

THE NEWSLETTER OF THE
JAMES MADISON MEMORIAL FELLOWSHIP FOUNDATION

MADISON

NOTES

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Constitutional Conversations Debut

Each summer, James Madison Fellows spend one month in intensive study about the history and origins of the American Constitution. This is a life-changing experience, but one which only a handful of teachers experience.

To fulfill the Foundation's mission to provide resources for all teachers about the Constitution, the Foundation has embarked on a multi-year video project, *Constitutional Conversations*: twenty minute discussions about the principles, framing, ratification, and implementation of American constitutional government.

Available on the Foundation's YouTube Channel, the videos are designed for adult learners as well as advanced high school students. Each video is divided into several shorter segments for easy integration into a typical class period.

The first video, *Religion and America Constitutionalism*, features the Foundation's Academic Director, Dr. Jeffrey Morrison. According to Dr. Herman Belz, Academic Director Emeritus, "This presentation is outstanding—really superb. Especially impressive is the probing and alert intelligence that Dr. Morrison evinces in his narrative."

The series is funded through a grant from the Fairleigh S. Dickinson, Jr. Foundation. According to Admiral Paul Yost, President Emeritus of the Foundation, "This series is an example of 'thinking out of the box'; now we have a program that can be used in a myriad of ways. The Fairleigh S. Dickinson, Jr. Foundation has made us a better player in our role of providing constitutional education for the American people."



Segments scheduled for recording over the next six months include:

- Dr. Rosemarie Zagari (George Mason University), *Gender and the Founding*
- Dr. Daniel Dreisbach (American University), *Founders: Famous and Forgotten*
- Dr. John Kaminiski (University of Wisconsin at Madison), *Slavery and the Founding; Ratification of the Constitution*
- Dr. Jack Rakove (Stanford University), *James Madison and the Creation of the American Republic; The American Revolution*
- Dr. Gordon Lloyd (Pepperdine University), *The Constitution as a Four-Act Play*

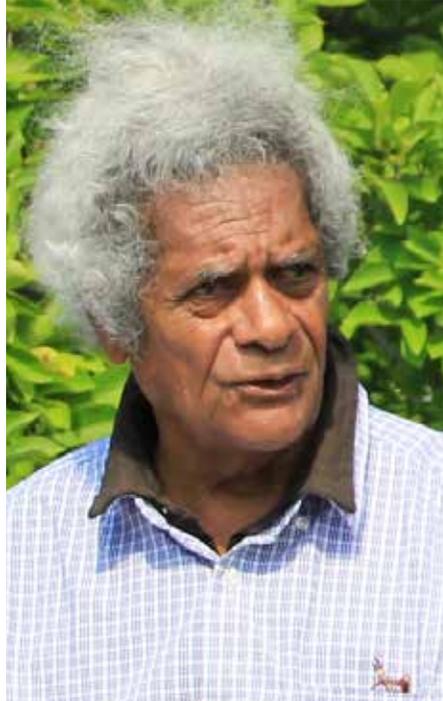
As each segment is uploaded to the Foundation's YouTube channel, we will add a notice to the Foundation homepage and post an announcement on Facebook and Twitter.

We are eager to know if the videos are effective in helping you, your colleagues, and your students to learn more about the origins of the Constitution. Your feedback will help us as we move ahead with this multi-year project.

American University Professor Edward Smith Retires

Edward Smith, assistant anthropology professor and founder and co-director of the American University Civil War Institute, has retired after 45 years at American University. A third generation Washingtonian, Ed Smith is also a study tour leader and a visiting classics tutor at St. John's College in Annapolis. However, he is best known to Madison Fellows as an informed and dynamic interpreter of Arlington Cemetery; the African-American experience in Washington, D.C.; and the history of various Washington, D.C. neighborhoods. The Foundation is grateful for Professor Smith's many contributions over the years. In the words of Fellows themselves:

- "Professor Smith is a treasure of the first order."
- "Every Professor Smith tour was valuable and full of insight."
- "I enjoyed the insight that Ed Smith brought to the places we visited and things he shared about growing up in DC."
- "The Ed Smith tours made superb use of our location and were inspirational and unforgettable!"
- "Ed Smith was incredible at Arlington."



Professor Edward Smith

- "Ed Smith is by far one of the most interesting and knowledgeable individuals I've ever met."
- "I feel lucky to have had the opportunity to spend some time with Ed Smith."

FROM THE FOUNDATION



Welcome Jason McCray

In August, the Foundation welcomed Jason McCray as its new Support Service Specialist. Jason hails from Little Rock, Arkansas and enjoys returning there to visit family and friends. He likes sports, especially tennis. He also enjoys travel and experiencing new places and cultures. Before coming to the Foundation, most of his work was in the non-profit sector. Says Jason, "I am very honored to be a part of the James Madison Foundation. It is truly great to work at a place that promotes the legacy of James Madison and the Constitution in such a special way."



Farewell Miriam Harmer

From March 2014 through March 2015, Miriam Harmer worked for the Foundation as its Counsel and Director of Development. Miriam, who has extensive experience on Capitol Hill, reviewed Foundation policies to ensure that they were in line with federal regulations and also contacted scores of foundations seeking support for the James Madison Education Fund. "It has been a pleasure to work with the staff, Fellows, and friends of the Madison Foundation," says Miriam. "I am inspired by your dedication to your students and to the principles of the Constitution, and look forward to following your continued successes."

MADISON NOTES

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MEMORIAL FELLOWSHIP
FOUNDATION

Editor and Author

Claire McCaffery
Griffin '92 (HI)

Design

Carolyn McKinney
Perceptions Studio

Congressional Fellow Connects Congress with the Classroom

MICHELLE HOLOWICKI, '10 (MI)
2014 Congressional Fellow

During my month working on Capitol Hill, a wide variety of tasks were assigned to me, and I am grateful to the Office of Congressman Dr. Dan Benishek from Michigan's First District, whose staff hosted me and graciously provided numerous incredible experiences. I worked with the Legislative Director, several of the Legislative Assistants, as well as the Press Secretary and Legislative Correspondent. I attended hearings of the Agriculture, Veterans Affairs and Natural Resources Committees. I sat in on legislative briefings on a variety of issues from grid technology to Asian carp to CO2 oil recovery. I conducted a handful of constituent tours, attended Congressional Research training at the Library of Congress, participated in a staff prayer breakfast, and cheered on my team at the Congressional baseball game. One of the biggest highlights was accompanying Dr. Benishek to an Honor Flight of World War II Veterans from central Michigan. I have been to the World War II Memorial several times, but I never quite saw it as I did through the eyes of those veterans.

I corresponded with constituents from sixth grade to sixty about their concerns.



Congressman Dr. Dan Benishek (D-MI) meets with Michelle Holowicki, '10 (MI).

I wrote a letter on behalf of the Member updating his constituents on his education initiatives and priorities. I drafted my first press release and wrote remarks for Congressman Benishek to deliver at the centennial celebration of a small town in the district. I developed a comprehensive K-12 "lesson plan" that he can work through when he visits or teleconferences with various classrooms.

I approached everything through the lens of "How does this connect to the classroom?" and "What will I tell my students about this experience?" As I journaled during the month, I made

connections to all sorts of topics I teach every year in the classroom: how a bill becomes a law; how parties and seniority can influence committee work; how the legislative and executive branches work together to provide oversight and accountability.

I enjoyed every minute of my experience, and I would recommend the Congressional Fellowship to any Madison Fellow who has an interest in seeing behind the scenes; making incredible connections to the classroom; and networking with people committed to the very tough job of running the country.

Fellows Celebrate the Constitution in DC

Teachers and students from 48 states gathered in Washington, D.C. on September 17, 2014 to celebrate Constitution Day in a series of events sponsored by the Civics Renewal Network. Seven of those states were represented by Madison Fellows: **Angela Sanders, '00 (MS)**, **Rique Ochoa, '00 (UT)**, **Anthony Cherry, '13 (OK)**, **Lewis Larsen, Foundation President**, **Chris Cavanaugh, '04 (IN)**. Not pictured: **Brian Ham, '03 (ND)**, **Stephen Vetak, '12 (NH)**, **Michael Wilmoth, '08 (KS)**, and Dr. Jeffrey Morrison.



