

THE GILDER LEHRMAN
INSTITUTE of AMERICAN HISTORY

2020 Annual Report

2020 Highlights

More than
29,000
Gilder Lehrman
Affiliate Schools represent
56,000
K–12 teachers and
7.8 million
K–12 students.

2,016
teachers enrolled in the
Pace–Gilder Lehrman
MA in American History
degree program.

More than
21,000
teachers, students,
scholars, and history
lovers attended
Inside the Vault
since April 2020.

More than
25,000
viewers have enjoyed
Book Breaks
since May 2020.

Approximately
3 million
unique visitors used
the GLI website.

37,200
Title I high school
students and teachers
participated in the
Hamilton Education
Program in theaters.

More than
5,000
teachers signed up
for EduHam Online.

More than
16,000
parents enrolled in
EduHam at Home.

More than
1,300
historians and
900
Master Teachers
are in our network.

More than
1 million
students nationwide
used GLI's AP US
History Study Guide.

More than
3,377
teachers and history
lovers took an online
Self-Paced Course.

1,563
educators participated
in the 2020 Teacher
Seminar Program.

1,750
teachers received
professional
development through
Teaching Literacy
through History.

7,866
teachers were nominated
to be History Teacher
of the Year, resulting
in 50 state winners
and a national winner.

80
different items
are available in our
Gift Shop, with more
added every month.

Learn more
about our programs
at gilderlehrman.org.



Our Mission

Founded in 1994 by Richard Gilder and Lewis E. Lehrman, visionaries and lifelong supporters of American history education, the Gilder Lehrman Institute of American History is the leading nonprofit organization dedicated to K–12 history education while also serving the general public. The Institute’s mission is to promote the knowledge and understanding of American history through educational programs and resources.

At the Institute’s core is the Gilder Lehrman Collection, one of the great archives in American history. Drawing on the 75,000 documents in the Gilder Lehrman Collection and an extensive network of eminent historians, the Institute provides teachers, students, and the general public with direct access to unique primary source materials.

As a 501(c)(3) nonprofit public charity the Gilder Lehrman Institute of American History is supported through the generosity of individuals, corporations, and foundations. The Institute’s programs have been recognized by awards from the White House, the National Endowment for the Humanities, the Organization of American Historians, and the Council of Independent Colleges.

▲ *Students frequently visit the Gilder Lehrman Collection for school trips.*

A Letter from President James G. Basker



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

As has been true for the United States and most of the world, the past year has been extraordinarily challenging for the Gilder Lehrman Institute. In the midst of the COVID-19 crisis we lost our co-founder Richard Gilder in May, and the summer was a steady scramble to adapt to the new circumstances and needs of the teachers and students we serve.

Our staff more than rose to the challenge. Everyone jumped in, many taking on new roles and learning new skills on the fly, and all of them working overtime to transform our in-person offerings into digital programs and to launch several new programs, most of which have already become staples of the Institute.

This Annual Report represents not only a year of challenge but a year of tremendous growth.

From the hundreds of thousands of students now participating in the Hamilton Education Program Online, to the direct engagement with the general public that is unsurpassed in the Institute's history, to programs like *Inside the Vault*, *Book Breaks*, and the Gilder Lehrman History School, we have discovered a renewed purpose. We are not replacing our original mission, but heightening the possibilities of how we might achieve it.

History teaches us that our country has faced terrible crises in the past, and still found its way forward. Such is our expectation at the Gilder Lehrman Institute, and we invite you all to join in the effort with us.

Please enjoy this report on our work, with special attention paid to how it has developed over this unprecedented period.

Sincerely,

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

Remembering Richard Gilder

Co-founder and co-chair of the Institute since its beginning in 1994, Richard Gilder partnered with his dear friend Lewis Lehrman to elevate and enrich the teaching and learning of American history on a national scale. Starting with one teacher seminar and the donation of the 60,000-item collection of historical documents he and Lew Lehrman had built, Dick Gilder led the way as the Institute grew. Over the next twenty-five years the Institute created a network of 29,000 Affiliate Schools and programs across all fifty states that now support more than 56,000 teachers and, through them, reach more than seven million students each year.

Dick's contributions were much more than financial, though his generosity was legendary. He brought unparalleled intelligence, strategic brilliance, and passionate commitment to our mission, as he did to every one of his business investments, cultural institutions he supported, and civic projects he undertook.

Everyone at the Gilder Lehrman Institute remains dedicated to preserving his legacy and carrying forward his mission to serve future generations.

▼ *Richard Gilder, co-founder and co-chair of the Gilder Lehrman Institute, with his wife Lois Chiles at the 2008 Frederick Douglass Book Prize Ceremony*



Contents

THE GILDER LEHRMAN COLLECTION

Overview and Acquisitions.....	5
The Collection in Digital Form.....	6
First Fridays becomes <i>Inside the Vault</i> NEW IN 2020	7
Transcription Project NEW IN 2020	9

THE GILDER LEHRMAN INSTITUTE ONLINE

History Resources.....	10
Self-Paced Courses.....	11

AFFILIATE SCHOOL PROGRAM

Overview.....	12
Hamilton Education Program.....	14
Hamilton Education Program Online.....	16

GILDER LEHRMAN HISTORY SCHOOL **NEW IN 2020**

Overview and Courses Offered.....	18
-----------------------------------	----

NATIONAL STUDENT ADVISORY COUNCIL.....

.....	20
-------	----

STUDENT CONTESTS **NEW IN 2020**.....

.....	21
-------	----

NATIONAL HISTORY TEACHER OF THE YEAR.....

.....	22
-------	----

TEACHER SEMINARS.....

.....	23
-------	----

THE PACE–GILDER LEHRMAN

MA IN AMERICAN HISTORY PROGRAM.....	24
-------------------------------------	----

BOOK PRIZES.....

.....	26
-------	----

BOOK BREAKS **NEW IN 2020**.....

.....	27
-------	----

HISTORY NOW.....

.....	28
-------	----

SCHOLARLY FELLOWSHIPS.....

.....	29
-------	----

ADVISORY BOARD.....

.....	30
-------	----

BOARD OF TRUSTEES & PRESIDENT’S COUNCIL.....

.....	31
-------	----

FINANCIAL SUMMARY.....

.....	32
-------	----

DONORS.....

.....	33
-------	----

HOW TO SUPPORT GLI.....

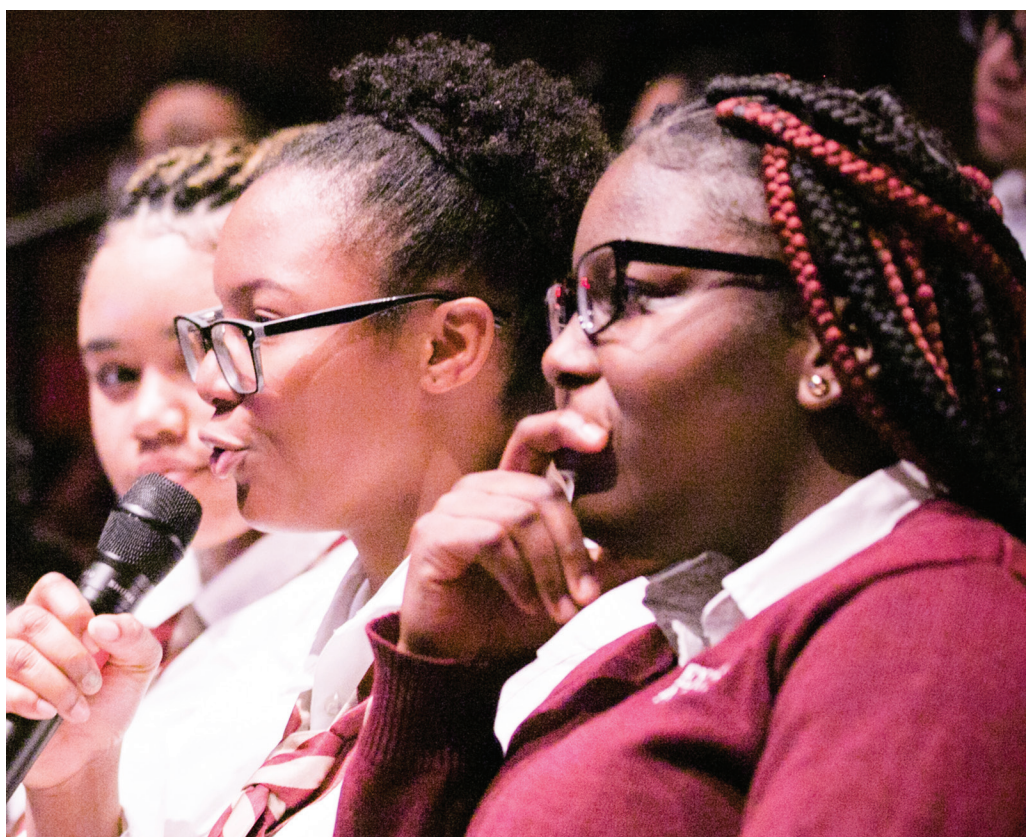
.....	35
-------	----

LEADERSHIP & STAFF.....

