder Lehrman Institute of American History has once again demonstrated its desire to support students and teachers. The new AP Study Guide featured on their site is the place to go for anyone hoping to prepare for the AP US History Exam and/or to just enrich their understanding of American History. It contains engaging lectures focused on key themes, videos featuring eminent historians, essays, timelines, and core documents. In addition, it provides students with key tips on how to navigate their way to success on the AP exam.”

—Rosanne Lichatin, District Supervisor of History & Social Sciences, West Morris Regional H.S. District
History Now, the online journal of the Gilder Lehrman Institute, is published three times a year for educators, students, and general readers. Each issue is organized around a major theme in American history and features essays by leading historians, lesson plans by master teachers, and links to primary sources in the Gilder Lehrman Collection. Launched in September 2004, History Now marked its tenth anniversary this year with the publication of its fortieth issue.

ESSAYS PUBLISHED IN HISTORY NOW, WINTER 2013–FALL 2014
The Joining of the Rails: The Transcontinental Railroad: History Now 38 (Winter 2013)
• “The Origins of the Transcontinental Railroad,” by Richard White
• “American Indians and the Transcontinental Railroad,” by Elliott West
• “Photographing the Transcontinental Railroad,” by Glenn Willumson
• “Financing the Transcontinental Railroad,” by Maury Klein
• “Home Adrift: Women and Domesticated Rail Travel,” by Amy G. Richter

American Poets, American History: History Now 39 (Spring 2014)
• “‘If Ever Two Were One’: Anne Bradstreet’s ‘To My Dear and Loving Husband,’” by Charlotte Gordon
• “‘The New Colossus’: Emma Lazarus and the Immigrant Experience,” by Julie Des Jardins
• “‘I, Too’: Langston Hughes’s Afro-Whitmanian Affirmation,” by Steven Tracy

Disasters in Modern American History: History Now 40 (Fall 2014)
• “Disasters and the Politics of Memory” by Kevin Rozario
• “‘One of those monstrosities of nature’: The Galveston Storm of 1900” by Elizabeth Hayes Turner
• “The Influenza Pandemic of 1918-1919” by Carol Byerly
• “The Great 1927 Mississippi River Flood” by John M. Barry
• “Everyone’s Backyard: The Love Canal Chemical Disaster” by Amy M. Hay

By the end of 2015, fifteen new essays will appear in History Now on the following topics:
• The Civil Rights Act of 1964 (Issue No. 41, Winter 2015)
• The Role of China in US History (Issue No. 42, Spring 2015)
• Wartime Memoirs from the American Revolution to Vietnam (Issue No. 43, Fall 2015)

By the end of 2015, History Now will have published more than 225 original essays by scholars in every field of American history from The Columbian Exchange to The Cold War.
The Gilder Lehrman Institute offers traveling panel exhibitions for display at schools, libraries, and other sites nationwide. These informative, colorful displays cover ten major topics in American history.

This year, the traveling panel exhibitions reached 119 sites, in 41 states an increase of 7 percent over 2013. Sites that display the exhibitions are required to develop quality educational programming around the exhibitions and the topics explored in them.

**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

The Frederick Douglass traveling exhibition was used as a teaching tool by Ted Gehring at Saint Francis Middle School, Saint Francis, MN.
“I can’t tell you how much hosting this exhibition did for our library and community. We connected with people and organizations that had no idea we were on the planet. We re-affirmed our educational and community resource status with the school district, teachers and parents. In addition to the very gratifying recognition—we had lots of fun with our presenters and audience—sharing insights into our history never gets old. Many thanks for allowing the M. R. Dye Public Library this opportunity to connect with our community.”

—P. Carson Culver, M.R. Dye Public Library, Horn Lake, MS
2014 TRAVELING EXHIBITIONS, BY STATE AND SITE

In 2014, 10 Gilder Lehrman traveling exhibitions were hosted by 119 sites in 41 states in the following types of institutions:

- 67 K–12 Schools
- 35 Libraries
- 17 Museums, Historical Societies, and Community Centers

ALABAMA
Auburn High School, Auburn, The Progressive Era
Bridgeport Middle School, Bridgeport, Frederick Douglass
Decatur Public Library, Decatur, Civil War 150
Rudd Middle School, Pinson, Looking at Lincoln