McCormick- James Madison Fellows Make a Difference in Illinois



Since 2007, the Robert R. McCormick Foundation of Chicago has annually supported a fellowship for a deserving Illinois teacher. The mission of the Civics Program of the McCormick Foundation is to “Strengthen our civic education system to better facilitate informed and effective lifelong civic engagement.” When **Shawn Healy, '01 (WI)**, the Foundation’s Civic Learning and Engagement Scholar, joined the McCormick Foundation in 2005, he quickly realized the natural match between the mission of the Civics Program and the mission of the James Madison Memorial Fellowship Foundation. With Shawn’s support and encouragement, the McCormick Civics Program has supported nine Fellows, each of whom has taught hundreds of Chicago-land students since receiving the McCormick-James Madison Fellowship. Here are some of their stories.

Surely we each have fond memories of the “call” from Lew initiating us as a Fellow. For some of us the phone rang a second time. For me, it was from **Shawn Healy, '01 (WI)** of the Robert R. McCormick Civics Program, in the spring of 2007. Shawn explained that the McCormick Civics Program decision to fund a Fellow from the Midwest would lead me to form a relationship with an organization committed to supporting not only the study of the Constitution, but civic education, literacy, and service learning. Over the past eight years I’ve witnessed the McCormick Civics Program transform its passion for civic learning from a local museum (the Freedom Museum) into a comprehensive Civics Program committed to supporting teachers, schools, and civic organizations. The McCormick Civics Program has partnered with other organizations to develop the Illinois Civic Mission Coalition (ICMC), designed to recognize, support, and convene Illinois high schools with exemplary civic education programs and course offerings. The McCormick-James Madison Fellowship reminds me that our profession extends beyond our classroom and is built upon the personal and professional relationships that allow us to continually grow. I’ve been blessed to work with the McCormick Civics Program and the learning community of McCormick-Madison Fellows. Without question, these individuals have supported and inspired my efforts to provide the best opportunities for my students.

–PAT USHER, '07 (IL)



As a McCormick-James Madison Fellow, I have had the opportunity to strengthen, deepen, and apply my knowledge of constitutional principles in civic education. The Madison Foundation and the McCormick Civics Program both emphasize civic education built upon the underpinnings of the Constitution. My connection to both organizations allows for a practical development and implementation of civics education through innovative educational practices in and beyond the classroom. My students take advantage of activities such as the Freedom Express. They further expand their civic skills through school-wide voter registration drives and mock elections. Our focus on promoting civic knowledge led to the creation of a Military Wall at our school to honor those students who serve or have served our country. All of these practices and programs foster civic awareness and democratic learning in both teachers and students, and all have been made possible by the partnership between the James Madison Memorial Fellowship Foundation and the McCormick Civics Program.

–KIMBERLY HUELSMAN, '11 (IL)

My experiences as a result of being awarded the McCormick-James Madison Fellowship have been immeasurable and have had a positive impact on my students and me. My memory swirls with images of past students, current colleagues, local decision-makers, and teachers throughout the country. The interactions my students and I have had with the plethora of McCormick Civics Program partners have helped us to gain incredible civic experiences. As a motivated teacher, I may have stumbled across the Mikva Challenge, the Constitutional Rights Foundation of Chicago, the Freedom Museum, the Democracy Schools Network, or Cantigny Park Museum, but the McCormick Civics Program facilitates direct and enduring relationships with people and organizations dedicated to making active citizens. My students canvassed for the 2008 presidential election; attended the 2012 World Summit of Nobel Peace Laureates in Chicago; participated in legislative simulations; and hosted several Mock Elections. The Madison Foundation's Summer Institute enhanced my ability to bring excitement and knowledge to my regular and AP Government students. Finally, the encouragement and support

accorded me by both the Madison Foundation and the McCormick Civics Program enable me to confidently navigate the ever-changing landscape of civic education.

—ERICA BRAY-PARKER, '08 (IL)



The McCormick-James Madison Fellowship has been the single most exceptional experience in my teaching profession. The fellowship has equipped me with the essential academic tools required to create rigorous, inspiring, and authentic projects for students that allow them to think about the practical ways in which the Constitution impacts their lives, communities, and country. Through the association of the Madison Fellowship with the McCormick Civics Program, I have been able to further enrich my practice by completing a summer internship with the McCormick Civics Program. The Program, which has funded a fellowship since 2007, calls upon Fellows to assist in efforts to strengthen the state's education system. A handful of McCormick-James Madison Fellows have pursued Democracy School recognition for their schools (an effort generously funded by the McCormick Civics Program) that aims to increase high-quality civic learning experiences for students across Illinois. I am proud to say that my high school, New Tech High @ Zion-Benton East, has begun the process of being recognized as a Democracy School. Working with **Shawn Healy**, the McCormick Civics Program Civic Learning and Engagement Scholar, I organized the 2015 gathering of the Illinois Civic Mission Coalition where we gathered Illinois Madison Fellows to listen to the Foundation's own Dr. Jeffrey Morrison as a guest speaker.

—JEFFREY LOBO, '12 (IL)



After nearly ten years as a teacher, it is easy to get stuck in a rut and steer a steady course, but the itch to challenge my students (and myself) motivated me to act upon a decade-old suggestion and apply for the Madison Fellowship. Since then my classroom has been shaken by what has come through the doors opened by the Foundation and its partners at the McCormick Civics Program. I am back at my *alma mater* studying history more thoroughly than ever. I am gratified to know that I have the backing and advice of McCormick's **Shawn Healy** in my corner. My fellowship is supported by an organization sharing my professional goal: the promotion of active citizenship. I bring the tools I receive back to my neighbors in my native northwest side of Chicago where I teach American History at Taft High School. For each teacher connected by McCormick to a Madison Fellowship, dozens of other teachers and hundreds of students are inspired. At Taft, we teach citizenship. Collaborating with retired federal Judge Wayne Andersen, we instituted a Constitutional Law Contest, challenging students through mock hearings to examine contemporary US Supreme Court cases. We engage our diverse student body and challenge them, at the highest levels, to think and then rethink their role as citizens. Who knows what seeds we are sowing?

—SCOTT PLENCER, '13 (IL)





As a freshman in college, I joined a club that encouraged students to write on policy issues important to them. I decided to write about the We the People program and its impact on civic learning. Researching this piece led me to the funder of the Illinois We the People program, the Robert R. McCormick Civics Program. The enthusiastic response from the Program—and particularly **Shawn Healy**—was overwhelmingly supportive. He offered me an internship with the McCormick Civics Program to research a broader topic: What does civic learning mean in America today? I had the opportunity to engage with the McCormick Civics Programs various education programs, including those offered at Cantigny through the First Division Museum as well as the Freedom Express bus. I came to see that the McCormick Civics Program is not simply a place of enormous philanthropy, but also a source for truly incredible innovation and learning. Three years later, I received the McCormick-James Madison Fellowship. I look forward to the chance to engage with the incredible legacy of Colonel Robert R. McCormick in the future.

—AYLSSA NIESE, '14 (IL)

Third Annual Midwest Conference Examines the Second Amendment

The Third Annual Midwest Conference for James Madison Fellows, made possible through the assistance of the McCormick Civics Program, the Center for the Study of the Liberal Democracy, and the Center for the Study of the Constitution, took place on July 17-18, 2014 at the University of Wisconsin-Madison campus. Nine Fellows from Wisconsin, Illinois and Indiana attended and discussed the constitutional origins and contemporary controversies related to

the Second Amendment. **Tim Moore, '99 (WI)** led a discussion about the genesis of this amendment, and Professor Donald A. Downs of the University of Wisconsin-Madison examined the amendment throughout American history. Fellows spent time discussing classroom applications and reviewing lessons provided by the Center for the Study of the American Constitution. An opening dinner, mid-day lunch, and a spirited bocce ball tournament rounded out the conference.

Impact of the Robert R. McCormick Civics Program at Carl Sandburg High School



The Robert R. McCormick Civics Program supports both curricular and extra-curricular activities, most notably the Illinois Youth & Government Program, a simulated state legislature which brings over 1000 students to the Illinois State Capitol Building each spring. The Civics Program is also instrumental in the work of the Illinois Civic Mission Coalition (ICMC), a group committed to the support and expansion of civic literacy and education that recognizes schools for their commitment to social studies curricular and co-curricular offerings. Here is what Carl Sandburg High School students say about these programs:

- “Through AP Government [taken by over 300 sophomores to fulfill their government course requirement], I learned the concept of time management big time! Allowing

myself time to take notes and study the vocab was a must. This was my first AP class, so I knew I had to take it seriously, but the laid back atmosphere of this college course truly taught me how to manage my time.”

