



American Institute  
FOR HISTORY EDUCATION

"Well done is better than well said"

# The AIHE Gazette

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February's Featured  
AIHE Historian:

**Dr. Maxine Lurie**

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I consider myself a scholar, teacher, and active member of the history community (as well, of course, as a wife, mother, grandmother, and gardener). When work done while still a graduate student is counted, I have been teaching for over forty years. Included in the mix have been workshops for teachers — for programs by the Rutgers

Institute for High School Teachers, the New Jersey Council for the Humanities, and several Teaching American History grant programs — including the American Institute for History Education (AIHE).

While I like teaching, I really like teaching teachers. This can be a challenge. I have spoken to groups that range from those who have never taken a history course, to those with Ph.D.s; all social studies faculty to a much wider mix; elementary to high school; just beginning to retired. Although busy and worried about other things in their lives, teachers always have questions showing interest, curiosity, and involvement in the topic and issues. In the process, teaching and learning become a joint enterprise and fun.

Originally I went to graduate school to learn more history, but have since realized that one of the pleasures of being a historian is that I never will run out of things to learn. I received my Ph.D. (and met my husband) at the University of Wisconsin. I have taught at Marquette, Rutgers, and for the last seventeen years Seton Hall University (where I also served for six years as chair of the History Department). Most often I teach courses on Early American history, and New Jersey history, the two areas usually the center of the workshops in which I have participated. Those for AIHE have been on the American Revolution and its immediate aftermath, often with a New Jersey focus. New Jersey played a central role in the American Revolution, it certainly was in the war longer than anywhere else. I find this period endlessly fascinating, with lots of issues to ponder and discuss.

In addition to teaching I have been actively involved in the history community. While at one point I was elected to the American Historical Commission's Teaching Division, most of my activities have been closer to home. I am a member of the New Jersey Historical Commission, and the State Historical Records Advisory Board, serve on the board of the New Jersey Council for History Education, and chair of the New Jersey Studies Academic Alliance. This year for the third time New Jersey History Day will hold its northern regional contest at Seton Hall. Being involved in the public aspect of history is enormously

important — it serves both as a way of spreading knowledge of history, and making sure its study continues. One cannot assume this will happen, making sure it does is a constant struggle, especially in a time and age when there is an effort to more narrowly focus education on reading, and science.

I started this by saying I was a scholar, and while I love teaching and think it is important to push for the study of history, I also like to "hide" in libraries and archives, reading sources and looking for items that will help explain the past. My research has produced a number of articles and chapters in books, and I have also been involved in several large projects. This includes the *Encyclopedia of New Jersey*, edited with Marc Mappen (2004), *Mapping New Jersey* edited with Peter Wacker — Mike Siegel cartographer — (2009), and, about to appear, the second edition of *A New Jersey Anthology* (2010). The first was a massive project that took nine years, and about 800 authors; the second is a historical atlas that, among many other tasks, sent me on a wild and exciting search for historical maps of the state. The result is a book full of information and some maps that are just plain beautiful to look at. The last is meant to serve as a text for college courses in New Jersey History, and a general audience interested in the state. All three are available from Rutgers University Press (and the AIHE Bookstore at [www.aihe-bookstore.com](http://www.aihe-bookstore.com)).

What next? Well life is always changing. I expect to retire from full time teaching, but hope to continue with an occasional course, as well as workshops for teachers. I am already at work, with Richard Veit, on editing a one-volume

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## 2010 TAH Grants Now Open

The U.S. Department of Education's 2010 Teaching American History grants are now open.

The American Institute for History Education (AIHE) can assist your school district in the grant-writing process to obtain these awards at NO COST to your district.

AIHE can write your entire TAH grant or provide consultation and technical assistance as a partner on your grant.

Please call **856-241-1990** or visit  
[www.teachingamericanhistorygrant.com](http://www.teachingamericanhistorygrant.com).

# Teachers from the Ida B. Wells Liberty Fellowship Share Their Experiences



**Gregory Muscelli,**  
**Washington Township**  
**High School — Washington**  
**Township, NJ**

Although I have had the opportunity to partake in dozens of workshops throughout my six years in education, I have never had workshops as practical and as applicable as the workshops provided by the American Institute for History Education (AIHE). In fact, I cannot recall partaking in a workshop that actually emphasized content-specific information. Through the Ida B. Wells Liberty Fellowship, AIHE has provided me with valuable methods, strategies, and resources to help improve my teaching skills and help make history come alive for my students.

Every presenter I have witnessed through the Ida B. Wells Liberty Fellowship has not only been a master teacher practitioner, but also a true historian. Dr. Dennis Denenberg is a perfect example of this. Dr. Denenberg presented us with more than twenty strategies we could use to help teach history more effectively. Using everything from a Gandhi puppet, a guest presenter (Dr. Denenberg dressed as Harry S Truman), or showing us a simple graphic organizer shaped as Abraham Lincoln, Dr. Denenberg captured our attention and inspired us to bring some of his strategies into our own classroom. Since I met Dr. Denenberg, I have already incorporated some of his methods into my teaching.

