

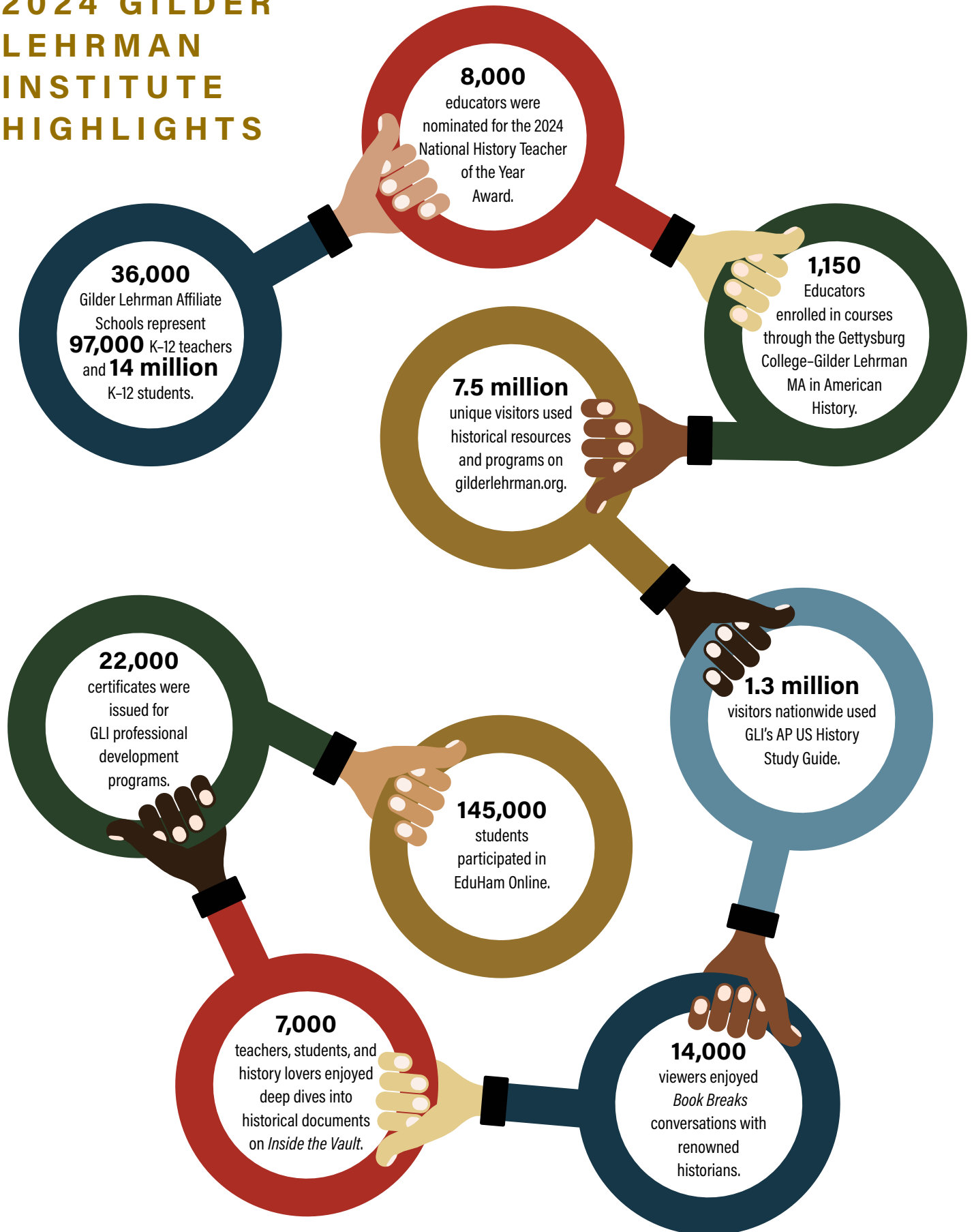


THE GILDER LEHRMAN
INSTITUTE *of* AMERICAN HISTORY
ANNUAL REPORT

20
24



2024 GILDER LEHRMAN INSTITUTE HIGHLIGHTS



OUR MISSION

History isn't just a series of facts, figures, and dates—it's about coming to terms with our humanity and how we arrived at this moment. Our mission to promote the knowledge and understanding of American history through educational programs and resources has never been more important.



2023 National History of the Year Matthew Vriesman with students

History is at a low point. The most recent National Assessment of Educational Progress (NAEP) in 2022 found that eighth-grade history scores declined overall from 2018. On average, students barely met the standard for basic understanding of history—a mark of 252 out of 500—with an average score of 258, the lowest since 1994.

Our mission is more important than ever. The Gilder Lehrman Institute of American History plays a vital role in advancing the understanding and appreciation of American history.

As we reflect on the challenges ahead, we remain steadfast in our mission: to elevate the teaching and learning of American history. Our work is more than providing historical facts. It's about empowering educators, inspiring students, and ensuring that the story of America—its struggles, triumphs, and ideals—reaches every classroom and community.

Together, we will continue illuminating the path forward, one lesson at a time.

“History is a guide to navigation in perilous times. History is who we are and why we are the way we are.”

—David McCullough (1933–2022), Pulitzer Prize-winning historian and Gilder Lehrman Life Trustee

Master's Degree in American History

Hamilton Education Program

Veterans Legacy Program

The Declaration at 250

The Citizenship Test

Teacher Professional Development

Black Lives in the Founding Era

A LETTER FROM PRESIDENT JAMES G. BASKER

Dear Friends,

By every measure, history and civics matter more than ever. Dramatic events at home and abroad remind us of the need for unity, civility, and fidelity to our country's ideals.

Yet history and civics are not doing well among this generation of students. To take just one example, the most recent report from the National Assessment of Education Progress (NAEP) shows that only 13% of 8th graders are “proficient” in American history.

Thus I am heartened by the progress the Institute has made in the past year and the programs we have offered to ever larger numbers of teachers and students. Our network has grown to more than 36,000 Affiliate Schools across all 50 states and 97,000 teachers. In the past year more than 8 million users visited our website and took advantage of our resources. Also, more than 20,000 teachers participated in one or more of our professional development programs, all led by top historians and drawing on the 87,000 primary source documents in the Gilder Lehrman Collection.

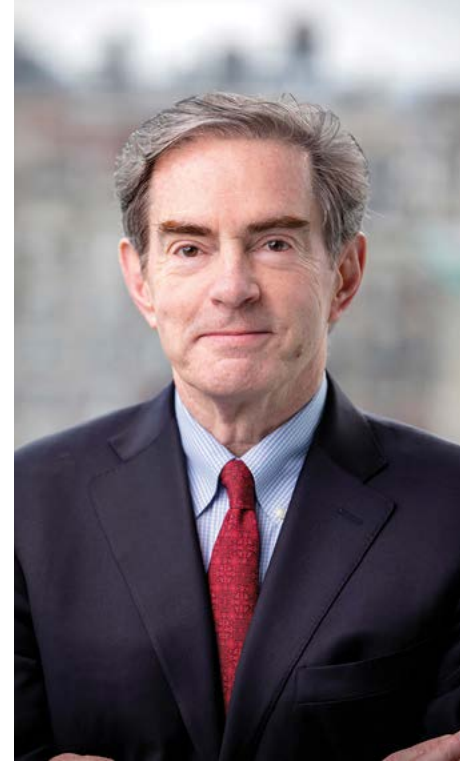
Every month, between 6,000 and 8,000 schools receive document booklets, classroom posters, and other free history resources from us. Each year, more than 1.3 million visitors use our online study guide for the AP test in American History. And our new “School Without Walls,” designed to make free, high-quality courses available online to students everywhere, has already attracted more than 5,000 enrollments.

I am excited about our recently launched Citizenship Test program, which enables teachers to have their students take the exam and then build classroom discussion around the meaning of citizenship, what we should all know to be good citizens, and how we can share a healthy civic life together.

As the 250th anniversary of the Declaration of Independence approaches in 2026, we have been steadily building resources for students and teachers, as you will see on our website. I am particularly pleased with the traveling exhibition we are preparing, which traces the widening impact of the Declaration as its revolutionary ideas about equality and self-determination spread to other countries and propelled our own country's progress over time.

We hope you will join us in our efforts. Contact me if you might like to know more, and please consider supporting our efforts. With best wishes for a peaceful and prosperous 2025,

Jim Basker, President and CEO



A FOCUS ON STUDENTS

Understanding history is not just an academic pursuit—it helps students make sense of the world around them. A firm grasp of American history can enhance a person’s perspective on important topics like government, civil rights, and social change. By providing accessible and engaging resources, we help students explore these topics meaningfully, enriching their learning and encouraging them to think critically about the past.

APUSH Study Guide

The Gilder Lehrman Institute’s AP US History (APUSH) Study Guide helps hundreds of thousands of students prepare for the exam each year. The College Board announced several changes for the 2024 exam, providing us with the opportunity to give our study guide a complete overhaul.

The study guide has a fresh new look and, more importantly, is designed to help students meet and exceed the College Board’s updated curriculum and scoring standards. It’s also easier to navigate and more engaging than ever before.

We’ve organized the guide around the nine historical periods included in the APUSH exam. Students can learn at their own pace, anywhere and anytime, to suit their schedule and learning style. They can focus on particular periods or take a comprehensive approach by working through the guide from beginning to end.

Students can find new engaging videos by renowned historians and instructional videos featuring experienced APUSH teachers who offer tips for maximizing their learning and scores.



The Gilder Lehrman Institute student opportunities include the chance to explore historic sites and engage directly with historians



The Citizenship Test: Civics and American History

This year, we launched a student-friendly version of the US citizenship exam for K–12 classrooms and learners of all ages. Citizenship is a unifying thread that connects all Americans, built on shared values of freedom, liberty, and equality. This exam allows users to test their knowledge of civics and American history in a fun and engaging way while reflecting on why these questions are key to becoming informed citizens.