- “Youth and Government, my favorite co-curricular activity, taught me to embrace public speaking. Just spending one weekend in Springfield transformed my fear of public speaking into a delight. This achievement brought me to new heights, achievable only through the confidence and support given to me through the Illinois Youth and Government program.”
- “After listening to Mary Beth Tinker speak [in September 2010 when Carl Sandburg High School was recognized as a Democracy School by the ICMC] I realized that an active citizen should give back to the community and make a positive impact on everyone around you.”
- “Mary Beth Tinker taught me that everyone has the same potential to be a good citizen: the yearning to be part of the democratic system, to participate, to go out and vote and to contribute to the society you live in.”

Fellows Give Record-Breaking Contributions

James Madison Fellows and their friends contributed a record total of \$11,983 to the James Madison Education Fund, Inc. The campaign, *Celebrating 225 Years of Constitutional Government*, raised nearly 50 percent of the funding for the 2014 Fellows' Fellow, **Zachary Deibel** of Marked Tree High School in Marked Tree, Arkansas.

118 Fellows in 44 states and from each class contributed an average of \$82 per person. Significant gifts were made by the following individuals:

Claire Griffin, '92 (HI)
Philip Donohue, '92 (NJ)
Dennis Weber, '03 (WA)
Christine Bannerman, '94 (VT)
Donald Davis, '96 (AK)
John Tharp, '96 (NC)
Kevin Jakab, '97 (FL)
Pier Larsen, '97 (TX)

Shawn Healy, '01 (WI)
Christine Madsen, '01 (CA)
Christy Marella-Davis, '03 (NJ)
Regina Stuck, '04 (FL)
Mark Oberjuerge, '06 (CA)
Amanda Pettit, '06 (SC)
Elliot Rotvold, '08 (ND)

The Class of 2001 was the most generous (a total of \$1,175) and New Jersey had the highest number of Fellows (9) donating. California Fellows contributed \$1,368, the maximum of any state.

Special acknowledgement goes to **Joseph Cofield, '07 (FL)** who persuaded nearly 40 of his friends, family, and community members to contribute a total of \$2,330 to the Fund.

Information about the 2015 campaign, *Celebrate Scholarship: Two Decades of Summer Symposia*, will be sent to Fellows later in the spring.



Joseph Cofield, '07 (FL) receives a generous contribution to the James Madison Education Fund, Inc. from Representative Matt Hudson (District 80 of the Florida House of Representatives).

I Lived with George Washington



HANNAH MARKWARDT, '08 (FL)

In early 2014, I spent two weeks at George Washington's Mount Vernon as an inaugural Life Guard Teacher Fellow. The Life Guard Fellowship is an exciting new program designed to give those who teach America's youth about the life, contributions, and character of George Washington, the opportunity to spend one to three weeks of scholarly residency at Washington's beautiful Virginia estate.

During my residency I created a curriculum set focusing on "modernizing George," helping students make connections between the contributions and character of George Washington

and later events or challenges in American history. In one lesson, students use multiple primary and secondary sources to examine the connection between George Washington's establishment of the two-term precedent for the presidency and Franklin Delano Roosevelt's breaking of that precedent nearly 150 years later. Another lesson asks students to contemplate whether Washington could have been the first American president to practice *realpolitik*.

Mount Vernon provides a wonderful network of support to help their fellows create high-quality educational materials. As a Life Guard Fellow, I had access to a state-of-the-art library and a wonderful team of expert historians, archivists, and librarians. Life Guard Fellows' immersion in the study of Washington is further enriched by

living in the beautiful on-site scholars' residence, where you may find yourself discussing the Neutrality Act over breakfast with an accomplished researcher or university professor.

With so many competing demands on our time and energy, it is rare for a teacher to have the time and resources to create the stellar, high-quality educational resources that the study of the Founders deserves. I loved the opportunity to spend two weeks as a Life Guard Fellow at Mount Vernon concentrating solely on creating curriculum that could help secondary students make exciting connections between different eras in American history.

The Life Guard Fellowship accepts applicants each February. For more information, visit www.mountvernon.org/educational-resources.



Mark Matthew's students create a regimental battle flag for their Civil War simulation.

Students Help to Preserve Civil War Sites

MARK MATTHEWS, '13 (IN)

Each year, my eighth grade students in Carmel, IN take part in a Civil War simulation. I divide the students in each class into two regiments: one Union and one Confederate. Students earn points for their regiment in a variety of ways: doing well on tests and quizzes, winning class competitions, and maintaining good behavior. Each regiment makes its own battle flag. The flag may be an exact replica of their regiment's flag, or it may reflect some aspect of their regiment's state.

I take pictures of the flags, display the flags in the hallway, and start a "Jar Wars" campaign. Students tape their regiment's flag to a milk jug and bring in bills and coins to vote for their favorite designs. At the end of the simulation, we count all the money to determine the winning regiment. On the final day, the entire class takes part in a "surrender ceremony" and the losing regiments bow down in defeat to the winners. The beneficiary of our "Jar Wars" campaign is the Civil War Trust (CWT), an organization whose primary purpose is to preserve and protect Civil War battle sites. We have proudly contributed \$1000 or more to the CWT in each of the past three years.

Fellows Recommend Winners

The Foundation spends thousands of dollars to publicize the fellowship program (brochures, targeted emails, Facebook posts, conferences, etc.), but year in and year out, the Fellows themselves are the best publicity for the program. The 2014 competition was no exception: 45 percent of applicants who were selected as Fellows, 43 percent of the Alternates, and 50 percent of the Honorable Mentions learned about the fellowship from a current James Madison Fellow.

Seventeen percent of all letters of recommendation were written by Fellows, and the Foundation is grateful for the letters written by these Fellows for the 2014 competition:

Fellow Recommender

Jada Kohlmeier, '92 (KS)
 Stacey Bartkowski, '96 (DE)
 Gary Shearer, '98 (CT)
 Erich Carroll, '00 (MA)
 Jeanette Jackson, '00 (ID)
 David Johnson, '00 (MI)
 Shawn Healy, '01 (WI)
 Eric Wall, '10 (UT)
 Daniel Wilson, '02 (GA)
 Andy Zucotti, '02 (VT)
 Blake Busbin, '06 (GA)
 Joseph Rosalski, '06 (MD)
 Joseph Sangillo, '06 (MD)
 Jeffrey Hinton, '07 (NV)
 Elizabeth Nix, '07 (AR)

William McGowan, '08 (DE)
 Mike Wilmoth, '08 (KS)
 Daniel Jordan, '09 (AZ)
 C. Jason Beavers, '09 (OH)
 Joseph Biron, '10 (CA)
 Chris Kannapel, '10 (IA)
 Jill Baisinger, '11 (IN)
 Kimberly McKinley, '11 (OK)
 William Sutherland, '11 (DE)
 Kymberli Wregglesworth, '11 (MI)
 Cynthia Burgett, '12 (VA)
 Ruth Sensenig, '13 (AK)

Alternate Recommenders

Laura Hickman, '94 (NE)
 Brian Halverson, '95 (MT)
 Donna Harrison, '95 (NE)
 Thomas Noonan, '00 (WI)
 Gennie Westbrook, '00 (TX)
 Greg Schmidt, '01 (ND)
 Dawn Hauser, '04 (UT)
 Mike Wilmoth, '08 (KS)
 Michelle Hubenschmidt, '10 (FL)
 Charles McCall, '10 (NJ)
 Susan Reinhiller, '10 (ND)

Honorable Mention Recommenders

Dawn Hauser, '04 (UT)
 Jeniece Jacobson, '07 (UT)
 Mike Wilmoth, '08 (KS)
 Kelly Eddy, '09 (MI)
 Eric Wall, '10 (UT)



In Service of History

Students of Jason Beavers, '09 (OH) participate in a community service project at Mt. Oval, a house modelled after a Jeffersonian home.

Fellows Let Freedom Ring at NCSS



(Top) Glenna Humphries, '95 (FL) and Cheryl Cook-Kallio, '97 (CA) share Madison Fellows' lessons at the Foundation's poster session.

(Bottom) Madison Fellows, friends, and family enjoy croissants and conversation at the annual Foundation breakfast (in the foreground, Shawn Healy, '01 (WI) and Emmitt Glynn, '08 (LA).)