.....	36
-------	----

SIX PRIORITIES FOR 2021 & 2020 REPORT CARD.....

.....	BACK COVER
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► *New York City students ask questions at the 2019 Frederick Douglass Book Prize Ceremony on February 13, 2020.*

The Gilder Lehrman Collection

At the Institute's core is the Gilder Lehrman Collection, one of the great archives of American history. More than **75,000 items cover 500 years of history**, from Columbus's 1493 letter describing the New World to vital documents and images from the civil rights era and beyond. In 2020, the Institute adjusted its programming and outreach to make experiencing and exploring the Collection more interactive for the public.

The Collection continued to grow, adding more than 850 new documents. Highlights include

- *The Literary Digest* (August 11, 1894), including "An Anti-Lynching Crusade in America Begun" discussing Ida B. Wells's campaign against lynchings of African Americans in the United States
- *How to Spend Your Food Money* (1931), a broadside published by the US Department of Agriculture offering advice during the Great Depression on how to budget money and care for your family
- World War II collection of Chicano sailor Crispin Raymond Reyes with photographs, a journal, and other papers related to his service in the US Navy
- Three pamphlets entitled *Investigation of Communist Activities in the St. Louis, Mo., Area* (1956) that record testimonies before the Committee on Un-American Activities in the House of Representatives
- *A Balance Sheet on Bombing: Statement of the Special Committee on Bombing Policy of the Citizens Committee for Peace with Freedom in Vietnam* (December 7, 1968), a typed manuscript by Dwight D. Eisenhower with handwritten annotations that offers arguments both for and against continued bombing in North Vietnam

▼ Students look at Columbus's letter to King Ferdinand and Queen Isabella of Spain, 1493. (Gilder Lehrman Institute, GLC01427)



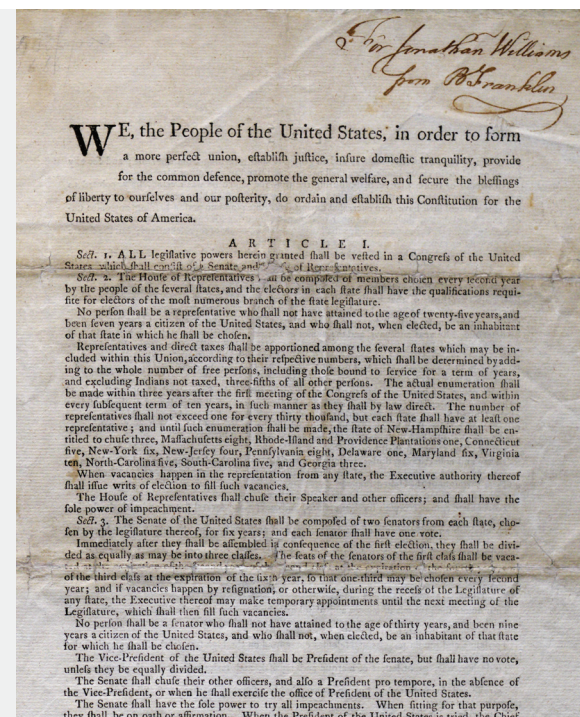
▲ Student groups of all ages have been frequent visitors to the Collection.

Who uses the Collection

- K–12 teachers and students
- Historians
- College students
- Librarians and archivists
- Publishers
- Genealogists
- 21,000 *Inside the Vault* viewers

Did you know that the Gilder Lehrman Collection is the only archive with all five first editions of the United States Constitution printed by the Constitutional Convention?

► *Members' copy of the US Constitution, September 17, 1787. Printed Dunlap & Claypoole edition inscribed by Benjamin Franklin to Jonathan Williams (Gilder Lehrman Institute, GLC03585)*





The Gilder Lehrman Collection

THE COLLECTION
IN DIGITAL FORM

▲ *Kurz & Allison 1890 print of the storming of Fort Wagner by the 54th Massachusetts Regiment in 1863 (Gilder Lehrman Institute, GLC00317.02)*

▼ *American History, 1493–1945 features a variety of options for browsing the Collection from curated features to full access to images.*



American History, 1493–1945

In 2014, approximately 60,000 documents from the Gilder Lehrman Collection were digitized and published by Adam Matthew Digital in an online subscription database, *American History, 1493–1945*. Since then, the database has been acquired by 122 colleges, schools, and other institutions.

The digital Collection allows researchers, both casual and professional, full access to exploring our documents from 1493–1945 as if the researchers were in our Collection itself.

In addition to the Library of Congress, the Supreme Court, and K–12 schools across the country, universities that have subscribed to *American History, 1493–1945* include

- | | | |
|----------------------|--|------------------------------|
| Baylor University | Syracuse University | University of Pennsylvania |
| Brown University | UC San Diego | University of South Carolina |
| Dickinson College | UNC Chapel Hill | Vanderbilt University |
| Harvard University | University of Central Florida | Virginia Tech |
| Indiana University | University of Illinois at Urbana-Champaign | Xavier University |
| Kenyon College | University of Nevada, Las Vegas | Yale University |
| Penn State | | |
| Princeton University | | |
| Stanford University | | |



The Gilder Lehrman Collection

FIRST FRIDAYS
BECOMES
INSIDE THE VAULT
NEW IN 2020

In the first three months of 2020, the popular monthly program *First Fridays at the Gilder Lehrman Collection* brought K–12 teachers to the Collection to engage with primary source documents in a collegial setting.

In April 2020, due to the COVID-19 closing of the Collection to visitors, the Institute created the online program *Inside the Vault: Highlights from the Gilder Lehrman Collection*, which has now served more than 21,000 teachers, students, scholars, and other lovers of history.

Inside the Vault is a bi-monthly presentation of documents from the Gilder Lehrman Collection with Director Sandra Trenholm, other curators, and guests in conversation. Our curators guide a global audience through the fascinating stories behind the artifacts.

▲ Gilder Lehrman Collection staff members share Collection items with history teachers in February 2020.

▶ Paige Smallwood from the *Hamilton* cast appeared on *Inside the Vault* to discuss a letter from Alexander Hamilton to his future wife, Elizabeth Schuyler, October 5, 1780, *The Gilder Lehrman Institute* (GLC00773).

Marriage

“You will laugh at me for consulting you about such a trifle; but I want to know, whether you would prefer my receiving the nuptial benediction in my uniform or in a different habit – It will be just as you please; so consult your whim and what you think most consistent with propriety – If you mean to follow our plan of being secretly married, the scruple ought to appear entirely your own, and you should begin to give hints of it –”

Paige Smallwood

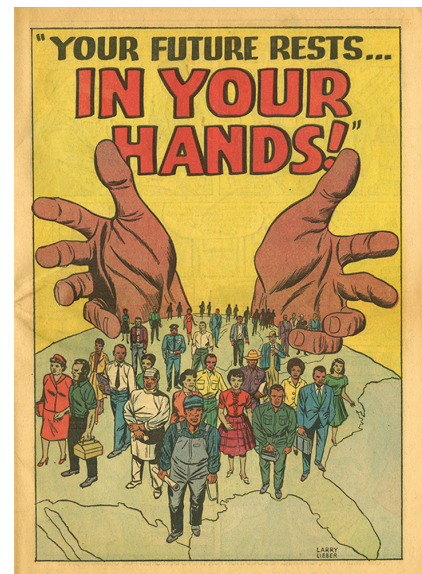
INSIDE THE VAULT

What teachers are saying about *Inside the Vault*:

“[I] loved seeing the actual docs and having the speaker know so much about the time, people, process and aspects that haven’t typically been taught in schools!”

“Either I find something I did not know about or I get validation that I’ve been using these primary sources correctly!”

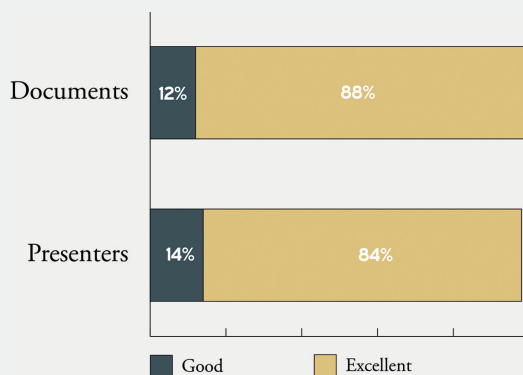
“I wish there was a way for all the history teachers in the country to have this resource! I know that you are trying!”