High school students can explore in-depth explanations for each question, while middle and elementary school versions are customized for their students’ learning needs. After completing the test, students can download a score report, making it a dynamic tool for learning and tracking progress. Since the formal launch, there have been over 200,000 visits with more than 50,000 viewers taking the test online.

Additionally, after listening to teacher feedback, the Gilder Lehrman Institute

has partnered with Kahoot! to launch a new supplementary collection of engaging resources on civics and citizenship.

These interactive lessons are another way to deepen learners’ understanding of key concepts in American government and history. Since its launch, the citizenship Kahoot! game has been played over 40,000 times in classrooms and at home.

We consulted with eminent historians and experts in American history, culture, and political science to ensure our Citizenship Test was both accurate and engaging.

Those who provided feedback include the following:

Dr. Lindsay Chervinsky, Executive Director of the George Washington Presidential Library

Marc delaCruz, *Hamilton* ensemble, understudy for Alexander Hamilton, Philip Hamilton, John Laurens, and more.

The Reverend Phillip A. Jackson, 19th Rector of Trinity Church Wall Street in New York City

Dr. Hasan Kwame Jeffries, College of Arts and Sciences Alumni Associate Professor of History at The Ohio State University

Lieutenant General (Ret.) Michelle D. Johnson, 19th Superintendent of the U.S. Air Force Academy

Dr. Tiffany Lieu, Lecturer on Law and Clinical Instructor in the Crimmigration Clinic at Harvard Law School

The Hon. Raymond Lohier, U.S. Court of Appeals for the Second Circuit

The Citizenship Test

Civics and American History

The Gilder Lehrman Institute is proud to offer a customized version of the US citizenship exam for K-12 classrooms and learners of all ages. Citizenship is a unifying thread that connects all Americans, built on shared values of freedom, liberty, and equality. This exam allows users to test their knowledge of civics and American history in a fun and engaging way while reflecting on why these questions are key to becoming informed citizens. Whether you are a student or a lifelong learner, you'll gain insight into the principles that define our nation.

Test Your Knowledge > Video Library >

Grades 3-12

“I think the game was a lovely resource to go over and learn about the various parts of how the United States was formed and is governed. It reviewed topics that can really help to start your thinking process and expand your knowledge on this country.”

—Student Advisory Council Member

“I played the Gen Z Kahoot, and it was very wonderful to see and read the information slides after each question! It really made it more of a slower-paced learning experience rather than the rapid-fire questions that Kahoot usually has.”

—Student Advisory Council Member

“My 92-year-old mom and I enjoyed going through the questions. Thanks so much! I think they would be a great springboard for government/civics homeschool study. Thank you for the amazing work you’re doing to promote history education.”

—ACES Homeschool Network Member



The American Revolution

led by Carol Berkin

This course focuses on the story of the birth and initial growth of the United States of America.



The Global Cold War led by Jeremi Suri

This course examines the origins, strategy, and consequences of the Cold War from a global perspective.



Origins of the Civil War

led by James Oakes

This course examines the 1850s, the crucial decade that ended in the secession of eleven slave states from the US.

History U

History U provides high school students with free, self-paced American history courses. These courses are adapted from our MA in American History program and enable students to learn history independently. More than 3,400 students from 50 states and 15 countries have registered for one or more courses.

This year, we hit a milestone with the launch of our 30th History U course—just two years after the program began. Our courses cover a range of historical eras and topics, such as the Declaration

of Independence, World Wars I and II, the long history of the civil rights movement, and immigration history.

Teachers are now electing to use History U as summer homework instead of a formal writing assignment. They believe the program offers their students a vehicle for learning that is more adapted to their hectic summer schedules.

Students have shared how important it is to offer resources that help them learn about major topics in American history in a self-paced format.

“I enjoyed the U.S. focus, but I also appreciated the commentary and knowledge I learned about the perspectives of other countries. I also liked the differentiation between history and memory/myths.”

—World War II Course Participant

“I have loved taking this course, and it’s helped me deepen my knowledge for my AP African American Studies class.”

—Lives of the Enslaved Course Participant

History School Book Club

This year, we've also piloted the History School Book Club for high school students looking for an enjoyable and engaging way to explore American history. Book Club content is based on our popular weekly series, *Book Breaks*, and focuses on topics relevant to high school history education and attractive to high school students.

Students watch a tailored *Book Breaks* video featuring renowned historians discussing their pivotal works and answer knowledge-check questions interspersed throughout. Students earn a badge as they progress through each unit to keep track of their progress.

The pilot reached more than 300 students who provided helpful feedback for expanding the Book Club beyond the pilot—earning themselves the title of Junior Research Assistant.

“I was pleasantly surprised by this program. I am typically not a person who enjoys listening to videos to learn, but I felt like these speakers helped me gain a deeper perspective on African American history.”

—Junior Research Assistant



Student Advisory Council students at the George Washington Prize ceremonies

Student Advisory Council

Created in 2014, our Student Advisory Council (SAC) offers high school students (grades 8–12) a unique opportunity to engage deeply with American history while developing leadership, communication, and critical thinking skills. The council has more than 250 members in all 50 states and internationally. Graduates go on to some of the top universities in the country.

Through monthly meetings, students collaborate on projects, provide feedback on our programs, and help to create educational resources. Participation in the SAC allows students to gain a greater appreciation for history, build a network of like-minded peers, and enhance their academic profiles—all while making meaningful contributions to the Institute's educational mission.

National History Academy Scholarships

National History Academy is a four-week residential summer program based in Middleburg, Virginia, for rising 10th-, 11th-, and 12th-grade students interested in American history. We once again partnered with the Academy to provide twenty scholarships exclusively to students at schools in our Affiliate School Program. These scholarships covered room, board, learning materials, transportation, and admission to historic sites.

David McCullough Essay Prizes

Named in honor of Gilder Lehrman Life Trustee David McCullough, the prizes offer high school students a chance to win up to \$5,000 for outstanding research or interpretive essays. Open to grades 9–12 at Gilder Lehrman Affiliate Schools, this prestigious contest invites students to showcase their historical rigor, the clarity and correctness of their style, their use of evidence, and their qualities of empathy and imagination.

This year, we introduced a new submission category: the interpretive essay. This category allows students to write an in-depth essay about one primary source in the Gilder Lehrman Collection. Additionally, we offered a free Virtual Research Night for teachers and students hosted by a scholar and staff to support the research process.



Hamilton Education Program participants in New York City

Hamilton Education Program

Our Hamilton Education Program (EduHam) allows students to engage with the history behind the hit musical *Hamilton* while exploring the founding era of the United States. EduHam offers students an immersive learning experience to create original pieces based on early American history. It's available in two formats: in person with a live *Hamilton* performance and online. More than 14,000 teachers and 950,000 students have participated, including 2,100 teachers and 155,000 students in 2024 alone.



This year, we introduced a new *Hamilton* experience to students in cities nationwide. We started with Denver, Philadelphia, Salt Lake City, and San Francisco schools. These special in-person events include a Q&A session with cast members, giving students rare and unparalleled access to Broadway in their hometown.

We've also redesigned and relaunched the EduHam website, making our robust collection of resources, including lesson plans, primary sources, and exclusive content, more accessible than ever. The updated platform offers a more intuitive user experience, helping educators and students make the most of this exciting educational journey.

AFFILIATE SCHOOL PROGRAM

The Gilder Lehrman Institute’s Affiliate School Program is a network of 36,000 K–12 schools representing 97,000 teachers and 14 million students. Since 2009, the program has provided resources, events, and tools designed to bring American history to life in the classroom. The program grows year over year—1,350 schools joined in 2024.

The Affiliate School Program is a one-stop hub for educators and students,

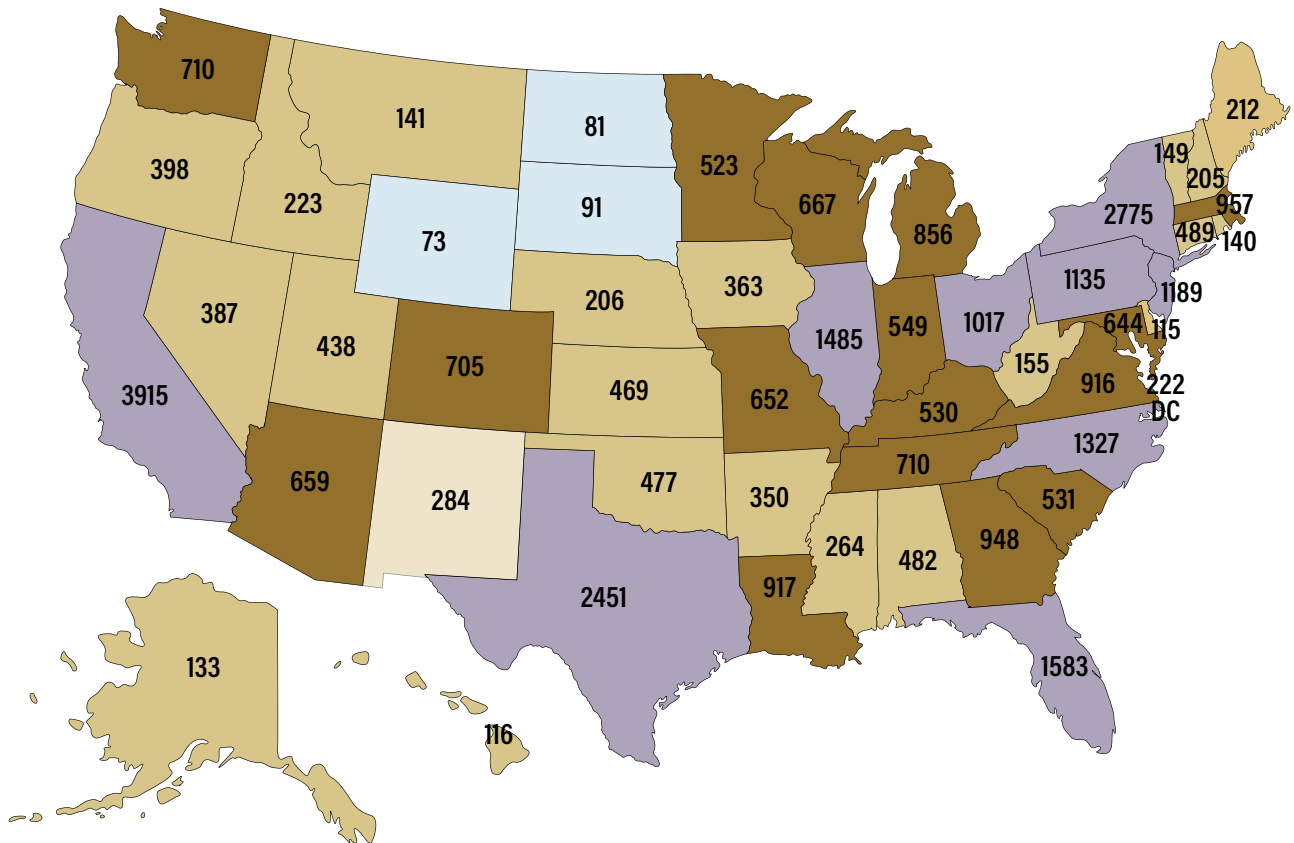
providing professional development, cutting-edge historical scholarship, student programs, and in-person and online opportunities. The Institute offers free classroom-ready materials such as posters, calendars, and more to our Affiliate School teachers every month. This year, teachers took advantage of our offers more than 45,000 times.

