



JAMES MADISON
MEMORIAL FELLOWSHIP
FOUNDATION

James Madison Jr.

Madison Memo For all those teaching the Constitution in America's classrooms

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From the President, Lewis Larsen

The 2012 fellowship competition has just concluded, and our partners at ACT are preparing the materials for review by the Selection Committee later this month. Many thanks to all of you who encouraged your friends and colleagues to apply for the fellowship. A complete list of the 2012 Fellows will be available on our website in late May.

I look forward to seeing many Madison Fellows at the annual conference of the National Council for History Education (March 22-24 in Kansas City, MO.) If you would like to help out at the exhibit booth for an hour or so, just contact us (cgriffin@jamesmadison.com) and we will provide you with details.

Earlier this month, we launched our 2012 development campaign, "Celebrating Twenty Years of Fellows Teaching the Constitution." If every Fellow donated a minimum of \$20, we would be able to fund nearly 75% of the Fellows' Fellowship. I know you will give thoughtful consideration to your participation in this annual drive.

Finally, we realize that one of the challenges of being a Madison Fellow is sustaining and deepening your intellectual understanding of history while facing the daily demands of teaching. To help you build your personal library and expand your collection of outstanding primary sources, the Foundation is partnering with Liberty Fund to offer you a significant discount on a variety of books relating to constitutional issues. You will receive detailed information from Liberty Fund in early April about this special offer.



Fellows on Jeopardy

Click [here](#) to see Brooks Humphreys, '05 (NE)

Click [here](#) to see Kathryn Shaughnessy Wendling, 04 (MN)

Focus on the Fellows

Laura Wakefield, '00 (FL)



Share With
Your Friends



Teaching was not my first career - I had worked in politics and served as an army officer before I began teaching middle school. In 2000, when my oldest child started college, I received a Madison Fellowship.

My experience as a Madison Fellow has had a significant impact on me personally and professionally. I became a better scholar, writer, and historian. My master's thesis was published in the Spring 2003 *Florida Historical Quarterly* ("Set a Light in a Dark Place": Teachers of Freedmen in Florida 1864-1874"), and I have since had articles published in several pedagogical publications.

In 2003, I presented a workshop at the [National Council for History Education](#) (NCHE) annual conference. This led to opportunities to serve as a Master Teacher presenter at American history colloquia for the NCHE. I have collaborated with dozens of eminent historians; shared ideas with teachers all over the country; and learned from both groups of professionals. I am currently serving a second term on the NCHE Board of Trustees, working with my colleagues to build bridges among all who share a common passion for teaching history.

In 2005, I began teaching history at Florida Virtual School (FLVS), the country's first state-wide Internet-based public school. I served as the FLVS social studies curriculum specialist and authored the first Teaching American History Grant ever awarded to an online school. I currently coordinate this program for FLVS.

I regularly encourage teachers to apply for the fellowship because the experience so inspired me and stretched me as a teacher and a student. I tell them not to wait as long as I did to apply because receiving a Madison fellowship is life-changing.

Let us hear what you have been up to since receiving your Fellowship. Submit a brief article (150-200 words) along with a high-resolution photo to cgriffin@jamesmadison.com for possible inclusion in future newsletters.

Constitution Corner



Dr. John Stagg, University of Virginia

On Nov. 22, 1787, James Madison published, in the *New York Daily Advertiser*, what would become arguably his best known work--the much celebrated 10th Federalist essay. Among the advantages promised by "a well constructed union," Madison wrote, "none deserves to be more accurately developed than its tendency to break and control the violence of faction." By 1787, faction or party--the terms were interchangeable in 18th-century English--had reduced politics in the states and the nation to near chaos. The national government, the Continental Congress, in particular had become a byword for incompetence and impotence. Madison accordingly sought

"a republican remedy for the diseases most incident to republican government."

The young Virginian did not propose to accomplish his goal by eliminating faction or party. That, he believed, would be impossible and undesirable--impossible because the causes of faction were "sown in the nature of man" and undesirable because faction could not be suppressed without destroying liberty itself. Instead, he proposed to construct a government that would fairly represent all the various factions and interest groups in American society, in part in the hope that none would then be able to gain an undue ascendancy over the others.