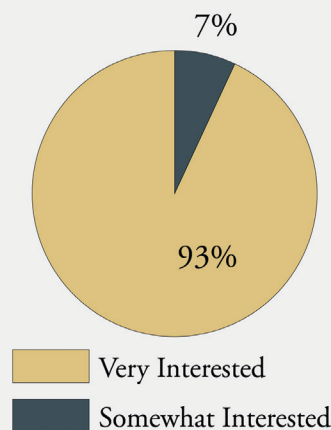
▲ On July 24, *Inside the Vault* featured the 1964 comic book *Your Future Rests... In Your Hands*, by Larry Lieber, published by the NAACP.

Results of a September 2020 survey of 1,721 *Inside the Vault* participants

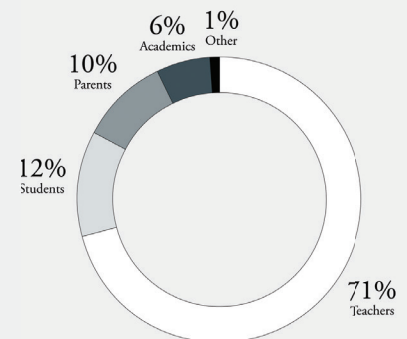
How Attendees Rate the Documents and Presenters on *Inside the Vault*

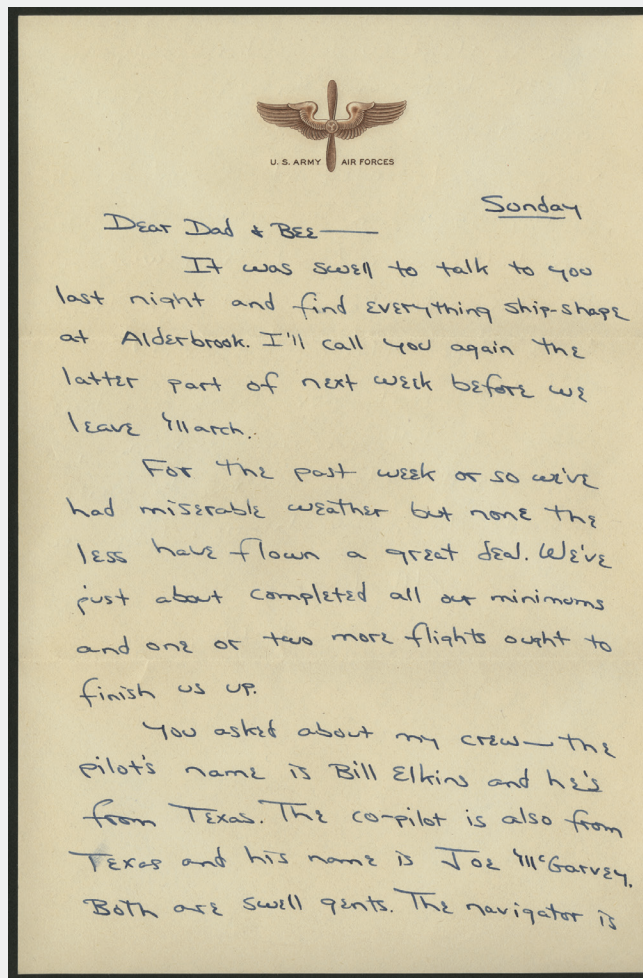


Level of Interest in Attending a Future *Inside the Vault*



Who attends *Inside the Vault*?





► Robert L. Stone to Jacob and Beatrice Stone, June 11, 1944 (Gilder Lehrman Institute, GLC09620.101)

The Gilder Lehrman Collection

THE TRANSCRIPTION PROJECT

NEW IN 2020

In 2020, the Institute launched its Transcription Project, which enlisted middle and high school students to transcribe documents from the Gilder Lehrman Collection. The students' typed transcriptions are available on the Institute's website, to make the Collection's holdings more accessible to all.

This volunteer opportunity is available to students who are at least thirteen years old. There is no minimum or maximum commitment required.

Students can work on as many documents as they like. New documents are added on an ongoing basis.

Through the Transcription Project, students gain valuable experience with primary sources, and the Collection is the richer for it. For researchers who have difficulty deciphering historical handwriting or for those who are visually impaired, transcriptions are essential. All transcriptions are reviewed and proofread by staff before being released to the public.

The Gilder Lehrman Institute Online

More than 3 million visitors came to gilderlehrman.org in 2020 to learn about programs for teachers, to find content for students, or to update themselves on Gilder Lehrman news.

HISTORY RESOURCES

The Institute's online resources can be browsed by historical period, topic, or resource type.



From lesson plans to essays, study guides to video lectures, vast resources are available on the Gilder Lehrman website for teachers, students, scholars, and history enthusiasts.

ONLINE EXHIBITIONS

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

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

America to 1620

**Colonization and Settlement,
1763–1783**

**The American Revolution,
1763–1783**

The New Nation, 1783–1815

**National Expansion & Reform,
1815–1860**

**Civil War & Reconstruction,
1861–1877**

**The Rise of Industrial America,
1877–1900**

**Progressive Era to New Era,
1900–1929**

**Great Depression & WWII,
1929–1945**

1945 to the Present

SELF-PACED COURSES

The Gilder Lehrman Self-Paced Course program offers K–12 teachers and history lovers the opportunity to watch online courses, review supporting primary source documents, and test their knowledge with quizzes for professional development contact hours. In 2020, there were more than 3,400 purchases of Gilder Lehrman Self-Paced Courses. Teachers in all 50 states have used them for professional development credit.



► *Ned Blackhawk, Professor of History and American Studies at Yale University, teaches the “American Indian History” Self-Paced Course*

Self-Paced Courses available in 2020

THE FOUNDING ERA AND EARLY REPUBLIC

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

THE NINETEENTH AND TWENTIETH CENTURIES

The American Civil War
 American Immigration History
 The Era of Theodore Roosevelt
 The Global Cold War
 The Kennedy Presidency
 The Supreme Court and the Constitution in the 20th Century
 The Vietnam War
 The World at War
 Women and Gender in 19th-Century America
 Women and Politics in 20th-Century America
 World War II

AFRICAN AMERICAN HISTORY

African American History since Emancipation
 Amazing Grace
 Black Women’s History
 Black Writers in American History
 Emancipation
 The Life and Writings of Frederick Douglass
 Lives of the Enslaved
 Race and Rights in America

SPECIAL TOPICS IN AMERICAN HISTORY

American Indian History
 The American Presidency
 The American West
 Colonial North America
 Conflict and Reform
 Famous Trials in American History
 The History of American Protest
 The South in American History

New Courses Coming In 2021

Civil War Rank and File
 Historiography and Historical Methods
 Legacies of the Age of Revolutions
 The Life and Times of Ida B. Wells
 The Presidents v. the Press
 Slavery in the Americas



Affiliate School Program

▲ *Affiliate School students from Harlem Academy in a class discussion*

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

Registration is easy on the Gilder Lehrman website.

