

2009 ANNUAL REPORT



The 2009 ASHP/CML home page.

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HISTORY AND MISSION

For twenty-eight years, the American Social History Project/Center for Media and Learning (ASHP/CML) has been at the forefront of national efforts to revive interest in history by challenging the traditional ways that people learn about the past. Founded in 1981 by the distinguished labor historian Herbert Gutman and Stephen Brier and directed since 1998 by Joshua Brown, ASHP/CML has gained an international reputation in the fields of public history and history education. Building on the most sophisticated and up-to-date history scholarship, ASHP/CML's books, documentaries, multimedia programming, and faculty development seminars combine rigorous humanities content with innovative methods of presentation. As one of the few history organizations that brings together full-time scholars, artists, media producers, and educators in a single staff, ASHP/CML fully integrates humanities scholars into all phases of its work. A model of public humanities programming, ASHP/CML has been the recipient of numerous awards for its books,

documentaries, CD-ROMs, and web projects.

ASHP/CML's work is grounded in a three-fold focus on humanities, technology, and urban education. In its first decade, with support from the Ford Foundation, the American Social History Project produced the first edition of its acclaimed two-volume textbook, *Who Built America? Working People and the Nation's Economy, Politics, Culture, and Society*, as well as a series of innovative documentaries on U.S. history from the American Revolution to the Gilded Age. It also established, with funding from the Aaron Diamond Foundation, Making Connections, its first faculty development program, which worked with humanities teachers at the City University of New York (CUNY) and in New York City public high schools. During the 1990s ASHP/CML began incorporating emerging digital technologies into its media productions and faculty development programs, producing numerous projects in web and CD-ROM formats and establishing the New Media

Classroom, a nationwide humanities faculty training initiative. Since 1992, ASHP/CML has also organized and presented public programs that address topics in the research and presentation of current historical scholarship.

In 1990, ASHP became an official research center at the City University of New York. Known as the Center for Media and Learning, it has been affiliated with the Graduate Center (GC), CUNY's doctorate-granting institution, since 1996. The organization is now most commonly known as ASHP/CML, combining our public and university identities. In 1998, ASHP/CML assumed stewardship of the New Media Lab (NML), the GC's state-of-the-art facility where faculty and graduate students develop digital media projects.

American Social History Productions, Inc. serves as our not-for-profit subsidiary and holds the copyright to all text, documentary, and multimedia materials produced by the American Social History Project.



Professor Jeanie Attie at a February 2009 Teaching American History Civil War seminar with teachers of English Language Learners (see page 8).

ACTIVITIES AND NEW PROJECTS

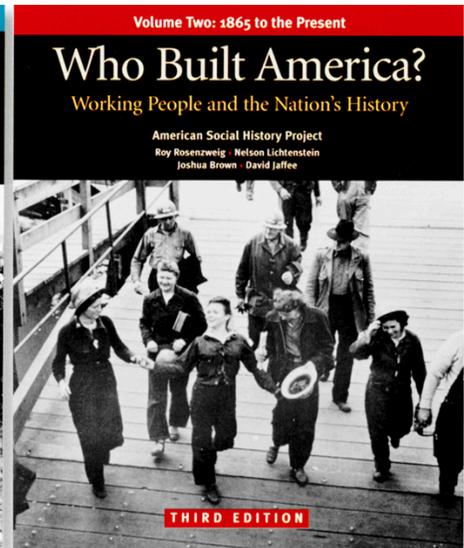
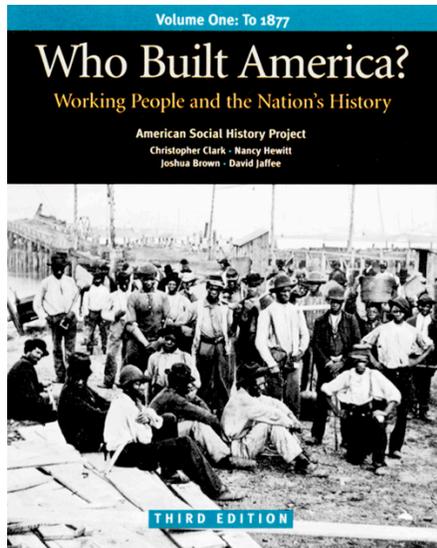
Who Built America?

Who Built America? (WBA?) multimedia materials are the foundation of ASHP/CML's work. Intended for classroom use and general audiences, they are designed to reshape the way U.S. history is taught and learned. The award-winning materials include a two-volume college-level textbook; a series of ten half-hour video/DVD documentaries with accompanying viewer guides; and a CD-ROM.

Who Built America? Textbook:

The two-volume *Who Built America? Working People and the Nation's History* is now in its third edition, published in December 2007 by Bedford/St. Martin's. (The first edition of the two volumes was published by Pantheon in 1989 and 1992; the second edition was published by Worth in 2000.) *Who Built America?* offers a unique synthesis of U.S. history that draws upon the best recent scholarship on "ordinary" Americans—artisans, slaves, small proprietors, tenant farmers, women working in the home, and factory, white-collar, and service workers—and integrates their stories into a full picture of the nation's historical development. *Who Built America?* represents the realization of one of ASHP's original and most important goals: the creation of an accessibly written and illustrated synthesis of U.S. history. The two volumes have been adopted over the past eighteen years in hundreds of college and community college courses around the country.

The third edition covers events through 2007 and features organizational changes intended to increase its accessibility and



utility for teaching. This edition also contains more "Voices" in each chapter, excerpts from letters, diaries, autobiographies, poems, songs, journalism, fiction, official testimony, oral histories, and other historical documents. Christopher Clark and Nancy Hewitt are the authors of the first volume; Roy Rosenzweig (1950-2007) and Nelson Lichtenstein are the authors of the second volume. Stephen Brier is Executive Editor and Pennee Bender and Ellen Noonan are Supervising Editors of *Who Built America?*; Joshua Brown and David Jaffee are the textbook's Visual Editors. Our partnership with Bedford/St. Martin's, a leading publisher of history textbooks, has greatly increased the course adoption and dissemination of the book.

