

MADISON

NOTES

No. 21

Winter 2012

From the President

Happy New Year! 2012 marks the 20th Anniversary of the first James Madison Fellowship competition. Any anniversary, whether individual or institutional, causes one to look both to the past and to the future, and this issue of *Madison Notes* does both.

2011 has been a year of change at the Foundation. We added a new board member, The Honorable William Terrell Hodges, as well as a new staff member, Colin Bornmann. We designed a new poster, a new brochure, and a new display ad to be used in numerous publications. We created a new electronic newsletter, the *Madison Memo*. Most significantly, we purchased a building and are moving into our new offices in Alexandria, VA in April. Much more information about all these initiatives is in this issue.

But, some things never change. The Foundation continues to identify outstanding teachers as potential Fellows; to support active Fellows in their studies and teaching; and to encourage completed Fellows to continue their professional development as constitutional scholars. The feature article, *20 Years of Teaching the Constitution*, highlights the accomplishments of educators who received the first fellowships in 1992. Some are retired; many are still involved in education; and all credit the fellowship as having a tremendous impact on their professional lives. You will find their stories inspirational.

As the nation prepares for the 2012 presidential election, the role of educators knowledgeable about the Constitution becomes ever more significant. We are always encouraged by reports of the great work each of you is accomplishing in our nation's schools. The strong national reputation earned by the James Madison Fellowship is a direct reflection of the stature each of you brings to the Foundation.

Lewis F. Larsen
President



We're Moving!

After spending twenty years on one of the most prestigious streets in Washington, D.C., the Foundation is moving over the river and through the woods to George Washington's old hometown of Alexandria, Virginia.

When the Foundation first went into operation in 1991, the Foundation had two initial staff members, Lew Larsen and Joan Bybee, and they shared office space near Lafayette Park with the Commission on the Bicentennial of the Constitution. With the knowledge that the Foundation staff would be growing soon, Lew was able to locate an office for the Foundation at 2000 K Street, N.W. The Foundation staff soon grew to include Admiral Paul Yost, Gary Foy, Liz Ray, Norma Claytor, and Dr. James Banner.

The only problem with having a prestigious office address is the annual escalation of rent charged by the landlord. This expensive trend, coupled with the ever increasing cost of higher education, prompted Foundation President Lew Larsen to begin a two year search for office space that would end the rental escalations, and would also be a sound financial investment. The new office would have to serve the Foundation

staff for decades to come. In addition to looking for a good floor plan, Lew also made Metro accessibility, parking availability, and access to local amenities (such as sandwich and coffee shops) a top priority in his search. He found such a space at 1613 Duke Street in Alexandria, VA.

Our new home, 1613 Duke Street, was purchased by the James Madison Education Fund, Inc., the non-profit organization which supports the James Madison Memorial Fellowship Foundation and its mission. The Foundation will rent the building from the Fund, thus ensuring that all rental monies will be returned to provide continuing support for the James Madison Fellowship program.

The new office is located in historic Old Town Alexandria. Near our new location are the Marriott Residence Inn Old Town Alexandria; the King Street Metro stop (Blue and Yellow lines); and historic King Street shopping district. Instead of sharing an office building with downtown Washington, D.C. law firms, the Foundation will soon share the building complex with two education associations--the National Association of Elementary School Principals and the American Association of School

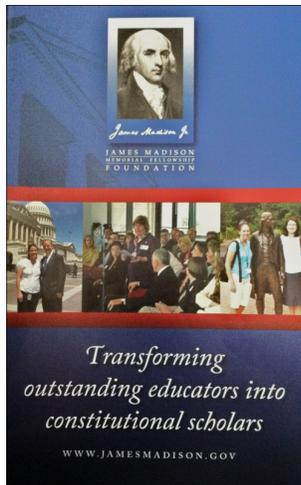
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Moving p.1

Administrators—as well as several other national non-profit organizations. Other nearby points of interest are the Headquarters of the United States Patent and Trademark Office, the United States District Court (Eastern District), and the George Washington Masonic Memorial.

The new office building has space for all of the Foundation staff, extensive storage capacity, and a small kitchen. A large conference room with the latest electronic technology will enable the Foundation to host meetings, conferences, and even webinars. When available, we hope to offer a “visitor’s office” that can be used by visiting scholars and visiting James Madison Fellows who might need a comfortable work space for a few days while they are in Washington, D.C.

The Foundation plans to move in mid-spring 2012, so please continue to send all written correspondence to the 2000 K Street, N.W., Suite 303, Washington, D.C. 20006 address for the time being. We hope to invite all Fellows to an open house sometime this upcoming summer. Our new home is not exactly Montpelier, but James Madison would be proud to call 1613 Duke Street his home.



The Foundation has a new brochure for the 21st century. Newly updated text complements a modern graphic style to present fellowship information in a crisp, elegant, and engaging format. There is also now greater uniformity in all our publications and web pages. If you would like brochures to distribute to your friends and colleagues, please email Anne Marie at (akanakkanatt@jamesmadison.com).



Christopher Carl, '11 (FL) and Pauline Maier engage in a lively discussion following her formal presentation.

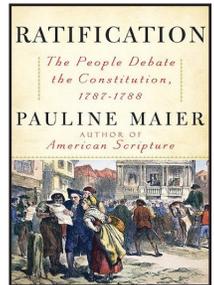
Prize Winning Historian Addresses Fellows

Pauline Maier, the William R. Kenan, Jr. Professor of American History at MIT in Cambridge, MA, and winner of the 2011 George Washington Book Prize was the guest speaker for the 2011 Madison Symposium. She visited the Georgetown campus on Friday, July 1, 2011, and spoke about her most recent book, *Ratification: The People Debate the Constitution, 1787-1788*.

Dr. Herman Belz, the Foundation’s Director of Academics, noted that “the book tells a fascinating story of arguments back and forth among supporters and opponents of the Constitution, carefully examining the local political situation in the several states during the ratification process. Professor Maier gives

voice to a latent and now increasingly evident populist sentiment which suggests that the Anti-Federalists, while working hard to defeat the Constitution, ought to be recognized as keen-eyed constitutional proponents in a different if not a better sense than the Federalists.”

All those attending shared the perspective of Tiferet Ani, '10: “Pauline Maier was truly one of the highlights of the summer. Inviting eminent as well as personable historians to the Summer Institute adds so much to the program.”



From the Foundation

The Foundation is happy to welcome a new Board member recently appointed by President Obama. **The Honorable William Terrell Hodges** is the senior judge on the United States District Court for the Middle District of Florida. A lifelong “Gator” (and still huge fan of the University of Florida Gators), Judge Hodges received both his Bachelor of Science in Business Administration and Bachelor of Laws from the University of Florida. At the University of Florida Law School, he was the Executive Editor of the Law Review. After entering private practice, he was appointed in 1971 as a United States District Court Judge, becoming one of the youngest lawyers ever appointed to the federal bench. A recipient of numerous prestigious awards, Judge Hodges has been recognized as a judge “who best exemplifies strength of character, service, and competence as a jurist, lawyer, and public servant.”



Colin Bornmann, who worked as the Georgetown University Program Coordinator for the 2011 Summer Institute, recently joined the Foundation as a full-time staff member. Originally from Colorado, Colin fell in love with Washington, D.C. when he was a Congressional Page. He graduated from George Washington University in 2010 with a BA in International Affairs and from Georgetown University with an MPS in Sports Industry Management in 2011. His current responsibilities include coordinating and facilitating the Foundation’s move to its new headquarters; exploring digitization of Foundation records; and investigating potential funding sources. Colin notes, “Working for the Foundation is a great experience because I get to help teachers. They remind me of those educators who were so influential in my life. I’m thanking my teachers by helping the next generation. It’s a great cycle to be a part of.”

Remembering the Boys of Pointe du Hoc

Lynne O'Hara, '03 (PA)

I spent my summer on the beach . . . at Normandy. I wasn't relaxing with friends and family. . . I was experiencing history with Carson Roller, my student from Central Bucks High School (Doylestown, PA.) We were one of fifteen teacher/student pairs selected to participate in the Albert H. Small Normandy Institute, a ten-day trip spent studying the D-Day invasion and walking the beaches of northwest France. As a result of this opportunity, I learned three lessons about teaching:

Personalize history. Each student-teacher pair selected a soldier from his/her home state and worked with graduate students from George Washington University to tell the story of their particular soldier. Together we researched the story and created a webpage about Willard U. Begel, a 23 year-old technician killed on Utah Beach. (<http://96587014.nhd.weebly.com/>)

Place matters. At the Pointe du Hoc, Carson said to me, "I get it. I thought I got it before, but I really get it now. I don't know how any of the men made it onto those beaches alive. They were at such a disadvantage."

