



**American Institute  
FOR HISTORY EDUCATION**

*"Well done is better than well said"*

# The AIHE Gazette

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## CICERO: History Beyond the Textbook™ Wins Best Social Studies Solution on the Web

CICERO: History Beyond the Textbook™, the American Institute for History Education's multimedia classroom tool for teaching American history, recently was honored as the "Best Social Studies Solution" by the Software and Information Industry Association (SIIA). SIIA last month announced its

**"We are very proud of the recognition the web site is receiving within the software and information industry. CICERO is changing the face of history education in the classroom by engaging students in a way that they retain content knowledge and improve test scores."**

— Dr. Kevin T. Brady,  
*President of the  
American Institute  
for History Education*

2009 CODiE Awards for outstanding achievement and vision in the software, digital information and education technology industries. Nearly 190 judges, encompassing technical trade journalists, consultants, educators, IT and product specialists and other experts, reviewed over 850 nominations submitted by 600 companies.

CICERO is an online educational and professional development tool available to social studies teachers. With interdisciplinary methods, interactive games and resources, this web site delivers a complete digital toolbox for teaching history well beyond the textbook. CICERO will dramatically increase students' comprehension of historical events, personalities, issues, and trends.

CICERO was challenged in the same category by top education products such as ABC-CLIO and Proquest's SIRS RESEARCHER. A **free trial** of CICERO is available at [www.TryCicero.com](http://www.TryCicero.com).

"We believe that this is what teachers have been promised all these years; the one-stop shopping, all-inclusive digital toolbox for teaching history and social studies," says Chris Bradshaw, AIHE Vice President of CICERO Systems.

"We are very proud of the recognition the web site is receiving within the software and information industry," adds Dr. Kevin T. Brady, President of AIHE. "CICERO is changing the face of history education in the classroom by engaging students in a way that they retain content knowledge and improve test scores."

SIIA is the principal trade association for the software and digital content industries. SIIA provides global services in government relations, business development, corporate education and intellectual protection to more than 500 leading software and information companies.



*"Best Social Studies Solution" on the Internet*



**American Institute  
FOR HISTORY EDUCATION**

*"Well done is better than well said"*

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# NJ Amistad Commission Appoints AIHE to Integrate African-American History Through Internet Resources



In 2002, the Amistad Bill was passed in New Jersey. This bill calls for New Jersey teachers and schools to incorporate African-American history into their social studies curriculum. The New Jersey Amistad Commission was formed

to ensure that the goals of the bill would be met and that teachers were equipped with the tools and the knowledge to effectively teach African-American history.

The New Jersey Amistad Commission recently awarded the American Institute for History Education (AIHE) the task of developing a web site that would provide teaching tools, lesson plans and activities. AIHE has developed this exciting web site for New Jersey teachers to use as they explore African-American history and culture. The web site will provide teachers with tools, lesson plans and activities to infuse into their regular course of study. When completed, every teacher in New Jersey will have complete access to all of the resources to use in the classroom. They will infuse the New Jersey Amistad Commission material into their regular course of study, so they can meet New Jersey Core Content Curriculum Standards, while also meeting the Amistad Commission objectives. Teachers will have use

of lessons, biographies, maps, activities, teaching methods, art galleries, tests, and quizzes. Teachers will eventually have access to video documentaries, video discussion from scholars, interactive maps, audios and much more.

New Jersey was the first state to form an Amistad Commission. There are currently four states with Amistad commissions, and hopefully there will soon be web sites developed by these states to teach African-American history so their teachers can benefit from this invaluable tool.

**AIHE has developed this exciting web site for New Jersey teachers to use as they explore African-American history and culture. The web site will provide teachers with tools, lesson plans and activities to infuse into their regular course of study.**

## AIHE Offers Advanced Placement Summer Workshops



This summer the American Institute for History Education (AIHE) is pleased to offer high-quality professional development for teachers of Advanced Placement courses. We will specialize in the social studies subjects. Our workshops are intended to help novice and experienced

AP teachers. In addition, we encourage teachers of honors classes to take advantage of this unique opportunity. The AP summer workshops will be held **July 26–31**, at Rowan University in Glassboro, New Jersey.

AIHE's Social Studies Advanced Placement Summer Workshops have been endorsed by the Middle States Regional Office of the College Board.