Our network of schools connects teachers and students with

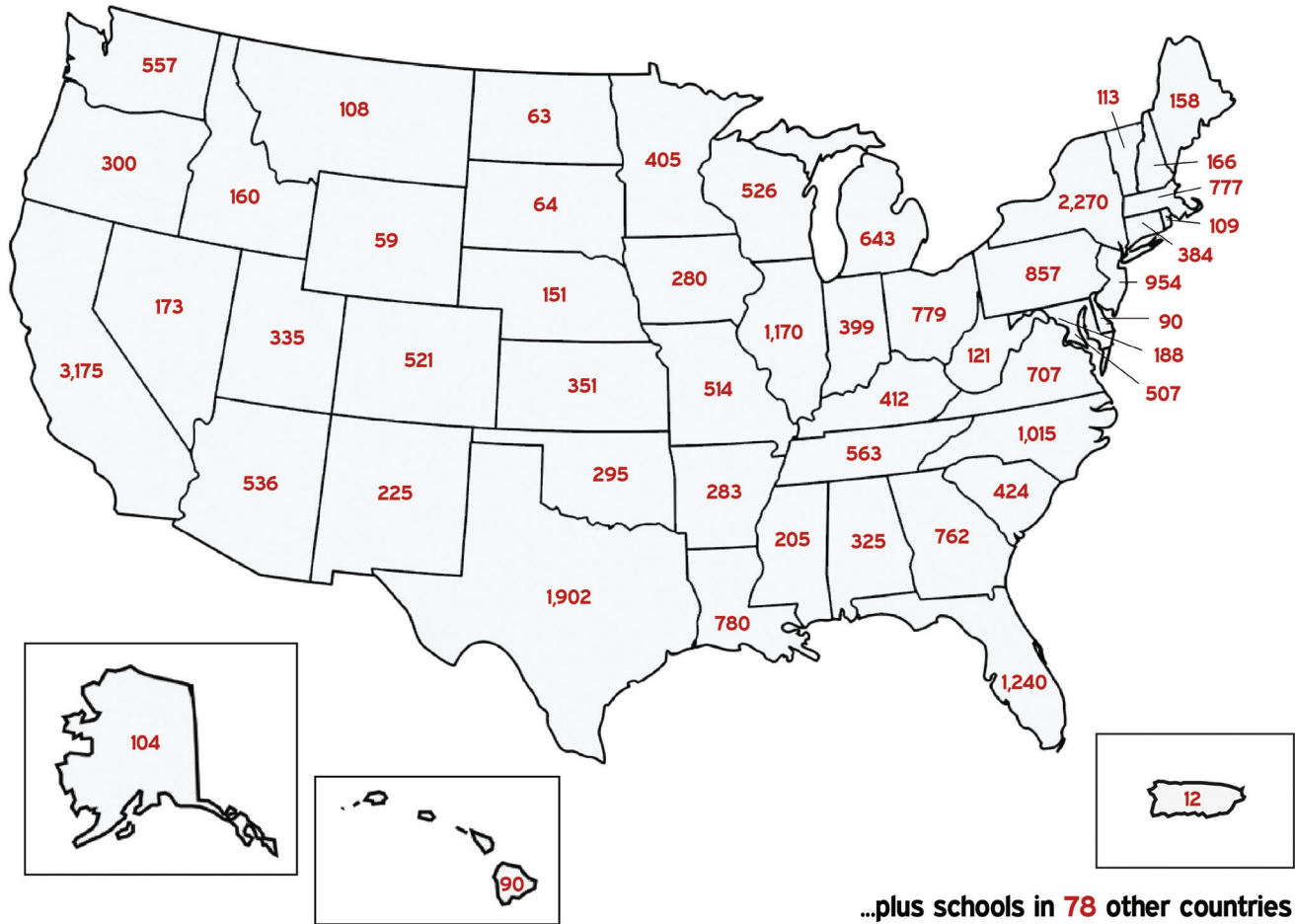
- Unlimited access to **primary sources** and other **classroom resources** through our website
- Exclusive eligibility for our highly valued professional development programs
- Special offers, including free classroom-ready materials and a free subscription to the journal *History Now*
- Cash award for the David McCullough Essay Prize for students
- Discounts on Gilder Lehrman Self-Paced Courses and Gift Shop merchandise



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

Created with the support of the National Endowment for the Humanities, the Gilder Lehrman Affiliate School Program provides free resources and support for teaching and studying American history.

Number of Affiliate Schools per State across the United States



What did our Affiliate School teachers say?

A 2020 survey of 4,900 reported that...

85%

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

86%

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

THE HAMILTON EDUCATION PROGRAM



▲ Students in a March 2020 EduHam performance

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

The Hamilton Education Program is part of the Gilder Lehrman Institute’s broader mission to improve the teaching and learning of American history. Thanks to an initial grant from The Rockefeller Foundation as well as many foundations and donors throughout the country, high school students in Boston, Charlotte, Chicago, Dallas, Denver, Detroit, Fort Lauderdale, Hartford, Houston, Los Angeles, Minneapolis, Nashville, New Orleans, New York City, Norfolk, Philadelphia, Pittsburgh, Salt Lake City, San Diego, San Francisco, Seattle, St. Louis, Tampa, Tempe, and Washington, DC each paid only a “Hamilton” (\$10) to see the musical from 2016 to the first months of 2020.

The Hamilton Education Program by the Numbers

	2015–16	2016–17	2017–18	2018–19	2019–20	Total
Cities / locations	1, NYC only	3, added Chicago & San Francisco	10 including Boston, Houston & Minneapolis	13 including Detroit, New Orleans & Pittsburgh	13 including Atlanta, Miami, Nashville, Norfolk & Philadelphia	25
Matinees	2	24	32	30	17	105
Schools served	33	440	600	789	455	2,317
Students served	2,572	35,256	64,051	59,027	40,311	201,217

The Impact of *Hamilton*

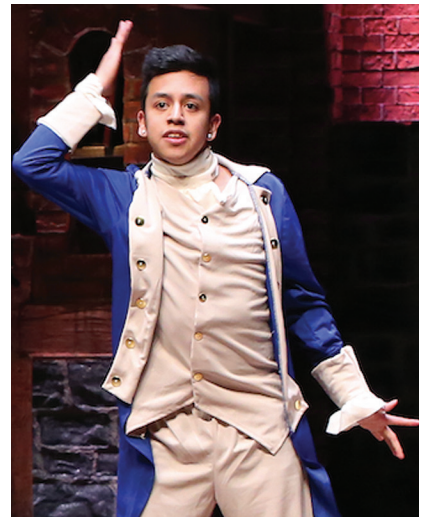
In a sample survey of 1,040 teachers in June 2020, teachers responded

97%

EduHam gave my students a unique opportunity to combine creativity and American history.

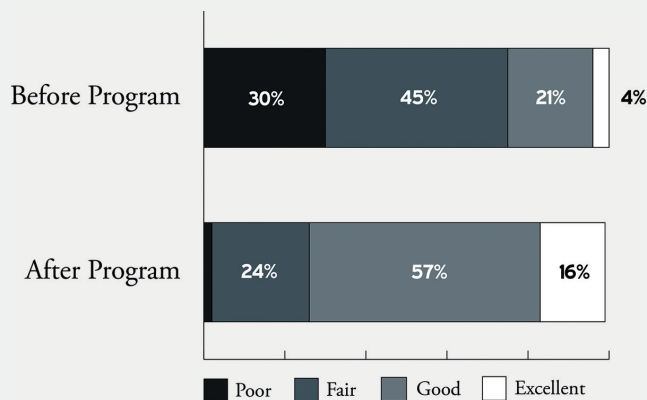
90%

EduHam provided me a novel way to teach American history.

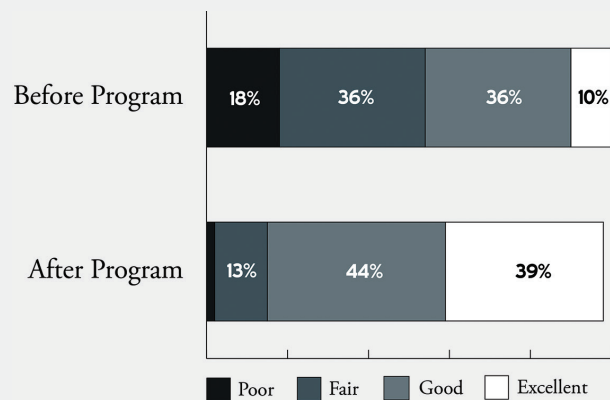


▲ A high school student in New York City performs in EduHam

Teachers rated their students' knowledge of the Founding Era before and after EduHam.



Students rated their own knowledge of the Founding Era before and after EduHam.



Teachers said:

"This is an amazing opportunity for my students. Even though this will be my 5th time seeing the show, most of my students have never seen live theater before, let alone Broadway caliber theater. This is a life-changing experience for them."

—San Francisco teacher

"Former students still come back and say the Hamilton Education Program was the highlight of their high school career."

—New York City teacher

"I find that the Hamilton Education Program is a great way for our students to engage and identify with the foundation of the United States."

—Chicago teacher

"This has been a totally life-changing experience for me and for my students. My way of teaching has changed and the level of student engagement has peaked. This is the kind of program that the kids need to develop a love for history."

—Chicago teacher



Affiliate School Program

EDUHAM AT HOME and EDUHAM ONLINE

▲ Students work with a teacher on the EduHam curriculum.

In fall 2019 the Gilder Lehrman Institute launched a pilot program for the Hamilton Education Program Online with 76 schools from across the country. It was a great success.

And then the pandemic shut down not only schools but the Broadway and touring productions of *Hamilton*.

More than 16,000 parents enrolled in EduHam at Home

With the launch of the Hamilton Education Program Online already planned for fall 2020, the Institute quickly created Hamilton at Home, offering the resources of EduHam Online to families at home with eager students of *Hamilton* and history. Fortunately, the musical was made available in full for the first time ever in streaming format through Disney Plus in July 2020.

More than 5,000 teachers signed up for EduHam Online

In the fall, EduHam Online was launched, with an immediate enthusiastic response from schools engaged in remote and hybrid learning, as well as schools fully back in session. EduHam Online provides middle school students access to the program for the first time.