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**Robert Barnshaw,**  
**Washington Township**  
**High School — Washington**  
**Township, NJ**

The Ida B. Wells Teaching American History grant program represents a rare opportunity for professional educators to experience an intensive approach to the teaching and learning of American history in an interdisciplinary environment. The work sessions conducted by the American Institute for History Education present and encourage discussion of methods, approaches and materials relating to this interdisciplinary approach.

Among the goals of the program sessions is the fostering of cross-disciplinary content infusion between the two departments leading to, it is hoped, a richer, more content-intensive approach to the teaching of both subjects.

The two major sessions I have attended so far have featured sophisticated presentations by experts in the field on

such topics as the philosophical underpinnings of Enlightenment ideology, the relation of the Protestant Reformation to English and American Puritan thought, the importance of studying heroes in U.S. history and the significance of geography and terrain (field-study trips) in comprehending the outcome of historical events.

The sessions have exhibited a lively dialogue as well as a very collegial and interactive set of discussions. Here at the outset of our efforts, it appears to many of us that we are embarking on a very exciting and productive educational adventure.

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**Deborah Jean Carchidi,**  
**Washington Township**  
**High School — Washington**  
**Township, NJ**

As teachers we all know how it feels when we are scheduled for a workshop on the students' day off. "Not Again!", "Can't they just give me time to grade my papers and organize my classroom?", "Why can't we EVER get free time to work on what we want here at the school?" etc. These are typical examples of the reactions of high school teachers to workshops, and this is exactly how 30 History and English teachers from Washington Township School District in Sewell, New Jersey, felt on that first workshop day.

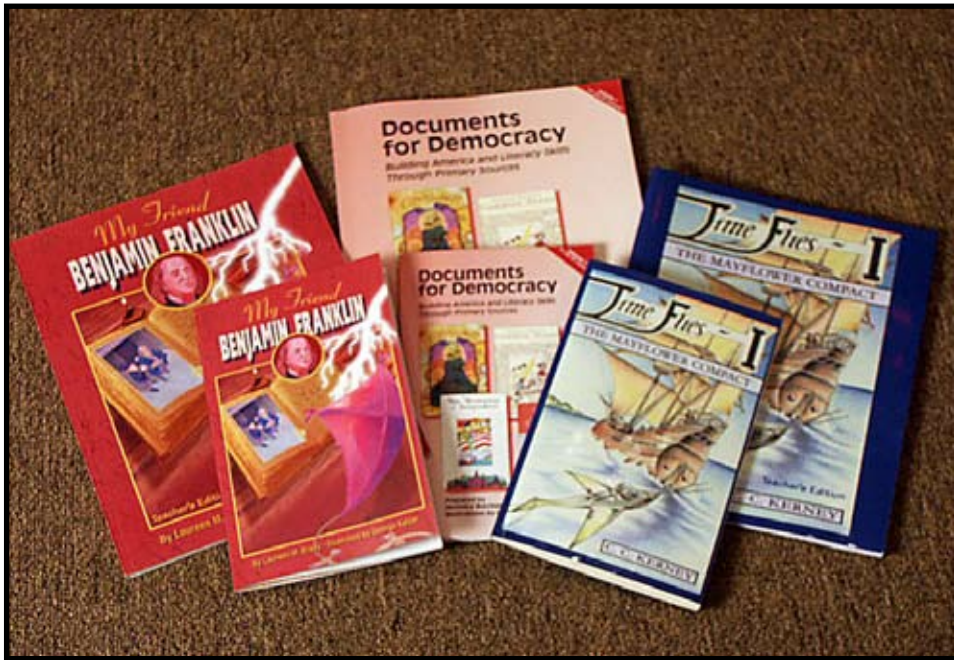
We all volunteered to be part of the Ida B. Wells Liberty Fellowship Teaching American History grant whose purpose is to make us better informed teachers. You See **IDA**, page 5



Experience the newest interactive resource from AIHE that will help teachers infuse the African-American journey – filled with social, political and economic contributions — into their U.S. History classes.

**www.sojournerhistory.com**

# Three New Sets of Student and Teacher Books Available Online at the AIHE Bookstore



## ***My Friend Benjamin Franklin*** by **Laureen M. Brady**

This fully illustrated, full-color book will help your students to explore the wit, wisdom and leadership of Benjamin Franklin. Written through the eyes of Dr. Benjamin Rush, a close friend of Franklin's, this fourth-grade reader looks back at the accomplishments made by one of America's Founding Fathers. Students will learn about Franklin the inventor, writer, scientist, politician, and diplomat. Also includes a glossary of key terms used in the book.