The following AP courses are available as workshops:

- United States History
- European History
- World History
- Psychology
- United States Government and Politics

All teachers will receive a certificate for 30 hours of College Board-approved instruction. In addition, all New Jersey teachers will receive 30 professional development hours from AIHE as a state-approved vendor.

All instructors are certified by the College Board and also serve as readers for the AP test in their subject area.

Participants must attend the entire workshop, from Monday through Friday, in order to earn a certificate and 30 professional development hours.

For more information and registration instructions, go to [www.aihe.info](http://www.aihe.info) and click on the College Board Advanced Placement Program link.

**Final Registration Deadline — June 19.**

June's Featured  
AIHE Teacher: **Dr. Fran Corvasce Macko** ([mackof11219@yahoo.com](mailto:mackof11219@yahoo.com))  
Director of Curriculum, New York City Dept. of Education (retired)



Students often say, "History is boring" and ask, "Why do I have to study something that happened long ago?" Engaging students in the study of history, and helping them make connections between their experiences and the story of our nation, is the challenge I faced in my 31 years as an educator. When successfully meeting that challenge, it enabled my students to make connections, ask questions, and

find a purpose for their learning. In my work with the American Institute for History Education (AIHE), my goal is to introduce teachers to strategies that will support them in bringing history alive for their students.

My interest in history began when I was a student in the New York City public school system. I was intrigued by the connection between a historical time period and the individuals who chronicled its people and events. While my friends were reading popular novels, I was delving into journals, diaries, and historical documents. As an undergraduate at Brooklyn College, I studied literature through the lens of history. The two were, in my mind, inseparable, and I continually made the connections in my research and writings. I graduated with a B.A., and continued my studies in English and History at New York University, where I earned my doctorate in 1976. My dissertation explored the connection between the political and social climate of the 18th century and its reflection in the popular literature of the time.

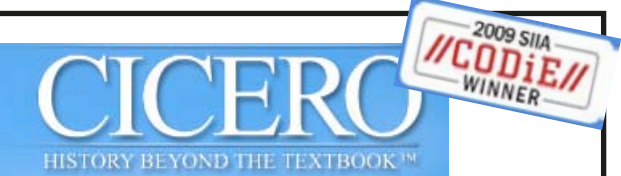
Upon graduation, I taught at Manor Junior College in Philadelphia before discovering my life's work as a middle school teacher. It was in this role that I recognized the potential to engage students in the wonders of history through the study of the writings of those who experienced the events firsthand. As a teacher at Louis Armstrong Middle School in New York, I collaborated with Queens College history educators on two monographs, *Life Songs*, which examined how oral history can be used to connect students to contemporary history, and *Satire*, which explored how authors, artists and musicians use humor and exaggeration to comment on the political and social issues of their historical time periods. Both were written for middle school teachers and were based on curriculum I developed and taught in my classroom.

In 1999, I assumed the position of Director of Middle School Programs for a district in New York City. There I worked in collaboration with the New York University Professional Development Lab to institute a new teacher induction and mentoring program. In this model, cohorts of teachers received sustained, in-depth professional development in history and content literacy strategies. This background set the stage for my work as an Instructional Specialist, where I was responsible for the design and implementation of the professional development

program for the region. I also served as a project director for two regional Teaching American History (TAH) grants. "The James Madison Seminar" provided teachers with three intensive two-week summer programs that integrated scholarship and pedagogy. "The American Social History Project" provided opportunities for teachers to explore American history through a local lens.

Most recently, as the New York City Curriculum Specialist, I worked on the team that developed the New York City K-8 social studies scope and sequence, and the supporting curriculum materials and teacher training institutes. I also worked on four citywide TAH grants. Two, "American Journey," and "Framing history," built on the theme of the study of American history through the local lens of New York City, and trained teachers to become lead teachers in their schools. "Content and Continuity" focused on creating a developmentally appropriate framework for teaching American history content across grades K-12. "Setting the Stage" provided training for the teachers of grades K-2 and sought to answer the question, "How can teachers build the foundation for historical thinking in the early grades?"