***Who Built America?* CD-ROMs and Online:** ASHP/CML's first multimedia project extended the *Who Built America?* material into the then-emerging digital world with *Who Built America? From the Centennial Celebration of 1876 to the Great War of 1914* (Noyager, 1993),

a CD-ROM based on the first four chapters of the second volume of the *WBA?* textbook. This CD-ROM offered more than 700 illustrations; twenty documentary and dramatic film clips from the period; more than four hours of archival sound, songs, and oral history interviews; nearly one hundred graphs, maps, and charts; and more than 5,000 additional pages of primary and secondary text sources. The disk received outstanding notices and reviews in computer magazines as well as mainstream newspapers; was the focus of computer, educational, and academic conferences; and became one of the first CD-ROMs to be widely used in high school and college classrooms (winning the 1994 American Historical Association James Harvey Robinson Prize for "outstanding contribution to teaching"). Seven years later, a technically and aesthetically advanced sequel was published, based on five additional chapters from the textbook and titled *Who Built America? From the Great War of 1914 to the Dawn of the Atomic Age in 1946* (Worth, 2000). Developed in collaboration with the Center for

History and New Media at George Mason University (CHNM) and supported by funds from the Rockefeller Foundation and the National Endowment for the Humanities, the second disk provided users with more direct access to resources, more multimedia features, and additional functions facilitating its use in the classroom and lecture hall. Although the first disk has fallen victim to changing computer operating

systems, both remain significant as ASHP/CML's inaugural projects in digital media, and as many of their resources as possible have been included on our website *History Matters: The U.S. Survey on the Web* (historymatters.gmu.edu)

ASHP/CML has created an online searchable database for the extensive collection of history teaching resources we have developed over two decades, including many created

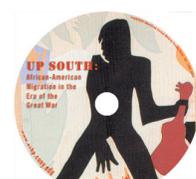
in conjunction with the *Who Built America?* documentaries and CD-ROMs. When completed in 2010, this online resource will offer teachers, students, and the general public primary source documents and classroom activities that cover a broad range of U.S. history topics. Currently in the testing phase, we plan to open the database to the public in the next year.

Who Built America? Videos/DVDs:

Between 1983 and 1996 ASHP/CML produced ten documentaries that use detailed narratives to complement and enhance the *Who Built America?* textbook:

- *History: The Big H*
- *Tea Party Etiquette: A Boston Shoemaker and the American Revolution*
- *Daughters of Free Men: Life and Labor in the Textile Mills of Lowell*
- *Doing As They Can: Slave Life in the American South*
- *Five Points: New York's Irish Working Class in the 1850s*
- *Dr. Toer's Amazing Magic Lantern Show: A Different View of Emancipation*
- *1877: The Grand Army of Starvation*
- *Savage Acts: Wars, Fairs, and Empire 1898-1904*
- *Heaven Will Protect the Working Girl: Immigrant Women in the Turn-of-the-Century City*
- *Up South: African-American Migration in the Era of the Great War*

Working in collaboration with teams of historical advisors and classroom teachers, we designed the documentaries primarily for classroom use to provide instructors and students with an accessible and sophisticated overview of American life from the colonial era to the 1920s. The Ford Foundation, state humanities councils, and private foundations provided funding for the series. Each program has a viewer's guide (available online) with historical overviews, timelines, and bibliographies to facilitate classroom use. We have also developed classroom activities and focus questions for each documentary that have been tested with teachers and classes and will be available online in 2010. The *WBA?* documentaries have won fifteen awards at major film festivals around the country and overseas including the Chicago, Houston, and Leipzig International Film Festivals, and the National Educational Media Network. Distribution of the documentaries actively continues with more than one thousand colleges, high schools, and adult and labor education programs around the country using the documentaries and accompanying print materials. In 2006, we converted all ten programs to the DVD format and reduced the price to make them more affordable to individual teachers.



Education and Professional Development Programs

ASHP/CML's professional development programs link us directly to the classroom, encouraging exchange between scholars, media producers, teachers, and students. With support from ASHP/CML staff, teachers use our print and multimedia materials to strengthen and diversify secondary and college curricula and improve student learning. ASHP/CML's educational materials are enhanced by insights about teaching and learning gleaned from our classroom laboratories and teacher seminars, contributing qualitatively to the broader effort to improve American education.

In 2009, ASHP/CML coordinated several professional development programs. Through ongoing seminars, we offered intensive services to over 150 history, English, and interdisciplinary humanities faculty at more than 90 colleges and high schools nationwide. In collaboration with these faculty, ASHP/CML directly served more than 25,000 students, helping them develop their understanding of U.S. history and culture and advance their skills as learners, writers, and thinkers.

The growth of ASHP/CML's professional development programs has been made possible by the support of private and public funders. Initial support for our first faculty development program,

provided by the Aaron Diamond Foundation in 1988, has been supplemented many times over by funders such as the DeWitt Wallace-Reader's Digest Fund, the Pew Charitable Trusts, the National Endowment for the Humanities, and the W. K. Kellogg Foundation. As our local programs have grown the CUNY Office of Academic Affairs, New York Community Trust, JP Morgan Chase, and the

professional development programs. We have built sustained relationships with a cohort of experienced college and high school faculty who lead workshops and contribute to the creation of new curriculum materials. Collaboration with local and national institutions, including the Brooklyn Historical Society, the Education Development Corporation, and the Paley Center have expanded the range of subjects covered and added new pedagogical approaches.

The second development involves the use of new media technology to improve teaching and learning. ASHP/CML's professional development programs are committed to bringing the benefits of innovative multimedia instruction (e.g., humanities websites, Smartboards, and electronic writing tools) into the secondary school and college classroom. The success of our national *New Media Classroom* program prompted us to integrate new media technology into all of our professional development activities and to design new media teaching strategies. Our experiences have shown that well-conceived, content-rich new media resources can promote active learning

and improve student understanding of U.S. history and culture. Our ASHP/CML website also allows us to respond to the growing demand for broader dissemination of our teaching resources.

The third and most recent development reflects the importance of responding to the changing needs of teachers and students. Three



This poster was used in an activity on race and the WWII Homefront led by our Teaching American History program in February, 2009. Alexander Liberman (photographer), "United We Win," poster (Washington, D.C.: Government Printing Office for the War Manpower Commission, 1943); National Archives, "Powers of Persuasion: Poster Art from World War II."

NYC Department of Education have made major contributions to support ASHP/CML.

In recent years ASHP/CML's professional development work has been broadened by three developments that will continue to shape our practice. First, collaborations have played a vital role in the growth of our

major factors have encouraged us to refine our curriculum resources and teacher workshops. One factor is the challenge posed by state-mandated exams and literacy initiatives. While we always emphasize critical thinking and reading and writing skills, the movement to promote state-mandated exams and literacy development has prompted us to integrate basic literacy and skill-building into our overall content and pedagogy. This change, in turn, better prepares us to respond to another pressing area of concern: the professional needs of an increasing number of new teachers in New York City and nationwide. And our partnerships with five U.S. Department of Education Teaching American History programs for national and local school teachers have extended the impact of our longstanding efforts to help students connect to the U.S. past.