ARIZONA
Hamilton High School, Chandler, Frederick Douglass
San Luis High School, San Luis, Frederick Douglass
Scottsdale Public Library System, Scottsdale, Civil War 150
Trevor G. Browne High School, Phoenix, Emancipation and Its Legacies

ARKANSAS
Cooper Elementary School, Buena Vista, Frederick Douglass

CALIFORNIA
American Bar Association, Los Angeles, Freedom Riders
Eastlake Middle School, Chula Vista, Frederick Douglass
Fresno High School, Fresno, Freedom Riders
Haydock Intermediate, Oxnard, Frederick Douglass
Marina Village Middle School, El Dorado Hills, Emancipation and Its Legacies
Quail Valley Middle School, Phelan, Looking at Lincoln
Temecula Valley Museum, Temecula, Many Faces of George Washington
Toby Johnson Middle School, Elk Grove, Frederick Douglass

CONNECTICUT
Griswold Middle School, Griswold, Looking at Lincoln
The Strong School, Durham, The Progressive Era

DISTRICT OF COLUMBIA
USDA Office of Outreach, Diversity and Equal Opportunity, Washington, Freedom Riders

FLORIDA
AD Henderson University School, Boca Raton, Looking at Lincoln
Emerald Coast Middle School, Santa Rosa Beach, Looking at Lincoln
Independence Middle School, Jupiter, Abraham Lincoln
Land O’ Lakes Middle School, Land O’ Lakes, Frederick Douglass
Meadowlawn Middle School, St. Petersburg, Frederick Douglass
Seminole County Public Library System, Casselberry, Civil War 150

GEORGIA
The Lovett School, Atlanta, Freedom Riders
Mercer University, Macon, Civil War 150
Newnan High School, Newnan, The Progressive Era
Smyrna Public Library, Smyrna, Looking at Lincoln
South Douglas Elementary School, Douglasville, Frederick Douglass
University of West Georgia, Carrollton, Abraham Lincoln

IDAHO
Meridian Academy, Meridian, Looking at Lincoln

ILLINOIS
American Bar Association, Chicago, Freedom Riders
Centennial High School, Champaign, Emancipation and Its Legacies
Hillcrest High School, Country Club Hills, Frederick Douglass
Illinois Department of Human Rights, Chicago, Freedom Riders
Poplar Creek Library, Streamwood, Looking at Lincoln
Southern Illinois University, Carbondale, Civil War 150

INDIANA
East Chicago High School, East Chicago, Emancipation and Its Legacies
Evansville African American Museum, Evansville, Freedom Riders

KANSAS
Emporia Public Library, Emporia, Civil War 150
Lecompton Historical Society, Lecompton, Emancipation and Its Legacies
St. Mary Parish Catholic School, Derby, Frederick Douglass
Seward County Community College, Liberal, Looking at Lincoln

KENTUCKY
Russell Middle School, Russell, Frederick Douglass

LOUISIANA
New Orleans Public Library, New Orleans, Emancipation and Its Legacies
MAINE
Bangor Public Library, Bangor, Civil War 150

MARYLAND
Eldersberg Public Library, Eldersberg, Civil War 150
Prince George’s Community College, Largo, Freedom Riders

MASSACHUSETTS
Catholic Memorial School, West Roxbury, Looking at Lincoln
Cottage’s Corner, Oak Bluffs, Emancipation and Its Legacies
Messiah Baptist Church, Brockton, Frederick Douglass
New Bedford Whaling NHP, New Bedford, Emancipation and Its Legacies
The Sage School, Foxborough, Frederick Douglass

MICHIGAN
Community Unitarian Universalists in Brighton, Brighton, Freedom Riders
Niedermeier Center for Education, Newport, The Progressive Era

MINNESOTA
Cape Girardeau Public Library, Cape Girardeau, Frederick Douglass
Saint Francis Middle School, Saint Francis, Frederick Douglass
Winona County Historical Society, Winona, Civil War 150

MISSOURI
Gulfport High School, Gulfport, Frederick Douglass
Park Hill High School, Kansas City, Frederick Douglass