The program gives students access to a wealth of materials on the #EduHamOnline website, including information about more than 45 Founding Era figures and 14 events, plus 24 key documents, 175 supporting documents, video clips from *Hamilton*, and more.

“From everything that has come out of HAMILTON, I am most proud of EduHam and of the students who have created their own incredible work from primary sources. I’m thrilled by the storytelling that comes out of the EduHam curriculum and the hunger it awakens in students who are empowered to dig deeper and find inspiration from our collective history.”

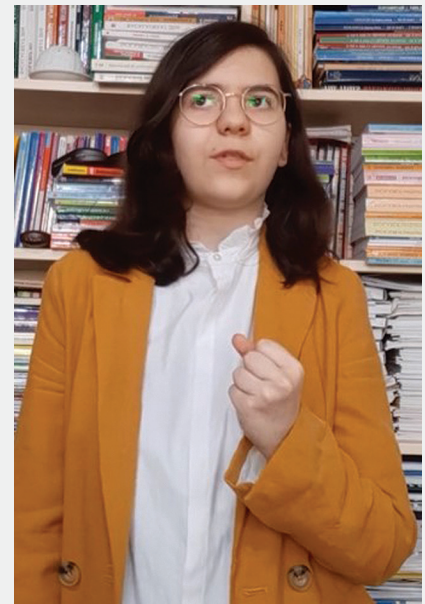
—HAMILTON creator Lin-Manuel Miranda

Affiliate School Program

► Three eleventh graders from Housatonic Valley Regional High School in Falls Village, CT, record their piece “Pedestal” for the 2019 EduHam Online pilot program.



▼ Students perform their pieces “Benjamin Franklin the Reluctant Revolutionary” and “For My Father, Aaron Burr.”



► Catalina Marti Del Toro and her father Ricardo Marti Ruiz from San Juan, Puerto Rico, created a story through drawings for their EduHam at Home entry.

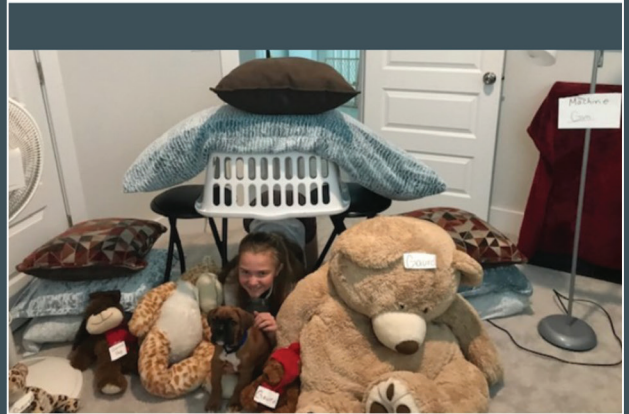


ADDING CHECKPOINTS AND WATCH TOWERS

- 3 Western checkpoints were made (Checkpoint Alpha, Bravo, and Charlie)
- Most famous is Checkpoint Charlie - located at Friedrichstrasse
- East Berlin put up 12 checkpoints on their section of the wall
- Multiple watch towers were created to catch people trying to escape

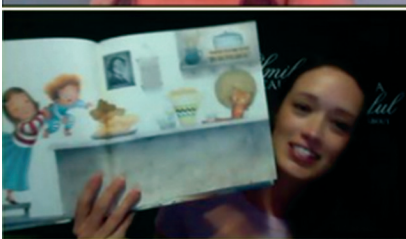
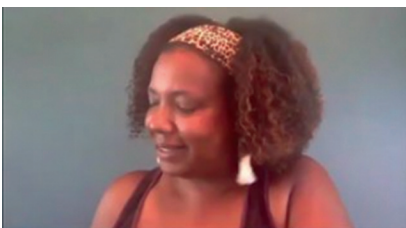


ARE YOU READY TO MAKE HISTORY WITH LEGOS, PLAY DOUGH, AND PILLOWS?



▲ In the Pop-Up History School pilot, 2015 National History Teacher of the Year Mary Huffman taught a lesson in “Building the Berlin Wall with Legos, Play Dough, and Pillows” for her course *Hands-On History: Dressing Up, Eating, and Building the Cold War*.

▼ Week Three of the History School “Voting Rights” course taught by the 2019 National History Teacher of Year Alysha Butler (bottom left), introduced by GLI Education Program Coordinator Daniel Peconaro (top left), featuring a dialogue with Hamilton cast members Darnell Abraham (top right) and Nicole deRoux (bottom right).



Gilder Lehrman History School

NEW IN 2020

Answering the need for history education that started when schools were first closed in March of 2020, the Gilder Lehrman History School began with Pop-Up Courses starting on April 27. Summer History School for middle and high school students and History Camp for elementary students followed, providing students stuck at home with fun and meaningful ways to stay in touch with American history.

The fall of 2020 saw the History School continue to grow and meet the needs of family and students, and even provide support for teachers forced to cope with remote and hybrid learning.

In all History School courses Master Teachers present lessons anchored in primary source documents, many from the Gilder Lehrman Institute’s collection of more than 75,000 American history artifacts. The goal is to engage students and excite them about history so that they leave each lesson more knowledgeable about a new idea, theme, document, or pivotal moment in history.

The Gilder Lehrman History School is hosted on video conference. Recordings of each class session are available for students, educators, and families to view on demand after the live sessions.

◀ 2019 Illinois History Teacher of the Year Keisha Rembert and actress and Hamilton dance captain Kim Taylor reading and discussing *Fry Bread: A Native American Family Story* for the Hamilton Cast Read Along course in Summer History Camp 2020

History School classes offered in 2020

POP-UP HISTORY SCHOOL (SPRING 2020)

Being American taught by Tim Bailey (2009 National History Teacher of the Year, Gilder Lehrman Director of Curriculum Development and Instructional Design) for grades 3–5

Hands-on History: Dressing Up, Eating, and Building the Cold War taught by Mary Huffman (2015 National History Teacher of the Year) for grades 3–5

Facing Crisis Head On: Roberto Clemente, Kent State, and the Women’s Army Corps taught by Joe Welch (2018 National History Teacher of the Year) for grades 6–8

Facing Crisis Head On: 1960 Rome Olympics, Mahalia Jackson, and Women as WWII Spies taught by Lois MacMillan (2006 Oregon History Teacher of the Year) for grades 6–8

Defining Liberty taught by Nathan McAlister (2010 National History Teacher of the Year) for grades 9–12

The Paradox of Liberty taught by Keisha Rembert (2019 Illinois History Teacher of the Year) for grades 9–12

HISTORY SCHOOL AND HISTORY CAMP (SUMMER 2020)

Hamilton Cast Read Alongs taught by Keisha Rembert (2019 Illinois History Teacher of the Year) for elementary school students

History Camp: History Outdoors and History Camp: History’s Treasures taught by Mary Huffman (2015 National History Teacher of the Year) for grades 3–5

American History through Song: American Revolution through Great Depression taught by Jim Knable (Staff Writer at the Gilder Lehrman Institute and Resident Songwriter at Luna Stage) for grades 6–12

American History through Film: Civil War and Cinema taught by Gena Oppenheim (teacher at Saint Ann’s School in Brooklyn and Hamilton Education Program Senior Education Fellow) for grades 6–12

AP United States History taught by Sara Ziemnik (2017 National History Teacher of the Year) for grades 9–12

History of the Voting Rights Struggle taught by Alysha Butler (2019 National History Teacher of the Year) for grades 9–12

The United States, 1492–1865 taught by Kevin Cline (2016 National History Teacher of the Year) and Professor Steven Mintz (University of Texas at Austin) for grades 9–12

HISTORY SCHOOL (FALL 2020)

Hamilton Cast Read Alongs taught by Keisha Rembert (2019 Illinois History Teacher of the Year) for elementary school students

Hamilton’s World: Founding Era Documents and Hamilton’s World: Founding Era People taught by Tim Bailey (2009 National History Teacher of the Year, Gilder Lehrman Director of Curriculum Development and Instructional Design) for grades 3–8

“Who Will Tell Your Story”: Get Creative with EduHam taught by Gena Oppenheim (teacher at Saint Ann’s School in Brooklyn and Hamilton Education Program Senior Education Fellow) for grades 6–12

Women Who Made History taught by CherylAnne Amendola (2017 New Jersey History Teacher of the Year) for middle and high school students

History of the Voting Rights Struggle taught by Alysha Butler (2019 National History Teacher of the Year) for middle and high school students

AP United States History taught by Sara Ziemnik (2017 National History Teacher of the Year) for grades 9–12



National Student Advisory Council

▲ *Members of the Student Advisory Council with Eric Foner (DeWitt Clinton Professor Emeritus of History at Columbia University), James Basker (President of the Gilder Lehrman Institute), at right, and Daniel Pecoraro (GLI Education Program Coordinator), at left*

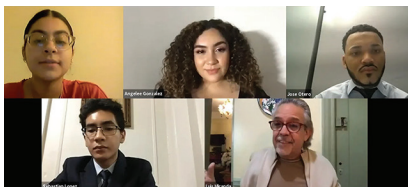
Created in 2014, the Gilder Lehrman Student Advisory Council is a diverse group of middle and high school students who provide valuable feedback on the Institute's programs and materials. Students are recommended to the Council by an Affiliate School teacher based on their academic achievements and interest in American history. The Council became national in 2020 due to the COVID-19 crisis. It now has 75 members from across the country.