ASHP/CML's professional development work is comprised of parallel but distinct programs:

Making Connections: Interdisciplinary Humanities

Program: Since 1989, ASHP/CML's Making Connections program has brought together CUNY faculty and New York City secondary school humanities teachers to explore social history

scholarship, strengthen curricula, and rethink teaching and learning. After twenty years, the program's school-college collaboration continues to have a positive impact on teacher practice and student achievement in New York City public schools.

The 2009 Making Connections program provided intensive professional development services to eighteen history and English teachers. The teachers work directly with more than 3,000 students in nine public schools. In celebration of the program's twenty years of service to New York City Department of Education (NYCDOE) schools, Making Connections re-launched the Advanced Seminar, a program which helps teachers to strengthen instructional methods and curricula.

Citywide monthly seminars, school-site collaborations, and curriculum development support enable teacher participants to translate staff development into classroom activity. Seminars held at the Graduate Center during the school year give teachers a chance to explore ASHP/CML resources in hands-on workshops, share ideas and classroom experiences with colleagues from other schools, and evaluate inquiry-based lessons

that emphasize the use of primary documents. Highlights in the past year included a workshop focusing on social reform and immigration in the Progressive era; Hispanic migration; and using film and sound clips to teach the Vietnam War. At school sites, City University of New York and ASHP/CML mentors work with social studies and English teachers to plan student-centered, interdisciplinary classroom strategies and implement multicultural content to foster literacy skills.

Teaching American History

Programs: During 2009, ASHP/CML worked with teachers at 82 schools in NYCDOE community school districts 20, 21, 24, 29, 30, 31, and 32. These programs, each at different stages in the three-year grant cycle, reached a total of 148 teachers. We launched a new program for K-12 teachers of Special Education students, continued our work with K-12 teachers of English Language Learners, and concluded three programs with middle and high school teachers in Brooklyn, Queens, and Staten Island. Dr. William J. Tally of the Center for Children and Technology/Education Development Center evaluates these programs for their effectiveness in increasing teacher and student knowledge.

Special Education Program

In 2009 ASHP/CML embarked on its first year of a new TAH program, working with K-12 teachers of special education students in NYCDOE districts 19, 20, 21, 22, and 31 (in Brooklyn and Staten Island). This program is designed to help these teachers address their students' literacy challenges and wide variety of learning styles while also presenting a rigorous and engaging U.S. history



College of Staten Island, CUNY, professor Jonathan Sassi at the TAH American Revolution seminar with Staten Island Special Education teachers on November 3, 2009.

curriculum. Valentine Burr of Bank Street College of Education assists ASHP/CML staff in modifying materials and developing pedagogical approaches suitable for special education students. At our first seminar with this group, in November, we explored the American Revolution. Teachers had the opportunity to use and discuss the prototype of *Mission US: For Crown or Colony?*, an interactive digital game being developed by public television station Thirteen/WNET in partnership with ASHP/CML.

ELL Program

In the second year of our program for teachers of English Language Learners (ELL) in districts 24, 30, and 32 (Brooklyn and Queens), we continued our collaboration with Beverly Bisland and Eva Fernandez of Queens College, Carolyn Henner-Stanchina of LaGuardia Community College, and consultant Alice D'Addario. Participants in this program attended pairs of day-long seminars during the school year where they explored key topics and ideas in U.S. history using primary documents and other materials adapted for use by their English Language Learner students. They also participated in a week-long summer institute (June 29–July 3, 2009) at Queens College where they developed classroom materials that combined their new content knowledge with pedagogical strategies tailored for ELL students. Topics covered in 2009 included the Civil War, Reconstruction, Gilded Age/Progressive Era, and Great Depression/New Deal.

Concluding Programs in Brooklyn, Staten Island, and Queens

2009 marked the third and final year of our program with teachers from NYCDOE districts 20, 21, and

31. At seminars during the school year, these middle and high school teachers explored the World War II homefront (featuring a riveting talk by veteran Tuskegee Airman Dr. Roscoe Brown), Cold War, War in Vietnam, Great Migration, and Depression/New Deal. All of these seminars modeled the thoughtful use of video clips, both documentary and archival, in conjunction with other kinds of primary sources. Program partner Paley Center for Media hosted the Cold War and War in Vietnam seminars. At the program's week-long summer institute in July, teachers developed classroom activities using documentary video and popular song to teach about struggles for racial and gender equality during World War II and American public opinion about the war in Vietnam.

We continued to document the work of teachers from this program, filming two participants from Staten Island Technical High School teaching about Chinese immigration to the U.S. We will use such classroom footage, along with footage taped at a December seminar, to edit together short clips for the ASHP/CML website to demonstrate how we work with teachers.

In 2009 we also concluded two three-year programs where we worked with teachers from NYCDOE districts 24, 29, 30, and 32, in partnership with our colleagues Jack Zevin, David Gerwin, and John Gunn from the Secondary Social Studies Education program at Queens College, CUNY. In this program, middle- and high-school teachers attended pairs of day-long seminars: the first, led by ASHP/CML, introduced scholarship and primary documents

on a key historical topic; the second, led by Queens College, helped teachers to focus on pedagogical issues. With grant funding extended, we were able to offer two additional seminars, on Colonial New York (hosted by program partner The Brooklyn Museum) and the War in Vietnam (hosted by program partner Paley Center for Media).

Interactive Media Projects

Since 1998, ASHP/CML has developed interactive media history projects online to increase access to social history resources, engage students and teachers in historical inquiry, and assist in the interpretation of primary documents. These interactive projects tackle a range of topics and take a range of presentational forms as we continue to experiment with new web approaches and technologies to make history accessible to a broader public.

Mission US: Since 2005, ASHP/CML has collaborated with New York's public television station Thirteen/WNET on *Mission US* (formerly titled *Mission America*), an innovative multimedia initiative to improve the learning of American history by middle and high school students. Other key partners are Electric Funstuff, a Manhattan-based game developer, and the Education Development Center's Center for Children and Technology, a leader in educational research. A prototype of *Mission US*, funded by the Corporation for Public Broadcasting's (CPB) American History and Civics Initiative, was submitted for series funding in late 2008. In 2009, *Mission US* was chosen among several other projects to receive full funding to develop the remaining missions.

Mission US features five online video games set in different eras in U.S. history. Assuming the roles of a printer's apprentice, escaped slave, railroad worker, muckraking journalist, and Dust Bowl migrant, student-players explore rich historical settings,



In *For Crown or Colony?*, one of five missions comprising the educational video game series *Mission US*, students witness the 1770 Boston Massacre and explore this turning point on the road to the American Revolution.

develop relationships with key figures, investigate primary documents, witness pivotal events, and choose their own path in life. In the prototype, students play Nat Wheeler, a printer's apprentice who arrives in Boston in 1770 on the eve of the Boston Massacre. By completing tasks assigned to Nat by the master printer and his wife, students explore colonial Boston and learn about the growing tensions between Patriots, redcoats, and Loyalists. In addition to the game, *Mission US* provides online resources for teachers and students that include a robust set of classroom activities and assignments to enhance learning.