## ***My Friend Benjamin Franklin Teacher Edition*** by **Laureen M. Brady**

The companion piece to *My Friend Benjamin Franklin*, this teacher edition incorporates language arts skills with a focus on history content. It includes the same content and illustrations as the student book, plus everything to assist a teacher in lesson plans, including a Franklin biography. There are teacher notes and reaction questions, sections that prompt students to analyze the full-color illustrations, and worksheets for the students.

## ***Documents for Democracy - Volume I*** Compiled by **Veronica Burchard**

The first installment in this three-volume set focuses on primary sources from the 17th and 18th centuries. The book will help elementary students to develop their literacy skills as they learn about these important documents that helped to shape America. *Documents for Democracy* is illustrated throughout with 28 four-color, original drawings. This first volume features excerpts from John Winthrop's City Upon a Hill sermon, Thomas Paine's *Common Sense*, the Declaration

of Independence, and the Preamble to the Constitution.

## ***Documents for Democracy - Volume I*** **Teacher Edition**

Compiled by **Veronica Burchard**

This teacher guide, a companion piece to the student version, includes notes, supplementary background information, vocabulary terms and other teaching aides. There are also discussion questions, teaching suggestions and handouts for student activities.

## ***Time Flies I: The Mayflower Compact*** by **C.C. Kerney**

This illustrated, historical novel, first in a series that explores the founding documents upon which the United States is built, weaves an exciting story line as young readers are taken on a trip across the Atlantic Ocean to Plymouth colony. Along with Myles Standish and

other historical figures on the *Mayflower* are the principal characters, a set of time- and space-traveling twins from another galaxy. Their mission is to photograph the Mayflower Compact for their planet. Middle school students are sure to be entertained and educated as the twins' journey is filled with twists and turns.

## ***Time Flies I: The Mayflower Compact*** **Teacher Edition** by **C.C. Kerney**

The teacher edition for *Time Flies I: The Mayflower Compact* incorporates language arts and literacy skills with a focus on history content. It includes the same content and illustrations as the student book, plus there are teacher notes and comments, along with suggested activities for the students.

Along with these new releases and other books, the AIHE Bookstore offers music CDs by American Stories Through Song, the Libby Prison Minstrels, and Chuck Anderson.

Visit the AIHE Bookstore at [www.aihe-bookstore.com](http://www.aihe-bookstore.com) and click on the link for AIHE Books or AIHE Music.



# Saratoga National Historical Park Preserves Memory of Two Decisive Battles

At a distance of more than 200 years, it is sometimes difficult for present-day Americans to see their nation as anything but an international power. Yet, the beginnings of the United States occurred during one of the most desperate wars in our country's history.

Saratoga National Historical Park in Stillwater, New York, recalls those times when the might of Great Britain was unleashed on thirteen rebellious colonies. These colonies were



*Two lone cannons guard the ridge known as Bemis Heights.*

brazen enough to resist attempts at control by Britain, and then commit treason by open, armed revolt. Most startling of all, they proclaimed themselves independent states in 1776.

Although enshrined in popular memory as the birth of the United States, 1776 proved to be filled with military disasters for the rebelling Americans. An invasion of Canada had been repulsed; a scratch-built American fleet on Lake Champlain destroyed and what is now the City of New York was lost. The rebel armies were plagued by desertion, lack of supplies and roundly beaten in the field. Despite this, the American forces managed — just barely — to survive. The campaign of 1777 would decide if the United States would survive, or be brought to heel as colonies.

The Saratoga Campaign was a plan created by British General John Burgoyne to invade from Canada with two armies. These armies would follow important waterways (the Mohawk River and Lake Champlain/Lake George/Hudson River) and meet at Albany, New York. Once united, they would operate in conjunction with the main British army based in New York City.

Burgoyne commanded the larger, more important column through Lake Champlain. Despite initial successes, Burgoyne's army discovered the harsh realities of the countryside. Bad roads, intentionally damaged by retreating Americans, slowed

Burgoyne's advance to a crawl. Supplies were rapidly consumed and valuable time was lost. About 1,000 troops were lost in battle when they were sent into Vermont for needed supplies. Despite it all Burgoyne continued forward. However, two battles fought here at Saratoga NHP not only defeated his military goal, but resulted in an American victory that turned the tide of America's Revolution and assured independence for the United States.

Saratoga National Historical Park tells the story of those battles that took place on September 19 and October 7 in 1777. Visitors to the park can drive or bike through peaceful woods and fields by a nine-mile self-guided tour road from April through November. The park Visitor Center, open daily year-around from 9 a.m. to 5 p.m., is a great place to start with a twenty-minute orientation film, fiber optic map and small museum.