MONTANA
Great Falls Public Library, Great Falls, Civil War 150

NEBRASKA
La Vista Public Library, La Vista, Civil War 150

NEW HAMPSHIRE
Holderness School, Holderness, Frederick Douglass

NEW JERSEY
Burlington County Library, Westampton, Freedom Riders
Hatikvah International Academy Charter School, East Brunswick, Frederick Douglass
Raritan Valley Community College, Branchburg, Emancipation and Its Legacies
Scotch Plains Public Library, Scotch Plains, Civil War 150
Sparta High School, Sparta, Looking at Lincoln
Watchung Hills Regional High School, Warren, Abraham Lincoln

NEW MEXICO
Shiprock High School, Shiprock, Frederick Douglass

NEW YORK
51st Avenue Academy, Elmhurst, Frederick Douglass
Barton Elementary School, Patchogue, Frederick Douglass
The City College of New York, New York, Civil War 150
Clarkstown High School South, West Nyack, Looking at Lincoln
Food and Finance High School, New York, Frederick Douglass
Hudson Valley Community College, Troy, Frederick Douglass
Le Moyne College, Syracuse, Frederick Douglass
Monhagen Middle School, Middletown, The Progressive Era
St. Joseph the Worker Catholic Academy, Brooklyn, Looking at Lincoln
Twin Towers Middle School, Middletown, The Progressive Era
W.T. Clarke High School, Westbury, Frederick Douglass

NORTH CAROLINA
Douglass Academy, Wilmington, Frederick Douglass
Millennium Charter Academy, Mount Airy, Looking at Lincoln
Terry Sanford High School, Fayetteville, The Progressive Era
Transylvania County Library, Brevard, Emancipation and Its Legacies
Trinity School of Durham and Chapel Hill, Durham, Frederick Douglass

NORTH DAKOTA
Dickinson State University, Dickinson, Civil War 150
Mandan High School, Mandan, The Progressive Era

OHIO
North Canton Public Library, North Canton, Civil War 150
Quaker Heritage Center of Wilmington College, Wilmington, Freedom Riders

OKLAHOMA
Altus High School, Altus, Looking at Lincoln

PENNSYLVANIA
Bucknell University, Lewisburg, Freedom Riders

RHODE ISLAND
Civil War Sesquicentennial Commemoration Committee, Lincoln, Civil War 150
The emancipation and its Legacies traveling exhibition at Centennial High School in Champaign, Illinois.
The scope of public programs and exhibitions continued to grow in 2014 due in large part to major grants from the National Endowment for the Humanities.

LIBRARY AFFILIATE PROGRAM

In 2014, the Gilder Lehrman Institute launched the Library Affiliate Program. This free program is a unique gateway to education resources, events, and tools designed to help public librarians bring American history to life for students and teachers. Library Affiliates are eligible to apply for programming grants and scholarships, and they have free access to traveling exhibitions and online resources provided by the Institute. Since the program was launched in late 2014, 83 libraries in 33 states have joined the Library Affiliate Program.

CIVIL WAR 150

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 2014, 113 sites in 37 states hosted the Civil War 150 exhibition or public programming.

“We thoroughly enjoyed doing this program; it brought so many to the library that would otherwise not have had this experience. Our young people were particularly involved as we conducted the ‘become a Civil War soldier’ activity for them. They totally let themselves become immersed in the theatrics of it and were a joy to watch. Thank you for this opportunity and for what it meant to our community to be able to present these wonderful programs on such a rich part of our history.”

— Rhonda Tippitt, Sevier County Public Library System, Sevierville, TN
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: The Abolitionists, Slavery by Another Name, The Loving Story, and Freedom Riders.

473 sites across the nation, including public and academic libraries, 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 2014, 300 libraries, museums, historic sites, and community organizations presented a series of Created Equal programs in 49 states and territories. Sites included Auburn University at Montgomery (Montgomery, AL); Gettysburg Seminary Ridge Museum (Gettysburg, PA); Community Folk Art Center (Syracuse, NY); Massachusetts Historical Society (Boston, MA); and Alaska Humanities Forum (Anchorage, AK).

“I really think Created Equal: America’s Civil Rights Struggle, which we presented Feb. 9–March 29, 2014, was our very best series in my long career. It was so special to host the panel discussions with the real heroes of Oak Park’s own civil rights struggles with integrating this village 45 years ago. That so many of the heroes were still alive to get public credit and lots of publicity in our local Wednesday Journal newspaper really was a thrill.”