During 2009, ASHP/CML worked with key partners to test the game prototype, *For Crown or Colony?*, to plan revisions to the prototype and develop future missions. ASHP/CML is continuing its role as lead

content developer and advisor, and will help establish the historical narrative, characters, visualizations, character dialogue, primary documents, and classroom materials for upcoming missions. In June 2009, ASHP/CML participated in a panel presentation featuring *Mission*

US at the Games for Learning and Society annual conference in Madison, Wisconsin. In fall 2009, ASHP/CML used the prototype *For Crown or Colony?* in its Teaching American History professional development program that focuses on Special Education teachers.

Picturing U.S. History: *Picturing U.S. History: An Interactive Resource for Teaching with Visual Evidence* (<http://picturinghistory.gc.cuny.edu>) is a digital teaching resource based on the belief that visual materials are vital to understanding the American past. By providing web-based guides, essays, case studies, classroom activities, and forums that help teachers incorporate visual evidence into their classroom practice, *Picturing U.S. History* seeks to improve high school and college teaching about U.S. history and culture. The website supplements

textbook accounts of U.S. history with visual analysis and activities that assist teachers and allow students to engage with the process of interpretation in a more robust fashion than through text alone. The *Picturing U.S. History* website serves as a clearinghouse for teachers interested in incorporating visual documents into their U.S. history survey, American studies, American literature, or media studies courses.

Picturing U.S. History features model teaching resources ("Lessons in Looking") for the humanities classroom produced by scholar teams. Taking advantage of the insights derived from interdisciplinary collaboration, each team is composed of one scholar specializing in the study of art or visual culture and one scholar devoted to studying specific areas or eras in U.S. history. In 2009, the site held four month-long online forums moderated by specialists in the Civil War, the Great Depression, Slavery, and the Post-Civil War West. Each forum examined U.S. visual history and highlighted the challenges and possibilities of teaching history with images. Other features of the site include reviews of the latest books, exhibits, and web resources; a searchable annotated guide to the best visual resources on the web; and "My Favorite Image," composed of scholar/teacher selections of archival images that have proven useful in classroom teaching.

Picturing U.S. History is supported by a grant from the National Endowment for the Humanities as part of its *We, The People* initiative.

Uncovering the Five Points:

Uncovering the Five Points: A Hands-on History of a New York Immigrant Neighborhood (<http://www.ashp.cuny.edu/fivepoints>) was first developed in 2003 at ASHP/CML by Fritz Umbach, now assistant professor of history at John Jay College, CUNY. Originally called *The Five Points Census Project*, the online resource began as a demographic database of the downtown Manhattan neighborhood compiled from the New York State Census of 1855. The data on households in the area was assembled by archaeologists excavating Block 160 of the historic Five Points district in lower Manhattan. Since 2003, improvements to *Uncovering the Five Points* have included developing an explanation of census categories and occupations, a new search interface, and additional census data that includes the sex and race of the residents. In 2007, a classroom activity featuring *Uncovering the Five Points* was tested in two of our Teaching American History faculty development retreats with NYC school districts in Queens, Brooklyn, and Staten Island. In 2009, ASHP/CML received an archival donation of transcribed Church of the Transfiguration records from historian Tyler Anbinder. Future improvements to *Uncovering the Five Points* include adding the revised classroom activity to the site, along with a map of the Five Points area, images of artifacts from the archaeological dig of Five Points, and records from the Emigrant Savings Bank and Church of the Transfiguration.

Young America: With support from the National Endowment for the Humanities, *Young America: Experiences of Youth in U.S. History* is an online teaching resource utilizing the perspectives of

children and youth in the past to enhance the U.S. history survey. The website features a wide range of evidence that highlights young people's experiences in history as family members, students, workers, immigrants, consumers, pioneers, and activists. Using both database and narrative elements, the site helps students to understand the choices and methods that historians use when interpreting historical evidence and fashioning coherent and compelling historical narratives. While *Young America* does not provide comprehensive coverage, it offers a way to understand U.S. history that is engaging and immediately relevant to young people in secondary and college classrooms. Reflecting the chronological structure of most U.S. history survey courses, the site's four main topics include: Growing up in Bondage (Slavery and Civil War), Settled and Unsettled Childhoods (Post Civil War Frontier West), Reforming Urban Children (Progressive Era), and A Lost Generation? (Great Depression). *Young America* consists of three main components:

- “Mini documentaries” that use archival materials and recent scholarship to link young people to major topics in U.S. history;
- Inquiry-Based Classroom Activities that help teachers and students delve into the documentaries' text and visual evidence, interpretive choices, and narrative structures; and
- A searchable archive containing primary source materials used throughout *Young America*, which teachers and students can also use independent of the site's structured presentations and activities.

A prototype of the Great Depression section is online and a unit on Slavery and the Civil War will be posted online in 2010.

Now and Then: *Now and Then: An American Social History Project Blog* (<http://ashp.cuny.edu/nowandthen>) features commentary by staff about developments in the fields of history and history education along with observations about the uses and abuses of the past in the news. One of our greatest resources is the range of expertise possessed by the American Social History Project staff, and the *Now and Then* blog will serve as a public venue to discuss staff projects and passions, aperçus and annotations—as well as the place to post occasional in-process reports and announcements of ASHP/CML programs and public events.

Crafting Freedom Mobile Tours:

In fall 2009, ASHP/CML began a partnership with the Apprend Foundation, a non-profit educational organization based in Research Triangle Park, North Carolina, on a new digital initiative titled “Crafting Freedom on NC 86: Discovering Hidden History with Mobile Technology.” With funding from a NEH Digital Humanities Start-Up Grant, the team is conducting needs assessments and developing plans to “re-version” a highway tour produced by the Federal Writers' Project during the 1930s, focusing on the rich history of African Americans along North Carolina Highway 86. A major goal of the project is to evaluate open source mobile technology platforms that enable humanities content and interactive learning to reach a wider audience of teachers, students, scholars, ordinary citizens, museums, and cultural partners in both rural and urban settings. Team members will gather in Durham, North Carolina, in March 2010 to visit cultural sites and review an outline for a white paper that will be submitted to NEH in fall 2010.