Preserve the stories. Our last stop was a visit to the American Cemetery at Normandy. Each student eulogized their particular soldier, and the graves came alive with stories of paratroopers, officers, pilots, and infantrymen like Begel. He died asleep in his foxhole on Utah Beach when the beach was bombed by German planes. Carson told his story at his grave, under a tree, looking out at the English Channel. I will admit – I cried. My student and I had "lived" with his memory and his records for several months.



Carson Roller and Lynne O'Hara, '03 (PA) remember the Americans who died at Normandy.

On the fortieth anniversary of the D-Day invasion, President Ronald Reagan stood at the same windswept point where Carson and I looked out to sea, and reminded us, "These are the boys of Pointe du Hoc. These are the men who took the cliffs. These are the champions who helped free a continent." As Madison Fellows with a passion for history, we must teach our students to help preserve both the oral histories of World War II as well as the stories of the soldiers in American cemeteries so all will be given the respect they so richly deserve.

James Madison Congressional Fellow Learns the Inside Story

David (Drew) Horvath, '97 (IN)

It was an honor to be selected as the 2011 James Madison Congressional Fellow. Congressman Dan Burton (R-IN) and his staff provided me with opportunities to go beyond the textbook descriptions and see how the legislative branch really works. I got my feet wet on the very first day when I contacted the Legislative Council for their assistance in crafting a bill that Congressman Burton wanted to propose. (The bill would expand a tuition tax deduction to include grandparents who pay college tuition for their grandchildren.) I wrote a "Dear Colleague" letter to every congressman and spoke with numerous Legislative Assistants seeking cosponsors for this legislation. Brian Fauls, Congressman Burton's Legislative Director, provided valuable insight as to how a bill actually "gains legs" in a committee. He also helped me to understand what would happen to this bill after I ended my fellowship. This experience deepened my understanding of how legislation is enacted and also provided the opportunity to see what congressional staff members do.

I attended various committee meetings such as a Joint Economic Committee meeting and a hearing of the Commission on Security and Cooperation in Europe. I particularly enjoyed viewing the final



Drew Horvath, '97 (IN) in the U.S. Capitol

space shuttle lift-off in the Technology Committee room and hearing commentary provided by NASA Legislative Affairs Specialist Jennifer Palmer.

I spent a few days with Chairman Burton's Foreign Relations Sub-Committee on Europe and Eurasia. The staff was using its power of oversight to determine why the State Department's payroll was increasing while the number of employees had significantly decreased. The State Department was dragging its feet, and this helped me to see our system of separation of powers with checks and balances at work. I am now able to more deeply enrich my students' understanding of the legislative branch and its interactions with the other branches.

I am grateful to Congressman Burton, Brian Fauls, and the entire staff for their support and encouragement. I am proud to be one of the nearly 1000 James Madison Fellows who are teaching across the country. Like all Fellows, I have a responsibility to teach students how our system works, and the power that citizens have within it. The James Madison Memorial Congressional Fellowship has equipped me with new tools to fulfill that responsibility.

Friday Night Lights

Christy Marella-Davis, '03 (NJ)

Friday night dinners in my house are pretty typical with my family gathering around the table eating pizza and discussing the day's events. However, my family looks a little different than most, since it consists of eighth through twelfth graders participating in the National History Day project. When I started my National History Day Club (NHD) at Rosa International Middle School in Cherry Hill, NJ, I had no idea that this small step would begin the journey of a lifetime.

NHD is a competition that encourages students to do a year-long research project about a historical event. Using a specific theme to guide their research, students tackle the most arduous tasks by examining both primary and secondary sources to prove their thesis. My students were successful at the school, district, and state levels and qualified to represent New Jersey in the Junior Group Documentary division of the National History Day competition, held June 13-16, 2011 at the University of Maryland in College Park, MD.

We entered the competition with high hopes. Yet, my team never focused on victories, but rather on the journey. That is why my young historians

remind me of the James Madison Fellows: a community of learners dedicated to scholarship. Both groups share an infectious passion for history.

My young historians have taken the stories of the past and made them the foundation for their future. We did very well at the national competition: Second Place for a documentary entitled *The Road to a More Perfect Union* and Eleventh Place for *Forever Free: The Story of Independence*. However, love of victory was never my students' goal; they did it for the love of history.

As the boys went up to accept their Second Place medals, I paused for a moment because "my cup runneth over"! The James Madison Fellowship gave me the tools to create not only enlightened statesmen, but the inspiration to create my family as well.

Note: Like Christy, many Madison Fellows encourage and support student participation in National History Day. For detailed information, visit the NHD website, <http://nationalhistoryday.org>.



Christy Marella-Davis, '03 (NJ), her husband, Steven Davis (center back), and her entire Team Cherry Hill visited the Foundation offices during National History Day week. They screened their award-winning videos for Foundation President Lewis Larsen (left rear) and Director of Academics, Dr. Herman Belz (right rear).

Give a Jefferson for a Madison

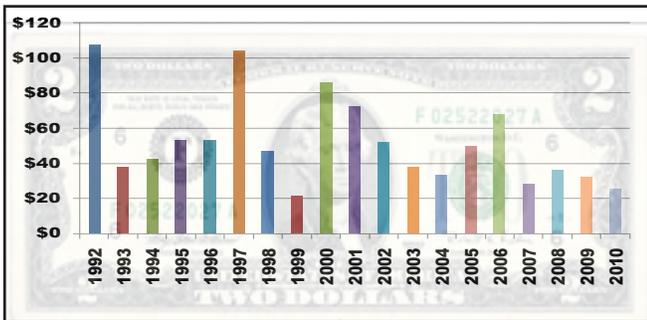
During the 2011 annual outreach campaign, Fellows were urged to contribute \$2 (a Jefferson) for every year since receiving their fellowship (a Madison.) The response was unprecedented.

Amazingly, 190 Fellows contributed an average of \$47 each to the James Madison Education Fund, Inc. The largest donation was \$500 from **Kevin Jakab, '97 (FL)**; the smallest was \$2. Gifts were received from every class, and Fellows from 48/50 states participated. California had the most donors (16) and the Class of 1997 was the most generous (\$856.)

The *Give a Jefferson for a Madison* campaign resulted in total contributions of \$8,905—an increase of 173% from the previous year. The donations will partially fund the fellowship for the 2011 Fellows' Fellow, **Kymerli Wregglesworth (MI)**. Kymerli teaches at Onaway High School in Onaway, Michigan. "I am the only Social Studies teacher in my small, rural high school." Her current teaching responsibilities include US History, World History, Geography, Civics and Government, World Cultures, and Women's Studies. Kymerli is earning her MA in History and Government at Ashland University and is committed to helping students "renew their stewardship of the Constitution."

The goal of each Fellows' fundraising campaign is to raise at least \$24,000—enough to completely fund one fellowship. If all James Madison Fellows were to contribute an average of \$25, that goal would be achieved.

Check your mailbox in a few weeks for information about the 2012 campaign, *Celebrating 20 Years of Fellows Teaching the Constitution*.



Average Individual Donation by Class

Special Recognition

Since the first competition in 1992, the most successful applicants have been those whose letters of recommendation were written by Fellows. The Selection Committee places great weight on these letters, and the Foundation would like to publically thank and recognize those Fellows who wrote letters for applicants selected as Fellows in the 2011 competition.

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|------------------------------------|-----------------------------------|
| Bartkowski, Stacy, '96 (DE) | McGowan, William, '08 (DE) |
| Buckner, David '99 (AR) | Moore, Matt, '05 (SD) |
| Cavanaugh, Chris, '94 (IN) | Moses, Stacy, '92 (NM) |
| DeWeese, Margaret, '09 (OK) | Moss, Suzanne, '07 (OK) |
| Emborg, Tyson, '05 (WY) | Ochoa, Rique, '00 (UT) |
| Finn, Melissa '99 (WA) | Peterson, David, '96 (WY) |
| Hemphill, Troy, '98 (KS) | Ramsey, Patsy, '95 (AR) |
| Huffman, Kimberly, '08 (OH) | Reiter, Jennifer, '07 (OK) |
| Kohlmeier, Jada, '92 (KS) | Talley, Reece, '97 (CA) |
| Manassero, Jeff, '09 (PA) | Usher, Pat, '07 (IL) |
| Markwardt, Hannah, '08 (FL) | Vontz, Tom, '92 (IN) |

We also thank those Fellows who wrote letters for the Alternates and Honorable Mention designees. The deadline for completed applications is, as always, March 1 each year. Please encourage your friends and colleagues to apply.



Fellows Converge at NCSS in Washington, D.C.