Saratoga National Historical Park is an outstanding place to enjoy the outdoors. Hiking trails are available year round; when conditions permit cross country skiing and snowshoeing are as well. Bicycling is a fine way to experience the tour road.

Besides the battlefield, Saratoga National Historical Park operates the Schuyler House, about seven miles north. This house was the country estate of Revolutionary War General Philip Schuyler. Tours of the home are offered during the summer months.

Up the hill from the Schuyler House stands the Saratoga Monument. Erected in the 19th century and renovated in 2002, Saratoga Monument offers spectacular views of the surrounding region.

For information about Saratoga National Historical Park please call **(518) 664-9821, ext. 224** or visit [www.nps.com/sara](http://www.nps.com/sara).



*This one-room farmhouse served as a mid-level headquarters building.*

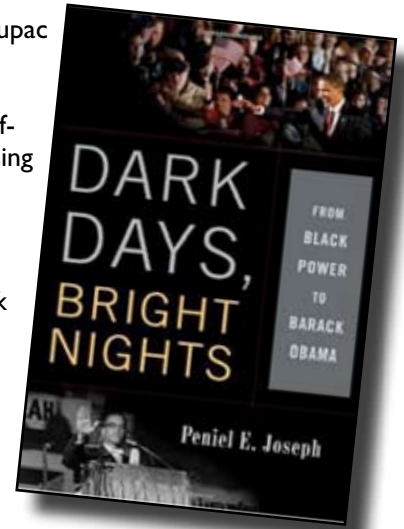
# Dark Days, Bright Nights Chronicles the Successes of Black Leaders From Malcolm X to Barack Obama

The Civil Rights Movement is now remembered as a long-lost era, which came to an end along with the idealism of the 1960s. In *Dark Days, Bright Nights*, acclaimed scholar Dr. Peniel E. Joseph puts this pat assessment to the test, showing the 60s — particularly the tumultuous period after the passage of the 1965 Voting Rights Act — to be the catalyst of a movement that culminated in the inauguration of Barack Obama.

In *Dark Days, Bright Nights*, Dr. Joseph argues that the 1965 Voting Rights Act burst a dam holding back radical democratic impulses. This political explosion initially took the form of the Black Power Movement, conventionally adjudged a failure. Dr. Joseph resurrects the movement to elucidate its unfairly forgotten achievements. Told through the lives of activists, intellectuals, and artists, including Malcolm X, Huey

P. Newton, Amiri Baraka, Tupac Shakur, and Barack Obama, *Dark Days, Bright Nights* will make coherent a fraught half-century of struggle, reassessing its impact on American democracy and the larger world.

To order a copy of *Dark Days, Bright Nights*, visit the AIHE Bookstore at [www.aihe-bookstore.com](http://www.aihe-bookstore.com) and click on the link for AIHE Professors' Books.



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couldn't ask for a more dedicated group of teachers than those who met in November 2009 for the first workshop. We walked into the workshop area, took our seats and the very first thing we did ... WE TOOK A TEST! The moans could be heard for miles. (We are just like the students in some ways). Half the assembled teachers have been teaching 20 plus years and can't sit still long enough for a test, but we did. Why a test at the very beginning? Of course, it was to establish our baseline as we proceed through the grant.

The instructors and the workshops are wonderful. You couldn't ask for a more dynamic group of professors. During these workshops you won't see teachers distracted because you are constantly learning new techniques and ideas with an interactive approach that can be instantly used in your classroom.

At our first workshop, Dr. Yohuru Williams and Anthony Fitzpatrick of the American Institute for History Education led a

lively discussion on using primary documents in the classroom. They demonstrated that by using their ESP (Economic, Social, and Political) method a lesson could be taught where the students analyze primary documents in a short period of time. I used their method the next day in my AP European History class when comparing the education of women during the Renaissance to women during the Reformation. They also demonstrated the many innovations and materials available to us on CICERO: History Beyond the Textbook™, an online site for our use.

This is only the start. That November workshop received so much positive feedback that more teachers, across the district have been volunteering to join our group. I can only thank all of the professors who spend their time helping to make us even more effective in our classrooms. I'm eagerly anticipating our next series of workshops as part of the Ida B. Wells Liberty Fellowship TAH grant.

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From **LURIE**, page 1

history of New Jersey. And I hope to go back to a project on New Jersey in the American Revolution, put on hold to do the atlas. Mostly I would like to go hide in libraries and archives, read all the sources I can, and try to tease out of them some explanation of the sides residents of the state took when they were caught in the middle of that war over two hundred years ago.

To order a copy of the *Encyclopedia of New Jersey* or *Mapping New Jersey*, visit the AIHE Bookstore at [www.aihe-bookstore.com](http://www.aihe-bookstore.com) and click on the link for AIHE Professors' Books.



**CICERO: History Beyond the Textbook™** 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)**