The ASHP/CML Website:

ASHP/CML launched its newly re-designed website (<http://ashp.cuny.edu/>) in October 2009. In the spirit of open source, the site is managed using Wordpress as a content management system, and was configured using a series of publicly available plugins and custom code written specifically for ASHP.

Prominent features on the homepage include: Podcasts, which are listed in iTunes and other popular podcast search engines; "In the Limelight," which features new material from ASHP/CML projects and seminars as well as staff work; and "Blog," which posts an excerpt from the newest *Now and Then* entry.

The interior pages of the site offer new features such as two to five-minute clips of ASHP/CML's documentaries, podcasts of lectures by scholars recorded in our Teaching American History seminars, and a re-designed shop and checkout page. All the content was reconceived and rewritten for clarity and understanding, and to facilitate searchability both on the site and via search engines such as Bing or Google.

The new ASHP/CML homepage offers visitors a more dynamic entry-point to our work via regularly

changing features—and during the next year, these weekly blog excerpts and monthly "In the Limelight" features will continue to promote repeat visits to the website.

In addition, we will release an ambitious new part of the website, a "Resource Database" that will provide an accessible and intuitive search engine to locate primary text, visual, and audio sources along with thematically-organized collections of materials and associated lesson plans and syllabi.

The yet to be named database is currently being developed and a launch is scheduled for Autumn 2010.

Ongoing Projects:

The Lost Museum: ASHP/CML's most ambitious and innovative web project to date, *The Lost Museum: Exploring Antebellum American Life and Culture* (<http://www.lostmuseum.cuny.edu>) is a 3-D interactive re-creation of P. T. Barnum's American Museum, circa 1865. Barnum's American Museum, mid-nineteenth century America's preeminent popular cultural institution, both reflected and refracted the compromises, accommodations, and conflicts of the antebellum and Civil War periods. Produced with support from the National Endowment for the Humanities' Education and Public Programs Divisions and the Old York Foundation, *The Lost Museum* combines a narrative game with spatial investigation and primary documents to offer pedagogical strategies to convey the

social, cultural, and political history of antebellum America. *The Lost Museum* has won the Center for Digital Education 2006 Digital Education Achievement Teacher-Focused Application Award; National Endowment for the Humanities 2005 EDSITEMent Citation; WorldFest-Houston Independent International Film Festival 2005 Platinum Award in Interactive-Educational Media; Horizon Interactive 2005 Honorable Mention; and Archivists Round Table of Metropolitan New York 2000 Prize for Innovative Use of Archives.

The September 11 Digital Archive / Ground One: Voices from Post-9/11 Chinatown:

In the weeks after the September 11, 2001 attacks in New York City and Washington, D.C., ASHP/CML—in collaboration with the Center for History and New Media at George Mason University (CHNM) and funded by the Alfred P. Sloan Foundation—began to develop *The September 11 Digital Archive* (<http://911digitalarchive.org>), an unprecedented humanities web initiative. Based on the recognition that the historical record is no longer composed only of paper, but also of email, websites, digital images, online discussion forums, and other electronic forms of



This image was contributed anonymously to the 9/11 Digital Archive: "I made this image several months after 9-11-01 [...] I call it Above the Clouds."

communication and expression, *The September 11 Digital Archive* uses electronic media to collect, preserve, and present the history of the attacks and the outpouring of public responses to them. *The September 11 Digital Archive* addresses not only the history of the event itself but also the continuing issue of how the emergence of new electronic media and networks can involve the broad public in the collection, preservation, and writing of history. *The September 11 Digital Archive's* collection of more than 150,000 digital objects has received extensive coverage in a variety of media outlets, including the *New York Times*, *Wall Street Journal*, CNN, and NPR. The Archive itself has made history: in 2003 the Library of Congress announced that *The September 11 Digital Archive* would become the first digital acquisition in the Library's history.

In order to extend the mission of *The September 11 Digital Archive* and enrich its collection, in 2004 ASHP/CML—in collaboration with the Museum of Chinese in the Americas, the Columbia University Oral History Research Office, and NYU's Asian/Pacific/American Studies Program and Institute—created *Ground One: Voices from Post-9/11 Chinatown* (<http://911digitalarchive.org/chinatown>). This web-based project recorded and disseminated online oral histories to foster thoughtful community conversations and reflections on the impact of the September 11 attacks on New York City's Chinatown and its residents. The website presents dialogues and oral histories in Chinese and English, and via both words and video, is a resource for the community's articulation of its identity and the on-going process of defining its future.

History Matters: History Matters: The U.S. Survey on the Web (<http://historymatters.gmu.edu>), a collaboration with the Center for History and New Media at George Mason University and funded by the W. K. Kellogg Foundation and the National Endowment for the Humanities, provides web-based resources to assist high school and college teachers of the basic U.S. History survey courses and serves both as a resource itself and as a “gateway” to the vast but uneven resources available on the Internet. With 150,000 visitors per month and designation as a “best of the humanities” site by the NEH's EDSITEment, *History Matters* remains a premier website for many U.S. history teachers. *History Matters* is organized into eleven sections, including:

- WWW.History, an annotated guide to the most useful history websites;
- Many Pasts, more than 1,000 first-person documents in text, image, and audio formats that chronicle the experiences of “ordinary” Americans;
- Making Sense of Evidence, a series of “Learner Guides” on strategies for interpreting online primary sources; and
- Scholars in Action, brief audio clips of humanities scholars modeling analysis of different types of historical evidence.

Liberty, Equality, Fraternity: Exploring the French Revolution (<http://chnm.gmu.edu/revolution/>), a co-production of ASHP/CML and the Center for History and New Media, is available as both a CD-ROM and website. Authored by historians Lynn Hunt and Jack R. Censer, *Liberty, Equality, Fraternity* is an introductory history of the French Revolution that

includes overviews of the revolution's place in world history, its impact on the French colonies, and its cultural legacy. A wide range of primary resources linked to ten chapters of text enable users to analyze images, documents, music, and artifacts, along with sections on methods for “reading” visual and other cultural evidence. The disk and website include hundreds of primary text documents



Jacques-Louis David, *The Death of Marat*, 1793. Royal Museums of Fine Arts of Belgium, Brussels.

(many available in English for the first time), more than two hundred images (including many rarely seen engravings from the Museum of the French Revolution in Vizille, France), as well as slide presentations, songs, and commentary on a broad array of historical images and documents. The disk and website also include maps, a glossary, and a timeline.