But, more important, Madison did not assume that extending "the sphere of government," as he described it, would become a formula for factional or partisan gridlock. That state of affairs could be avoided by devising systems of representation that would elect men of discernment and reputation to public office--and in those days they would all be men--and make them responsible, in the manner that an umpire calls balls and strikes, for framing wise and impartial laws to safeguard the "more perfect union" that had been established by the Federal Constitution.

At this point, some two and a quarter centuries later, we might ask how well Madison's carefully crafted union is doing and what the "Father of the Constitution" himself might make of it. It is difficult to avoid the conclusion that he could only be sorely disappointed--for the all-too-obvious reason that the American political system is now clearly failing to break or control "the violence of faction." . . .

Click [here](#) for the balance of this essay, originally printed in the January 15, 2012 edition of the *Free Lance Star* (Fredericksburg, VA.)

J.C.A. Stagg recently completed a term as a Board Member of the James Madison Memorial Fellowship Foundation. He is professor of history and editor in chief of the Papers of James Madison at the University of Virginia. In March, Cambridge University Press will publish his book, The War of 1812: Conflict for a Continent.

Teaching Tips

Cathy Alderman, '08 (CA)

Project-Based Learning (PBL) requires students to plan, research, analyze, synthesize, construct and then...Stand and Deliver. My students practice critical thinking and project management skills in every project I assign.



This past fall, juniors and seniors assumed the roles of delegates from one of the original states during the years 1783 - 1787. Primary sources, as well as other resources, were consulted. Portraying their characters at a formal reception, students responded to questions from foreign dignitaries (parents and community members) about their states' histories as well as their roles in the Revolutionary War, and they offered their opinions (in the role of delegate) about how government was working under the Articles of Confederation. Following this reception, we held a formal debate between these representatives about the weaknesses of the Articles. The "foreign dignitaries" stayed, observed, and commented at the conclusion of the debate.

When students are challenged to dig up information and use it themselves (with teacher support), then they own it. Historical content is important but teaching our students how to critically think is the best tool we can give them.

Do you have a favorite pedagogical approach for teaching about the Constitution? Submit a brief article (150-200 words) to cgriffin@jamesmadison.com for possible inclusion in future newsletters.

Opportunities



The mission of Franklin's Opus is to promote the teaching of substantive American history to students from kindergarten to college and on through adulthood. This is an online community where students, teachers, museums, historical organizations, and universities can gather to discuss their historical interests. Visit the [website](#) to find out more about the *National Heroes Day Contest*.



Gennie Westbrook, '00 (TX) invites Fellows to apply for the the Bill of Rights Institute's Summer Founders' Fellowship: *Civil Liberty, Commerce, and the Constitution*. Click [here](#) for details.

The Civil War Trust conducts an annual Summer Institute for teachers. Click [here](#) for more information.



Many Madison Fellows have participated in the Colonial Williamsburg Summer Institute for Teachers. Click [here](#) for more information.



Fellows from Alabama, Arkansas, California, Connecticut, Florida, Georgia, Maryland, Massachusetts, Minnesota, Mississippi, Nevada, New Jersey, North Carolina, Ohio, Oklahoma, Oregon, and Pennsylvania are

eligible to apply to Mount Vernon's George Washington Summer Institute for Teachers. Click [here](#) for application information.

Let us know about professional opportunities that would be of interest to Fellows. We plan to include 3-4 timely notifications in each edition of the newsletter. Information can be sent to cgriffin@jamesmadison.com

From the Foundation

The 2012 edition of *Madison Notes* was mailed in late January. Please contact the Foundation if you have not received your copy. (A copy is also available in the new *Publications* section of our website.) Please send any updated contact information to akanakkanatt@jamesmadison.com



Official Annual Reports are due on July 15 for all Fellows currently working on their degree and/or fulfilling their teaching obligations, and should be mailed to Anne Marie at the Foundation offices. If you are graduating this year, you also need to submit a certified transcript showing the awarding of your degree.

Any Fellow planning to attend the 2012 Summer Institute must mail a reservation card to Sheila Osbourne here at the Foundation. Please email Sheila (sosbourne@jamesmadison.com) if you have any questions or concerns about the Summer Institute.

We are happy to announce that we recently agreed to a five-year contract with Georgetown University, ensuring that the Summer Institute will continue to be held at this prestigious university at least through Summer 2016.

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