Madison Fellows always participate in each Annual Conference of the National Council for the Social Studies. The 2011 Conference, held December 2-4 in Washington, D.C., drew a large number of Fellows as presenters, delegates, and attendees. Madison Fellows whose proposals were accepted for the Conference included: **Jada Kohlmeier, '92 (KS)**, **Kevin Zupin, '93 (IN)**, **Ken de Masi, '98 (AZ)**, **Gennie Westbrook, '00 (TX)**, **Wendy Ewbank, '01 (WA)**, **Tom Glaser, '01 (FL)**, **Shawn Healy, '01 (WI)**, **Emma Humphries, '04 (FL)**, **Glenna Humphries, '95 (FL)**, **Lisa Smith, '05 (MO)**, **William Busbin, '06 (GA)**, **Tiferet Ani, '10 (MD)**, **Jennifer Jolley, '10 (FL)**, and **Tom Ng '11 (PA)**. Thirty five Fellows attended a Saturday morning breakfast, held in the Fifteen Squares Restaurant of the Renaissance Hotel, where they received an update about Foundation activities from President Lewis Larsen and had the opportunity to visit with each other. Additional Fellows, including **Annette Simmons, '93 (MN)**, **Dave Wolfford, '99 (KY)**, **Dave Alcox, '00 (NH)**, **Cheryl Gannaway, '02 (VA)**, **Regina Stuck, '04 (FL)**, and **Joe Sangillo, '06 (MD)** spent time at the Foundation booth, helping to spread the word about the fellowships.

From far left: Lew Larsen speaks with Fellows at breakfast; Tom Glaser, '01 (FL) discusses France and the Holocaust: Before, During, and Since Vichy; (above right) Tom Ng, '11 (PA), Lisa Smith, '05 (MO), and Ken de Masi, '98 (AZ) (not pictured) present a poster session, The US Constitution in Our Changing World.



The Class of 1992



Heather

Heather Latham Porter (DE)

During the 90's, I finished my Master's degree at the University of Delaware; married John Porter; taught history at a community college and a high school in the Atlanta area; moved to Butler, PA; taught history and geography at Butler Junior High School; and had my first son, Kirkland. In the next dozen years, I had my second son, Timmy and took a sabbatical in Ghana, West Africa. I continue to teach geography to junior high students. Being a Madison Fellow helped me obtain both of my public school teaching jobs. My study of the Constitution has shaped the way I teach geography, as well as how I viewed living abroad. I love my community, my colleagues, my students, my sons, and my husband. Life is so good; my cup overflows!



Mary

Mary Ehrlander (AK)

After earning a Master of Arts in Government at the University of Virginia, I completed a Ph.D. in Government (also at UVA) in 1999. I taught government and history at Lathrop High School in Fairbanks for four years, after which I accepted a position at the University of Alaska-Fairbanks in Northern Studies and History. I am Director of Northern Studies and Associate Professor of History, and I teach American History and other northern history courses. I published my dissertation, *Equal Educational Opportunity: Brown's Elusive Mandate*, with LFB Scholarly Publishing in 2002, and have several other publications in the fields of education policy; oil politics in Alaska; and alcohol cultures, problems, and policies in the circumpolar north. Most recently I published "The Paradox of Alaska's 1916 Alcohol Referendum: A Dry Vote within a Frontier Alcohol Culture," in *Pacific Northwest Quarterly*.



Jack

Jack Guy (OH)

From 1976-2010, I taught and coached at the Columbus School for Girls in Columbus, Ohio. The Madison experience helped me teach Advanced Placement United States History, Government, and Comparative Governments. I coached Varsity Cross Country and Track and Field at the high school level for over 30 years. In 2000 I participated on a Fulbright-Hays Seminar to Poland and Hungary. While teaching, I was able to pursue a career in the Reserves where I spent thirty-eight years in the U.S. Army, Active and Reserve, working in Intelligence and Special Operations. I have spent time in Afghanistan, Iraq, and Qatar, as well as Europe and Africa. Following my retirement from teaching and the Army in 2009-10, I headed back to Afghanistan to work as a civilian advisor to US forces as well as various branches of the Afghan government. One of my most enjoyable jobs was helping the Ministry of Education to design a radio civics program for elementary students. I currently work for DARPA (Defense Advanced Research Projects Agency) where I am a Program Manager for on-going work in Afghanistan. It has been a trip!

Dave Seiter (UT) It is hard to believe it has been almost twenty years since we entered the hallowed halls of American University and Quigly's. Since then, I have been blessed personally and professionally. I have four adult children (three of them teachers) and 10 healthy grandchildren. Seven years ago I survived brain surgery with the help of prayer, a great surgeon, and the support of family and friends. Over these years, I have stayed in touch with several of the '92 Fellows but especially my good friend, **Dave Bennett (MA)**. I still teach (37th year) at Northridge High School in Utah and I am also a doctoral candidate working on my dissertation. I was named National Social Studies Teacher of the Year as well as the Disney American Teacher Award Winner. I've worked with teachers in Saudi Arabia, and Estonia. I developed curriculum for the Cesar Chavez Foundation, the Japanese-American National Museum, and PBS. Like other Madison Fellows, I've presented at conferences for both the Foundation as well as the Bill of Rights Institute. The Foundation opened so many of these doors. Thank you to the Foundation for a life changing experience.

Kristen Bjornberg Farrell (VT)

I have worked at Mount Abraham Union Middle/High School in Bristol, Vermont for the past sixteen years. Immediately after the Summer Institute, I had my first teaching experience at Ithaca High School (New York) with a one-year history-education position. I then finished my Master's Program at The University of Vermont, writing my thesis on the constitutional and natural origins of Vermont. I live with my husband, Todd, and two boys, Leo (eleven) and Owen (eight), on a tree farm in picturesque Monkton, Vermont. Over the years, I have primarily taught US History classes to tenth graders, always emphasizing constitutional history. My students have researched and debated the arguments of the Constitutional Convention. To provide differentiation, students have either role-played as Founders or discussed the issues virtually on the class wiki. I introduced the We the People program to Mt.

Abraham and competed with the other Vermont schools at the Montpelier State House. Although federal budget cuts have eliminated the national competition, I persevere with my colleagues to conduct We the People hearings at the state level.



Leslie

Leslie Skinner (SC)

It is difficult to believe that twenty years have passed since I submitted my application (painfully done on an electric typewriter!) for the inaugural competition.

After receiving my Masters, I earned a Ph.D in History at the University of South Carolina. I served as Social Studies Chair for my school and as Social Studies Coordinator for my district. Since 2003, I have been the Education Associate in the Office of Assessment for South Carolina, writing and determining curriculum, standards, assessment, and educational policy for the state. I was honored to be named the National Secondary Social Studies Teacher of the Year by NCSS in 2003. Not a day passes that I am not reminded of the blessings of the Madison experience. The Fellowship was the vehicle through which I became a passionate lifelong learner who fosters that fire in others while formulating sound educational policy for the state and nation. I constantly sing the praises of the Foundation and often find that those I meet whom I think to be ideal candidates ... are already Fellows! The wonderful experiences bind us anywhere we meet!



Audrey

Audrey Micaletti (PA) From 1996-2004, I organized bi-annual trips for our students. We visited London, Paris, and Rome; Northern Italy, Southern France, and Switzerland; the British Isles; the German-speaking countries; and, lastly, Spain, Gibraltar, and Morocco. I enjoyed all these experiences and wove the information gathered into all my classes. After teaching for 39 years, I retired in 2004. Three years later, I ran for School Board Director and am now finishing a four-year term. It was quite an eye-opener to see education through the eyes of non-educators. Now in my eighth year of retirement, I still rise early every morning and "gather information", but I miss discussing national politics and government with students and oftentimes cringe when I listen to the news and commentaries on TV. I've even taken to talking to the TV like my father used to do before me and which I thought was so silly! Ah, the joys of growing older!

Allyson J. Weseley (NY) I earned my Masters in Education at Harvard in 1993 and my Ed.D at Columbia in 2003. I am in my 22nd year of teaching and currently coordinate Roslyn High School's Science Research Program. Since 2000, I have mentored hundreds of students including some of the top winners in the Intel Science Talent Search, Intel Science and Engineering Fair, Siemens Competition, and Young Epidemiology Scholars Competition. My students and I have published work in a number of peer-reviewed journals including *Current Psychology*, *Sex Roles*, and *Pediatric Cardiology*. I serve on the board of several local research fairs and have presented and published extensively on the topic of student research. I also developed an AP Psychology elective at Roslyn High School and am one of the authors of the Barron's *How to Prepare for the AP Psychology Exam* review book.