NEW MEDIA / CUNY PROJECTS

New Media Lab

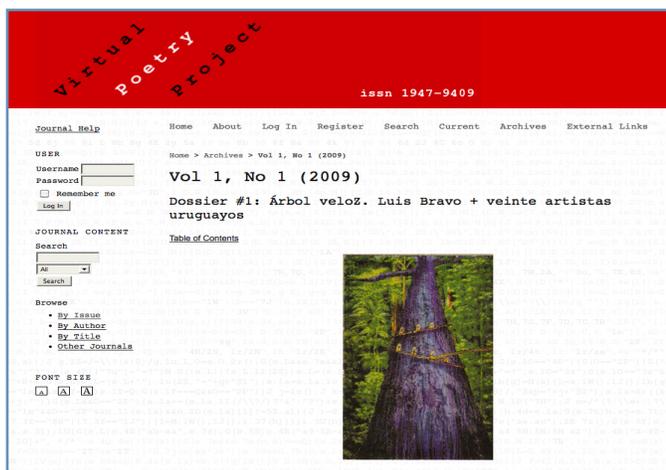
The Graduate Center launched the New Media Lab (<http://www.newmedialab.cuny.edu>) as a major effort to develop and improve new educational technologies at CUNY and to assist GC and CUNY faculty and doctoral students from a variety of academic disciplines in creating multimedia projects based on their own scholarly research. Our goal is to integrate new media into traditional doctoral academic practice, challenging scholars to develop fresh questions in their respective fields using the tools of new technology. The New Media Lab (NML) is committed to a

vision of new technology based on open access to ideas, tools, and resources. Based at ASHP/CML, the NML contains state-of-the-art hardware and software and supports faculty and graduate student projects. Student researchers receive financial support to incorporate sophisticated three-dimensional animation techniques, audio/video components, graphic and Internet design and production, and other forms of new media into their Ph.D. dissertations and other doctoral academic work. In 2009, several CUNY faculty members carried out portions of their research at the NML, including David Kaufman, a CUNY Graduate

Center linguistics adjunct professor currently working on a project to document endangered languages spoken by immigrants in New York City. The Lab continued to host a visiting post-doctoral scholar, Lin Prøitz, from the University of Oslo, who studies gender, sexuality and intimacy in autobiographical digital genres.



In 2009, the New Media Lab supported graduate students in Hispanic and Luso-Brazilian Literatures and Languages, English, Environmental Psychology, Sociology, Philosophy, History, and Music to develop projects while learning advanced digital skills that will enhance their future careers. NML's 2009 projects included:



- “Land Conflict.” An ongoing conflict in the town of Caledonia, Ontario, Canada, centers on land that was granted to the Haudenosuane Six Nations Confederacy in 1784. Today, the Canadian government and the Six Nations Confederacy both make vastly different claims regarding ownership. This project provides an exploration of the conflict via interactive GIS maps and a timeline consisting of images, text, and videos.

- The “Virtual Poetry Project.” With the appearance of several forms of digital art, poetry has found new expressive dimensions that transform the “reader” into a viewer as well as a listener, and poetic expression has the possibility of being a more performative aesthetic

artifact. This online journal showcases the use of new media by contemporary poets and aims, through Web 2.0 technologies, to build networks of resources and of people interested in these new experimental forms of poetry.

- “Musical World Map.” This interactive, web-based application enables users to navigate the world map and listen to the music of a particular country or city. It also explores audio boundaries as opposed to actual national borders and provides supplementary contextual documents and images. The project’s first focus will be on the Middle East, but it will eventually include other parts of the world and will be transferable to researchers in other disciplines.

- “Myths of Nature Portrayed in Post WWII National Geographic Car Ads.” This study is a visual, socio-temporal, and associative analysis of car advertisements in *National Geographic* magazine from World War II to the present. The project’s goals are to craft a multimedia approach to tracking the changing myths of nature portrayed in these ads and to engage the public in an online critical discourse about persuasive messages they encounter in their daily lives.

CUNY Projects

Virtual New York City: *Virtual New York City* (<http://www.virtualny.cuny.edu>) draws on and disseminates the renowned collection of the Old York Library to provide online resources for high school and college classes. Donated to the Graduate Center in Spring 2000, the Old York Library is the largest private collection of books and memorabilia on New York City, amassed by the late Seymour B. Durst, a New York real estate developer, including approximately 13,000 books and 20,000 postcards, as well as thousands of photographs, maps, newspaper tearsheets, and other ephemera. The Old York Foundation has created an endowment to support the housing and maintenance of the collection at the Graduate Center, to fund educational initiatives that utilize material in the collection, and to support digitizing large portions of the collection. Working with ASHP/CML, history graduate student Durst Research Scholars digitized material and constructed this website.

Investigating History: As part of a City University of New York Central Office initiative, ASHP/CML collaborated with history faculty from across the seventeen CUNY campuses under the leadership of historian David Jaffee (formerly City College, CUNY now at the Bard Graduate Center) to produce a series of interactive web-based teaching modules for use in introductory U.S. history courses. Just as science or language courses include laboratory work as an essential component of the learning experience, these computer lab history activities challenge students to “do history”

by analyzing and interpreting primary source materials. With funding from the National Endowment for the Humanities, this project is designed to put primary source materials—documents, audio and video clips, images, and datasets—in the hands of students and engage them in using those

doctoral student interest in teaching with interactive digital technology. It aims to better prepare doctoral students for life and work in the contemporary university and to impart valuable pedagogical skills and experience. The ITP certificate’s interdisciplinary approach is designed to provide a critical



Gray Parker (E. A. Abbey, engraver), “Fire! Fire!”—A New Yorker’s Nightmare,” *Harper’s Weekly*, February 8, 1873.

materials interactively. *Investigating U.S. History* (<http://www.ashp.cuny.edu/investigatinghistory/>) is open to faculty and students nationwide. It contains twelve classroom-tested history lab exercises for students, along with faculty annotations on using or modifying individual elements. The lessons span the U.S. history curriculum and are each linked to a discussion page, where faculty and students can report on use or suggest ways to customize or modify the module.

Interactive Technology and Pedagogy Certificate Program

ASHP/CML has been an active participant in the Graduate Center’s Certificate Program in Interactive Technology and Pedagogy since its inception in 1998. The ITP program responds to strong

introduction to the constellation of questions related to science, technology, and critical thinking, to explore pedagogical implications of interactive technology, and to advance students’ skills as creators and users of technology-based tools and resources. The sequence of courses, several of which are taught by ASHP/CML’s Joshua Brown and Pennee Bender, provides theoretical, historical, philosophical, and sociological perspectives on technology and pedagogy and their intersection in the classroom. In keeping with ASHP/CML’s new media faculty development projects, the ITP program provides students with the critical skills to reflect on and then design and implement new media tools for use in teaching and research.