—Debby Preiser, Oak Park Public Library, Oak Park, IL

The Massachusetts Historical Society partnered with the Gilder Lehman Institute and the Boston African American National Historic Site to host a tour of the historic African American community as part of their Created Equal programming.
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.
In 2014, 46 new teachers were honored with the State History Teacher of the Year Award. They are among 552 teachers who have earned that recognition since 2004, when the program was launched with the support of First Lady Laura Bush.

Since 2004, the Institute has honored the best K–12 American history teachers in the country. In 2014, more than 1,000 teachers were nominated for the award. The national winner is selected from among the state winners.

**2014 STATE HISTORY TEACHERS OF THE YEAR**

**ALABAMA**
Dietra Davis
Northview High School
Dothan, AL

**ALASKA**
Mona Grib
Romig Middle School
Anchorage, AK

**ARIZONA**
Marci Olsen
Desert Shadows Middle School
Scottsdale, AZ

**ARKANSAS**
Cherese Smith
Ozark Junior High School
Ozark, AR

**CALIFORNIA**
Bonnie Belshe
Monta Vista High School
Cupertino, CA

**COLORADO**
Shannon Shelton
Cimarron Middle School
Parker, CO

**CONNECTICUT**
Kathleen Welch
Saint John Paul II School
New Britain, CT

**DELAWARE**
Holly Golder
Cab Calloway School of the Arts
Wilmington, DE

**DEPARTMENT OF DEFENSE**
Kurt Kiefer
Landstuhl Elementary-Middle School
Landstuhl, Germany

**DISTRICT OF COLUMBIA**
Barrie Moorman
E.L. Haynes Public Charter School

**GEORGIA**
Nina Kendall
Eagle’s Landing High School
McDonough, GA

**HAWAII**
James Chun
Kamehameha Schools,
Kapalama Campus
Honolulu, HI

**ILLINOIS**
David Elbaum
Adlai Stevenson High School
Lincolnshire, IL

**INDIANA**
Dawn Crane
Brownsburg High School
Brownsburg, IN

**IOWA**
James Hardy
East Union High School
Afron, IA

**KANSAS**
Joel Schaefer
Andover High School
Andover, KS

**KENTUCKY**
Sharon Graves
Clark Moores Middle School
Richmond, KY

**MAINE**
Janice Eldridge
Noble High School
North Berwick, ME

**MARYLAND**
Robert Rinehart
Southampton Middle School
Bel Air, MD

**MASSACHUSETTS**
Kevin Delaney
Wayland High School
Wayland, MA

**MICHIGAN**
Michele Anderson (National Winner)
John Glenn High School
Westland, MI

**MINNESOTA**
Matt Moore
Mankato West High School
Mankato, MN

Minnesota History Teacher of the Year Matt Moore was honored on the field and on the big screen at a Minnesota Twins game at Target Field in August 2014.
The 2014 National History Teacher of the Year Award, co-sponsored by the Gilder Lehrman Institute, HISTORY®, and Preserve America, was presented to Michele Anderson, a high school teacher at John Glenn High School in Westland, Michigan. Mrs. Anderson accepted the award from Earl Lewis, President of the Andrew W. Mellon Foundation.

Michele Anderson, winner of the 2014 National History Teacher of the Year Award, with two of her students (Charles Guy, left, and Aleia Wypycha, right). James G. Basker, Earl Lewis, and Lesley Herrmann.

MISSOURI
Renee Maples
Blair Oaks Middle School
Jefferson City, MO

NEBRASKA
Barry Jurgensen
Arlington Public Schools
Arlington, NE

NEW MEXICO
Ella-Kari Lofthfield
Cleveland High School
Rio Rancho, NM

NEW YORK
Robert Sandler
Stuyvesant High School
New York, NY

OHIO
Melanie Stuthard
Revere Middle School
Bath, OH

OKLAHOMA
James LeGrand
Altus High School
Altus, OK

OREGON
Clint Rodreick
Phoenix High School
Phoenix, OR

PENNSYLVANIA
Kevin Wagner
Carlisle High School
Carlisle, PA

NEVADA
Richard Clark
Reno High School
Reno, NV

NEW JERSEY
Gary Klotzkin
Belleville High School
Belleville, NJ

NORTH CAROLINA
Amanda Smith
Beaufort County Early College
High School
Washington, NC

NORTH DAKOTA
Colin Kloster
North High School
Fargo, ND
“Students get excited about history when somehow it becomes real to them. Teachers have to help students make connections between what the student is learning and how that piece of history relates to something in their life.”