James Madison Fellows continue to have a significant impact on the nation's largest professional organization for social studies teachers: the National Council for the Social Studies (NCSS). The Annual NCSS Conference, *Let Freedom Ring: The Civic Mission of Schools*, was held November 21-23, 2014 in Boston, MA. Scores of Fellows attended, presented, and breakfasted together during three busy days in Boston's Back Bay.

David Bennett, '92 (MA) and Dave Alcox, '00 (NH) served on the local arrangements committee, helping to ensure a worthwhile experience for all attendees. Gordon Sisk, '94 (TN), Peggy Jackson, '02 (NM), Roger Desrosiers, '01 (MA), and Ken de Masi, '98 (AZ) kept busy with their leadership responsibilities in the NCSS House of Delegates and on the Board of Directors. Joining Foundation staff and other Fellows at the booth in the Exhibit Hall were Wendy Carrafiello, '02 (CT), James Betres, '10 (RI), Jennifer Jolley, '10 (FL), and Lindsey Charron, '13 (CA.)

The Foundation hopes to present a session at the next annual conference, to be held in November in New Orleans, entitled *Those Other Constitutional Rights: Articles I-VII*. Those interested in submitting a lesson for distribution and/or co-presenting with Claire Griffin, '92 (HI), please contact cgriffin@jamesmadison.gov.

Fellows presenting sessions at the Conference included:

Jada Kohlmeier, '92 (KS)
Glenna Humphries, '95 (FL)
Fran O'Malley, '95 (DE)
Andrew Coneen, '96 (IL)
Cheryl Cook-Kallio, '97 (CA)
Young Whan Choi, '98 (VA)
Kristi Stricker, '99 (SD)

Kim Pennington, '00 (OK)
Gennie Westbrook, '00 (TX)
Tom Glaser, '01 (FL)
Peggy Jackson, '02 (NM)
Vanessa Lal, '02 (IL)
Emma Humphries, '04 (FL)
William Busbin, '06 (GA)

Colby Young, '07 (NH)
Michelle Hubenschmidt, '10 (FL)
Jennifer Jolley, '10 (FL)
Thomas Ng, '11 (NJ)
Karlye Mull, '14 (NV)

Fellow Offers Summer Professional Development

PETER WRIGHT, '97 (ME)

The Madison Foundation's Summer Institute was one of the most rigorous academic experiences of my career. Nevertheless, it was not the first and certainly not the last professional development opportunity that I have undertaken. I have spent numerous summers over my twenty-year teaching career participating in a wide variety of summer programs and I often wondered what it would be like to be on the administrative side of these summer programs.

After participating in my third National Endowment for the Humanities (NEH) summer program, an opportunity presented itself. I was offered the position of Program Coordinator/Participant Liaison for the *2006 Summer Institute on Thomas Jefferson*: a three week residency at Boston University (BU) followed by a fourth week in Charlottesville. I would be working with the Institute Director, Peter Gibbon, Senior Research Fellow at BU's School of Education.

Drawing on my own experiences as a participant, my intent was to make each participant's stay as rewarding as possible. I handled all the logistics of the program. I

was the go-to person for most participant inquiries: Where can I park my car on the weekends? If my family wants to visit on the weekends, where is the best place for us to stay? How do I get ahold of Red Sox tickets? etc.

Our first three weeks at BU were relatively benign in comparison to the issues which surfaced during our time in Virginia: lost airplane tickets, delayed flights, a late-arriving bus which lacked air-conditioning. Nevertheless, the participants were incredibly resilient through the entire week. The tours and presentations at Monticello, the University of Virginia, and Poplar Forest were highlights of the trip.

This experience prepared me for subsequent summers at BU, including one where I served as both Program Director and Master Teacher. We offered summer programs from 2008 through 2010, and again in 2013 and 2014 on topics ranging from George Washington and Thomas Jefferson to our most recent program, *Philosophers of Education: Major Thinkers from the Enlightenment to the Post-Modern Era*.

As an independent educational consultant, my role working with teachers during the summer is even more meaningful since I am no longer a classroom educator. It is inspiring to work alongside such dedicated and qualified educators, many of whom sacrifice some of their summer breaks to improve their teaching pedagogy and intellect. The skills and talents which make for a great Fellow are readily transferrable to work as a Program Director and Master Teacher, and I encourage other Fellows to seek out these opportunities.



Participants in the 2014 NEH seminar confer with Peter Wright, '97 (ME) (far right.)

Fellows at the NCHE Conference

Stacy Moses, '92 (NM) talks with attendees about Ashland University at the National Conference for History Education Annual Conference in March, 2014 in Albuquerque, NM. Laura Wakefield, '00 (FL) organized the conference; Ken de Masi, '98 (AZ) facilitated a session; and Leslie Skinner, '92 (SC) presented a session.





Melissa Tracy, '13 (DE) (far right) and her students from Conrad Schools of Science celebrate their accomplishments at the annual Delaware Youth in Government competition.

Tracy Spearheads Youth in Government Middle School Effort

MELISSA TRACY, '13 (DE)

Melissa Tracy, '13 (DE) participated in Youth in Government (YIG) for three years as a high school student in California. Today, she spearheads efforts in Delaware to develop a statewide middle school component. She's supported in her efforts by **Joe Gioffre, '12 (DE)**, the YIG Advisor at Salesianum High School in Wilmington, DE.

Melissa reports that, "Youth in Government developed my civic awareness and strengthened my desire to be a social studies teacher. This life-changing experience prompted me to start the first public school delegation in Delaware at Conrad Schools of Science and we have participated in the program for the past four years. I firmly believe in the YIG motto, which states 'democracy must be learned by every generation.'"

In 2014, thirty-two of Melissa's students participated in YIG, a national

teen leadership program, which involves thousands of teens nationwide in state organized model government programs. At delegation meetings, teens create and write proposed legislation to address issues, learn about the democratic system, and are trained in parliamentary procedure, bill development, the legislative committee process, debate, appellate court system, litigation, legal brief writing, and more. The program culminates with teen participants serving as delegates or attorneys at the three-day model Legislative Assembly and Judicial Competition held annually at Legislative Hall and the Kent County Court House in Dover, DE.

"My 6th-12th grade students wrote and researched bills on topics such as animal cruelty, education, and the environment. Several students were recognized for 'Best Bill' while others served in various leadership positions, such as Speaker of the House. Additionally, one student was chosen to attend the prestigious National Judicial Conference, which takes place in Chicago every summer."

Wilson Awarded Outstanding Teaching Award

Sharon Wilson, '11 (TX) was awarded the 2013 Outstanding Teaching of the Humanities Award by Humanities Texas. The award was given for exemplary contributions in teaching, curriculum development, and extracurricular programs.

State Senator Juan "Chuy" Hinojosa honored Sharon with a certificate and a check for \$5,000.00 from Humanities Texas to be used for professional development. Senator Hinojosa also presented Sharon with a Senate resolution commending her efforts in the classroom.

Says Sharon, "I have had the opportunity to teach the best kids in the world. I think it is amazing to see the light bulbs come on when you teach something new or different. I especially like to see the enthusiasm that comes when they do their own research and begin to draw their own conclusions. More than anything, I like to hear a student say, 'Mrs. Wilson, did you know...' about an amazing fact or event they found through their own research."



Texas State Senator Juan "Chuy" Hinojosa presents a resolution in Sharon's honor.

2014 SUMMER INSTITUTE

Fellows from around the nation gathered at Georgetown University in July 2014 for the twenty-second annual Summer Institute. The traditionally dynamic lectures and energetic discussions about the Constitution were supplemented by several innovative components: Dr. Kevin Hardwick of James Madison University joined the faculty; Professor Gordon Lloyd of Pepperdine presented two sessions about the Constitutional Convention and the ratification process; Dr. Rosemarie Zagarrri of George Mason University lectured about gender issues during the Founding period; Professor Whitman Ridgway of the University of Maryland

spoke about liberty; and the staff of the Society of the Cincinnati treated Fellows to a tour of their downtown DC mansion and their library. Participants share the sentiments of this Fellow: "To join together with American history and government teachers from throughout the country and collectively immerse ourselves into the Constitutional foundation of our great nation was awe inspiring. I'm confident that James Madison himself would be honored to have his name associated with this fellowship. The institute was impeccably organized and very professionally delivered. I want to come back EVERY summer!"



The Summer Institute was a transformative experience for me. In no other seminar and institute have I had the chance to be surrounded by educators who were so passionate about history and dedicated to bringing that knowledge back to the classroom.