PUBLIC PROGRAMS / INTERNSHIPS

Public Programs

On April 6, 2009, the American Social History Project and The Gotham Center for New York City History organized a public seminar on the state of public history in New York City. The evening was inspired by the career of our late and dearly missed colleague, Adina Back, whose own career as a historian of New York City encompassed scholarship, teaching, political activism, museum exhibits, oral history projects, and radio documentaries. Reflecting the spirit of her career, the panelists described their work in a variety of settings, from universities to museums to city sidewalks. Oneka LaBennett described how students and scholars at Fordham University's Bronx African-American History Project benefit from the connections they make with community members to document and preserve their histories. Similarly, Deborah F. Schwartz, President of the Brooklyn Historical Society, discussed her institution's efforts to enlist the assistance

of community members—most recently Vietnam veterans and members of a Catholic parish in Carroll Gardens—to help shape BHS's exhibitions. Artist and filmmaker Ruth Sergel's engagement with the city's history arose out of her desire to document personal responses to the events of September 11, 2001, an impulse that led her to establish the Chalk project, an annual event commemorating the 1911 Triangle Shirtwaist Factory fire. Dave Herman gave a highly entertaining presentation about the City Reliquary, a small non-profit storefront collection he founded in Williamsburg, which emulates nineteenth-century dime-store museums. Ron Grele, the former director of the Columbia University Oral History Research Office, did an admirable job of putting the evening in perspective by reminding the audience that it is our task to complicate, rather than oversimplify, history to reach broad public audiences.

Internships

ASHP/CML provides internships for history students (public and social history), and those interested in social studies education and new media. Periodically, we offer internships for students with particular technical skills. Interns may assist in research and production of our educational materials (DVDs and websites) or in preparing for the professional development programs we run for New York City high school and middle school teachers.

During Winter and Summer 2009, ASHP/CML provided internships for five undergraduate humanities students and one history graduate student. The interns' work included new media production and planning of audio presentations, collection of education program archival materials, writing, research, Google mapping, and image permissions. We encourage and support internships for class credit or professional experience.

Public History

IN NEW YORK CITY'S CULTURAL LIFE

MONDAY, APRIL 6, 2009, 6:30 P.M.

SPONSORED BY
AMERICAN SOCIAL HISTORY PROJECT/
CENTER FOR MEDIA AND LEARNING AND
THE GOTHAM CENTER

THE GRADUATE CENTER, CUNY



RUTH SERGEL
FILMMAKER AND ARTIST, CREATOR OF CHALK – AN ANNUAL
COMMEMORATION OF THE 1911 TRIANGLE SHIRTWAIST FACTORY FIRE

DAVE HERMAN
FIRE FIGHTER AND FOUNDER, THE CITY RELIQUARY – A NEW
BROOKLYN MUSEUM WITH "COMMUNITY COLLECTIONS"
AND EVENTS

RON GRELE
FORMER DIRECTOR, COLUMBIA UNIVERSITY ORAL HISTORY
RESEARCH OFFICE AND PROFESSOR EMERITUS,
COLUMBIA UNIVERSITY

ONEKA LABENNETT
RESEARCH DIRECTOR, BRONX AFRICAN AMERICAN HISTORY
PROJECT AND ASSISTANT PROFESSOR OF AFRICAN AND AFRICAN
AMERICAN STUDIES, FORDHAM UNIVERSITY

DEBORAH F. SCHWARTZ
PRESIDENT, BROOKLYN HISTORICAL SOCIETY



Adina Back

PUBLIC HISTORIAN,
ORAL HISTORIAN,
RADICAL HISTORIAN,
EDUCATOR
1958-2008

STAFF CONTRIBUTIONS to the Fields of History, Media, and Education

Pennee Bender

Publications

- Review of *Hollywood in the Neighborhood: Historical Case Studies of Local Moviegoing*, edited by Kathryn H. Fuller-Seeley. *Business History Review*, Summer 2009.

Professional Service

- Member, Brooklyn Historical Society's Scholars Council
- Member, *Radical History Review* Advisory Board.
- Advisor, FreedomQuest, (a multi-player/alternate reality game) for Breakthrough: Building Human Rights Culture.

Joshua Brown

Publications – Print:

- “Political Cartoons,” in *Princeton Encyclopedia of United States Political History*, ed. Michael Kazin (Princeton University Press, 2010).

Publications – Online:

- “History and the Web: From the Illustrated Newspaper to Cyberspace”: online re-publication of essay in *Archives & Social Studies: A Journal of Interdisciplinary Research* (<http://socialstudies.cartagena.es>).
- “The Historian as Cartoonist: Drawing George W. Bush,” *History News Network*, January 19, 2009 (<http://hnn.us/articles/59952.html>).

Publications - Art:

- Art and co-writer, *Robeson in Spain*, special graphic history issue of *The Volunteer* (publication of the Abraham Lincoln Brigade Archives) 26:2 (June 2009).
- Interior art, Dipti Desai, Jessica Hamlin, and Rachel Mattson, *History as Art, Art as History: Contemporary Art and Social Studies Education* (Routledge, 2009).
- Cover illustration/Cartoon commentary, “Depression,” *Labor: Studies in Working-Class History of the Americas* 6:4 (Winter 2009).

Papers and Presentations:

- Participating scholar, “Interpreting the American Landscape,” Picturing America School Collaboration Conference, Newberry Library, October 23-24.
- James Russell Wiggins Lecture in the History of the Book in American Culture, “Catching His Eye: The Sporting Male Pictorial Press in the Gilded Age,” American Antiquarian Society, October 16.
- Lecture “Augustus Saint-Gaudens’s New York,” in symposium accompanying Metropolitan Museum of Art exhibition, October 2.
- Guest faculty, “Interpreting Visual Materials for Research and Teaching,” NEH Summer Seminar, Center for Historic American Visual Culture, American Antiquarian Society, June 15-19.
- Comment, “Visualizing ‘Bleeding Kansas,’ the ‘Yellow Peril’ and ‘Crimes of Passion,’” Organization of American Historians Annual Meeting, Seattle, March 28.
- Lecture, “Seeing Race and Rights,” New-York Historical Society, January 6.

Interviews:

- South African Broadcasting Corporation News (five on-camera sessions).

Teaching:

- “Visual Culture in U.S. History, 1776-1876,” Ph.D. History Program, the Graduate Center, Fall 2009 semester.