—Michele Anderson, 2014 Gilder Lehrman National History Teacher of the Year
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.

2014 FREDERICK DOUGLASS BOOK PRIZE WINNER
Christopher Hager
Word by Word: Emancipation and the Act of Writing (Harvard University Press)

2014 FREDERICK DOUGLASS BOOK PRIZE FINALISTS
Camillia Cowling

Alan Taylor
The Internal Enemy: Slavery and War in Virginia, 1772–1832 (W. W. Norton & Company)

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.

2014 LINCOLN PRIZE CO-WINNERS
Allen C. Guelzo
Gettysburg: The Last Invasion (Alfred A. Knopf)

Martin P. Johnson
Writing the Gettysburg Address (University Press of Kansas)

2014 LINCOLN PRIZE FINALISTS
Christopher Hager
Word by Word: Emancipation and the Act of Writing (Harvard University Press)

Margaret Humphreys
Marrow of Tragedy: The Health Crisis of the American Civil War (The Johns Hopkins University Press)

Robert E. May

John Stauffer and Benjamin Soskis
The Battle Hymn of the Republic: A Biography of the Song That Marches On (Oxford University Press)

SPECIAL ACHIEVEMENT AWARD
Steven Spielberg

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.

2014 GEORGE WASHINGTON BOOK PRIZE WINNER
Andrew Jackson O’Shaughnessy
The Men Who Lost America: British Leadership, the American Revolution, and the Fate of the Empire (Yale)

2014 GEORGE WASHINGTON BOOK PRIZE FINALISTS
Jeffrey L. Pasley
The First Presidential Contest: 1796 and the Founding of American Democracy (University Press of Kansas)

Alan Taylor
The Internal Enemy: Slavery and War in Virginia, 1772–1832 (W.W. Norton & Co.)
The Gilder Lehrman Institute awards 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. These fellowships support scholars coming to do research at archives in New York City. Since 1994 the Gilder Lehrman Institute has awarded a total of 613 fellowships. In 2014, the following 10 Fellows were selected from 116 applicants:

AnneMarie Brosnan
Doctoral Candidate, University of Limerick, Ireland
“Freedmen’s Education in North Carolina during the Civil War and Reconstruction Era, 1861–1877”

Frank J. Cirillo
Doctoral Candidate, University of Virginia
“The Day of Sainthood Has Passed: American Abolitionists and the Golden Moment of the Civil War, 1861–1865”

Justin B. Clement
Doctoral Candidate, University of California, Davis
“On Both Sides by Turns: Mobilization and Shifting Loyalties along the New York Warpath”

Nicholas Gliserman
Doctoral Candidate, University of Southern California
“Landslapes of Conflict: Cartography and Empire in Northeastern America, 1685–1713”

Rashauna Johnson
Assistant Professor of History, Dartmouth College
“A City of Slaves: New Orleans during the Age of Revolution”

Kevin Y. Kim
Postdoctoral Teaching Fellow, Liberal Arts Program, Stanford University

Donna King
Lecturer, African-American Studies Department, Penn State University
“Allied Civic Engagement in Abolition: Free Black Communities and Allies in New York and Pennsylvania”

Brett Palfreyman
Doctoral Candidate, Binghamton University
“Peace Process: The Reintegration of the Loyalists in Post-Revolutionary America”

Stephen J. Sullivan
Instructor, Social Studies Department, Lawrence High School, Cedarhurst, NY
“The Only Original Political Boss: Hugh McLaughlin and the Social Functions of Brooklyn’s Political Machine”

David K. Thomson
Doctoral Candidate, University of Georgia
“Bonds of War: Capital and Citizenship in the Civil War Era”

In 2015, ten Gilder Lehrman Fellows will be provided with a research station at the main office of the Gilder Lehrman Institute, where they will receive special access to the Gilder Lehrman Digital Collection.
The Gilder Lehrman History Scholar Award honors top undergraduates majoring in American history and American studies. In 2014, 15 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 one military veteran and two first-generation college students.

The 2014 Award recipients, led by Martha Hodes, Professor of History at New York University, 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 in New York City to honor the winners.