The program allows other organizations interested in advancing history

education to tap into the vast network through a mission-aligned Affiliate School Offer or Survey Partnership. This year, we partnered with the *Atlantic* magazine to offer teachers a free one-year digital subscription and a free copy of the magazine’s December 2023 issue, *To Reconstruct the Nation*. It was our most popular monthly offer, with 8,536 teachers requesting the issue and the free subscription.

More than 30% of K-12 schools in the USA are Gilder Lehrman Affiliate Schools

Numbers per state shown on map



GETTYSBURG COLLEGE- GILDER LEHRMAN MA IN AMERICAN HISTORY

2024:
1,150
MA students enrolled in
2,823
courses.

These MA
students teach
nearly
150,000 K-12
students
each year.

The Gettysburg College–Gilder Lehrman MA in American History is a fully online, accredited, thirty-credit degree program, affordable and manageable. The program is open to museum professionals, community college instructors, and National Park Service staff, though 90% of enrollees are K–12 teachers.

This year, we launched the MA+15/30 program for teachers who want to earn postgraduate credits as they advance their careers. The expansion of our MA in American History partnership with Gettysburg College through MA+ allows teachers who already have a master’s degree to take courses and earn additional graduate-level credits in a program designed specifically for them.

New Courses in 2024

African American History to Emancipation led by Evelyn Brooks Higginbotham, Harvard University

American Environmental History led by Catherine McNeur, Portland State University

Dwight D. Eisenhower and His Times led by Michael Birkner, Gettysburg College

George Washington and His World led by Denver Brunzman, George Washington University

Reconstruction and Resistance: Constructing a Nation led by Kermit Roosevelt III, University of Pennsylvania



The Gettysburg College–Gilder Lehrman MA graduation ceremony, held in July 2024

“The program was structured in a way that allowed for my success . . . I have a deeper understanding of several topics in American History. I highly encourage anyone looking to improve their instruction and be able to offer higher level classes to their school to enroll.”

—MA Program Alumnus

SELF-PACED COURSES

Gilder Lehrman Self-Paced Courses—adapted from courses taught in the MA program and intended for self-guided, at-home professional development—feature dozens of wide-ranging topics, each led by a major historian in the field.

They provide educators with affordable, high-impact learning opportunities and a certificate confirming 8–15 completed PD credits per course.

Courses include

The American Colonies led by Alan Taylor, University of Virginia

American Indian History: Recasting the Narrative led by Ned Blackhawk, Yale University

The Great Depression and the New Deal led by Eric Rauchway, University of California, Davis

Lives of the Enslaved led by Daina Ramey Berry, University of California, Santa Barbara



Surrender of General Burgoyne at Saratoga, NY, October 17th, 1777
(Gilder Lehrman Collection)

Custom Self-Paced Course Programs for School Districts: A Case Study

The Nevada-based Clark County Education Association (CCEA) needed a way to offer professional development opportunities to more than 18,000 educators in the Clark County School District, one of the largest school districts in the United States. The Institute created a custom Self-Paced Course landing page for their educators that has proved extremely popular—since the partnership began in January 2024, more than 1,000 Nevada educators have signed up for one or more courses.

“The Gilder Lehrman Institute of American History’s Self-Paced Courses have rekindled our educators’ love for history. Educators across Clark County, Nevada, can choose the Self-Paced Courses that best align with their standards and instruction, and they learn new ways to engage their students. This professional learning opportunity has been invaluable.”

—Director of Strategic Policy Initiatives, Clark County Education Association

SUMMER PROFESSIONAL DEVELOPMENT

This summer, nearly 2,000 K–12 educators from across the country participated in the Gilder Lehrman Institute’s 23 distinct professional development opportunities to prepare themselves for the school year. They represented all 50 states, urban and rural areas, and schools serving a broad demographic of students. We also served teachers from around the globe online and in person—from American Samoa, Australia, Hong Kong, and Portugal, just to name a few.

We offered ten online Teacher Seminars, seven unique courses at our weeklong Teacher Symposium at Gettysburg College, five multi-day in-person seminars at historic locations across the country (with livestream sessions offered to teachers nationwide), and one in-person seminar as part of an ongoing program with a cohort of Virginia teachers (learn more about Wilderness Education Project and Project EXCEL on page 12).

Educators had the opportunity to study diverse topics with renowned historians. We were honored to receive a grant from the National Endowment for the Humanities (NEH) again this summer. Thirty-six grade 6–12 educators attended our two-week NEH Summer Institute in Los Angeles, California, eager to expand their knowledge of Asian American and Pacific Islander histories in the United States.

We also partnered with UnidosUS for a Teacher Seminar on the History of Latina and Latino People in the United States. This seminar highlighted the pivotal role Latino communities—such as Mexican Americans, Puerto Ricans, Dominican Americans, Central Americans, and Cuban Americans—have played in shaping US history. The seminar focused on critical themes like race, migration, labor, empire, and community development. It also examined Latino migration across the Americas, struggles for equality, and issues that unite and divide different communities. Ultimately, it provided a reinterpretation of US history centered on Latino experiences.

“I have so many new ideas to bring to the classroom . . . I also am thinking about untold stories of Latino contributions both locally, nationally, and internationally.”

—Seminar Participant

The History of Latina and Latino People in the United States seminar marked the beginning of a partnership between the Gilder Lehrman Institute and UnidosUS. This partnership involved creating three new curricular units focusing on Latina and Latino history of the twentieth and twenty-first centuries. One of these units was featured in the live sessions.

To further our work highlighting how Hispanic Americans contribute to the national story, the Institute is also developing two units in partnership with the Queen Sofa Spanish Institute (QSSI) that will focus on Spain’s contributions during the American Revolution. The first unit, completed this year, emphasizes Spain’s strategic contributions during the war. The second unit will prompt students to analyze the cultural influences of Spain in New Orleans. This partnership helped us launch our first bilingual suite of resources designed specifically for Spanish-speaking students.

These resources developed with UnidosUS and QSSI are now available on our Hispanic Heritage Month webpage.

WILDERNESS EDUCATION PROGRAM AND PROJECT EXCEL



Throughout 2024, the Gilder Lehrman Institute provided teachers the opportunity to explore American history at historic sites and connect with peers.



“I loved the workshop. I thought it was extremely engaging and a very good use of my time. I learned a lot of new strategies and insight that I can bring back to my classroom. I’m excited to try some of the things I learned this semester!”

—WEP Participant

We’ve partnered with the Wilderness Education Project (WEP) on a multiyear program called Project EXCEL. The goal is to support innovative instruction and professional development in American history, civics and government, and geography.

We are providing in-person professional development programs and access to our Self-Paced Courses to improve the quality of teaching and student achievement in American history, focusing on underserved populations. The WEP cohort includes 105 K–12 teachers from underserved school districts in Virginia.

Our partnership focuses on key American history topics, beginning with colonial America and continuing through the twentieth century. This carefully designed program fosters enduring relationships between teachers and our expert scholars and master teachers, enriching participants’ professional growth year after year.

In the 2023–2024 school year, the first year of Project EXCEL, we conducted workshops on colonial America and

the American Revolution, featuring historian John Fea, and pedagogical guidance tailored for elementary and secondary educators. The Summer Expedition to Boston, in June 2024, immersed teachers in experiential learning, deepening their engagement with historical content.

“I loved being able to work with a master teacher—she was AMAZING!! [She] showed how she adapts to diverse learners as well as how she utilizes the information in her own classroom.”

—WEP Participant

Year two, the 2024–2025 school year, began with workshops on early party politics and on Lewis and Clark and the Louisiana Purchase. Participants benefit from scholar-led sessions, pedagogy workshops, and complimentary access to self-paced courses, underscoring our commitment to transformative teacher development. In a post-session survey, 100% of the teachers agreed that these sessions were worth their time.

VETERANS LEGACY PROGRAM

We again partnered with the National Cemetery Administration (NCA) to provide professional development sessions, lesson plans, and online exhibitions highlighting veterans' sacrifices.