Miscellaneous:

- Program Committee, “Destined for Men: Visual Materials for Male Audiences, 1750-1880,” American Antiquarian Society Conference, October 2009.
- Program Committee, “Home, School, Play, Work: The Visual and Textual Worlds of Children,” American Antiquarian Society Conference, November 14-15, 2008 and Cotsen Children’s Library, Princeton University, February 2009.
- Editorial Board, *Encyclopedia of American Studies Online*, American Studies Association (through 2009).
- Advisory Committee, Center for Historic American Visual Culture, American Antiquarian Society.
- Executive Committee, Board of Governors, Abraham Lincoln Brigade Archives.
- Editorial Board, *Common-place: The Interactive Journal of Early American Life*.
- Associate Editor, Arts and Media, *LABOR: Studies in Working-Class History of the Americas*.

Ellen Noonan

Papers and Presentations:

- Presentation on Digital History, Defining Freedom summer institute for teachers, American Antiquarian Society, July 22, 2009.

Donna Thompson Ray

Member, Westfield Community Center Board of Directors.

Andrea Ades Vásquez

Member, Executive Council, Professional Staff Congress/CUNY.

2009 GRANTS AND CONTRACTS

Grants And Contracts

- *Exploring the American Past: A Partnership to Improve Knowledge, Teaching, and Learning*, U.S. Department of Education, Teaching American History program, subcontract to Districts 21 and 31 of Region 7, New York City Department of Education, 2006–09: \$430,157.
- *Learning History Together for Teachers of English Language Learners*, U.S. Department of Education, Teaching American History program, subcontract to District 24, New York City Department of Education, 2007–2010: \$186,137.
- *Making Connections*, New York City Department of Education, Regional Superintendents and New York City Schools, 2009: \$54,530.
- *Crafting Freedom on NC 86: Discovering Hidden History with Mobile Technology*, consultants to Apprend Foundation, Durham, North Carolina, recipients of National Endowment for the Humanities planning grant, 2009–2010: \$5,000.
- *Making Objects Speak: Portable Audio Guides for Teaching with Visual Culture in the Humanities*, assistance in designing workshops and recruitment for National Endowment for the Humanities-funded John Jay College education project, 2009–10: \$1,250.
- *Mission US*, television and gaming history curriculum, Annenberg Media through WNET/Thirteen, 2007-2009: \$75,000.
- *Picturing United States History: An Online Resource for Teaching with Visual Evidence*, National Endowment for the Humanities “We, the People” initiative, 2006-2009: \$165,000.
- *Teachers and Historians: A Partnership to Enrich Student Knowledge of U.S. History*, U.S. Department of Education, Teaching American History program, subcontract to Districts 24 and 30 of Region 4, New York City Department of Education, 2005–09: \$269,346.
- *Teaching Democratic America: A Collaboration between Teachers and Historians*, U.S. Department of Education, Teaching American History program, subcontract to District 29 of Region 3, New York City Department of Education, 2005–09: \$259,786.

GOVERNANCE AND STAFFING

American Social History Project/Center for Media and Learning Staff

Pennee Bender, Associate Director/Media Producer
Joshua Brown, Executive Director
Sally Dawidoff, Administrator
Sean Griffin, Research and Media Assistant
Charles June, Research and Media Assistant
Aaron Knoll, Web Developer
Leah Nahmias, Resident History Educator
Ellen Noonan, Project Director, Teaching American History Programs/Media Producer
Frank Poje, Education Consultant
Leah Potter, Co-Project Director, Teaching American History Programs/Media Producer
Donna Thompson Ray, Project Director, Faculty Development Programs
Andrea Ades Vásquez, Associate Director/New Media Lab Managing Director
Isa Vásquez, Education Programs Associate Coordinator

ASHP/CML Board of Advisors

Sarah L. Burns, Department of History of Art, Indiana University
Melinda L. de Jesús, Diversity Studies Program, California College of the Arts
Vincent DiGirolamo, Department of History, Baruch College, CUNY
Kate Fermoile, Brooklyn Historical Society
Eric Foner, Department of History, Columbia University
Joshua B. Freeman, Department of History, Queens College, CUNY
Matthew K. Gold, Department of English, New York City College of Technology, CUNY
Sarah M. Henry, Chief Curator, The Museum of the City of New York
David Jaffee, Department of History, Bard Graduate Center
Cynthia Jones, Department of English, Hostos Community College, CUNY
Nancy A. Hewitt, Department of History, Rutgers University
Robin D. G. Kelley, Departments of History and American Studies, University of Southern California
William Kornblum, Ph.D. Program in Sociology, The Graduate Center, CUNY
David Nasaw, Ph.D. Program in History, The Graduate Center, CUNY
Michael O'Malley, Department of History, George Mason University
Brian Purnell, Department of History and Bronx African American History Project, Fordham University
Elena Razlogova, Department of History and Director, Digital History Lab, Concordia University
Roy Rosenzweig (1950–2007), Department of History, George Mason University
Martha A. Sandweiss, Department of History, Princeton University
Jack Tchen, Departments of History and Asian/Pacific/American Studies, New York University
Fritz Umbach, Department of History, John Jay College, CUNY
Philip Weinberg, High School of Telecommunications Arts & Technology
Craig Wilder, Department of History, MIT

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Pennee Bender, ASHP/CML Associate Director/Media Producer, *Treasurer*
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Gerald Markowitz, Department of History, John Jay College and The Graduate Center, CUNY
Roberta Matthews, former Provost, Brooklyn College, CUNY
Donna Thompson Ray, ASHP/CML Project Director, Faculty Development Programs, *Secretary*
Andrea Ades Vásquez, ASHP/CML Associate Director, New Media Lab Managing Director, *Vice President*
Wendy Wolf, Executive Editor, Viking Penguin

APPENDIX

2009 ASHP/CML Education Program Calendar

February

13	The Civil War	TAH Queens ELL
13	The Civil War	Making Connections
23	Colonial New York	TAH Queens/Brooklyn
27	World War II	TAH Brooklyn/Staten Island

March

20	The War of 1898	Making Connection
24	The Cold War	TAH Brooklyn/Staten Island

April

23	Reconstruction	TAH Queens/Brooklyn
24	Migrations in US History	Making Connections

May

14	Vietnam War	TAH Queens/Brooklyn
15	Vietnam War	TAH Brooklyn/Staten Island
15	Vietnam War	Making Connections

July

6-10	TAH Summer Institute	TAH Brooklyn/Staten Island
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October

8	The Great Migration	TAH Brooklyn/Staten Island
22	Gilded Age/Progressive Era	TAH Queens ELL

November

3	The American Revolution	Brooklyn/Staten Island
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Special Education

20	Picturing US History	Making Connections
20	Teaching the Gilded Age/Progressive Era	TAH Queens ELL

December

3	The New Deal	TAH Brooklyn/Staten Island
7	The New Deal	TAH Queens ELL
18	Early 20th-Century Labor	Making Connections