2014 RECIPIENTS OF THE GILDER LEHRMAN HISTORY SCHOLAR AWARD

**Tyler Bittner**, of Vanderbilt University and Rocky Point, New York
**Rachel Bonini**, of Creighton University and Waukee, Iowa
**Rebecca D’Angelo**, of the University of Connecticut and North Stonington, Connecticut
**Angie Diaz**, of Duke University and Houston, Texas
**Moriah Johnson**, of the University of Texas at El Paso and Aberdeen, Idaho
**Zachary Kopin**, of American University and Highland Park, Illinois
**Andrea Ledesma**, of Virginia Tech and McLean, Virginia
**Joshua Logsdon**, of Angelo State University and Lometa, Texas
**Caelin Niehoff**, of DePaul University and Woodstock, Illinois
**Peter Olsen-Harbich**, of the State University of New York, Geneseo, and Mattituck, New York
**Samantha Payne**, of the College of William & Mary and Alexandria, Virginia
**Gina Risetter**, of California Polytechnic University and Anaheim, California
**Kelly Schmidt**, of Xavier University and Cincinnati, Ohio
**Phoebe Strom**, of Rhodes College and Fargo, North Dakota
**Wehyee Yakasah**, of Hamline University and St. Francis, Minnesota
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 we have served stands with us in thanking our donors for their generosity and partnership.

Jonathan Peters of All Hallows High School (Bronx, NY) speaking at the 2014 Gilder Lehrman Annual Gala.
The Gilder Lehrman Institute has balanced its budget every year since its founding in 1994. Total revenues and expenses for fiscal year 2014 were $6.9 million, allocated as follows:

**REVENUES FY 2014**

- Unrestricted contributions 44%
- Restricted contributions 18%
- Gala revenue 16%
- Fees for educational services 11%
- Other income 11%

**EXPENDITURES FY 2014**

- Teacher Programs 43%
- Classroom Resources and School Programs 27%
- Administration 12%
- Fundraising 10%
- Awards 8%
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The Institute partners in various ways with institutions, universities, corporations, organizations, and museums to develop programs, symposia, seminars, exhibitions, and educational initiatives. In 2015, the Institute will complete a three-year NEH initiative, *Civil War 150: The Civil War Told by Those Who Lived It*, in partnership with the Library of America. Whether our collaborations are one-time or ongoing, we seek with every partnership to bring together the highest-quality materials and talent to deliver the best and most useful resources to teachers and students of American history as well as the general public.

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The third annual Gilder Lehrman Institute Gala honored Former First Lady Laura Bush, a long-time supporter and friend of the Institute, on May 22 at the Pierre in New York City.

The program featured several students from Gilder Lehrman Affiliate Schools. Jonathan Peters of All Hallows High School (Bronx, New York) opened the evening by welcoming the guests. Masha Ikromova from Abraham Lincoln High School (Brooklyn, New York) and Ethan Anderson from the High School of American Studies (Bronx, New York) introduced two former National History Teacher of the Year Award recipients, Rosanne Lichatin and David Mitchell.

Rosanne Lichatin and David Mitchell went on to present Mrs. Bush with the Gilder Lehrman Champion of History award, recognizing her dedication to teachers and American history education. Elisabeth Hyde, a student at the Academy of American Studies (Queens, New York), introduced Gilder Lehrman trustee and Pulitzer Prize–winning author David M. McCullough as the event’s featured speaker.

In her remarks, Mrs. Bush said of Gilder Lehrman’s work and of the importance of history education, “If you know your history then you know where you might go, and what your future could become.” Proceeds from the annual gala support the Institute’s programs and resources for teachers and students.
The Gilder Lehrman Institute of American History is a 501(c)(3) public charity supported through the generosity of individuals, corporations, and foundations. Your fully tax-deductible gift helps improve history education in classrooms nationwide and helps propel countless students to better college education and careers. Since our inception we have reached thousands of students and educators, and with your support we can reach even more.

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The Gilder Lehrman Institute is proud to accept gifts made in memory of loved ones or in honor of family, friends, or special occasions. If you would like to recognize or remember someone with a love of American history and education, you can donate online or send us a letter with the name of the person in whose name you want to make the gift, the occasion (if any), and the name and address of any person who should receive a notification of your gift. The amount of your gift remains confidential.

QUESTIONS?
Call the Development Office at 646-366-9666 (ext. 35) or email development@gilderlehrman.org.
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 Center operates under the guidance 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.