In 2024, six Veterans Legacy Program offerings focused on World War II veterans interred in national and VA-grant-funded state, territorial, or tribal cemeteries. Teachers had access to resources honoring veterans, including workshops, two summer seminars, exhibitions, and competitions. We developed lesson plans for grades 7–12 and a new traveling exhibition chronicling World War II. The spring issue of our online journal, *History Now*, featured essays about veterans and the significance of national cemeteries as places of remembrance.

New this year was the inclusion of a history prize for students. The 2024 World War II: Portraits of Service Awards gave students the chance to produce an original essay, report, eulogy, poem, song, mini-podcast, or mini-documentary profiling the sacrifice, strength, and legacy of a World War II veteran who was honorably laid to rest in an NCA national, state, territorial, or tribal veterans cemetery. Heartfelt tributes were given to veterans interred at NCA sites.

2024 World War II: Portraits of Service Award Winners



World War II recruiting poster, 1943
(Gilder Lehrman Collection)

Aa Baclayon • Grade: 11
School: Hawai'i Technology Academy, HI
Featured Veteran: **Herbert Weatherwax**
Title: "Counting My Blessings"

Virginia Barca • Grade: 7
School: Sacred Heart Grade School, NY
Featured Veteran: **Richard E. Cole**
Title: "A Dash — The Life of Richard E. Cole"

Andrew Gottlieb • Grade: 10
School: Collegiate School, NY
Featured Veteran: **Gilbert Endecavageh**
Title: "Gilbert Endecavageh in the Battle of Attu"

Ari Korpus • Grade: 10
School: Collegiate School, NY
Featured Veteran: **Sidney B. Viele Jr.**

Title: "Sidney B. Viele Jr., Engineer Hill, and the Battle of Attu"

Luke Kosner • Grade: 10
School: Collegiate School, NY
Featured Veteran: **Telemachos L. Michael**
Title: "The Cypriot-American Patriot"

Ami Mai • Grade: 8
School: Boston Latin School, MA
Featured Veteran: **Annie Fox**
Title: "Annie Fox: A Profile of Strengths, Sacrifices, and Legacies"

Chichi Nnaji • Grade: 11
School: Ursuline Academy of Dallas, TX
Featured Veteran: **Doris Miller**
Title: "Veteran Doris Miller Tribute"

Samantha Randazzo • Grade: 7
School: Stone Ridge School of the Sacred Heart, MD
Featured Veteran: **Charity Adams**
Title: "The Transparent Woman"

Ean Sebastian Soh • Grade: 11
School: Leonia High School, NJ
Featured Veteran: **Richard E. Kraus**
Title: "Richard E. Kraus - Hero of Peleliu"

Abdullah Solangi • Grade: 10
School: Frederick Von Steuben Metropolitan Science Center, IL
Featured Veteran: **Warren J. Koepke**
Title: "Warrior Warren"



NATIONAL HISTORY TEACHER OF THE YEAR

Our prestigious National History Teacher of the Year (NHTOY) was established in partnership with the White House and First Lady Laura Bush. Now in its twenty-first year, the award highlights the crucial importance of history education by honoring exceptional American history teachers from elementary through high school.

This year's pool of nominees was truly extraordinary—more than 8,000 educators were nominated by parents, students, teachers, and administrators nationwide. In each state, a committee of history teachers, professors, and other education professionals reviews the work of the nominated teachers. The winner in each state becomes a national nominee. A panel of distinguished historians, past winners, and master teachers selects one national winner.

The 2024 National History Teacher of the Year is Wunneanatsu Lamb-Cason (Schaghticoke/HoChunk)—an accomplished educator, advocate, author, and storyteller. For the past decade, Lamb-Cason taught history at Riverbend High School in Fredericksburg, Virginia, where she earned recognition for her innovative lesson plans and leadership in history education at the local, state, and national levels.



Wunneanatsu Lamb-Cason, the 2024 National History Teacher of the Year

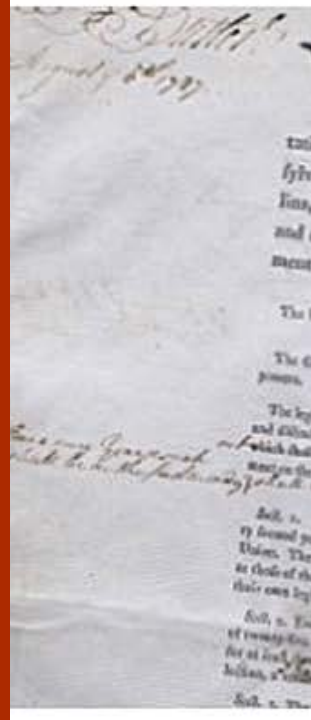


GILDER LEHRMAN COLLECTION

In 1991, Richard Gilder and Lewis E. Lehrman established one of the country’s most important repositories of American historical documents. The Gilder Lehrman Collection now holds more than eighty-seven thousand items that document the political, social, and economic history of the United States from 1493 to the end of the twentieth century. The largest number of items come from the eighteenth and nineteenth centuries, emphasizing our nation’s founding era and early decades. The collection continues to grow as we acquire new materials each year.

This year, pieces from our collection traveled all over the country.

Boston Athenaeum	<i>The Harriet Hayden Albums: Visualizing Freedom, Reconstructing Community</i>
George Washington’s Mount Vernon	<i>Mount Vernon: The Story of an American Icon</i>
Gettysburg National Military Park	<i>American Civil War</i>
Museum of Modern Art	<i>Isaac Julien: Lessons of the Hour</i>
Museum of the American Revolution	<i>Declaration of Independence and the Promise of Equality</i>
Museum of the American Revolution	<i>Witness to Revolution: The Unlikely Travels of George Washington’s Tent</i>
The Morgan Library & Museum	<i>Echoes of the Bard: Shakespeare in Nineteenth-Century Americana</i>
The Morgan Library & Museum	<i>From Prediction to Protection: Astrology and Astronomy in the Civil War Era</i>





TRAVELING EXHIBITIONS

Traveling Exhibitions are informative, colorful pop-up displays covering a variety of subjects in American history. All the exhibitions tell the story of significant events, leaders, and topics using primary source documents and insights from renowned historians. This year we've sent exhibitions to 125 venues in the contiguous 48 states.

Our exhibitions travel nationwide to schools, museums, libraries, and other community organizations. This summer, Reedy Chapel AME Church hosted our *Who Can Vote? A Brief History of Voting Rights in the US* exhibition. While the exhibition was on site, Reedy Chapel arranged for a voter registration representative to register people to vote.

The Chapel is considered the spiritual home of Juneteenth. It was the site of a celebration on June 19, 1865, when newly freed people thanked God for their freedom. The chapel in Galveston, Texas is home to Texas's oldest African Methodist Episcopal (AME) congregation.

This year, we also launched a new exhibition: *World War II: Voices of Service*, funded through the Veterans Legacy Grant Program. From the attack on Pearl Harbor to the GI Bill, this traveling exhibition provides an overview of important events on the battlefield and the home front through the photographs, letters, and oral histories of everyday Americans. The first stops for the exhibition included St. Gilbert Catholic School (Grayslake, IL), Our Heroes Military Museum (Lincoln, ME), Fort Washington National Park (Oxon Hill, MD), and the Academy of American Studies (New York, NY).



Voting Rights Prizes for Students

Anthony Akator, a student at BASIS Tucson North High School, won a \$500 award in our Voting Rights civic engagement contest for his report on fostering civic participation in Tucson. When asked why he chose his subject, Akator offered a thoughtful, inspiring message: *"This project is important to me because to love America is to love justice, and to love justice is to love democracy. As an American, I believe we must work to ensure that our democracy serves All communities, and I hope my project supports that goal."*





BOOK BREAKS

Established in 2020, the Gilder Lehrman Institute’s *Book Breaks* has become a much-loved weekend activity for history lovers, teachers, and students worldwide. Beginning with our Sunday, June 16 program—and continuing for all future programs—*Book Breaks* became free and open to all. More than 14,000 viewers joined the live sessions in 2024.

This year, three authors featured on *Book Breaks* won Pulitzer Prizes for the books they discussed with our audience: Jacqueline Jones, Jonathan Eig, and Ilyon Woo. Their works made a significant impact and have helped to shape public discourse. We were honored to have had the opportunity to learn directly from these authors about their books’ historical content, themes, and relevance today.

The *Book Breaks* archive contains more than 225 sessions with some of the world’s most acclaimed historians, including David Blight, Lonnie Bunch, Ken Burns, Eric Foner, Doris Kearns Goodwin, Annette Gordon-Reed, Peniel Joseph, Jon Meacham, Khalil Muhammad, Brenda Stevenson, Elizabeth Varon, and Fareed Zakaria.

INSIDE THE VAULT

Inside the Vault: Highlights from the Gilder Lehrman Collection is an engaging online program that brings history to life through unique primary sources. Each month, our curators and eminent historians discuss rare documents, letters, and artifacts that offer a deeper understanding of pivotal moments in American history. The program archive holds 76 immersive journeys into the past through the Gilder Lehrman Collection. The Salem Witchcraft Trials with Dr. Karin Wulf was the most viewed program this year, with more than 600 people tuning in for the live session.

Since March 2020, more than 47,000 people have joined a live session.

At left, a selection of historians recently featured on Book Breaks; at right, samples of documents featured on Inside the Vault



BOOK PRIZES

The Gilder Lehrman Institute has offered book prizes for more than twenty years to support outstanding scholarship and encourage public engagement with American history. A panel of leading scholars evaluates the submissions and selects a group of finalists, from which the prize board chooses the winning book.

Awardees receive a substantial financial award and are celebrated with an elegant reception with keynote speakers. The prize ceremony provides an opportunity for teachers, students, and the public to hear directly from the author.