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

NATIONAL ACADEMY OF AMERICAN HISTORY AND CIVICS

NEW IN 2020

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



▲ *National Student Advisory Council moderators interview Luis Miranda about the documentary Siempre, Luis*

Student Contests

RICHARD GILDER HISTORY PRIZE

NEW IN 2020

The Richard Gilder History Prize serves as an opportunity for Affiliate School teachers to honor a promising and passionate history student in their school. For the inaugural Richard Gilder History Prize, we sent 5,000 copies of two-time Pulitzer Prize–winner David McCullough’s best-selling book *1776* to Affiliate Schools, for teachers to award to a student of their choosing. The book includes a commemorative bookplate allowing schools to personalize the prize, which makes a great award to include in an end-of-year classroom ceremony. In addition, Richard Gilder History Prize winners have the opportunity to take advantage of two programs: the National Academy of American History and Civics and the National History Honor Roll.

DAVID McCULLOUGH PRIZE

NEW IN 2020

This contest honors David McCullough, Pulitzer Prize and National Book Award–winning historian and Life Trustee of the Gilder Lehrman Institute, and his career telling America’s stories. The contest recognizes outstanding high school student research essays with cash prizes of up to \$10,000.

In the prize’s inaugural year, 225 rising 11th and 12th grade students in our **National Academy of American History and Civics** submitted an original essay written this summer or an essay from the past academic year that was revised, expanded, or adapted to conform with the McCullough Prize specifications. These entries were reviewed by a panel of our master teachers, with twenty-two finalists then reviewed by a jury of historians.

The top two prizes awarded were

First Prize and \$10,000: Valerie Gottridge, Birch Wathen Lenox School, New York, NY, for “‘No Jews Are to be Permitted’: Understanding the Context of General Orders, No. 11”

Second Prize and \$5,000: August Neumann, Marquette University High School, Milwaukee, WI, for “*U.S. v. Wong Kim Ark*: Barred from His Homeland, One Chinese American’s Fight for Birthright Citizenship”

Ten Third Prize awards of \$1,000 were given to Olivia Curtis, Wachusett Regional High School, Holden, MA; **Daphne Glatter**, Verona High School, Verona, NJ; **Anita Kukeli**, The Brooklyn Latin School, Brooklyn, NY; **Max Leshne**, High School for American Studies at Lehman College, Bronx, NY; **Victoria Li**, Hunter College High School, New York, NY; **Luisa Metz**, Glenbard West High School, Glen Ellyn, IL; **Ava Ondik**, Council Rock High School North, Newtown, PA; **Henry Pike**, Cameron High School, Cameron, WI; **Ela Sabnis**, Nicolet High School, Glendale, WI; and **Katherine Shue**, The Paideia School, Atlanta, GA.

▼ *Affiliate School students are eligible to enter Gilder Lehrman Institute essay contests.*





▲ *Past National History Teachers of the Year Mary Huffman, Kathleen Kean, Kevin Cline, Alysha Butler, Joe Welch, Rosanne Lichatin, Sara Ziemnik, and Michele Anderson*

National History Teacher of the Year

Since 2004, 855 exemplary American history teachers from elementary, middle, and high schools in all fifty states, Department of Defense schools, Washington DC, and US territories have been named State History Teacher of the Year. The National History Teacher of the Year is named in the fall.

- The national winner receives a \$10,000 prize presented at a ceremony in their honor.
- State winners receive a \$1,000 prize, an archive of classroom resources, and recognition at a ceremony in their state.

The 2020 National History Teacher of the Year

The 2020 National History Teacher of the Year is Sergio de Alba from R. M. Miano Elementary School in Los Baños, California. He is a National Geographic Certified Teacher, a National Council for the Social Studies Elementary Teacher of the Year, and a 2020 Grosvenor Teacher Research Fellow in Antarctica. He created the award-winning Family Farm Citrus Project, in which students partake in a series of agriculture-based lessons and get to know the requirements of successful agricultural businesses. He developed and continues to supervise an annual Family Astronomy Night; facilitated a yearlong, award-winning, inquiry-based Patriotic Jeopardy competition; and ran a program for self-contained elementary classes that motivated and inspired English language learners.

“As a teacher that has always looked for ways to improve, I can tell you that changing the status quo and implementing innovative strategies will not always be seen as a positive. The key is to do your homework, understand the concepts and research behind your approach, and always ensure that your ideas are based on what is best for the students you serve. Once you have developed your program and have achieved success do not stop. Continue to grow and seek the wisdom of others.”

—Sergio de Alba,
2020 National History
Teacher of the Year

► *2020 National History Teacher of the Year Sergio de Alba with his students*



► *David McCullough teaches a Teacher Seminar in Hingham, MA, 2019.*

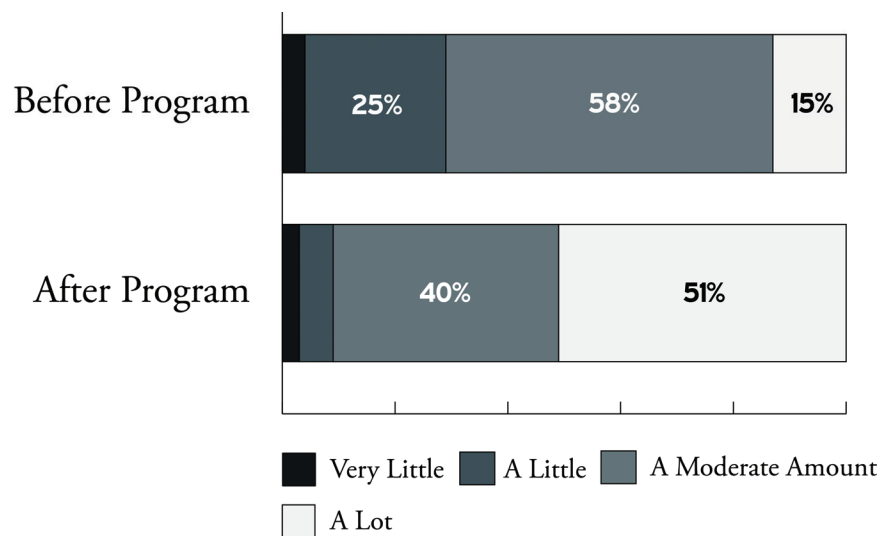


Teacher Seminars

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

The COVID–19 shutdown affected our ability to hold on-site seminars as in all previous years. We adjusted to offer online Teacher Seminars to 1,563 educators who engaged with this new approach, which included lectures teachers could watch at their own pace and opportunities to have in-depth discussions with scholars, teachers, and colleagues around the country. The online approach provided the unique opportunity for teachers to participate in more than one seminar at a time for the first time ever.

Teachers surveyed after the 2020 Teacher Seminars reported their growth in content knowledge in the seminar topic.





▲ *New Jersey History Teacher of the Year CherylAnne Amendola graduated from the Pace–Gilder Lehrman MA Program in 2020*



▲ *Peniel Joseph, professor at the University of Texas at Austin, teaches “The Revolutionary Lives of Malcolm X and Martin Luther King, Jr.” for the Pace–Gilder Lehrman MA in American History Program.*

The Pace–Gilder Lehrman MA in American History

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

The Pace–Gilder Lehrman MA in American History is currently one of the largest online graduate programs offered by Dyson College at Pace University with 2,016 course enrollments by 750 students in the Spring, Summer, and Fall semesters of 2020.

Current students say:

“With each successive course, I became a better teacher—more confident, with a greater understanding of the complex interconnections between events and time periods. I am better able to answer the questions, sometimes completely unexpected ones, and the kids appreciate that.”

“My understanding of history is deeper. I don’t feel like a teacher teaching history. I feel like a historian teaching history.”

“You have no idea how the change in credentials impacted my credibility in a school where challenges arise towards teachers of color.”