—Lindsey Charron, '13 (CA)



Interacting with gifted academics and talented, hard-working teachers from around the country was challenging and immensely rewarding. The beautiful campus and neighborhood of Georgetown added to the entire program!

—Paul Clark, '13 (WI)



The faculty have a unique professional relationship with the students and really add to the instructional experience. Staff and Fellows share in an in-depth look at constitutionalism. The professors are as inquisitive as the Fellows.

—Kurt Siebenthal, '13 (CO)

I don't think there is a better program for instilling the grand ideas of American constitutionalism, and then shaping those lessons for future use in the classroom.

-Brian Schmidt, '13 (PA)



The Summer Institute was an amazing and once-in-a-lifetime experience. Everything we did was tailored to expanding our understanding of the Constitution. From lecture to discussion to tours of historic sites, this experience enriched and improved my understanding of the Constitution and its implications in our lives.

-Ty Hendricks, '13 (AR)



Fellows Focus on Foreign Policy

HEATHER LOESCHKE, '10 (MN)



Melissa Tracy, '13 (DE), Richard Vanden Bosch, '03 (CA), Jennifer Jolley, '10 (FL), and Heather Loeschke, '10 (MN) take a break from discussions about American military policy at the FPRI conference.

In April 2014, the Foreign Policy Research Institute (FPRI) held its Annual Teaching Military History Weekend—*America and Modern War: The American Military Post-Vietnam*—in conjunction with the First Division Museum at Cantigny (Wheaton, IL) and Carthage College (Kenosha, WI). Forty teachers from across the nation listened to scholars address American foreign and defense policy, military technology, societal-military relations, and use of force over the past fifty years. Teachers received free room and board, assistance designing curriculum, stipends for well-written lesson plans, and partial travel reimbursement.

For information about FPRI programs, visit their website www.fpri.org.

Fellows and Colleagues Read 1.5 Million AP Essays

While there may be some controversy about the AP US History course syllabus, there is no controversy about the impact that Madison Fellows have on the annual AP Reading, held in 2014 in Louisville. Together with their colleagues, Madison Fellows read approximately 1.5 million essays.



Row 1 - Deborah Pettingill, '09 (FL), Angelia Moore, '06 (MO), Margaret Wilkening, '10 (TX), Brad Tennant '94 (SD), Kelly Eddy, '09 (MI), Bruce Smith, '05 (NM), Tom Haindfield, '14 (NE), Bill Hartley, '94 (FL), David Chamberlain, '98 (NH), Kevin Neal, '92 (IA);

Row 2 - Michelle Holowicki, '10 (MI), Matt Moore, '05 (SD), Christopher Saxton, '97 (MO), Stephen Hansen, '12 (FL), Richard Sturgeon, '99 (AL), Martene Mourning, '10 (AR), Regina Stuck, '04 (FL); Mark Durr, '13 (FL);

Row 3 - Michael Klapka, '99 (FL), Katherine (Hamsher) Bush '94 (WV), Paul Schneider '00 (WA), Tom O'Hare, '00 (SC), Katherine Hagee '12 (PA), Robin Deck, '14 (LA), Richard Vanden Bosch, '03 (CA), Nancie Lindblom, '11 (AZ), unknown, Daniel Kelly, '03 (IA), Kevin Rippe, '04 (NE).

Not Pictured - Lisa Carotenuto, '00 (AZ), Megan Kirts, '05 (AZ), Michael Ellery, '10 (WI), Melissa Finn, '99 (WA), Barbara Marshall, '99 (AK).

Fellows Kick Off *Share and Save* Program

As of Fall 2014, any Fellow who presents at a state social studies conference and includes a few words about the fellowship program in their presentation will be eligible to have their conference registration fee reimbursed by the Foundation (if the fees are not covered by their schools or districts). The Foundation provides talking points, brochures, and slides to include in your session. Ideally,

presentations have a constitutional connection of some sort, but that is not a requirement.

Participants in the inaugural year of the *Share and Save* initiative include: **Kevin Neal, '92 (IA); Gordon Sisk, '94 (TN); Tom Glaser, '01 (FL); Dan Kelly, '03 (IA); Christine Kadonsky, '04 (IA); Regina Stuck, '04 (FL); Alicia Ferguson, '12 (LA); Roderick Zano, '13 (VA).**

Fellows and Scholar Reconsider Founding



Debbie Lorence, '14 (AK), Elizabeth Baclayon, '10 (HI), and Lindsey Charron, '13 (CA) join Symposium speaker R. B. Bernstein as they reconsider the Founding during the post-lecture reception.

R.B. Bernstein, Distinguished Adjunct Professor at New York Law School, was the guest speaker at the annual James Madison Symposium, held on July 3, 2014 in the Copley Formal Lounge of Georgetown University.

His talk, *The Founding Fathers Reconsidered*, was based on his book of the same title, which has been described by historian Carol Berkin as “an engaging and erudite account of the men who carried the colonies down the path to

Revolution.” In his remarks, Mr. Bernstein focused his attention on James Madison and John Adams, both “vitaly important participants in an age of revolution and constitution.”

All Summer Institute participants attended and enjoyed Mr. Bernstein’s talk. Other Fellows in attendance included **Michael Hunt, '97 (DC)**, **Shawn Dougherty, '08 (MD)**, **Mary Cosby, '09 (VA)**, **Michael Ellery, '10 (WI)**, **Marissa Silva, '10 (NM)**, **Cynthia Burgett, '12**

(VA), **Kim Moore, '12 (MD)**, and **Michael Bealefeld, '14 (MD)**. Fellows’ family members, Foundation staff, and guests including Dr. Jason Ross of Ashland University, Professor Whitman Ridgway of the University of Maryland, and Kim Ash of the Newseum rounded out the audience.

A complete recording of Mr. Bernstein’s lecture is available on the Foundation’s YouTube channel at www.youtube.com/MadisonFoundation.

You Are Invited...

Magna Carta: Its Legacy in American Constitutionalism



A. E. DICK HOWARD

White Burkett Miller Professor of Law and Public Affairs, University of Virginia

2015 James Madison Lecture
Friday, July 10, 2015 | 1:30 pm
Copley Formal Lounge
Georgetown University

TEACHER OF THE YEAR

Fellows Dominate in History Teacher of the Year Program



From left to right: Gary Klotzkin, '06 (NJ), Matt Moore, '05 (SD), Robert Sandler, '04 (NY), Valerie Carnevale, '07 (RI), Melody Stuthard, '13 (OH), David Elbaum, '10 (IL)

Every year, the Gilder-Lehrman Institute of American History recognizes teachers in every state for their excellence as history educators. In 2014, six Madison Fellows were selected as their state's History Teacher of the Year, earning a \$1000 cash prize and an archive of classroom resources.

Our students need to know the path our country has followed in order to be strong citizens and bring the country into the future. Students should think like historians and draw their own informed conclusions through analysis of primary sources and examination of artifacts. I love when my students get excited about the content. Debating Revolutionary Era taxes, reading Lewis & Clark's journals, tasting hardtack, tracing the journey of Ellis Island immigrants: when students experience history, it becomes relatable. My ideas are rooted in my fellowship. The course at Georgetown University and the visits to historic sites inspired me to bring that type of academic rigor to my students.

—Valerie Carnevale, '07(RI)

This award validates the principle that content still has a place in history education. As valuable as teaching “skills” can be—and they are an integral component of my curriculum—nothing can replace the potentially transformative value of students learning our story, wrestling with our narrative, and critically considering where they personally fit. Institutions like the James Madison Foundation and Gilder Lehrman understand that without an informed citizenry, a representative democracy like ours cannot stand. To be recognized by two organizations that support the goal of an informed citizenry with such vigor represents the highlight of my career.

—David Elbaum, '10 (IL)

It is a great honor to have been selected as the NY State Teacher of the Year by Gilder Lehrman! I have great respect for their dedication to history and to training teachers, and their recognition inspires me to work even harder! I love using Gilder Lehrman resources and attending their seminars and I always look forward to their newest *History*

Now and multimedia lectures. As a result of my Madison Fellowship and the Gilder Lehrman seminars, I have become an expert in American History and now mentor younger AP USH teachers.

—Robert Sandler, '04 (NY)

I teach history by incorporating primary sources, evoking thoughtful discussions, encouraging my students to always do their personal best, bringing in guest speakers, coordinating an international student exchange program, linking the past to the present by having my students analyze current events, and making sure my students are fully aware that I am there for them as their mentor. I would like to wholeheartedly thank the James Madison Foundation for the outstanding training it provided me and I would also like to thank God, my wife, my Mom, and my children (both biological and students) for giving me the drive and strength to pursue my personal best in and out of the classroom.