The Gilder Lehrman Lincoln Prize

The Gilder Lehrman Lincoln Prize is awarded annually for the best scholarly work in English on Abraham Lincoln, the American Civil War soldier, or the American Civil War era.

There were two laureates in 2024: Frances M. Clarke and Rebecca Jo Plant, co-authors of *Of Age: Boy Soldiers and Military Power in the Civil War Era* (Oxford University Press),

The four other finalists that the jury selected from 83 nominations were

Frank J. Cirillo, *The Abolitionist Civil War: Immediatists and the Struggle to Transform the Union* (LSU Press)

John C. Rodrigue, *Freedom's Crescent: The Civil War and the Destruction of Slavery in the Lower Mississippi Valley* (Cambridge University Press)

Yael A. Sternhell, *War on Record: The Archive and the Afterlife of the Civil War* (Yale University Press)

Ronald C. White, *On Great Fields: The Life and Unlikely Heroism of Joshua Lawrence Chamberlain* (Random House)

The Frederick Douglass Book Prize

The Frederick Douglass Book Prize is awarded in partnership with the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University. It is given to an outstanding non-fiction book in English that focuses on slavery, resistance, or abolition.

The winners of the 2024 Frederick Douglass Book Prize are

Marlene L. Daut, *Awakening the Ashes: An Intellectual History of the Haitian Revolution* (University of North Carolina Press)

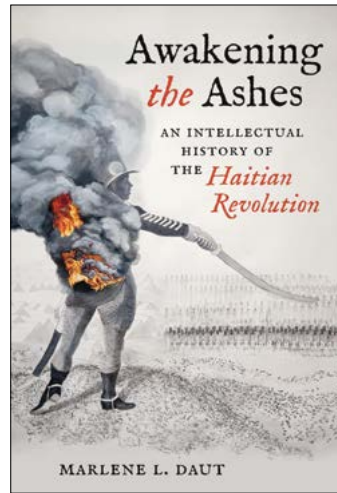
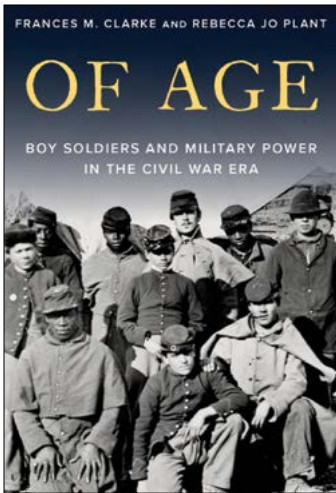
Sara E. Johnson, *Encyclopédie Noire: The Making of Moreau de Saint-Méry's Intellectual World* (Omohundro Institute of Early American History and Culture and University of North Carolina Press)

The other finalist for the 2024 Frederick Douglass Book Prize was Emily A. Owens for *Consent in the Presence of Force: Sexual Violence and Black Women's Survival in Antebellum New Orleans* (University of North Carolina Press).

The George Washington Prize

The Gilder Lehrman Institute, in partnership with Washington College and George Washington's Mount Vernon, presents the George Washington Prize. This award recognizes the best works of the year on the founding era.

The 2024 George Washington Prize was awarded to David Waldstreicher for *The Odyssey of Phillis Wheatley: A Poet's Journeys Through American Slavery and Independence* (Farrar, Straus and Giroux).



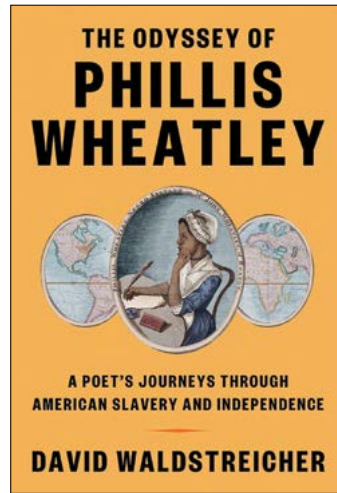
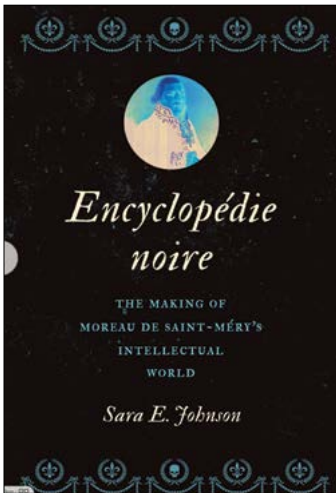
The other finalists for this year's prize were

Michael A. Blaakman, *Speculation Nation: Land Mania in the Revolutionary American Republic* (University of Pennsylvania Press)

Ned Blackhawk, *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History* (Yale University Press)

Cassandra A. Good, *First Family: George Washington's Heirs and the Making of America* (Hanover Square Press)

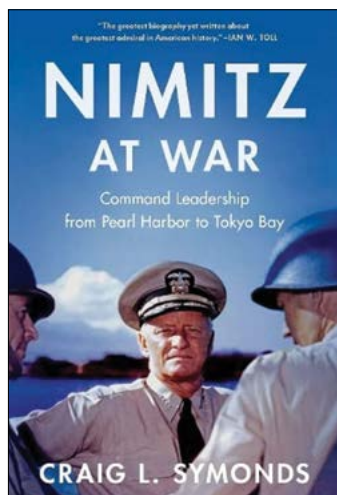
Cynthia A. Kierner, *The Tory's Wife: A Woman and Her Family in Revolutionary America* (University of Virginia Press)



The Gilder Lehrman Military History Prize

The Gilder Lehrman Military History Prize, presented in partnership with the New York Historical, recognizes the best book on US military history.

This year the Gilder Lehrman Military History Prize was awarded to Craig L. Symonds for *Nimitz at War: Command Leadership from Pearl Harbor to Tokyo Bay* (Oxford University Press).



The other finalists for this year's prize were

Brooke L. Blower for *Americans in a World at War: Intimate Histories from the Crash of Pan Am's Yankee Clipper* (Oxford University Press)

Kevin M. Hymel for *Patton's War: An American General's Combat Leadership, Volume 2: August–December 1944* (University of Missouri Press)

HISTORY NOW

History Now, the online journal of the Gilder Lehrman Institute, offers the latest in historical scholarship to K–12 teachers, students, and general readers. Published quarterly, each issue focuses on a major topic in American history and features short, informative essays by prominent scholars. Since 2004, the Institute has published seventy-three issues of *History Now*, comprising 397 essays, on the Gilder Lehrman website.

The following issues were published this year:

“World War II: Portraits of Service” (Issue No. 70, Spring 2024), published with grant funding from the Veterans Legacy Program

“The Jewish Legacy in American History” (Issue No. 71, Summer 2024)

“Black Entrepreneurship in America” (Issue No. 72, Fall 2024)

“250 Years of African American Artists” (Issue No. 73, Winter 2024)



FELLOWSHIPS

Our fellowship programs provide undergraduates, PhD students, and scholars with funding and access to archives supporting research in American history. These fellowships significantly impact historical scholarship by enabling groundbreaking studies, fostering academic collaboration, and enriching history teaching at all levels.

College Fellowships in American History

The Gilder Lehrman Institute offers short-term research fellowships of \$3,000 each to undergraduate students majoring or minoring in history, American studies, Africana studies, political science, or related fields. This program, launched in 2022, allows young historians to conduct research at the Gilder Lehrman Collection and other archives in New York City.

College Fellows and Their Project Titles, 2024–2025

Cooper Austen ▪ **Princeton University** ▪ **“Profit vs. Patriotism: Privateering and the Formation of the American Navy during the Revolutionary War”**

Kashish Bastola ▪ **Harvard University** ▪ **“Dixie Is Asian: Eighteenth-Century Asian American Community Formation in the Gulf South”** ▪ Recipient of the inaugural Gilder Lehrman College Fellowship in honor of Professor Alan Heimert (1928–1999) for a project focusing on seventeenth- or eighteenth-century American history

Christopher Jordan Brown ▪ **Columbia University** ▪ **“The Political Craze: Investigating African American Officeholders during Reconstruction”**

Vincent Calvagno ▪ **Adelphi University** ▪ **“‘A Matter of So Much Importance’: The Treatment of Native American Prisoners of War in the New York Campaign of 1776”**

Muyao Huang ▪ **Rice University** ▪ **“Interpersonal Conflicts and Diplomatic Strategies: American Merchants in China”**

Khari Eyèn Zamé Johnson ▪ **Howard University** ▪ **“Days of Judgment: The Resurrectionist Riots of 1788 and Their Impact on Early Black American Communities”**

Alexa Kupor ▪ **Stanford University** ▪ **“Politics on the Periphery: The Redefinition of Civic Participation by Early American Petitioners”**

Faith Page ▪ **College of William and Mary** ▪ **“Black Reconstruction: How African Americans Fought for Freedom, Suffrage, and Respect”**

Ryan Torres Infesta ▪ **University of Pennsylvania** ▪ **“Economic Architect of a Nation: An Analysis of Robert Morris’s Policies as Superintendent of Finance”**

Esha Venkataraman ▪ **Barnard College** ▪ **“Colonization Posed as Liberation: The American Colonization Society in the Nineteenth Century”**

Scholarly Fellowship Program

The Gilder Lehrman Institute provides short-term research fellowships of \$3,000 each to doctoral candidates, college and university faculty at every rank, and independent scholars working in American history. The Institute has awarded 713 fellowships since 1994.