Allyson



20 Years of Teaching the Constitution

Kara Grice (NC) After teaching for four years in North Carolina and Virginia, I graduated from the University of North Carolina School of Law in 2000. I worked as an associate attorney for six years at Tharrington Smith, LLP, in Raleigh, representing public school systems in the firm's education law practice (and getting to practice constitutional law as such questions arose). I left private practice in 2006 when my first child was born and went "in-house" with the Johnston County Schools as the Exceptional Children's Compliance specialist. I have been with the Johnston County Schools since that time. I provide staff development, including information on constitutional issues, for teachers and administrators in my school system as well as other public school systems in North Carolina. My husband, Keith, and I have two young boys, who are five and three this year.

Kevin McNamara (CO) Although I'm a member of the 1992 Class, I didn't actually begin my studies until the first Summer Institute in 1993. I am still at the same high school where I taught when I received my fellowship: Horizon High School in Thornton, CO. I have taught numerous social studies classes, served on many school and district committees, and am currently a building representative for our district teachers' association. I became certified in English and also now teach AP English Language and Composition. I played a leadership role in Project Teach, a program bringing together school districts and universities (Colorado State and the University of Northern Colorado) to improve the quality of history education. I coached many girls' track conference and Colorado state champions before retiring during my graduate studies. I have been married for 27 years and have two daughters in college and a son in seventh grade. Life has been full of husbanding, parenting, and coaching kids' teams. I keep fit and sane by running and cycling competitively.



Stephen

Stephen Stevens (OK) I earned my Masters Degree at the University of Oklahoma. In 2004, I was the inaugural recipient of Oklahoma's Gilder-Lehrman US History Teacher of the Year. That same year, I received my National Board Certification in Adolescent/Young Adult History. In 2006, I served as Chairman of the Social Studies Committee for the National GED Test Item Review Board, where I led efforts to improve and upgrade social studies questions for National GED Test. In 2008, I was recognized by the Oklahoma Historical Society as both the History Sponsor and the History Teacher of the Year. Over the past two decades, I've given multiple presentations in methodology, pedagogy, and using technology in the classroom to organizations such as the Oklahoma Historical Society, the Oklahoma Council for the Social Studies State Conferences, and the Oklahoma State Board of Education. As a Madison Fellow, I always emphasize how to integrate the Constitution into all social studies courses.



Barbara

Barbara Finch (TX) Since 1994 I have been teaching at Duchesne Academy of the Sacred Heart in Houston. This is my 39th year at the boards, partly because teaching our specialty is such fun: AP American Government and Economics. As we all know, this topic constantly changes and evolves. My theme last year was "Leadership in the Age of Technology." This year's research topic concerns the current political and financial challenges to the promise of the American Dream. As a result of my inaugural fellowship, I tell my students to find solutions and use compromise. In my class, we are not ideologues; we are not Republicans; we are not Democrats. In my class, we are Madisonians.

Stacy



Stacy Moses (NM) I received my Masters in Education at the University of New Mexico, and have been teaching since 2000 at Sandia Preparatory School, where my classes include American History and Critical Issues—U.S. History 1619-Present. I am Past-President of the New Mexico Council for the Social Studies and involved with the Master of American History and Government program as Ashland University in Ohio, both as a student and as a liaison for students and prospective students in the program. I worked for the Madison Foundation as Coordinator of the Summer Institute from 1994-97. I have now been teaching for twenty-five years and the fellowship still touches my life in more ways than I can name. The fellowship connects me with fellow educators across the country, creating a shared experience and community. It affords me opportunities to participate in other professional organizations. Finally, the fellowship provides the opportunity for studying and keeping abreast of the subject I love most: the founding of our nation. All this, I owe to the James Madison Memorial Fellowship.

AnnElise



Monica Recht (MD) I taught Social Studies and Spanish at Mt. Hebron High School in Ellicott City, MD from 1994 to 2000. I then spent six years as a stay-at-home Mom with my sons Jacob, now 11, and Ben, now 10. From 2006 to 2009 I taught at Temple Isaiah in Fulton, MD—during the week as an assistant preschool teacher in the three-year-old class, and on Sundays teaching religious education and Jewish current events to eighth graders. Since 2009, I have taught Spanish to sixth and seventh grade girls at Roland Park Country School in Baltimore, MD. My husband, Joel, and I and our two sons live in Columbia, MD.

AnnElise B. Edeburn (MN) Following my time as a Madison Fellow (or Dame, as I like to say), I returned to Minnesota and my full-year Eighth Grade Government class. New information and insights re-energized my lessons, and memories of my times with Madison friends kept me good company. My professional life has taken me out of the classroom, but I continue to value my Madison experience.

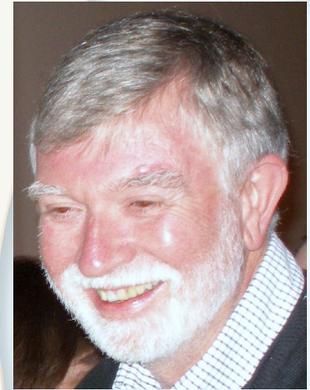
My husband Patrick and I have been married twenty years, and live along the Mississippi River with our three sons (Kent, 15; Elliot, 13; Theo, 6). I have been involved with youth ministry for ten years and this fall marked my sixth year as Youth Director at First United Methodist Church of St. Cloud. In 2006, I received a grant from the Lily Foundation to start a post-Confirmation program, and that ministry has expanded to three programs with fifty youth and fifteen adult participants. Best of all, our youth continue to participate after the program concludes! I enter the occasional triathlon and love kayaking. My boys are a constant source of fascination. Life is good and I am grateful. Domestic tranquility? . . . Indeed.

Jada



Jada Kohlmeier (KS) I taught secondary social studies for ten years after receiving my Masters in Teaching in 1993, thanks to the Madison Fellowship. I was fortunate to receive a Milken Educator Award and be a finalist for Kansas Teacher of the Year. I coached several sports and traveled internationally as well. I moved from Kansas in 2003 after receiving my Ph.D. in Secondary Social Studies Education from the University of Kansas. I now live in Auburn, Alabama and work as a teacher educator at Auburn University. I work with pre-service and in-service social studies teachers focusing on developing instruction around persistent issues facing societies across time and culture. My research interests are civic education, ethical reasoning of students and teachers, and teacher thinking about instruction. Three of my students have become Madison Fellows. I am married to Mark Keehn who works in Instructional Technology at Auburn University. We have two children, Gage who is two and Mara who was born August 25, 2011. We used to enjoy hiking, political discussions, sports, and eating out, but now have become experts in *Thomas the Tank Engine* episodes as well as changing diapers.

Dave Bennett (MA) I received my Masters from the University of Massachusetts-Boston and in 1996 became Social Studies Department Chair at Barnstable High School. During the summer of 1997, I was the first Madison Congressional Fellow and worked with the late Senator Edward Kennedy (D-MA). In 2000, I developed a regional consortium of social studies department chairs. Calling ourselves the "5 S", we worked to promote and improve social studies education in southeastern Massachusetts. We began with seven schools and today there are over forty. In 2005, my wife and I retired from teaching and opened The Hillcrest Bed and Breakfast in Hyannis, MA. It's a wonderful (and successful) business and, as my wife describes it, "It is like a mini UN" since many of our guests come from all around the world. The best part is I that I get to discuss world politics! I would like to thank the Foundation for being so instrumental in my life. The memories and friendships made will never be forgotten. To all my classmates, I leave you with this thought from the past: "Interesting hypothesis, but alas, it is wrong!"



Dave

Crystal Soltero (AZ) I am an Assistant Professor of Practice in the Department of Teaching, Learning, and Sociocultural Studies at the University of Arizona. After completing my Masters as a Madison Fellow, I continued on with my graduate studies at the University of Arizona. In 2007, I was awarded a Ph.D. in Teaching and Teacher Education with an emphasis in U.S. History. My dissertation focused on the life histories of white teachers in predominantly Hispanic classroom settings. A board member of the Arizona Council for the Social Studies, I remain dedicated to the strengthening of social studies instruction in the K-12 curriculum. I have been married to George for 23 years, and we have two teenagers: Noelle (16) and David (13).



Crystal

Eileen Sheehy (MT)

Since 1992 I have been teaching American Government non-stop to high school seniors in Billings, Montana. In 2000, I became a National Board Certified teacher. My greatest accomplishment in the last 20 years was raising two sons to adulthood while relying on the income of a teacher – an income substantially improved by the Madison Foundation! My older son is a lawyer in Missoula, Montana, and the younger one is studying Chinese – so he says – in Shanghai. Both are college graduates. In 2003, I married a guy who likes to sing and dance some, too. Whenever students ask me what teachers do for fun, I tell them about floating the Shenandoah River singing the theme songs of TV shows from A to Z.