—Gary Klotzkin, '06 (NJ)

I ask my students to actively investigate the curiosities of the past. I pose problems to them and provide primary sources or historic documents so they can find a solution to whatever's wrong. Students delve into the past seeking answers to their questions. I have benefited greatly from the Gilder Lehrman organization over the course of my career. I was lucky enough to attend one of their summer institutes shortly after I completed the James Madison fellowship. The quality of their Civil War summer institute at the University of Virginia was on par with the professionalism of the James Madison summer institute at Georgetown.

—**Matt Moore, '05 (SD)**

I use primary sources and ask my students to compare documents with different perspectives on the same topic. I try to help them do their own analysis without giving them a political perspective. I also work to make history relevant to the lives of my students so they are well-prepared when they go on to high school. I begin each year with a unit on the Constitution, and this foundation helps students better understand the preceding colonial era as well as the ensuing events of American History.

—**Melanie Stuthard, '13 (OH)**

Madison Fellows Take Two 2014 ACETA Awards

Madison Fellows **Natalie O'Brien, '05 (RI)** and **Jennifer Reidel, '02 (WA)** are two of the three 2014 winners of the American Civic Education Teacher Awards (ACETA). The awards, sponsored by the Center for Civic Education, the Center on Congress at Indiana University, and the National Education Association, are given annually to teachers of civics, government and related subjects who have demonstrated exceptional expertise, dynamism and creativity in motivating students to learn about the Constitution, Congress and public policy.

Natalie seeks to “enhance students’ knowledge of important historical, political and constitutional issues by engaging in mini-debates, simulations and circle discussions. I hear from parents that although my class is demanding, their child LOVES it. In room 218, students are knowledgeable enough about the U.S. Constitution and modern politics to know that their opinions are worth listening to and are respected. Every time I discuss politics with my students, I am encouraged about the future of my community, state and nation.”

Jennifer works to provide “relevant, rigorous, and engaging civics instruction” that challenges her pupils to “practice active democratic skills of deliberation and compromise.” Her class re-enacts the Constitutional Convention of 1787, so “students are given context for contemporary disputes relating to constitutional interpretation.” She does not shy away from “passionate disagreements” in class



Natalie O'Brien, '05 (RI) and Jennifer Reidel, '02 (WA)

discussions and noted that one of her key goals is to help students understand “the intricacies and challenges of governing effectively in a democracy.”

Previous ACETA winners from the ranks of Madison Fellows include **David Alcox, '00 (NH)**, **Richard Ochoa, '00 (UT)**, **Mark Oglesby, '02 (MI)**, **Milt Hyams, '04 (NV)**, **Cheryl Cook-Kallio, '97 (CA)**, **Kevin Fox, '06 (CA)**, and **Chris Cavanaugh, '94 (IN)**.

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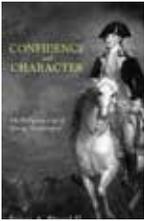
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CLASS NOTES

1992



James Pingel II (WI) announces the publication of his first book, *Confidence and Character: The Religious Life of George Washington*.

1995

Carol Conrad (RI) recently retired from full-time teaching. She is open to new opportunities “with no grading.”

1996

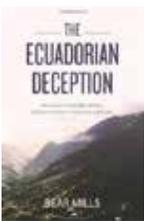
Jennifer Brandsberg-Engelmann (WA) teaches IB Middle Years and Diploma Program in Frankfurt, Germany. “I enjoy it very much.”

1998

Tim McLean (MN) was named Social Studies Teacher of the Year by the Minnesota Council for the Social Studies. His daughter, **Shannon, '12 (MN)** proudly shared the good news.

Brad Williford (GA) is the Assistant Principal at Monroe Area High School. He recently retired from the Army Reserve.

1999



William “Bear” Mills (TX) announces that his third book *Assassin: Book Two of the Ecuadorian Deception* will be published this spring. His earlier works include *Death Knocking*, *Life Calling* and *The Ecuadorian Deception*.

2002

Vanessa Lal (IL) worked with other Madison Fellows to change Illinois law so that all general election voters can vote in the primary at the age of 17.

Sara Ziemnik (OH) spent the summer studying *The Role of the Constitution in US History* at Stanford University through a Gilder Lehrman Summer Seminar.

2003

Michelle Luckett (FL) lives in Ving Tau, Vietnam and serves as the Head of Studies at an international school.

2004

Jim Sisler (WV) retired after 37 years in education. “Every day is Saturday.”

2006

Mary Browning-Huntington (TN) took students to visit the Hermitage, home of Andrew Jackson. She also attended a Gilder-Lehrman Summer Seminar, *Gettysburg*.

2007

Nichole Evans (AZ) “is fortunate to be one of the teachers to pilot an Eighth Grade Honors Social Studies course. I have been a leader in the development of the curriculum guidelines and strategies.”

Sandra (Sandye) Reed (TX) graduated from Ashland University in December after completing her capstone project, *Case Studies Defining Executive Power*.



Christine Kadonsky, '04 (WI) and **Regina Stuck, '04 (FL)** studied current scholarship on the Cold War, focusing on the Korean War and the Vietnam War. Most of the program was held aboard the *U.S.S. Midway* Museum, an aircraft carrier in operation from 1945-1992. Says Christine, “The academic program was well-designed and I highly recommend the Midway Institute for Teachers to Madison Fellows.” More information on the Midway Institute for Teachers can be found at www.midway.org.

Jennifer Bain Takahashi (VA)

reports that “this year finds me in a new position — Mom! Baby Elsa was born in June, and I’ll be home with her this year. I am really enjoying my time with her, and after two years coordinating Social Studies in a central office role with the Madison Schools, it was time for a change.”





Fellows **Chris Kemp, '01 (KS)**, **Shannon McLean, '12 (MN)**, **James Maddox, '09 (CA)**, and **Mike Wilmoth, '08 (KS)** attend a program sponsored by the Bill of Rights Institute and directed by **Gennie Westbrook, '00 (TX)**. The participants spent several days last summer in Philadelphia investigating and discussing *Liberty and Security*.

2008

Brevet Bartels (MI) teaches IB History of the Americas, AP US History, and regular US History.

Brian Boyce (NJ) is a liaison with the local police department where he coordinates the Structured Learning Experience for law enforcement officers.

Chris Byrd (OR) reports that "My Eighth Grade US History students passed the Oregon Assessment of Knowledge and Skills Social Studies Test at a higher percentage than any other classes I've taught."

Suzanne Nelson (SD) "created a Constitutional Convention simulation for my eighth graders, and they did a great job!"

2009

Allan Aubrey (TN) volunteers at the YWCA and coaches girls' basketball.

Kelly Eddy (MI) reports that "I was recognized as the Teacher of the Year by our local VFW post. I used this connection to bring veterans from WWII, Korea, and Vietnam into my class to speak with students."

Craig Uplinger (NJ) completed his thesis, *Lochner v. Muller: The Liberty of Bakers and Equality of Laundry Workers*.

Robert Vincent (NY) recently earned his degree when he submitted his thesis, *The Tontine Coffee House: An Analysis of the Tone of the Socio-Political Economics of Eastern Seaboard Commerce in the War of 1812*.

2010

Elizabeth Baclayon (HI) teaches an enrichment course, *Anne Frank: Lessons from the Holocaust*. "As I recuperate from breast cancer, I continue to enjoy teaching the Constitution to my eighth graders."

James Betres (RI) is "in the process of starting a garden at my high school. I am working to get approval for a greenhouse in order to extend the growing season well into the Rhode Island winter."

Joseph Biron (CA) comments "It is hard to believe that my eleventh year of teaching concluded last spring. It was one of the best years ever."

Dominic Caserta (CA) was elected in November 2014 to the Santa Clara City Council.

Brandi Cook (SC) teaches at Marion County High School and also serves as an adjunct faculty member at Francis Marion University, teaching Political Science 101 to college freshman.

Michelle Hubenschmidt (FL) was recently named a Teachers' Program Manager for the Ashbrook Center. "I am thrilled to be part of such a fabulous group of people who seek to promote the founding of this great nation and inspire civic virtue and responsibility."

Charles Kannapel (IA) studied America during the Cold War and the Civil War and Reconstruction.

Jason Todd (PA) completed his thesis, *The Union and Habeas Corpus During the Civil War*. He received the 2014 Academic Award from the History Graduate Department.