Kelly D. Berry ▪ EdD, Indigenous Pedagogy Institute Fellow ▪ **Center for Faculty Excellence, University of Oklahoma** ▪ **“Often Overlooked in Indian Education: Colonial Indian Boarding Schools in the Americas, 1500–1780”**

▪ Recipient of the Colonial Era fellowship funded by John Winthrop

FELLOWSHIPS *continued*

Erica N. Duncan ▪ PhD Candidate in History, New York University ▪ **“Childish Freedoms: Black Children and the Making of Freedom, 1715–1838”** ▪ Recipient of the Slavery and Abolition fellowship funded by Sid Lapidus

Sarah L. H. Gronningsater ▪ Assistant Professor of History, University of Pennsylvania ▪ **“American Democracies: People, Politics, and Everyday Life in the New Nation”**

Brian Masaru Hayashi ▪ Professor of History, Kent State University ▪ **“From Yellow to Red Peril: How Japanese Americans Shed Their Enemy Image”**

Samantha Lanevi ▪ PhD Candidate in History, University of Cambridge ▪ **“United States War Brides of WWII”**

Yannick Giovanni Marshall ▪ Faculty, School of Critical Studies (Aesthetics and Politics Program), California Institute of the Arts ▪ **“A Certain Negro Man Named Adam’: Colonial Power, Enslaved Resistance, and the Misremembering of Abolition”**

Andrea C. Mosterman ▪ Associate Professor of History and Joseph Tregle Endowed Professor in Early American History, University of New Orleans ▪ **“New Amsterdam and the Dutch Role in Promoting the Early American Slave Trade”**

Matt Mulhern ▪ PhD Candidate in History, Fordham University ▪ **“Zbigniew Brzezinski and the Influence of Political Theory on American Foreign Policy”** ▪ Recipient of the Cold War fellowship funded by Yaroslav Faybishenko

Evan Turiano ▪ Postdoctoral Researcher, Wesleyan University ▪ **“The Politics of Fugitive Slave Rendition and the Coming of the American Civil War”**

Tingfeng Yan ▪ PhD Candidate in History, University of Chicago ▪ **“Ideas and Practices of Administration in Eighteenth-Century Colonial America and the Origins of the US Constitution”**

SCHOLARLY ADVISORY BOARD

In the past two years, historians on the Gilder Lehrman Institute’s 470-member Scholarly Advisory Board have made exceptional contributions to American history scholarship.

In 2023

Beverly Gage won both the Pulitzer Prize in Biography and the Bancroft Prize for *G-Man: J. Edgar Hoover and the Making of the American Century*.

David Greenberg was awarded a Guggenheim Fellowship in the Humanities.

John Wood Sweet received the Bancroft Prize and the Francis Parkman Prize for *The Sewing Girl’s Tale: A Story of Crime and Consequences in Revolutionary America*.

Jonathan W. White was winner of the Lincoln Prize for *A House Built by Slaves: African American Visitors to the Lincoln White House*.

In 2024

David Waldstreicher won both the George Washington Prize and the Francis Parkman Prize for *The Odyssey of Phillis Wheatley: A Poet’s Journeys through American Slavery and Independence*.

Elliott West was a finalist for the Pulitzer Prize in History and won the Bancroft Prize for *Continental Reckoning: The American West in the Age of Expansion*.

Teacher Advisory Council

CherylAnne Amendola

Montclair Kimberley Academy, NJ

- 2017 New Jersey History Teacher of the Year

Nataliya Braginsky

Dartmouth College, NH

- 2021 Connecticut History Teacher of the Year
- 2021 National History Teacher of the Year

Julian Braxton

The Winsor Schools, MA

Alysha Butler

McKinley Technology High School, DC

- 2019 District of Columbia History Teacher of the Year
- 2019 National History Teacher of the Year

Lindsey Charron

Horace Ensign Intermediate School, CA

- 2021 California History Teacher of the Year

Kevin Cline

Frankton Jr./Sr. High School, IN

- 2016 Indiana History Teacher of the Year
- 2016 National History Teacher of the Year

Justin Emrich

Olentangy Berkshire Middle School, OH

- 2016 Ohio History Teacher of the Year

Connie Lopez Fink

University School of Nashville, TN

- 2018 Tennessee History Teacher of the Year

Daniel Gallegos

Riverside High School, TX

José Gregory

Marist School, GA

- 2021 Georgia History Teacher of the Year

Georgette Hackman

Cocalico Middle School, PA

- 2017 Pennsylvania History Teacher of the Year



Historian Gary W. Gallagher speaks to educators at the 2024 Gilder Lehrman Teacher Symposium.

Mary Huffman

Georgia Southwestern State University, GA

- 2015 South Carolina History Teacher of the Year
- 2015 National History Teacher of the Year

Ruth King

Cedar Ridge Elementary School, UT

Rebecca Luebker

Haas Hall Academy, AR

- 2017 Arkansas History Teacher of the Year

Lois MacMillan

Grants Pass High School, OR

- 2006 Oregon History Teacher of the Year

Misha Matsumoto Yee

St. Andrew's Schools, HI

- 2022 Hawai'i History Teacher of the Year
- 2022 National History Teacher of the Year

Nathan McAlister

Kansas Department of Education, KS

- 2010 Kansas History Teacher of the Year
- 2010 National History Teacher of the Year

David Mitchell

Masconomet Regional High School, MA

- 2008 Massachusetts History Teacher of the Year
- 2008 National History Teacher of the Year

Gena Oppenheim

Saint Ann's School, NY

Keisha Rembert

National Louis University, IL

- 2019 Illinois History Teacher of the Year

N'Dia Riegler

Boston Public Schools, MA

- 2020 Massachusetts History Teacher of the Year

Ryan Scheb

Cristo Rey Brooklyn, NY

Ziara Smith

University of Virginia Center for Race and Public Education, VA

Peter Vermilyea

Housatonic Valley Regional High School, CT

Matthew Vriesman

Rocky River High School, MI

- 2023 Michigan History Teacher of the Year
- 2023 National History Teacher of the Year

Rhonda Webb

Georgia Council for the Social Studies, GA

Joseph Welch

North Hills School District, PA

- 2018 Pennsylvania History Teacher of the Year
- 2018 National History Teacher of the Year

Alona Whitebird Medina

Southmoore High School, OK

- 2021 Oklahoma History Teacher of the Year

Corey Winchester

Northwestern University, IL

- 2020 Illinois History Teacher of the Year

Karalee Wong Nakatsuka

First Avenue Middle School, CA

- 2019 California History Teacher of the Year

Sara Ziennik

Rocky River High School, OH

- 2017 Ohio History Teacher of the Year
- 2017 National History Teacher of the Year

BOARD OF TRUSTEES

Officers

CO-CHAIRMEN

Richard Gilder
(1932–2020)

Lewis E. Lehrman

SECRETARY

Russell P. Pennoyer

TREASURER

Joseph DiMenna

Members

Edward L. Ayers

S. Andrew Banks

James G. Basker

*President and CEO
of the Gilder Lehrman
Institute*

Shahnaz Batmanghelidj

John D. Britton II

Alysha Butler

Kenneth Chenault

Robert C. Daum

Dixie De Luca

Patrick Duff

Grady Durham

Regina Gannon

Henry Louis Gates, Jr.

Bruce Gordon

Annette Gordon-Reed

Allen C. Guelzo

Elizabeth Herbst-Brady

Phillip A. Jackson

Alan Jones

Gladstone N. Jones, III

Daniel P. Jordan
(1938–2024)

Life Trustee

Thomas D. Lehrman

Stephen F. Mandel Jr.

Michael McCormick

David McCullough
(1933–2022)

Life Trustee

John L. Nau III

Robert H. Niehaus

Linda Pace

William J. Poorvu

Shaiza Rizavi

Julian Robertson
(1932–2022)

Life Trustee

Valerie Rockefeller

Mary Caslin Ross

Mark Shafir

Nancy Simpkins

Dorothy (Debbie)
Stapleton

Luz Towns-Miranda

Richard Webster



*Gilder Lehrman Institute
co-founders
Lewis E. Lehrman and
Richard Gilder*

PRESIDENT'S COUNCIL

Joe Amato	Katie Drucker	Amanda Jones	Maggie Rapp
Celeste Archer	Megan Duff	Christine Kang	Alexander T. Robertson
Charles N. Atkins	Richard Ekman	Allison Kraft	Susan Saidenberg
John P. Avlon	Susan Fales-Hill	Sidney Lapidus	Ryan Scheb
Roger Barbee	Yaroslav Faybishenko	Claire Svetlik Mann	Abigail Seldin
William Bassell	Andrew Fentress	Brian McDonald	Molly O'Meara Sheehan
M. Barry Bausano	Mercedes Franklin	Ariel Merrick	Sheila Stone
Amanda Bellows	Amanda Geduld	Sean Mintz	Josh Struzziery
Louccas Bou Jaoude	Elisabeth Gray	Richard Morales	Sarah Teslik
Jason Caldwell	Amanda Harrison	Hugh Nguyen	Peter Tirschwell
A. Dev Chodry	Lara Heimert	Peter Niehaus	Kimberly Viggiano
Joseph Coffey	Lesley Herrmann	S. Griffin Norquist	Joseph Welch
Andrew C. Coles	Scott Higgins	John C. O'Hara, Jr.	Chris Whitford
Evan R. Coles	Michelle D. Johnson	Alvin Patrick	
Sergio de Alba	Patricia Redd Johnson	Arielle Patrick	