Eileen

Rich Mittelstedt (SD) I taught practical law, world history, debate and speech at Watertown (SD) High School until 2005. During that time, I finished my M.Ed. degree at North Dakota State University and coached speech activities for about 200 students each year. I also coached students (including four state champions) in the American Legion Oratory Contest, a competition focusing exclusively on the Constitution. Much of our success would not have been possible without the education I received through the Madison Fellowship. In 2005, I left teaching to begin working for the South Dakota Education Association as a field representative for northeast South Dakota. After living and working in a state with the lowest teacher salaries in the country, I had to do something that would benefit the profession and, in the long run, students. I work with college members of our association and I encourage them to apply for Junior Fellowships. My wife, Jolene (a middle school reading teacher), and I have one daughter, Addie, who is currently a fourth grader and who happily occupies the vast majority of our lives.



Rich

Carolyn Holt (WA) I graduated with a Masters in Teaching from The Evergreen State College in 1993. After two years of substitute teaching, I was employed as a Youth Representative, working to find jobs for students who lacked the family resources to obtain work on their own. I pushed, pulled, and prodded 180 young people to get their GED; to register to vote; and to make good civic decisions. I was always grateful for the knowledge I gained under the auspices of the Madison fellowship, and sought to share my love for the Constitution with the youth who crossed my path. In 2004, I began a seven-year process of sorting through a house containing three generations worth of memories and artifacts. People said we should just burn everything, but being a James Madison Fellow seemed to dictate that I honor the history that was buried there. I am now in remission from a three-year struggle with cancer, and plan to seek out more opportunities to use my Fellowship.



Carolyn

Beth



Beth Savalox (MI) I've been married for twenty years and have two children, both in high school. I've now been teaching for over two decades and am currently at Plymouth High School in Canton, Michigan, where I coach the Mock Trial Club. I've written history and social studies curricula for both public and charter schools, and have served as Project Director for a Teaching American History grant for our district. I am particularly proud of the students I advise in our National Honor Society. Last year, the members (more than 600 of them) helped build a Miracle Field (a baseball field for kids with disabilities); hosted a 5K run and raised \$45,000 for a student with a brain injury; performed over 5,000 hours of tutoring; and were voted the top organization by the Salvation Army of Southeast Michigan. I am an avid runner, biker, and kayaker—but mediocre at all of them!

Claire



Claire McCaffery Griffin (HI) I taught in Hawaii for ten more years after receiving the fellowship. During that time, I participated in educational programs in Cambridge, China, and Russia—and being a Madison Fellow made my applications for these programs competitive. In 2002, I joined the Bill of Rights Institute as Vice President of Education Programs—and being a Madison Fellow made me a strong candidate for the position. While at the Institute, I developed curricula and directed professional development seminars—and being a Madison Fellow made me invite other Fellows from around the country to participate in these programs. I retired from full-time work in March, 2010 and now work as Director of Special Projects—at the Foundation. For two decades, the Foundation has been at the core of my professional life, providing opportunities to pursue my passion: helping students—and their teachers—to understand and appreciate our Constitution and to conclude, as Madison did, that “The happy Union of these States is a wonder; their Constitution a miracle; their example the hope of Liberty throughout the world.”

Cynthia Bell Stillwell (KY) The past several years have been quite busy for me. From 2006 until 2009 I worked with the Kentucky Teacher Network for Civic Education and Engagement, creating standards-based units of study. In 2009 I was named the High School Teacher of the Year by the Kentucky Council for the Social Studies. In 2010 I was selected to attend the Dirksen's Center's Congress in the Classroom and the Liberty Fund's and the McConnell Center's (University of Louisville) co-sponsored program “Liberty and Executive Order” in South Dakota. I still teach government and AP American Government and Politics at Daviess Co. High School in Owensboro, KY. I have been married for thirteen years and have two wonderful little boys.

1993

Milt Reis (CA) was a San Juan Unified School District Teacher of the Year in 2002.

1994

Gordon Sisk (TN) teaches at Karns High School and serves as President of the Tennessee Council for the Social Studies.

1996

Hugo DiGiulian (DC) retired in June, but plans to “stay active and catch up on the many things I didn’t have time for while teaching.”

Suzanne Miller (MO) says that “I’ve taught many other subjects in addition to US History, but that course always takes priority because of my love of the United States.”

1998

Philip Dow (WA) spent a year serving as superintendent of a private school in Nairobi, Kenya.

David Neumann (CA) is the Site Director for the History Project at California State University, Long Beach. He also teaches history part-time to pre-service teachers at CSU Long Beach.

1999

Tim Moore (WI) works with John Kaminski at the Center for the Study of the American Constitution. “After 30 years in the classroom it is a welcome change. My responsibilities include developing programming for teachers.”

John Reynolds (SC) spent several years teaching in South Carolina and Michigan. Since 2008, he has taught Seventh Grade Global Studies at the Hutchinson School in Memphis.

Julie Wilkinson (WY) teaches AP US History and serves as Social Studies Department Chair at Chandler, AZ. “I was recently honored to receive the Outstanding History Teacher of the Year award from the Gila Butte chapter of the Daughters of the American Revolution.”

2000

Laura Wakefield (FL) serves on the Board of Trustees for the National Council for History Education, and “hopes to see many Madison Fellows at the NCHE Annual Conference in Kansas City March 22-24.”

2002

Mark Oglesby (MI) received the American Civics Education Teachers Award for 2011.

Catherine Saks (OR) teaches six classes of US History. Her students receive dual credit from Mt. Hood Community College.

Patrick Schwalbe (MO) was elected to the Jefferson County Health Department Board of Trustees. He is currently working on a doctorate in educational administration.

2003

Daniel Kelly (IA) attended the NEH Landmarks Summer Institute, “Inventing America: Lowell, MA and the Industrial Revolution.”

Michelle Luckett (FL) helped her school, North Cobb High School, receive a \$329,403 grant to create an extended hours program encompassing both study skills and academic enrichment.

John Roach (MS) participated in a commemoration of the 50th Anniversary of the Freedom Riders’ march in Mississippi.

George Schieffler (AR) “hung up his secondary teaching shoes” after six “fun” years and entered the Ph.D. History program at the University of Arkansas.

2004

Edward Denny (AZ) teaches in the Honors Program at Kazakh-American Free University.

Christina Imholt (DC) works for the US Department of Education. “My classroom experience has been instrumental in my work at DOE, so you can rest assured that teachers are helping to make policy.”

Emma Humphries (FL) received her Ph.D. in Social Studies Education in December. She recently accepted a position as Associate in Citizenship at the Bob Graham Center for Public Service at the University of Florida.

Heather Merckens (OH) teaches American Government and Economics emphasizing primary sources “as a result of the James Madison Fellowship and study at Ashland University.”

Kevin Rippe’s (NE) students won their seventh straight state championship in the We the People competition.

2005

Kara Belew (KS) defended her 200-page thesis, “Conflict and Compromise: The Debates of the Philadelphia Convention and the Bill of Rights.”

Jackie Dycke-Norris (IA) left the Obama Administration in December, 2010 and recently accepted a position as the Executive Director of Points of Light, “the country’s premier volunteer organization. Their mission is to inspire, equip and mobilize people to take action that changes the world.”

Matt Moore (SD) travelled with his students to Washington, D.C. last year. “The Madison Fellowship came in handy—I was able to give our group tours of Arlington Cemetery and the streets of Georgetown.”

Elisa Perez (CA) was nominated for the Lions’ Club National Hispana Leadership Institute Rising Star Award.

Ron Schildge (NJ) “is proud to be a James Madison Fellow. I believe that my students benefit greatly from all that I now know about the Constitution.”

Bruce Smith (NM) teaches AP US History, AP American Government, and AP Macroeconomics.

Lisa Smith (MO) finished her portfolio for renewal of National Board Certification. She took students to participate in activities at the White House Decision Center at the Harry S. Truman Library.

Alison Turner (WI) attended numerous rallies, school board meetings, and legislative assemblies to support the rights of public school teachers.



Jim Sisler, '04 (WV) was selected by the DAR as the West Virginia History Teacher of the Year. He is pictured above (right rear) with his students from Moorefield Middle School. They were victorious in the West Virginia State Quiz Bowl Championship in 2011. “The Madison Fellowship was a life-changing event in my career,” reports Jim.

2006

Mary Browning-Huntington's (TN) previous school was destroyed in the Nashville floods so she now teaches at Big Picture High School. "My students create Senior Thesis Projects in lieu of taking graduation exams, and the majority of those projects are based upon community civic service."

Brian Cleveland (IA) teaches a new course, Law and Liberty. "Students spend time evaluating various primary source documents related to each landmark Supreme Court case."

Michael Corey (CO) completed his degree in December, 2010. He also serves on the Central Committee of the state Democratic party.

Deborah Demirjian (OH) brought her students to Mount Vernon and Washington, D.C. where "they displayed a wonderfully heightened appreciation and understanding of America's Founding."