I recently had the pleasure of becoming a consultant for AIHE and have worked with teachers across New Jersey in their TAH grant programs. I have facilitated sessions on strategies for using high-quality content picture books to teach Colonial America and the American Revolution, including AIHE's *George Washington's Journal*, on exploring the Constitution and the New Nation through the local lens of the history of Paterson, New Jersey, and on building prior knowledge on the Civil War, which was also the topic of a "Talking History" session. In each instance, I am honored to learn from AIHE's notable historians, and I savor the opportunity to meet teachers and work with communities of dedicated educators. I am excited to share my experiences and to work to support teachers in making history come alive for their students.



Introducing  
**CICERO: History Beyond the Textbook™**  
another amazing product from  
the American Institute for History Education.  
**CICERO** is an interactive professional  
development tool for teaching American History that can  
best be described as the ultimate resource  
for elementary, middle and high school teachers.

**Demo a FREE TRIAL at [www. TryCicero.com!](http://www.TryCicero.com)**

# Teachers from the History of a Nation TAH Grant Share Their Experiences



**Brook Webb, Sing Lum**  
**Elementary School — Bakersfield,**  
**CA (5th Grade U.S. History)**

I feel so fortunate to have the opportunity to participate in the History of a Nation Liberty Fellowship. As an elementary school teacher, with a multiple subject teaching credential, I felt that my ability to teach the history content standards was impaired by my own lack of enthusiasm and passion for our nation's past. I had lost myself in the student's curriculum and knew that I could be more effective if I only had the right tools.

Thanks to the amazing American Institute for History Education (AIHE) presenters, I have learned so many interesting U.S. history facts and teaching strategies. These colloquia have provided me with the ability to create lessons that enrich the curriculum and entertain my students. I have been able to teach my students the tragedy associated with colonization by recreating and investigating a Jamestown cemetery. We have compared modern education with primary sources from *CICERO: History Beyond the Textbook™* that document educational practices from early settlements. By using Google Earth we recreated routes for fur trading along the Hudson River. The possibilities gained from my newfound toolbox seem limitless.

Although we are wrapping up our first year in the fellowship, I can testify that knowledge shared by AIHE presenters has revolutionized my ability to effectively teach United States history. More importantly, I can see what a difference my teaching strategies and positive attitude for teaching history has directly had on my students' perceptions of history.

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**Michelle Duncan, Valley Oaks**  
**Charter School — Bakersfield,**  
**CA (K-8th Grade Resource Teacher)**

Participating in the History of a Nation Liberty Fellowship has provided me the opportunity to challenge myself academically. In this unique program I was exposed to areas of history I had yet to encounter in my education. Having the opportunity to learn from multiple professors and historical specialists only strengthened my desire to learn about my amazing country.

I had the opportunity to view *CICERO: History Beyond the Textbook™*. The potential this online program has to enhance historical knowledge is priceless. I am very much looking forward to incorporating *CICERO* into my curriculum and watching the excitement my students will have as they journey through time.

All of the various components of the fellowship, from the direct instruction to the field study at a cemetery, provided learning opportunities that fostered my growth in historical knowledge and

desire to learn more.

These experiences coupled with the unique responsibility of completing the History of a Nation Liberty Fellowship while serving as a full-time elementary teacher was the platform for me to become a well-rounded and confident instructor of history. I am truly thankful for the experience of a lifetime both professionally and personally.

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**Pamela Diehl, Edison Middle**  
**School — Bakersfield, CA**  
**(8th Grade History)**

Last year my principal told me that she had signed me up for a Teaching American History grant. After years of teaching you know the words "grant" and "I signed you up" equals more work. At first I was not sure what I was getting myself into, but after the first meeting I was hooked. Now I look forward to the meetings. The different speakers have expanded my knowledge beyond the book-and-lecture learning of college. I always felt that giving the students primary sources was a chance for them to "see" history, not just hear about it. Knowing that the American Institute for History Education (AIHE) feels the same way about primary sources has helped me bring so much more to my students.

The fact that it is not just lecture is also appealing. From Dr. Bill Ross' "bracketing history" to Dr. Tom Connors' cemetery tours, the hands-on learning and practice have been great. After we have finished a colloquium you can take the information right back to your classroom and use it successfully. I am already looking forward to incorporating many of the new ideas into my lessons for next school year. In fact I am planning to start with Dr. Ross' "bracketing history" as part of a review to get the year off to an exciting start. The other teachers in our group are great, and we have been able to share ideas with each other. Even though we are not finished with our first year, and have not even gone on our summer trip yet, I am looking forward to the next several years of the History of a Nation Liberty Fellowship and the new ideas and lessons we will be receiving.