Pace-Gilder Lehrman MA courses offered in 2020–2021

SPRING 2020

American Immigration History

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

The American West

Elliott West, Distinguished Professor of History, University of Arkansas

Historiography and Historical Methods

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

Origins of the Civil War

James Oakes, Distinguished Professor of History, CUNY Graduate Center

Women in the American Revolution

Carol Berkin, Presidential Professor of American Colonial and Revolutionary History, Baruch College, CUNY

SUMMER 2020

The American Revolution

Denver Brunsman, Associate Professor of History, George Washington University

Black Women's History

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

The Kennedy Era

Barbara Perry, Gerald L. Baliles Professor and Director of Presidential Studies, University of Virginia

World War I

Michael Neiberg, Chair of War Studies and Professor of History, Department of National Security and Strategy, US Army War College

World War II

Michael Neiberg, Chair of War Studies and Professor of History, Department of National Security and Strategy, US Army War College

FALL 2020

The American Enlightenment

Caroline Winterer, William Robertson Coe Professor of History and American Studies, Stanford University

American Indian History

Ned Blackhawk, Professor of History and American Studies, Yale University

The Fight for Women's Rights: 1820–1920

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

The Revolutionary Lives of Malcolm X and Martin Luther King, Jr.

Peniel Joseph, Professor of History and Barbara Jordan Chair in Ethics and Political Values, University of Texas at Austin

SPRING 2021

Democracy in the Early Republic

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

Lives of the Enslaved

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

The Presidents v. the Press

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

The Vietnam War

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

How has the Online MA Program affected teachers?

91%

said this program has helped improve their independent research skills

91%

said this program made them more enthusiastic about teaching history

92%

of graduates reported that skills and knowledge acquired in the program have impacted their students' ability to use primary sources in writing

100%

of graduates said this program made them a better teacher

Book Prizes

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



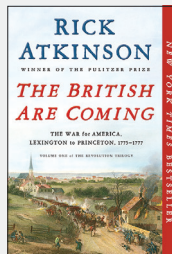
▲ The 21st Frederick Douglass Book Prize ceremony in February 2020: finalist Brooke N. Newman; Student Advisory Council member José Otero; David Blight, Sterling Professor of History, of African American Studies, and of American Studies and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University; 2019 Frederick Douglass Book Prize winner Amy Murrell Taylor; Student Advisory Council member Nashia Akuamoah-Boatema; and Vincent Brown, Charles Warren Professor of History, Professor of African and African-American Studies, and Director of the History Design Studio, Harvard University



Frederick Douglass Book Prize

WINNER: Sophie White for *Voices of the Enslaved: Love, Labor, and Longing in French Louisiana*

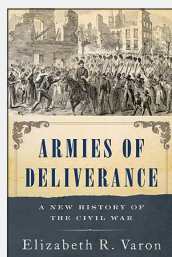
FINALISTS: Kellie Carter Jackson, *Force and Freedom: Black Abolitionists and the Politics of Violence*; Keila Grinberg, *A Black Jurist in a Slave Society: Antonio Pereira Rebouças and the Trials of Brazilian Citizenship*; and Stephanie E. Jones-Rogers, *They Were Her Property: White Women as Slave Owners in the American South*



George Washington Prize

WINNER: Rick Atkinson, *The British Are Coming: The War for America, Lexington to Princeton, 1775-1777*

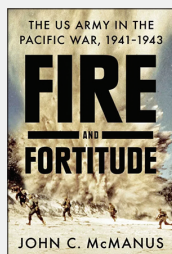
FINALISTS: Richard Bell, *Stolen: Five Free Boys Kidnapped into Slavery and Their Astonishing Odyssey Home*; Matthew R. Costello, *The Property of the Nation: George Washington's Tomb, Mount Vernon, and the Memory of the First President*; Douglas Egerton, *Heirs of an Honored Name: The Decline of the Adams Family and the Rise of Modern America*; Richard Godbeer, *World of Trouble: A Philadelphia Quaker Family's Journey through the American Revolution*; David Head, *A Crisis of Peace: George Washington, the Newburgh Conspiracy, and the Fate of the American Revolution*; and Martha Saxton, *The Widow Washington: The Life of Mary Washington*



Gilder Lehrman Lincoln Prize

WINNER: Elizabeth R. Varon, *Armies of Deliverance: A New History of the Civil War*

FINALISTS: Eric Foner, *The Second Founding: How the Civil War and Reconstruction Remade the Constitution*; Matthew Fox-Amato, *Exposing Slavery: Photography, Human Bondage, and the Birth of Modern Visual Politics in America*; Stephanie E. Jones-Rogers, *They Were Her Property: White Women as Slave Owners in the American South*; W. Caleb McDaniel, *Sweet Taste of Liberty: A True Story of Slavery and Restitution in America*; Jessie Morgan-Owens, *Girl in Black and White: The Story of Mary Mildred Williams and the Abolition Movement*; Joseph P. Reidy, *Illusions of Emancipation: The Pursuit of Freedom and Equality in the Twilight of Slavery*; and David Silkenat, *Raising the White Flag: How Surrender Defined the American Civil War*



Gilder Lehrman Prize for Military History

WINNER: John C. McManus, *Fire and Fortitude: The US Army in the Pacific War, 1941-1943*

FINALISTS: Matthew Lockwood, *To Begin the World Over Again: How the American Revolution Devastated the Globe*; Alexander Watson, *The Fortress: The Siege of Przemysl and the Making of Europe's Bloodlands*; Christian Keller, *The Great Partnership: Robert E. Lee, Stonewall Jackson, and the Fate of the Confederacy*; Clay Risen, *The Crowded Hour: Theodore Roosevelt, the Rough Riders, and the Dawn of the American Century*; and Rick Atkinson, *The British Are Coming: The War for America, Lexington to Princeton, 1775-1777*



Book Breaks

▲ A selection of Book Breaks author interviews so far in 2020

▼ Manisha Sinha discussed her book *The Slave's Cause: A History of Abolition* on the October 25, 2020 episode of Book Breaks.



NEW IN 2020

One of the Institute's new, exciting, and engaging programs for the general public is *Book Breaks*. Every Sunday, beginning on May 10 with Eric Foner, renowned historians and authors were interviewed about their new or otherwise cornerstone publications.

William Roka, education coordinator at the Gilder Lehrman Institute and formerly the historian and public programs manager at the South Street Seaport Museum, hosts the digital program, which has been seen by more than 22,000 viewers.

After Professor Foner, featured authors have included Annette Gordon-Reed, John M. Barry, Richard Stengel, David Blight, Henry Louis Gates, Jr., Peniel Joseph, Elizabeth Varon, and Manisha Sinha.

Books by all authors participating in *Book Breaks* are available at the Gilder Lehrman Book Shop (<https://bookshop.org/shop/GilderLehrman>).



RESILIENCE, RECOVERY, AND RESURGENCE IN THE WAKE OF DISASTERS | FALL 2020

History Now

▲ *Emergency hospital during influenza epidemic, Camp Funston, Kansas, 1918 (National Museum of Health and Medicine, NCP1603)*

Subscription to *History Now* is free to Affiliate School teachers and students and is available for purchase by history lovers.

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

Since 2004, fifty-eight issues and 313 short, informative essays have been published in *History Now* on the Gilder Lehrman website.

The Fall 2020 issue, “Resilience, Recovery, and Resurgence in the Wake of Disasters,” features five original essays by

- Richard Brookhiser, Senior Editor, *The National Review*
- John M. Barry, Author of *The Great Influenza: The Story of the Deadliest Pandemic in History* (2004)
- Natasha Zaretsky, Professor of History, University of Alabama at Birmingham
- Scott Gabriel Knowles, Department Head and Professor of History, Drexel University
- Liz Skilton, Associate Professor of History, University of Louisiana at Lafayette

The special feature for this issue of *History Now* was drawn from a primary source. It is an excerpt from a 1794 pamphlet entitled *A Narrative of the Proceedings of the Black People, During the Late Awful Calamity in Philadelphia*, written by Absalom Jones and Richard Allen, two African American ministers, to defend Philadelphia’s black community against racist interpretations of their actions during the yellow fever epidemic of 1793. Professor James G. Basker provided an introductory headnote, and will include the *Narrative* among more than 100 historic texts by African Americans in his forthcoming anthology, *Black Writers of the Founding Era, 1760–1800*, to be published by the Library of America.

Scholarly Fellowships

The Gilder Lehrman Institute provides annual short-term research fellowships in the amount of \$3,000 each to doctoral candidates, college and university faculty at every rank, and independent scholars working in the field of American history. International scholars are eligible to apply. Since 1994, the Gilder Lehrman Institute has awarded a total of 673 fellowships.