DONORS *Gifts received as of 12/31*

A&E Television Networks	S. Andrew Banks and Dame Pamela Gordon Banks	Eryn and Michael Bingle	Dev Chodry
Abbett Family Foundation	Tim and Michele Barakett Foundation	V. Blue	Priscilla and Jonathan Clark
The Achelis and Bodman Foundation	Judy Basker	Barbara Bowen	Lizabeth Cohen and Herrick Eaton Chapman
Paul Adams	Antoinette Basker Howell	Lindsay Bowman	Jennifer Cole
Eleanor Alger	Nazee Batmanghelidj and Radford W. Klotz	John and Jasanna Britton	The College Board
Lisa and Joseph Amato	Baumann Family Foundation	Susie and Sam Britton	Lyn and Langdon Cook
Robert Anderson	BET Networks	John Bull	Elisabeth Creech
Dee Andrews	Dalene and John Beaton	Ann and Michael Bunyaner	Crosswols Foundation
Annenberg Public Policy Center	Cathie Behrend	Christopher Burne	Deborah Dash Moore
Anonymous (9)	Angela and Joseph Bellanca	John Byrne Chamberlin	Julie and Robert Daum
Celeste Archer	Amanda and Marcus Bellows	Diane and Michael Camerota	The David Family Foundation
Ariel Investments	Robert Bender	Bryn Canner	George Davidson
Deborah Ashford	Steven Berizzi	Ellen Caputo	Dixie and David De Luca
Preston Athey	The Judy and Howard Berkowitz Foundation	Lisa and Richard Cashin	Valarie and Mark DeVecchis
Dustin Baker	Michael Bermingham	Charina Endowment Fund, Inc.	Rosemary and Anthony DiBattista
Cindy Balderach	Michael Billet	Bonnie and James Chemel	Joseph DiMenna
		Kenneth and Kathryn Chenault	Kim Doren
		Ron Chernow	

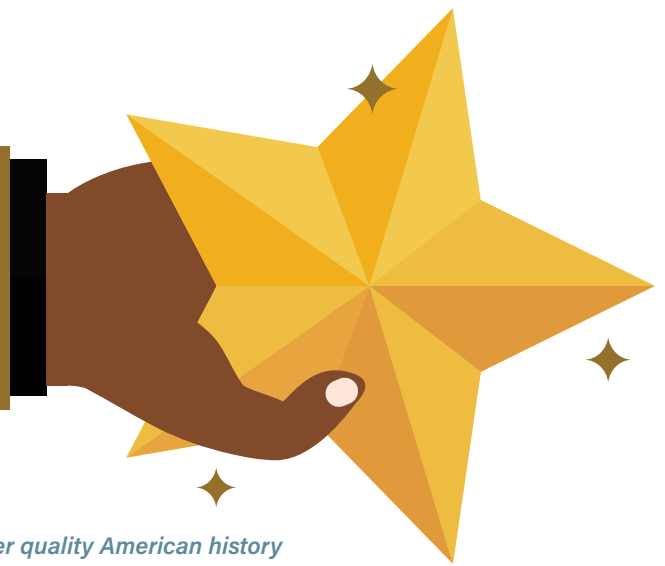
DONORS *continued*

Alice Duff	Jeffrey Griffith	Gladstone and Amanda Jones	Lone Pine Foundation
Grady Durham	Teresa Grosch	Christine Kang and Christian Hudson	Stephanie and Michael Lorraine
Cathleen and Thomas Egan	Samuel Guillory	Kaufman Family Foundation	Eva Lund
Caroline and Richard Ekman	Ned Gusick	Milly and Robert Kayyem	Patricia and James Lyons
Richard Emery	Haffenreffer Family Fund	Kathleen Cochrane Kean	Malkin Fund, Inc.
Lisbeth Eng	Brenda Harris	Maureen Kenefick	Steve and Sue Mandel
Linda and John Ettinger	Robert and Jane Harrison Foundation	The Elbrun and Peter Kimmelman Family Foundation	Mariposa Foundation, Inc.
Laurie and Oskar Eustis	Walter Harrison III	A.P. Kirby, Jr. Foundation	Marshun Entertainment
Ann Eutsler	Cary Smith Hart	F.M. Kirby Foundation	James Mathews
Yaroslav Faybishenko and Jennie Rubinshteyn	Charles Hayden Foundation	Jefferson W. Kirby	Fred Maytag Family Foundation
Gail Finney	Viviane Hays	Tom Kirdahy Productions	Kathleen McBride
Harmes C. Fishback Foundation Trust	Ellen Hecht	Stephanie and Roy Kirsh	McCormick Family Foundation
Susan and Charles Fisher	The Joan C. & David L. Henle Foundation	Seth Klarman	Brian and Mee Hyun McDonald
Randy Fishfader	Susan Hermanson	Alan and Kathryn Klingenstein Family Foundation	Patricia McElhone
Andrea and Kenneth Frazier	Lesley and Richard Herrmann	Keith Knutson	Frances McGoldrick
Marguerite and Cyrus Freidheim	Scott and Lin Higgins	Koch Family Foundation	Linda McKinstry
Esti and Arash Ganjian	Thomas and Julie Hirschfeld	Kathryn Krauss	Pamela McKoin and Laurence Morse
Robert David Lion Gardiner Foundation	Edith Holway	Karin Bain and John Kukral Foundation	Thomas McNamara
Diane Arrato Gavrish and Michael Gavrish	Kayla Houston	Bernadine Lane	Rosalie and James Means
Bruce Geffen	Ulysse Hughes	Sidney and Ruth Lapidus	Elise Kelsey Mellow
Barbara Glauber	Cathy and William Ingram	Donald LaPlante	Warren Metzger
Laura Gomez	Henry M. Jackson Foundation	Dwight Lee	Microsoft Corporation
Elizabeth Goodenough	Jan Jacobi	Louise and Lewis E. Lehrman	Dominic Miebach
Paul Goodof	Martin Jacobs	Thomas D. Lehrman	Mark Miller
Bruce Gordon and Tawana Tibbs	Amabel and Tony James	The Leibowitz and Greenway Family Charitable Foundation	Doris Miller and Donald Fitzgibbons
James Gosselink	Satinder Jawanda	Barbara Lencheck	Cheryl and Phillip Milstein
Susan Gray	Barbara Johnson	Lynn Anne Leone	Sean Mintz
Grayson Family Foundation	Catherine Johnson	LFH Foundation	Miranda Family Fund
Gabriela Carias Green and William Green	David Johnson	Toni and Ken Liebman	Louise Mirrer and David Halle
Elysa Greenblatt	Edgar Johnson	Deborah Line	Modestus Bauer Foundation
	Michelle Johnson		Henry Molina
	E. Thomas Johnson, Jr.		
	Alan Jones and Ashley Garrett		

DONORS *continued*

Moon Family Foundation	Steven Pfeiffer	Michael Shinagel	Angela Vallot and James G. Basker
Gayle Moore	Virginia Pfeiffer	Florence Short	Anne Vallot-Basker
Garrett Moran and Mary Penniman Family Foundation	Jennifer and Lincoln Phillippi	Robert Shue	Janette and Frederik Van Der Weijden
Rebecca and Tyler Morse	Victoria Phillips and Travis Anderson	D. Ellen Shuman and Doug Rae	Chip Wade
Kathrine Mott	Todd Pietri	Barbara and Barry Silberman	Lucy Waletzky
Susan Myers	Michael Piscal	Nancy K. Simpkins	Denise Walston
National Endowment for the Humanities	Portia Poindexter	Neil Simpkins	Chris Walters
John L. Nau, III	William and Lia G. Poorvu Foundation	Joel Sklaroff	Philip Webb
Doreen Neuhoff Uhas-Sauer	Elliot Powell	Jean and William Soman	Richard Webster and Kim Kenne
New York Life Foundation	Renata and Felipe Propper De Callejon	Kathryn and Luther Spoehr	Russell Wheeler
Newcomb-Hargraves Foundation	Queen Sofía Spanish Institute	Estelle Stamm	Annette and Kirk Wilson
Robert and Kate Niehaus	John Rex-Waller	Mrs. Dorothy & Ambassador Craig Stapleton	John Winthrop
Kathleen Niles	Mary and Brian Rhame	Louise Stephaich	Leatrice Wolf and Jordan Cohen
Griff Norquist	Shaiza Rizavi and Jon Friedland	Sidney Stern Memorial Trust	Gail Wolfe
Kathrine and Denis O’Kane	Deborah Roberts	Stanley Stillman	Carole Woods
Mark O’Rourke	Gayle Robinson	Sheila Stone	Catherine Woods and Michael Cunningham
Nancy and Morris Offit	Valerie Rockefeller and Jeff Shames	Catherine and Daniel Sullivan	Kathleen and H.K. Wu
Susan Oppenheim	The Rockefeller Foundation	Claire Svetlik and Christopher Mann	Karin Wulf
Carol Ostrow and Michael Graff	Ajena Rogers	Richard Sylla	Robert Zilg
Linda Pace	Mary Caslin Ross and Alex Ross	Tara Syme	Kathryn and Jack Zoeller
Stephanie and Richard Palmer	Loren Rothschild	Linda Tejpaal	Martin Zottola
Paramount/Marva Smalls	Sylvester Rowe	Mary Tellefson	
Susan Parshley	Susan Saidenberg	Peggy Tirschwell	
Alvin Patrick	Hara Schwartz and Christopher Buck	Merryl and James Tisch	
Emmy and David Patterson	Steven Schwartz	The Travelers Companies, Inc.	
Christine Pearson	Nandana Sen and John Makinson	Trinity Church	
Frank Pedone	Mark Shafir and Hillary Schafer	Jacqueline Turner	
Kitty and Anthony Pell	Mita and Hitesh Shah	Vera and Douglas Twigg	
Russell and Helen Pennoyer		Ed Uihlein Family Foundation	
Edwin Perry		UnidosUS	
Carla Peterson		U.S. Department of Veterans Affairs	

SUPPORTING THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY



Help us promote historical literacy and civic engagement

Your donation to the Gilder Lehrman Institute of American History helps us offer quality American history education to schools and the public nationwide. Since our founding, we've reached millions of students and educators, and with your support, we can expand our impact. The Gilder Lehrman Institute is a 501(c)(3) non-profit organization. Therefore, your donation is fully tax deductible.

To make your gift today

To donate by check, make checks payable to the Gilder Lehrman Institute of American History, and mail to *The Gilder Lehrman Institute of American History*
49 West 45th Street, 2nd Floor
New York, New York 10036

To give online

Online gifts can be made through our website at gilderlehrman.org/donate.