Amy Fagnilli (OH) designed and taught a new honors-level US History class for ninth graders.

Joseph Foster (NJ) received his MA in History from Rutgers-Newark University. He also participates in a Teaching American History grant program which views American history from a constitutional perspective.

Amy Fulton (WY) implemented the We the People curriculum for her senior government students. They took the class for dual credit at the local community college.

Andrea Grimes (MA) teaches US History Survey II to sophomores and Sociology to juniors and seniors.

Toby Kirk (MI) teaches at an alternative school where "many students have terrible stories of adversity. It is rewarding to be a positive person in their lives."

Elizabeth Knight (NC) completed her graduate degree at East Carolina University in May of 2010, and received her National Board Certification in November.

Julie Major (UT) conducted a unit on activism and required her students to write letters to the newspaper. "They enjoyed seeing their names in print and we had great discussions."

Robert Nichols (KS) presented a live video-conference with Mildenhall (England) College of Technology at the National Council for the Social Studies annual conference.

Mark Oppe (AK) was voted by the senior class to be Hutchinson High School's commencement speaker.

Allison Pape (TX) completed her first year at Fox Tech High School. Her students had a conference call with a member of Senator John Cornyn's (R-TX) staff. "They really enjoyed the experience."

Kimberly Rawson's (RI) favorite class is her ninth grade American Government class. "Out of the eight years I have been teaching the class, this year's students performed best on the final exam."



Students (pictured above) of **Gary Klotzkin, '06 (NJ)** won first place in the National American Bar Association Young Lawyers' Division Law Day Competition with their entry, The Legacy of John Adams (http://www.americanbar.org/groups/young_lawyers/initiatives/law_day_video_contest.html).

Joseph Rosalski (MD) teaches US History as an Adjunct Professor at Stevenson University.

Bill Stevens (DC) judged the Washington, D.C. state finals for the We the People competition.

2007

Erin Brisbin (OR) received her degree in April, 2011. "My training on the Constitution has greatly changed the way I teach my American Government class."

Valerie M. Carnevale (RI) collaborated with **Natalie O'Brien, '05 (RI)** and **Gracieta Small, '09 (MA)** in her work as district leader for a Teaching American History grant.

Joseph Cofield (FL) read the Constitution at a Fourth of July event sponsored by his local historical society.

Christina Cote (MT) teaches seven different classes in grades 7-12. She is working on her Capstone Project for Ashland University: an analysis of the Cold War as interpreted through presidential speeches.

Robert Curtis (OH) teaches AP US History, Economics, and US History.

John C. Deken (MO) became "over-excited" while reading Patrick Henry's speech from Herbert Storing's *Anti-Federalist*. In response, several of his students held a bake sale in Henry's honor.

Anne Kelsey-Zibert (SC) teaches four sections of Seventh Grade World History. She is "enjoying the challenge of this new curriculum."

Rebecca LeVine Lacquey (TX) sponsors the History Club, which launched a fund raiser for Japan Relief and raised \$1,000.

Heather Lowe (SD) is eager to begin teaching so she can show her students "how unique America's experiment is and how much effort it takes to protect our freedom."

Jennifer Melville (WI) took 32 members of her community (including fourteen students) on a WW II history tour throughout Europe. This coming year, she will be teaching in a Project Based Learning charter school.

Suzanne Moss (KY) serves on the Executive Committee of her local teachers' union.

Elizabeth Nix (AR) incorporates more data clips and primary sources in her AP US History class. "The kids really looked forward to the break from our routine."

Denise North (MN) is very involved in both the Wrenshall and Duluth communities. She also spent a week studying the Constitution at Montpelier in a program run by Adams State.

Blanca Ramirez (WI) graduated in December, 2010. She worked at a small non-profit organization dedicated to providing legal access and resources to indigent Latinos.

David Reader's (NJ) review of "Not Written in Stone: Learning and Unlearning American History through 200 Years of Textbooks" was published in the February, 2011 issue of *The History Teacher*.

Randall Reed (AL) recently joined the "Restoring Pride" initiative to promote parent and teacher involvement in the lives of students. He also married Regina G. Reed in July, 2010.

Sandy Reed (TX) organized a Constitution Day program, a Veteran's Day program, and three blood drives at her school.



Pat Usher's '07 (IL) school, Carl Sandburg High School, was awarded "Democracy School" status by the Illinois Civic Mission Coalition, a project of the Robert R. McCormick Foundation. This competitive award is given to schools that demonstrate exceptional civic education within the classroom as well as extensive extracurricular activities. Pictured above at the awards program are Pat; Shawn Healy'01 (WI), Resident Scholar and Director of Professional Development for the McCormick Foundation; Mary Beth Tinker; and Dr. James Gay, District 230 Superintendent.

Jennifer Reiter (OK) was named her school's Teacher of the Year. She was also named to the Oklahoma State Department of Education's list of Master Teachers.

Matthew Roy (PA) works with "over-aged and under-credited" students, but he is able to engage them with in-depth analyses of primary sources. He and his wife recently welcomed their second child.

Meaghan Todd (WY) took her Advanced American Studies classes to the state final of We the People. She also attended a workshop, "The Imperial Presidency."

Robyn Verbois (LA) attended an Ashland-Liberty Fund Co-sponsored Conference on ratification conventions. She also served as a chaperone for Ashland's Congressional Academy.

Robert Walters (MS) teaches AP American Government, American Government, and Economics.

2008

Cathy Alderman (CA) teaches at a charter school anchored in project-based learning. One of her most successful projects, "Changing the American Landscape," focuses on immigration from the 1870s-1920s.

Mary Angelo (FL) was named the Middle School Social Studies Teacher of the Year in Broward County. She also attended Ashland's Presidential Academy.

Brevet Bartels (MI) feels "much more in command of material dealing with the Early Republic after the coursework at Georgetown."

Jennifer Biser (NC) presented a session at the annual conference of the National Council for the Social Studies dealing with ways to engage students in note "building" as opposed to note "taking."

Brian Boyce's (NJ) students created a Constitution Board Game and also created a project about the Civil Rights movement for History Day.

Erica Bray-Parker (IL) taught a new, required American Government course for sophomores. "It was challenging to get 15 year-olds civically engaged, but many of them 'got it'." She also served an 80-hour internship with the McCormick Foundation.

Nicole Brooks-Donolli (NY) taught Global Studies to ninth graders. "Although it has been a difficult assignment, it has been rewarding working with at-risk students."

Christopher Byrd (OR) is teaching AP American Government while finishing his thesis.

Karen Cox (NM) is involved in education reform in her state: attending meetings, voting on issues, and encouraging student participation.

Curtis Crane (NM) and his rock band have an album coming out soon. "Many of the songs reflect topics I have been studying. Even the other musicians are learning about the Constitution and the Founding Era."

Eric Dameron (OH) is involved with the American Legion, Ohio state politics, and the Civil War Trust.

Angela Dormiani (OK) spent part of the summer in Barbados studying slavery and the slave trade in a Gilder-Lehrman Summer Seminar.

Shawn Dougherty (MD) is piloting a freshmen US Government and Civics course, working with a fellow Fellow, **Michael Hunt, '97 (DC)**.

Molly Feeney (ME) taught World History and Honors World History in Alexandria, VA.

Michael Gordon (IN) was named as Indiana Teacher of the Year by his state's VFW.

Cari Gray (TX) studied classical liberalism, Hobbes, and Locke this past year. She also completed her first thirty-five page paper for her International Economy class.

Sharolyn Griffith (WY) is finishing her thesis. While researching, she had several conversations with Pulitzer Prize-winning historian, Laurel Thatcher Ulrich.

Ray Hawkins (SC) and his colleagues raised student scores in the South Carolina end-of-course US History test by 24%.

Amber Hodges (AR) completed her MA in History at Arkansas Tech University.

Kimberly Huffman (OH) graduated from Ashland University in May. She also attended their Presidential Academy.

Monty Johnson (WA) worked with his colleagues to increase his school's graduation rate from 50% to over 65%.

Marc Lifland (NJ) ran a Mock Congress with this Government and Economics classes, leading many students to remark that, "I thought this was going to be boring, but I had a great time."

Hannah Markwardt (FL) attended the Florida Humanities Council's summer institute on the Civil War.

William J. McGowan (DE) helped his sophomores to "view the Constitution as more than just another document in American history."

Maureen McGuiri (RI) shares that she mentored a student teacher who helped her realize "how much progress my students have made and how many rich resources I have to draw upon, thanks to the Madison Foundation."

Sarah Molitor (MO) concluded her first year of teaching. "The best part of teaching government was educating future citizens and empowering them to be active citizens."

Hart Murphy (TX) attended the NEH Landmarks Summer Institute, "James Madison and Constitutional Citizenship," at Montpelier, VA.