Current Fellows and their project titles, 2020



▲ Catherine Clinton, Professor in American History at the University of Texas at San Antonio and 2001 Gilder Lehrman Fellow

Megan B. Armknecht
PhD Candidate in History,
Princeton University
“Diplomatic Households and
the Foundations of US Diplomacy,
1789–1870”

Kuan-Jen Chen
Isaac Newton Trust Postdoctoral
Research Associate, Faculty of Asian
and Middle Eastern Studies,
University of Cambridge
“The Making of America’s Maritime
Order in Cold War East Asia:
Sovereignty, Local Interests, and
International Security”

Ashley Farmer
Assistant Professor of African and
African Diaspora Studies and History,
University of Texas at Austin
“Queen Mother Audley Moore:
Mother of Black Nationalism”

Celeste Ward Gventer
Postdoctoral Fellow, Albritton Center
for Grand Strategy, Bush School of
Government and Public Service, Texas
A&M University
“Cold War Institution-Building in the
Eisenhower Administration”

Alice Kelly
Communications and Events Officer,
Rothermere American Institute,
University of Oxford
“New York City, 1924: American
Modernism in the Capital of the
Twentieth Century”

Randal Grant Kleiser
PhD Candidate in History, Columbia
University
“Exchanging Empires: Free Trade, Free
Ports, Reform, and Revolution in the
Atlantic World, 1750–1784”

James Mackay
PhD Candidate in History, University
of Edinburgh
“‘What They Call Free in This
Country’: Refugees from Slavery in
Revolutionary America, 1775–1783”

Brandon James Render
PhD Candidate in History, University
of Texas at Austin
“Colorblind University: Race and
Higher Education in the Twentieth
Century”

Hugh Wilford
Professor of History, California State
University, Long Beach
“Covert Empire: The CIA and America
in the World”

Sally Chengji Xing
PhD Candidate in History, Columbia
University
“‘Pacific Crossings’: Paul Monroe, John
Dewey and the Architecture of Modern
Chinese Scientific Research and
Education”

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◀ Lewis Lehrman and Richard Gilder at the 2019 Gilder Lehrman Lincoln Prize

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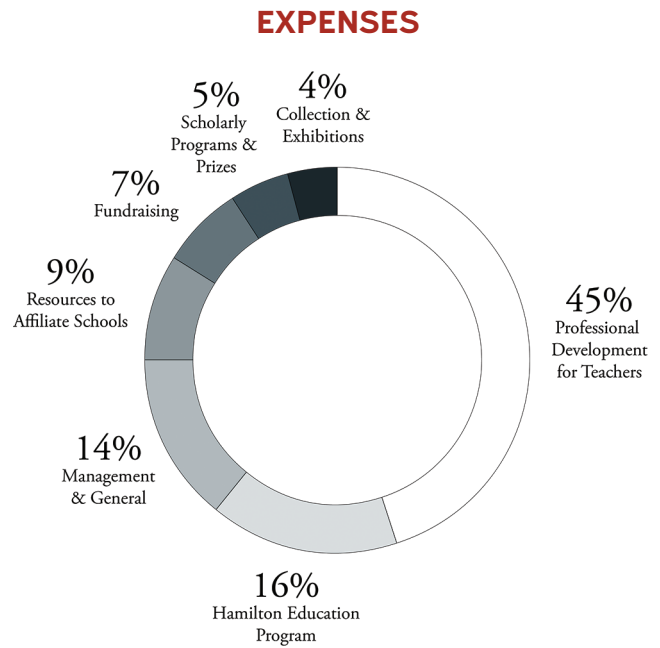
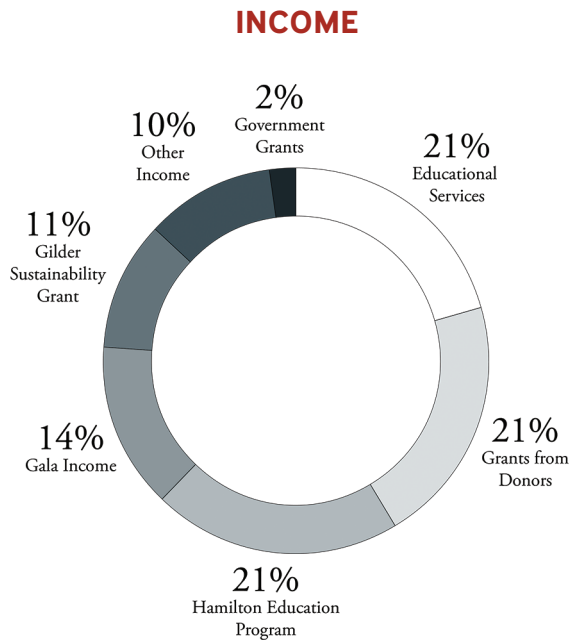
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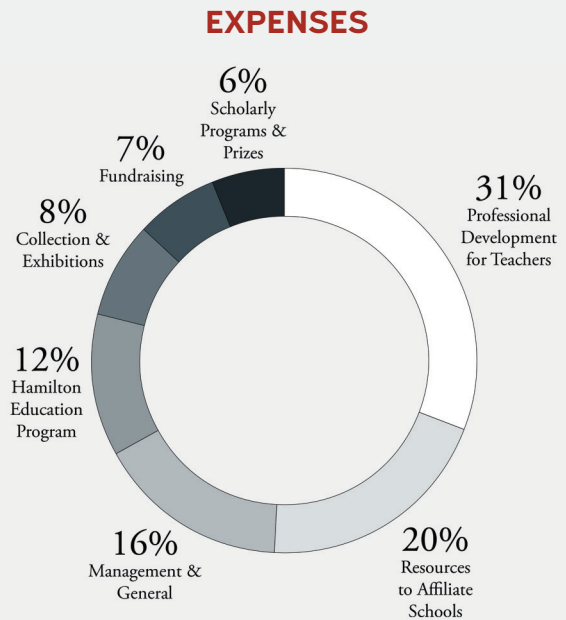
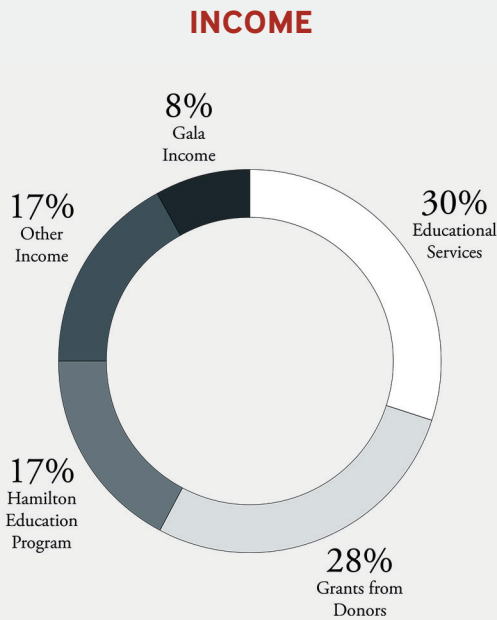
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Six Priorities for 2021

- 1 Grow Affiliate Schools to 33,000, including the doubling of international affiliates to 900.
- 2 Restart the in-person Hamilton Education Program on Broadway.
- 3 Engage 5,500 teachers, representing all 50 states and 40 countries, in EduHam Online.
- 4 Achieve 2,200 course enrollments, a 10% increase, in the Pace–Gilder Lehrman MA in American History.
- 5 Increase by 20% the number of self-identified persons of color on the Student Advisory Council, Teacher Advisory Council, and President’s Council.
- 6 Reach \$45M in endowment.

2020 GLI Report Card

#	Goal	Outcome
1	Reach \$40M in endowment.	\$41.6 million in cash and pledges was raised as of December 31, 2020.
2	Grow Affiliate Schools by 10% or more.	Affiliate Schools grew over 16% from 2019 to 2020 with more than 4,000 new schools added.
3	Inaugurate the Hamilton Education Program Online with at least one school in each state and 300 schools nationally.	Over 5,000 schools have been reached nationally by EduHam Online, with every state represented, and internationally in 32 other countries.
4	Offer 10 new courses and achieve 1,600 enrollments for the Pace–Gilder Lehrman MA in American History Program.	More than 2,000 new enrollments for nine new courses were achieved in the Pace–Gilder Lehrman MA Program in 2020.
5	Increase focus on diversity and inclusion across our programs, personnel, and audiences.	Increased diversity in Pace–Gilder Lehrman MA faculty and Master Teacher pipeline; set measurable goals for increasing diversity in 2021.



▲ *Hamilton Education Program performers on March 10, 2020 in New York City*

Front cover photo: A student examines a poem by Phillis Wheatley in Poems on Various Subjects, Religious and Moral, 1773 (Gilder Lehrman Institute, GLC06154).

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