To make a gift of securities or send a cash wire

Please contact the Development Office at development@gilderlehrman.org.

Matching gifts

Many employers offer matching gift programs for charitable contributions, effectively doubling or even tripling the impact of your donation. Check with your human resources department to learn about available options.

Tribute gifts

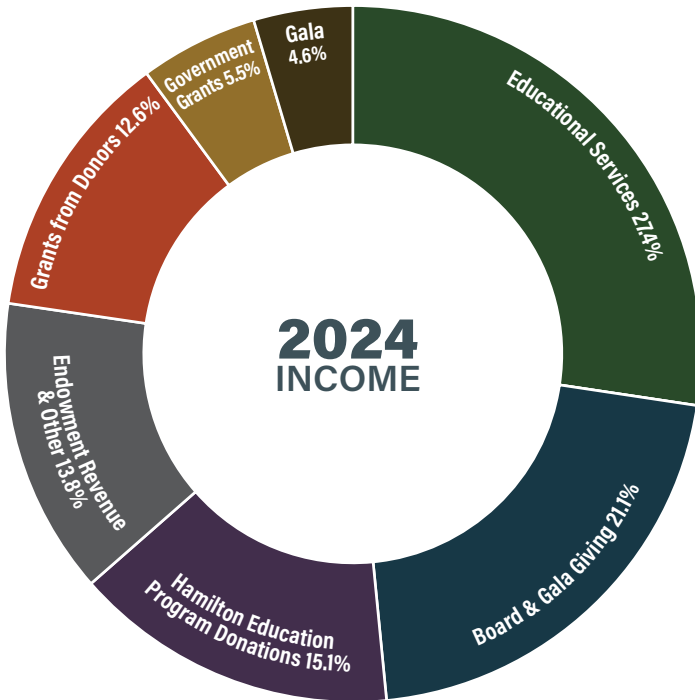
The Gilder Lehrman Institute is honored to accept gifts made in memory of loved ones or to commemorate family, friends, or special occasions. If you wish to honor someone who has a passion for American history and education, you can make a donation online or send us a letter. Please include the name of the individual for whom the gift is made, the occasion (if applicable), and the name and address of anyone who should receive a notification about your gift. The amount of your donation will remain confidential.

Planned giving

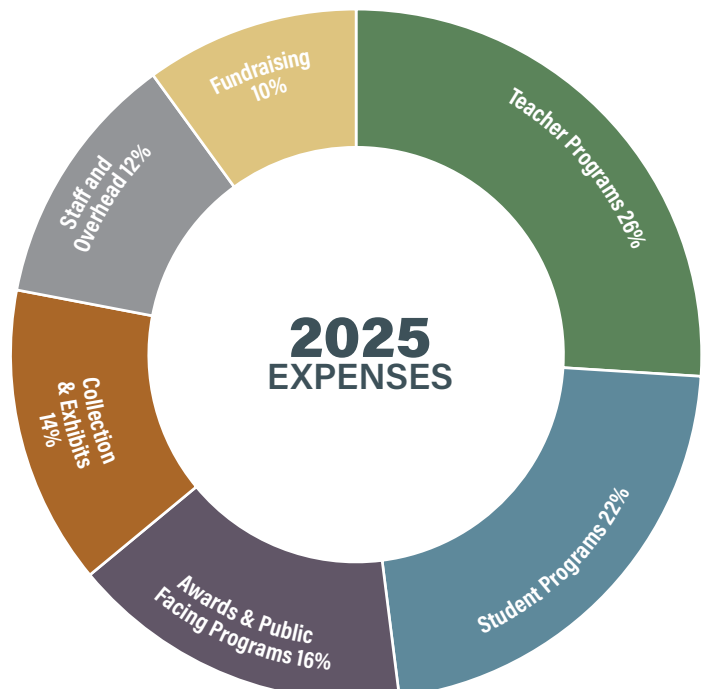
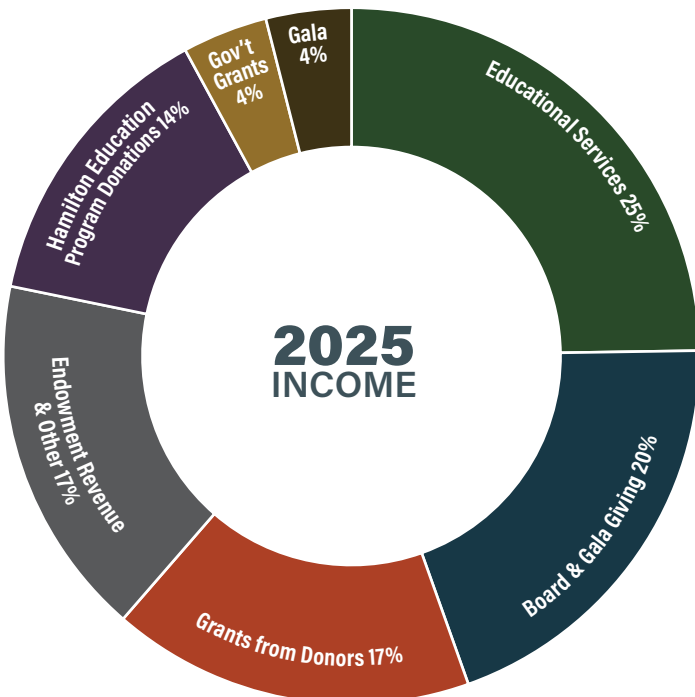
We invite donors to consider including the Institute in their estate plans. This support is vital for sustaining the Institute's important programs for students and teachers nationwide in the future. Please consider mentioning the Gilder Lehrman Institute in your will or living trust. If you have already included the Gilder Lehrman Institute in your estate planning, we sincerely thank you and would happily acknowledge your generosity.

Please contact Bryn Canner, Director of Development, at canner@gilderlehrman.org if you'd like to discuss the details of making a gift to the Gilder Lehrman Institute.

FY 2024 BUDGET \$11.3M



FY 2025 BUDGET \$12.5M



LEADERSHIP AND STAFF

Executive Office

James G. Basker

President and CEO

Kathrine Mott

Chief Operating Officer

Saige Kramer

*Coordinator, President's Office
and Board Operations*

Academic Strategy, Book Prizes, and MA Program

Lisa Andersen

Director of Academic Strategy

Daniela Mühlung

Book Prize Manager

Josh Burnett

Assistant Director, MA Program

Meghan O'Donnell

MA Program Coordinator

Administration

Kate Rizzo Smith

Chief Financial Officer

Dominic Miebach

Staff Accountant

Katherine Wulwick

*Finance and Human Resources
Associate*

Curriculum Development and Instructional Design

Tim Bailey, *Director of
Curriculum Development and
Instructional Design*

Development

Bryn Canner

Director of Development

Rachel Bellamy

*Associate Director of
Development*

Charles Sahn

*Assistant Director of
Development*

Julia Milani

Events Coordinator

Editorial

Justine Ahlstrom

Executive Editor

Nicole Seary

*Senior Editor and Director of
Fellowship Programs*

Educational Programs and Evaluation

Sasha Rolón Pereira

*Director of Educational
Programs and Hamilton
Education Program*

Jonathan Anderson

Assistant Director of Programs

Leah Baer

Program Manager

Emily Connuck

Program Manager

Catherine Li

*Hamilton Education Program
Coordinator*

Anne Lim

Program Coordinator

Jamie Marcus

Senior Program Manager

Dara McGuinness

Program Manager

Gena Oppenheim

*Hamilton Education Program
Senior Education Fellow*

Daniel Pecoraro

Senior Program Manager

Daniel Rader

Website Content Manager

Michaela Rawsthorn

*Development and Evaluation
Manager*

Joshua Sosa

Program Manager

Ryan Sullivan

*Book Breaks and Program
Manager*

Andrea Zakai

Senior Program Manager

The Gilder Lehrman Collection

Sandra Trenholm

Curator and Director

Alinda Borell

Special Collection Librarian

Katie Heiserman

Assistant Curator

Molly Riddick

*Curatorial Outreach
Coordinator*

Marketing and Communications

Josh Landon

*Director of Marketing and
Communications*

Elsie Martinez

*Marketing and
Communications Manager*

Technology, Information, and Digital Engagement

Carrette Perkins

*Assistant Director of Technical
Services*

Adrian Young

Senior Drupal Developer

Meg Parsons

Technical Support Manager

FIVE PRIORITIES FOR 2025

1

Increase Affiliate School membership from 36,000 to 37,500

3

Increase the number of History U registrations from 5,600 to 7,000

5

100,000 visitors use the new AP African American Studies Guide

2

Increase the number of educators enrolled in MA program courses from 1,150 to 1,300

4

Increase the number of students who have taken our Citizenship quizzes (on both GLI's site and Kahoot!) from 90,000 to 150,000

2024 REPORT CARD

1

GOAL: Increase Affiliate School membership from 34,750 to 36,000, and increase the number of Affiliate School teachers from 90,500 to 95,000



RESULT: 36,000 member schools, 97,000 teachers

2

GOAL: Increase the number of educators enrolled in MA program courses from 1,000 to 1,150



RESULT: 1,150 educators

3

GOAL: Increase the number of course registrations in History U students from 3,500 to 5,000



RESULT: 5,600 registrations

4

GOAL: Increase the number of teachers in EduHam Online from 13,000 to 14,000



RESULT: 14,300 teachers

5

GOAL: Increase History Teacher of the Year nominations from 6,750 to 7,500



RESULT: 8,000 nominations

THE GILDER LEHRMAN
INSTITUTE *of* AMERICAN HISTORY

49 West 45th Street, Second Floor

New York, NY 10036

646-366-9666 • gilderlehrman.org