*CICERO: History Beyond the Textbook™* is wonderful. I have been to the site several times. It is very user-friendly and has information that is helpful to teachers. Being able to have a lesson with all of the handouts and worksheets in one place is helpful. I also like the fact that there are links to primary sources as well. Prior to joining the History of a Nation Liberty Fellowship I was unaware of *CICERO*, I have told my fellow colleagues at school about it and some have had time to check it out. I am planning on spending more time on *CICERO* this summer getting ready for the next school year. Every teacher who teaches history should use this site.

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# Adams County Historical Society Serves to Preserve Civil War History and Archive PA County's History

The Adams County Historical Society has often been referred to affectionately as the “county’s attic” — an archive and museum preserving the rich cultural heritage of Adams County, Pennsylvania. Its headquarters and museum are located in Schmucker Hall on the Lutheran Theological Seminary campus of Gettysburg, Pennsylvania.

The society was established to “foster interest in the history of Adams County and vicinity, conduct research, preserve records and objects, mark sites, and pursue such activities as may be related to the history of the community.”

Schmucker Hall is named in honor of the seminary’s founder. On the morning of July 1, 1863, it was the largest building on Seminary Ridge, which was a part of the Union line as the Confederate army approached from the west and then from the north. During the afternoon the Union troops were forced to retreat through the town of Gettysburg, leaving Seminary Ridge in Confederate hands. The old dormitory became the first field hospital of the battle, into which the wounded of both sides were carried.

Today, the headquarters and museum serve members and visitors who wish to search for a long ago relative, explore the county’s past, or gain insight into our present.



Schmucker Hall at the Lutheran Theological Seminary.

In 2006, the Adams County Historical Society and the Lutheran Theological Seminary at Gettysburg partnered for a collaborative effort to:

- Rehabilitate Schmucker Hall and convert it into a state-of-the-art museum interpreting the First Day of Battle, Civil War hospitals, the African-American Experience in Gettysburg, and Gettysburg Seminary.
- Create an Archives and Education Center to enhance preservation and interpretation of archival materials and artifacts owned by Gettysburg Seminary and Adams County Historical Society, including Adams County records entrusted to the historical society’s care, and to provide headquarters facilities for the historical society.
- Secure endowment to help support programming and operation of Schmucker Hall and the Archives and Education Center.

To enhance its interpretation of local history, the Adams County Historical Society archives a significant collection of county records, personal documents, and physical artifacts. Tours of the facility are available at scheduled times or by appointment. For more information, visit [www.achs-pa.org](http://www.achs-pa.org)

## Citizens Gone Wild Provides a Guide to Thinking for Yourself in an Age of Hype and Glory

*Citizens Gone Wild* provides a practical and lively guide for anyone interested in thinking for themselves about public issues. Written by George Zilbergeld, Ph.D., a professor at Montclair State University in New Jersey, the book shows how anyone can quickly gain as much expertise about public policies as a citizen will ever need, and often more than the elected officials who represent them. Dr. Zilbergeld believes to use facts and reason in an age of constant media hysteria is to be the true revolutionary citizen.

*Citizens Gone Wild* explains how anyone can quickly find crucial facts about any public issue. The source will be impeccable and can be stated publicly with confidence. *Citizens* enables you to create powerful arguments that will feel intuitively correct to you and to others. You can learn to use examples from other countries and from history. You can learn to use methods that are guaranteed to prevent you from being surprised in public debate. You can learn how to tell when someone in the media is lying to you, and how to quickly find the truth.

In this book Dr. Zilbergeld identifies, explains, and demonstrates twelve specific methods of analysis that any one can learn and use. Tested over a period of twenty-five years, these methods have been taught and used in a variety of classes, and by civic groups, students, teachers, and activist citizens. The methods have been tested and used successfully by people in a variety of professions.

The only hard part of using the methods in this book is that you may be forced to re-examine your own ideas about public issues. But isn’t that part of being a good citizen?

To order a copy of *Citizens Gone Wild*, visit the AIHE Bookstore at [www.aihe-bookstore.com](http://www.aihe-bookstore.com) and click on the link for AIHE Professor Books.