Suzanne Nelson (SD) conducted a "very successful and thought-provoking" election simulation for her students.

Matthew Oosting (MA) enjoys “bringing the depth of knowledge gained from the Summer Institute to bear on my students’ learning.” He recently completed his MA.

Susan Piekarski (CA) uses primary sources from pre-1877 US history to teach AP Economics.

Faith Reynado (CA) completed her first year of teaching at a progressive K-12 school. “With collaboration and continuous review, we worked to seriously consider the heart and purpose of our humanities curriculum.”

Ryan Richman (NH) facilitated some “drastic changes” as Student Government advisor. His students “moved to a more democratic form of election of their officers.”

Elisha Roberts (CO) teaches a Constitutional Scholars course and serves as Student Council Advisor.

Elliot Rotvold (ND) is in his twentieth year of teaching and finds himself “enjoying the experience more and more as I dive into my own constitutional studies.”

Theresa Silvester (ID) traced the Lewis and Clark trail from South Dakota to St. Louis. She also worked to ensure that several controversial laws were placed on the ballot.

Hardy Thames (TN) was named Teacher of the Year for his school.

Zeb Thomas (GA) credits his success with some challenging students to the Foundation, “without which I would have had neither the experience nor the training necessary to help my students engage with the material in such a dynamic way.”

Cory Vasek (NE) worked to make his classroom more “student centered” as a result of his study about which teaching methods help the brain develop most effectively.

Michael Wilmoth (KS) presented a session about *Presidential Power and Our Constitution* at the Annual Kansas Council for History Education Conference.

2009

Joanne Anibaldi-Berry (MT) and her students visited the Montana Legislature in Helena where they attended House hearings and met privately with the President of the Senate.

Allan Aubrey (TN) will produce a documentary about a student trip he led to Gettysburg for his capstone project at Ashland.

Kristie Barbee (TX) completed seven races this past year. She also attended a Bill of Rights Institute-Liberty Fund Co-sponsored Colloquium featuring Professor Daniel Dreisbach.

Brittany M. Barnett (IN) is finishing her thesis about the Women’s Section of the Indiana Council of Defense during WW I.

C. Jason Beavers (OH) collaborated with two other teachers to encourage the people of his community to support an income tax levy. The levy passed.

Jaime Carbonell (FL) teaches American Government at the Florida Virtual School. The immigrant father of one of her students thanked Jaime for “teaching his son how he can make a better life for himself in America.”

Evan Clapsaddle (NC) teaches US History as well as Cherokee Language and Culture.

Shari Conditt (WA), after reading Gordon Wood’s *The American Revolution* for the Summer Institute, used the text in her AP US History class. “My students found the text far more compelling than reading the textbook.”

Mary Cosby (VA) serves on the board of Parson’s Cause, a non-profit group promoting historical learning by re-enacting Patrick Henry’s famous court case at Hanover Courthouse, VA.

Zachary Crandall (IL) began teaching AP US History this year, using much of what he learned in the Summer Institute.

Lewis Dean (ID) is in his eighth year teaching social studies, but only his second in high school.

Margaret DeWeese (OK) hosted and facilitated a Civil War Fair for her community.

Kelly J. Eddy (MI) presented at the conferences of the Michigan Council for History Education as well as that of the Michigan Council for the Social Studies.

Paige Fennell (SC) received her MAT degree from the University of South Carolina and was honored for her work in the “Connect” program.

Roxann Gagner’s (AK) fifth grade students read excerpts from *Dales Laws*, the *Mayflower Compact*, and the *Declaration of Independence*.

Richard Guiremand (CA) is Social Science Department Chair at Santa Maria High School. He also teaches US History, Government, Economics, and AP American Government.

Carissa Harris (OR) is the first teacher in her school to offer AP American Government. She organized and participated in the Oregon Youth Summit, part of the Classroom Law Project.

Michael Hennessy (NH) plans to create a project for his New Hampshire History students about the election primaries.

Shyle Irigoien (NV) and his colleagues led the district in creating common assessment and teaching units to facilitate the schools’ shift from teaming to department instruction.

Brendon Jobs (PA) presented his thesis, *The 21st Century Single-Sex Renaissance: Gender Segregation as an Option to Supporting Female Students*, at a University of Pennsylvania symposium.

Stephen Johnson (VT) mentored students for National History Day. “We learned a lot and hope to encourage more students to submit entries next year.”

Kurt Knierim (CO) is on sabbatical as he completes his degree at Colorado State University. He was named the Gilder-Lehrman History Teacher of the Year for Colorado.



Maria Savini, '08 (PA) and her students interpret a British raid near Washington’s Headquarters at Valley Forge National Historical Park.

Laura Koenig (KS) created a series of lessons for her eighth graders that “present how minority groups advanced towards fuller inclusion and enjoyment of rights and privileges within America.”

Stefan Lallinger’s (LA) school enjoyed continued success and improvement in its fourth year of operation after Hurricane Katrina.

Todd Landeen (UT) is working with his principal and head counselor to bring an AP American Government course to his school.

James Maddox (CA) was honored by the Center for Kern Political Education as the Community Leader of the Year.

Jeff Manassero (PA) moved to California to teach in the San Francisco area. During the last three years at Discovery Charter School, he found his “practice growing from presentation style to a more discussion-based approach.”

David Mayne (MO) advises the Napoleonic League, a military-history club. He also took ten students on a trip to significant historical sites along the East Coast.

Alex McKnight (AR) just completed his first year of teaching, and “absolutely loved it so far.” He also bought his first house.

Nicholas Moyte (WY) is a member of both his county and his state party committee.

Brittany Neiles (SD) served as Senior Editor for the University of Vermont’s *History Review*.

Tim Royers (NE) was selected as the Debate Coach of the Year for the Nebraska District of the National Forensic League.

Charles Slusser (WI) “has been able to bring much of the knowledge that I gained in graduate school at UW-Eau Claire along with that which I learned at the Summer Institute into my classroom for the benefit of my students.”

Gracieta Small (MA) was selected as the 2010 Rhode Island Gilder Lehrman Teacher of the Year. She also wrote a successful Teaching American History grant, “A New Birth of Freedom,” for her school district.

Robert Vincent (NY) is an active member of the Federalist Society for Law and Public Policies at Columbia University, where he has the opportunity to “engage in intellectual discourse” on a variety of topics.

Robb Virgin (MN) recently completed an independent research project about the Constitution’s effect on public education.

Amanda Waluzak-Leahy (OH) presented about “Project Pivot,” a program which looks at school and museum partnerships to foster creativity and critical thinking skills for students, at the National Arts Education Association Conference.

Marci Ward (TX) completed her MA in Education, and won an award for her research project, “Presidential Powers and Constraints in Contemporary Textbooks: The Post-9/11 Textbook President.”

Deborah Weidner-Stover (AL) took four students on an educational trip to Costa Rica. She will be serving as the World History teacher in her school’s new ninth grade academy.

Bob Wood (MI) took a sabbatical to attend Western Michigan University, where he taught in the Political Science Department.

2010

Tracy Allen (TX) enjoyed taking a First Amendment course in the Law School at the University of Chicago.

Derek Anderson (ME) “taught eighth graders last year, many of them African immigrants. I learned a great deal about working with ELL students.”

Rebecca Beard (TN) found that, while taking a course on Constitutional law, she “fell more in love with our Constitution, but more surprisingly, I fell in love with the Supreme Court—its pomp, authority, and tradition.”

Joseph Biron (CA) served as a mentor at We the People institutes in San Diego and at UC Irvine.

Scott Bradley (CA) is working on Gary Johnson’s campaign for President.

Steven Byers’ (DE) “special education students really got into the rights and responsibilities we have guaranteed by the Bill of Rights.”

Dominic J. Caserta (CA) serves as the Vice-Mayor of the City of Santa Clara, CA.

Joseph Collins’ (CO) students “read, write about, and discuss documents, and do so conscious of the Founding. It is the lens through which they understand history.”

Brandi Cook (SC) sponsors the Interact Club at her school. “The students raised \$1000 for Gift of Life. This is impressive since 73% of our students are on free or reduced lunch.”

Keith Cooper’s (NV) students read *The Federalist Papers*. “I was pleasantly surprised at the results. Many were able to relate those events to current events.”

Shawn Delaney (WY) took a group of students to the federal courthouse to witness a sentencing hearing. “It was powerful for students to see a real-life consequence in the judicial system.”

Donna Devlin (KS) took her “students on a field trip to Springfield, Illinois and introduced them to Abraham Lincoln as they had never known him.”

Pamela Duncan (OK) teaches Eighth Grade American History and was chosen as her school’s Teacher of the Year.