2011

Joseph Abarr (RI) is "adjusting to a new school, teaching new material, and coaching baseball. I am really enjoying my new home."

William Boegeman (MN) completed a year of teaching at the Tecnológico de Monterrey in Irapuato, Guanajuato, Mexico. "It was a great experience, and the language skills I acquired helped me to obtain a position teaching Spanish Immersion Social Studies."

Adam Bulava (NV) enjoyed teaching about modern topics as well as topics from early American history. "I could switch back and forth between the two and the kids seemed to enjoy it."

Elizabeth Todd Byron (KY) reports that "I just completed my first year of teaching, and I love it. This is definitely my passion."



Andrea Clark (IL) (with scarf) travelled with nine students and five chaperones to Spain, France, and Italy. "We travelled for ten days, and the students did a huge amount of fundraising."

Steve Cromack (MA) teaches criminal law and police procedure to high school students in the Police Explorer Program.

Danielle Gurnea (NM) developed an on-line course about New Mexico history. “I included a unit on the US Constitution and a comparison of the state and federal governments.”

Susan Hines (TN) “moved from a large public co-ed school to a private Catholic school for boys. It has been a great transition.”

Jason Hunt (OH) reports that “the summer spent at Georgetown was the greatest academic experience of my life.”



Erik Johnson (CT) digs his way through an NEH Summer Institute: *Exploring the Past: Archeology in the Upper Mississippi Valley*. “I spent three weeks exploring geology, engaging in an archaeological dig, working in the lab identifying artifacts, and learning about flint knapping.”



Nancie Lindblom (AZ) (far left) receives the Teacher of the Year Award from the National Society of the Daughters of the American Revolution. “It was a lovely evening and I was honored to receive their award.”

Kimberly McKinley (OK) was “voted Teacher of the Year for my school. I was a semi-finalist in the district competition.”

Jennifer Mileski (NY) is “teaching a new course that I am very excited about, *American Film Classics*. I also finished my degree with a capstone project on republican motherhood.”

James Moran (ID) studied the war on drugs from a historical, political, cultural, and economic perspective. “The class pushed me to make connections in all these different areas.”

Janella Myers (HI) teaches *Participation in Democracy* to ninth graders. “The students enjoyed learning about the Bill of Rights and the rights they have as students.”

Julie Nelson (MO) recently “examined the development and evolution of the provost marshal system in Civil War Missouri. I have also concluded my tenth year of teaching.”

Christian Pirlet (SD) teaches Collegiate US History and Regional American Indian Studies, “a course which examines historical and contemporary issues facing the American Indians in our region.”

Kelly Rodgers (GA) wrote six primary source readers for elementary students that were published by Teacher Created Materials. Topics include *Declaring Independence*, *Washington’s Birthday*, and *We the People: Civic Values in America*.

Sandra Smith (MD) enjoyed reading the autobiographies of Benjamin Franklin, Frederick Douglass, Booker T. Washington, and Calvin Coolidge. “I got a new perspective on their views about liberty, the pursuit of happiness, and the role of government.”

Patrick Thurman (UT) “registered student voters, attended an immigration ceremony with students, and hosted Mary Beth Tinker at our school.”

Stephanie Walsh (CO) sponsored the Student Day at the Colorado State Capitol “where we met Justice Monica Marquez of the Colorado Supreme Court.”

May Wong (WA) was chosen by her peers as the Outstanding Educator of the Year. “My students completed a mock trial simulation and the judge had only accolades for their performance.”

Kymerli Wregglesworth (MI) “took a summer off from courses at Ashland and had a baby, Kacie-Jae, who arrived on August 20, 2013.”

2012

Cynthia Burgett (VA) receives an award from the John Marshall Foundation in recognition of her demonstrated knowledge of and enthusiasm for the United States Constitution as evidenced through activities in and out of the classroom.



Brad Faulhaber (MT) was chosen as his school district’s Teacher of the Year.

Alicia Ferguson (LA) “presented at the Louisiana Council for the Social Studies annual conference in Lafayette, LA.”

Derek Hughes (WV) reports that “my research and writing courses help me to improve the overall quality of my work. My course readings now influence how I approach historical research and analysis.”

Tyler Maxon (NE) enjoyed his Citizen and Immigrant class with Dr. Peter Schramm of Ashland University. “He is a great professor.”

Melissa McDonough (AL) graduated in May. “I am currently seeking my first full-time teaching position.”

Bryan-Keith Nordan (RI) “teaches in the Urban Collaboration Accelerated Program, an initiative which helps students to make up a grade.”

David Scroggs (NM) recently “studied the intersection between environmental history and constitutional history.”

Andrew Vernon (NJ) “had the privilege of studying under Dr. Stuart Leibiger of La-Salle University. I was then able to bring my new expert content knowledge to my students.”

Joshua Warwick (ID) teaches Seventh Grade Social Studies. “My students took the SBAC (Smarter Balanced Assessment Consortium) test for the first time and did very well.”

2013

Heath Alexander (NC) graduated from the MAT Program at Duke University. “I am teaching high school social studies at Enka High School, just outside of Asheville, NC.”



Sandra Day O'Connor, retired Associate Justice of the US Supreme Court, plans new civic initiatives with members of the iCivics Teacher Council, including **Cheryl Cook-Kallio, '97 (CA)** (second row, third from right); **Daniel Helms, '11 (NC)** (second row, far right); and **Emma Kiziah Humphries, '04 (FL)** (seated, second from right).

Lana Burns (TX) reports that “I just completed a quarter century in the classroom. Teaching Government and Street Law is my favorite schedule.”

Lindsey Charron (CA) “was selected by Ensign Intermediate School as the Teacher of the Year.”

Paul Clark (WI) mentored his IB History-Higher Level students as they examined the role of Native American tribes in the War of 1812, Julia Child’s effect on gender roles, and the reasons for the failure of the utopian community of Ceresco, Wisconsin.

Justin Crews (OH) teaches Eighth Grade US History at Troy Junior High School.

Emily Dixon (KY) completed her degree and moved to Ohio. “I spent part of the summer as a teaching assistant for a Phillips Academy Summer Session (in Andover, MA) entitled *Revolutions*.”

Mark Durr (FL) comments that “The highlight of the year was by far the scholarship and fellowship with the professors and other Madison Fellows at Georgetown.”

James Fagen (NJ) serves “on the Board of Directors for the Mental Health Association of Monmouth County. I am also involved with programs related to the heroin epidemic in my area.”

Amanda Fielder (GA) teaches “a seminar in American History with a focus on the role played by Georgia in major events. My students enjoyed debating the constitutionality of Lincoln’s actions before and during the Civil War.”

Melissa Ganas (AZ) teaches AP US History. “I love teaching this course. I am also a staff developer for AVID, helping other teachers devise strategies enabling kids to understand complex texts.”



Anthony Cherry, '13 (OK) meets **Wendy Sauer, '98 (WA)** at the *Elevating and Celebrating Effective Teachers and Teaching Conference* in New Orleans. Anthony reports that “Wendy is working for the Bill and Melinda Gates Foundation planning conferences like this to elevate, celebrate, and inspire teacher leaders!”

Melinda Harris (ID) shares that “my husband recently became mayor of our little town, so I am seeing civics from a different perspective. I continue to teach Eighth Grade History and work to instill my love of civic education in my students.”

Morgan Ty Hendricks (AR) sponsors the National Junior Honor Society. “My students collected over 1200 bottles of water and donated them to the victims of the tornadoes in Vilonia and Mayflower.”

Melissa Hinchler (SC) “participated in several fundraisers this year: the local animal shelter, food bank, Center for Domestic Abuse, and the Relay for Life.”

Leah Jerome (NJ) reports that “one of the highlights of my year was having my students participate in an oral history project in which they interviewed members of the Greatest Generation and created documentaries about their lives.”



Elizabeth Rasmussen, '13 (FL) learns about *America's Unfinished Constitution* from Akhil Amar, Sterling Professor of Law at Yale University, during a Gilder-Lehrman Summer Seminar held at the National Constitution Center in Philadelphia. **Brian Cleveland, '06 (IA)** and **Carl Ackerman, '05 (PA)** joined her. As Elizabeth notes, "We government geeks have to stick together."

Joe Joyce (MN) "created an Action Research Plan for improving student understanding of the Constitution by comparing past history to present events. Student performance increased through this strategy."