FRITERICK 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.

WINNERS OF THE FREDERICK DOUGLASS PRIZE
2014 Christopher Hager
Word by Word: Emancipation and the Act of Writing

2013 Sydney Nathans
To Free a Family: The Journey of Mary Walker

2012 James Sweet
Domingos Alves, African Healing, and the Intellectual History of the Atlantic World

2011 Stephanie McCurry
Confederate Reckoning: Power and Politics in the Civil War South

2010 Co-winners:
Judith A. Carney and Richard Nicholas Rosomoff
In the Shadow of Slavery: African’s Botanical Legacy in the Atlantic World

Siddharth Kara
Sex Trafficking: Inside the Business of Modern Slavery

2009 Annette Gordon-Reed
The Hemingses of Monticello: An American Family

2008 Stephanie E. Smallwood
Saltwater Slavery: A Middle Passage from Africa to American Diaspora

2007 Christopher Leslie Brown
Moral Capital: Foundations of British Abolitionism

2006 Rebecca J. Scott
Degrees of Freedom: Louisiana and Cuba after Slavery

2005 Laurent Dubois
A Colony of Citizens: Revolution and Slave Emancipation in the French Caribbean

2004 Jean Fagan Yellin
Harriet Jacobs: A Life

2003 Seymour Drescher
The Mighty Experiment: Free Labor versus Slavery in British Emancipation

2002 Robert Harms
The Diligent: A Voyage through the Worlds of the Slave Trade

2001 David Blight
Race and Reunion: The Civil War in American Memory

2000 David Eltis
Saltwater Slavery: A Middle Passage from Africa to American Diaspora

1999 Ira Berlin
Many Thousands Gone: The First Two Centuries of Slavery

INTERNATIONAL CONFERENCE, FALL 2014
VISUALIZING SLAVERY AND BRITISH CULTURE IN THE EIGHTEENTH CENTURY
SIXTEENTH ANNUAL INTERNATIONAL CONFERENCE, NOVEMBER 7–8, 2014
This conference coincided with the Yale Center for British Art’s exhibition Figures of Empire: Slavery and Portraiture in Eighteenth-Century Atlantic Britain. Using a cross-disciplinary approach, the conference helped place the works in the exhibition in a historical context and explored the impact of slavery on British art and culture. The conference built on the growing field of work exploring the relationships between slavery, art, taste, and power, and raised questions about how art, artists, and cultural institutions reckon with slavery’s legacies.

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.
In 2014, 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 skills. They participated in weekly enrichment activities—including field trips to the Gilder Lehrman Collection and the Brooklyn Historical Society, and lunch with historian Carol Berkin—to build their knowledge of American history and various professions in the field of history.

**SUMMER 2014 INTERNS**

Heidi Charles, University of Arizona

Andrew Dobrich, Staples High School

Alon Futter, SAR High School

Maria Jose Gallegos, The Chapin School

KellyAnn Hayes, Colgate University

Delaney Higgins, The Chapin School

Kristin Hunter, Villanova University

Cody Nager, Columbia University

Emily Scerbo, University of Virginia

Denise Seidler, SUNY Cortland

2014 interns KellyAnn Hayes, Kristin Hunter, Emily Scerbo, Denise Seidler, Heidi Charles, and Andrew Dobrich.
The Gilder Lehrman Institute is guided by eminent philanthropists, civic leaders, and scholars. Along with our Trustees and Advisory Board members, and the new President’s Council and Student Advisory Committee, our staff is devoted to the subject of American history and to supporting schools, teachers, and students.
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President Lincoln and his generals, 1862 [The Gilder Lehrman Collection].
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Formed in October 2013 the President’s Council consists of successful individuals drawn from many fields—business, technology, the not-for-profit sector, and education—who have answered the president’s invitation to support Gilder Lehrman with their advice, strategic input, and connections to supportive institutions and individuals.

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Top students are elected to the Gilder Lehrman Student Advisory Council to offer advice and suggestions on the Institute’s educational programs, website, and public events. In 2014-15, the Council includes:

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Darilyn Liriano, Javin Michael, Elisabeth Hyde, Orlando Leach, Jr. with 2014 Frederick Douglass Prize winner Christopher Hager and Gilder Lehrman President James G. Basker.