Lauren Eckstein (GA) completed a course on modern political thought, reading Hobbes, Rousseau, Marx, Mill, Nietzsche, and Foucault. “I had a chance to discuss some of the key ideas in modern politics.”



2011 Summer Institute participants enjoy a brief break between lectures. Back Row: **Brandi Cook, '10 (SC); Eric Wall, '10 (UT); Trevor Shalon, '10 (NE); Benjamin Osborne, '10 (AL); Charles Kannapel, '10 (IA); Kyle Hickman, '10 (IL) Tracy Allen, '10 (TX); Front Row: Amalia Gonzalez (Cuban Fellow); Brenda Diaz, '09 (MD); Brendon Jobs, '09 (PA); Patience LeBlanc, '10 (TX)**

Tiferet Ani (MD) took her students to the Capitol to meet with Rep. Chris Van Hollen (D-MD).

Elizabeth Baclayon (HI) notes that “many students were not interested in college before my class, but they are now excited because they saw my enthusiasm for furthering my own education.”

2011

Rusty Eder's (MD) AP US History students participated in his "First Monday Project", debating cases currently before the US Supreme Court.

David Elbaum (IL) helped to register over 500 students from his school. "Almost all voted in a tightly contested school board election."

Michael Ellery (WI) "was awarded a Target Field Trip grant in order to travel to Chicago's Jane Addams Hull House Museum as well as to the Art Institute."

Christina Gause (OK) reports that "My most rewarding moment this past year was when a student said he wanted to teach the ideas and history of the Constitution to his family."

Jennifer Gembala (CT) advises both Student Council as well as the Justice Club, "Be the Change."

Patricia Gray (MI) enrolled nearly 90 students in Honors American Studies. She is looking forward to the opportunity "to get more students excited about the Constitution."

Kyle Hickman (IL) serves on the Teacher Advisory Council for the McCormick Foundation's Civics Program. He also presented at the Foundation's "First Amendment Series: Freedom for All."

David Hill (NM) took his class to hear President Bill Clinton campaign for New Mexico gubernatorial candidate, Diane Denish.

Michelle Holowicki (MI) was voted Most Influential Teacher by the senior members of the National Honor Society. She also directed the spring musical, *Bye, Bye Birdie*.

Michelle Hubenschmidt (FL) is a member of the Daughters of the American Revolution and presented to several DAR chapters about her visits to Concord, Lexington, and Mount Vernon.

Jennifer Jolley (FL) presented a session at the Florida Council for the Social Studies conference entitled "Berlin and the Cold War."

Charles Kannapel (IA) attended Ashland's Presidential Academy. "My students are able to get a better picture of the times and places relevant to American history as I relate my experiences of the past summer."

Rachel Kohl (AK) finished her sixth year teaching "in bush Alaska" and she loves it.

Adam Krauss (NH) was acknowledged by the University of New Hampshire as "one of our most promising teachers." He is student-teaching at Oyster River High School in Durham, NH.

Patience LeBlanc (TX) was selected as the Texas Lawyer's Auxiliary Teacher of the Year.

Heather Loeschke (MN) implemented the We the People program in her AP American Government class. Her students won the Minnesota State Championship.

William Lorigan (IN) won the History Teacher of the Year Award for the Piankeshan Chapter of the Daughters of the American Revolution.

Tim McCall (NJ) studied "Social and Cultural History in Early America" with Professor Richard D. Brown, "an incredible journey through early American history."

Martene Mourning (AR) received notes from several students "thanking me for this year and expressing how much they really did enjoy history."

Ben Osborne (AL) presented a paper to the Alabama Historical Association and had a book review published in the *Vulcan Review*.

Amber Quinn (NY) taught AP US History for the first time. She also attended a Liberty Fund Co-Sponsored Colloquium on the ratification conventions.

Susan Reinhillier (ND) is the Vice-President of the Psi Chapter of Delta Kappa Gamma, North Dakota Chapter. She teaches US History and Problems of Democracy.

Tiffany Rhodes (NC) mentored beginning teachers and interns; tutored homebound students; and led professional development sessions on planning strategies.

Trevor Shalon (NE) was married in October. He also helped to coordinate his district's National History Day activities.

Melinda Sloan (VA) completed her action research project about treating test anxiety among AP Social Studies students.

Mark Smith (KY) graduated from the Masters in Curriculum program at the University of Kentucky.

Eric Wall (UT) completed his first year as Department Chair, opened a brand new school, and taught three different courses. "There was a lot of extra stuff to do besides teach."

Jacquelyn Wamser (MO) works with a diverse group of students. "The variety in my classes provides me with an opportunity to be creative and to vary my teaching techniques."

James Wendt (WV) was named the Gilder-Lehrman West Virginia Social Studies Teacher of the Year. He also created four electronic resource packages for the West Virginia State Department of Education.

Margaret Wilkening (TX) began her twenty-ninth year of teaching with "the new adventure of being a Department Head opening a new high school while also teaching three new courses."

Christopher Brown (CA) is earning his MA at Ashland. "I've met lots of Fellows, and realize how fortunate I am to be part of this program."

Erik Johnson (CT) spent part of the summer in York, England studying the trans-Atlantic slave trade as a participant in a Gilder-Lehrman Summer Seminar.

Nancie Lindblom (AZ) "learned valuable information to share with my students" while participating in the AP US History reading.

Jennifer Powell (FL) began her coursework at Florida State University and is also expecting "the littlest Madison Fellow in March".

Brigette Sheckells (MD) reports "incorporating more primary sources and helping students investigate history like historians makes teaching so much fun."

Sandra Smith (MD) is teaching US History for the first time. "The opportunity to use the information I've received in my graduate classes has been phenomenal."

Sharon Wilson (TX) and her students excelled at National History Day in June, 2011. "They had the opportunity to exhibit their work at the Smithsonian Museum of American History."



Federal Government, a new Foundation poster highlighting the three branches of government, is now available. The clear and clean design makes this poster an attractive wall-hanging as well as a valuable instructional tool.

If you would like this poster (or either of the Foundation's other posters: *James Madison* and/or *Constitutional Convention*), contact Anne Marie (akanakkanatt@jamesmadison.com). Please include your snail mail address in your email. Allow 4-6 weeks for delivery.



Out of Many, One

The 2011 Summer Institute, held June 18-July 15 on the campus of Georgetown University, provided 56 Fellows with countless opportunities to read, to think, to discuss, to write, and to enjoy themselves. As their comments indicate, the Summer Institute is achieving its goal of transforming outstanding educators into constitutional scholars.

and with great motivated minds from all over the country challenged me to produce my best work and to continue with my academic and intellectual pursuits."--**Brenda Diaz, '09 (MD)**

"The whole experience gave new and entirely appropriate meaning to 'out of many, one.' I will remember my month at Georgetown for the rest of my life."--**Tim McCall, '10 (NJ)**

"The Summer Institute challenged me to truly embody the role of 'teacher-scholar.' I haven't dug into history in such depth for a while and the Institute reignited my passion for the subject; a passion I will bring back to my kids in productive ways." --**Brendon Jobs, '09 (PA)**

"Having not been to Montpelier in over a decade, I was moved to tears to see how much has been invested in the mansion's restoration. Being a Madison Fellow and standing in the second-story room where Madison penned the *Federalist* essays was an indescribable experience."--**Joseph Collins, '10 (CO)**

"The SI was a life-changing experience for me. To be engaged for four weeks academically and intellectually with scholars

"This was one of the best experiences I could have asked for as a professional. I learned a ton, experienced history in a unique way, and was inspired to do better."--**Tom Ng, '11 (NJ)**

"The lectures were excellent. I absorbed so much information for later use in my classrooms. The diversity of ideas and variety of perspectives offered by the professors was especially valuable."--**Rusty Eder, '10 (MD)**



Pictures Clockwise from Above:

Donna Devlin, '10 (KS), Michelle Holowicki, '10 (MI), Patience LeBlanc, '10 (TX), Heather Loeschke, '10 (MN), and Michelle Hubenschmidt, '10 (FL) are ready to plead their case at the Supreme Court.

Michael Ellery, '10 (WI), Scott Bradley, '10 (CA), Colin Bornmann, Georgetown University Program Coordinator, Shawn Delaney, '10 (WY), and Tom Ng, '11 (NJ) take a break from studies to attend a Washington Nationals game. (The Nats won.)

Jennifer Jolley, '10 (FL) joins James and Dolley Madison at Montpelier.

Jason Todd, '10 (PA) and Mark Smith, '10 (KY) anticipate an authentic colonial lunch at Michie Tavern near Charlottesville, VA.



Michelle Hubenschmidt, '10 (FL) and Board Member **The Honorable William Terrell Hodges, both from Florida, meet after the Foundation's Annual Board Meeting, held each July in conjunction with the Summer Institute.**