Madison Kantzer (MD) completed her degree. She also "worked with students to examine the prevalence of unpaid internships and ways in which these internships perpetuate systematic inequality."

Normand L'Heureux (ME) serves on the Board of the Maine Council for Social Studies. "I also presented at the annual conference, and have been busy as my Teachers' Association President negotiating a new contract."

Phillip Magano (RI) revised his lesson on the civil rights movement after his participation in a Teaching American History Grant program. "My students engaged in deep discussions. They were both heartbroken and inspired by stories about people like Emmett Till."

Richard Mueller (WA) "recently earned my MAT from the University of Washington. I began my teaching career last fall at Lakeside Upper School in Seattle."

Eric Nelson (WI) "took a wonderful independent study about the origins of the Constitution and how Shay's Rebellion influenced the document."

Andrew Otocka (NH) "received the 2014 Don Marquis Award, given by the New Hampshire Council for the Social Studies to the Teacher of the Year."

Victoria Pang (OH) completed her MAT from Brown University and "teaches Humanities at the Moses Brown School, a Quaker institution in Providence, RI."

Scott Plencner (IL) "was invited by Chicago Mayor Rahm Emanuel to bring my classes to City Hall to meet the mayor and see the alderman 'at work.'"

Brian Schmidt (PA) has "learned a great deal regarding the pedagogical techniques, psychological foundations, and political issues of education through my courses at Marywood University."

Ruth Sensenig (AK) shares that "both my coursework at Ashland University and my experiences at the Summer Institute armed me with a new array of primary source documents to use with my students."

Kurt Siebenthal (CO) competed "in the Third Annual Arthritis v. Senioritis (staff v. student) Charity Basketball Fundraiser."

Deeann Skov (MI) "received the 2014 Golden Apple Award from the Muskegon Bar Association for outstanding contributions to law-related education."

Melanie Stuthard (OH) used Mission US Games (<http://www.mission-us.org>) with her eighth graders. "My students loved these games, and they learned so much about the causes of the Revolutionary and Civil Wars."

Craig Taylor (TN) "presented at the 2014 Tennessee Council for the Social Studies Annual Conference."

Michael Thomas (WY) "studied historical research methods with Professor Brent Woods at American Public University. I learned so much about acceptable v. unacceptable research methods."

Christopher Todd (CT) "was honored as the Windsor Public Schools Teacher of the Year and received the Connecticut DAR Award as the Outstanding Teacher of American History."

Melissa Tracy (DE) "chaperoned thirty-five students at the state legislative house in Dover for a three day *Youth in Government* Conference."

Lewis Whitson (KS) "took a course through Kansas State University taught by **Dr. Thomas Vontz, '92 (NE)**. He provided me with a great deal of useful background information about the Constitution."

Alexander Wood (AZ) "started an honors sociology course and introduced AP US History to students at a Bureau of Indian Education Grant school on the Navajo Nation of Northern Arizona."

Amanda Zengel (OR) studied gender issues in history. "The book, *No Constitutional Right to Be Ladies*, by Linda K. Kerber was crucial for my academic growth."

Please send any updates about your professional activities to
Claire Griffin at cgriffin@jamesmadison.gov

Obituaries

Sara Banyai, '11



Sara Banyai, '11 (ND) passed away on March 8, 2014. Sara grew up in Mott, ND and graduated from Valley City State University. She taught social studies, coached speech, and worked as the Technology Coordinator in White Shield, Wimbledon, and Cavalier. One of her colleagues commented, "Sara was an enthusiastic teacher and speech coach. She was one of those special teachers who could draw the best from her students. She will be missed."

Brian Brown, '93



Brian Brown, '93 (ID) passed away on March 13, 2013. Brian was raised in Jerome, ID and graduated from Boise State University. He earned his MA in American Constitutional History from Boise State. Brian taught in a variety of school settings, most recently at the Snake River Juvenile Detention Center. Brian's obituary noted

that "He enjoyed working with the staff there and had a genuine concern for the students. Brian loved to read anything and everything—but mostly history."

Kim Bedor Pijanowski, '95



Kim Bedor Pijanowski, '95 (NY) passed away on July 17, 2014. Kim completed her BA in Social Studies Education at Ithaca College and earned her MA in American History from Villanova. She taught high school social studies, served as a community college administrator, and helped to open Wake Early College of Health and Sciences in Raleigh, NC. She later pursued a Ph.D. in Curriculum and Instruction at the University of Arkansas, Fayetteville. "Kim's legacy includes ... hundreds of students who were inspired to work harder and reach deep into their communities to make a difference."

Vivian Lynn Tutterow, '14



Vivian Lynn Tutterow, '14 (NC) was killed in a car accident on October 21, 2014. Lynn taught social studies for over 25 years, most recently at Davie High

School, the school from which she graduated in 1975. As one of her colleagues noted, "Her main goal in life was to broaden student's perspectives and open their minds. She wanted students to be engaged on a daily basis in what they were doing."

James (Drew) Wendt, '10



James (Drew) Wendt, '10 (WV) passed away on June 22, 2014. Excerpts from an article in the *Metro Putnam* newspaper are reprinted below, with permission from the author, Robert Saunders:

The stands at the Nitro football field were filled with hundreds of people, but there was no cheering.

On Monday evening, June 30, students, teachers and other members of the Nitro community gathered for a memorial and candlelight vigil for Nitro High School teacher Drew Wendt, who died Sunday, June 22. James Andrew "Drew" Wendt was 33. Originally from the Wheeling area, he had been a social studies teacher at Nitro High for almost 10 years. He was a popular teacher who left an indelible impression on his students. This was attested to by the crowds of young people sitting in the bleachers, many struggling to hold back tears.

Speakers at the service included Nitro City Councilman Andy Shamblin and Nitro High School Principal Dianne Smith. Shamblin, a 2009 Nitro High graduate, recalled how Drew always "knew how to win friends" with his upbeat personality. "He was always thrilled about his next

Obituaries (continued)

adventure,” Shamblin said. Principal Smith called Wendt an “outstanding, dynamic teacher” who was the “embodiment of school spirit.” She went on to say that he had the ability to enthrall his students with detail, that he brought a “touch of the mystical” to his classroom.

I met Drew at the South Charleston Community Recreation Center. Drew was a large man, and he was determined to do something about his weight. He became a regular at the center’s pool, where he would swim several nights a week. Such was his personality that he made friends with all the lifeguards. Afterward, he would often hold court in the rec center’s wet area, which has a laid-back, social atmosphere. This is where I first saw Drew—in the sauna, playing chess. Not something you see every day.

Drew Wendt was an expert in American history. He was twice named the DAR Teacher of the Year and was selected as

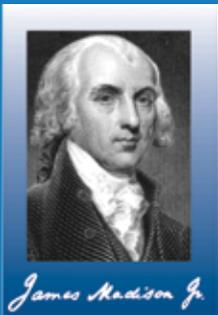
a James Madison Fellow in 2010, so it seemed natural that Drew and I were soon having lively discussions. He had an encyclopedic knowledge of the Founding Fathers and a wit for sharing stories. One of his favorite subjects was George Washington. He viewed the first president as somewhat of an enigma, and, on numerous occasions, we went back and forth on Washington’s religious views. With the skill of a natural teacher, he always talked with you, never past you. Such was his passion that he soon had me reading new books about the founders and the American Revolution.

After getting to know Drew, he invited me to his classroom to do a story. Which is how I found myself sitting in the back of a high school social studies class for the first time since the ’70s. I listened as Drew expounded on the creation of the West Virginia State Constitution. His students were engaged, asking questions. Drew was energetic, clearly in his environment.

When I questioned several of his students at the memorial, they all said pretty much the same thing: He was amazing in the classroom. Knowledge alone doesn’t leave this impression. “Teachers must care. No amount of knowledge will mask a lack of empathy.” Words penned by Drew himself, found by Smith as she went through his papers.

In the story that appeared in *Kanawha Valley Neighbors*, I quote Drew as saying: “Schools should not merely be in our communities; schools should be living, breathing hearts of our community and see students spilling out of the classroom walls and into the world around them....” I’d say that’s an eloquent summation of Drew’s entire approach to education.

Good words, and a fitting epitaph for a man who, in his tragically short life, left a legacy that will be long remembered.



JAMES MADISON
MEMORIAL FELLOWSHIP
FOUNDATION

1613 DUKE STREET
ALEXANDRIA, VA 22314

(571) 858-4200

Application available online at
www.JamesMadison.gov