

MADISON

NOTES

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From the President

This year has been a banner year for the James Madison Memorial Fellowship Foundation. In February, **Peggy Jackson, '02 (NM)** became President-Elect of the National Council for the Social Studies and in December, **John King, '95 (NJ)** was appointed by President Barack Obama to serve as Secretary of Education. I know that every Fellow joins me in congratulating Peggy and John for their significant achievements, and I also know that every Fellow is making significant achievements in his or her classroom.

Since 1992, 1,353 fellowships have been awarded and 85.8% of all Fellows have completed (or are in the process of completing) their academic programs and teaching obligations. 80% of these Fellows teach today in secondary schools in all 50 states, the District of Columbia, and US Territories. They have matriculated at nearly 400 colleges and universities. Fellows have taught over 2 million students and are regularly recognized for their commitment to student excellence.

Madison Fellows serve as state and district social studies supervisors; play active roles in their communities; and many Fellows (nearly 40) teach full or part-time in the History, Political Science, Education, or Law departments of community colleges and universities.

Madison Fellows themselves continue to be the most powerful publicity for the fellowship program. To supplement their efforts during the 2015 competition, the Foundation had contact with nearly 50,000 individuals:

- 30,000 brochures to every secondary school in the country
- Multiple emails and/or letters to 1,300 Faculty Representatives



- Posters and brochures to 6 departments in 1,700 colleges and universities around the country
- 1,000 emails targeted to teachers in states with traditionally low numbers of applicants

Traffic to the Foundation website continues to increase and the number of views on the Foundation's YouTube channel is approaching 100,000.

Numbers and statistics, while significant, tell only part of the story of the James Madison Memorial Fellowship Foundation. The rest of the story is told through the careers of each individual Fellow. I hope this great issue of *Madison Notes*, produced with many thanks to **Claire McCaffery Griffin, '92 (HI)**, conveys the intensely personal impact that Madison Fellows continue to have in our nation's classrooms.

Fellows Support Scholarship

Fellows Celebrate Scholarship: Two Decades of Summer Symposia was the theme for the 2015 Fellows' Fellowship campaign. 80 Fellows from 22 classes contributed \$6,900 to the James Madison Education Fund, Inc. in support of the 2015 Fellows' Fellow, **Kristina Bybee, '15 (CO)**, of Conifer High School in Conifer, Colorado

The Education Fund is please to recognize the following **Madison Mentors**, a new designation to honor Fellows who contribute \$200 or more during a development campaign:

Dustin Baker, '15 (NC)
Cheryl Cook-Kallio, '97 (CA)
Donald Davis, '96 (AK)
Linda Dean, '15 (NJ)
Ken deMasi, '98 (AZ)
Philip Donohue, '92 (NJ)
Claire McCaffery Griffin, '92 (HI)
Shawn Healy, '01 (WI)
Kevin Jakab, '97 (FL)
Mark Oberjuerge, '06 (CA)
Elliot Rotvold, '08 (ND)
Regina Stuck, '04 (FL)
C. Ray Tyler, '14 (SC)

Zachary Deibel of Arkansas, the 2014 Fellows' Fellow, attended the 2015 Summer Institute and asked the Foundation to share this note with all Fellows:

Upon learning of my acceptance as a Fellow's Fellow, I could not help but feel

immense gratitude. I wanted to take this opportunity to thank you for your profound generosity.

I am originally from Buffalo, New York, and earned my Bachelor's in History at American University. After college, I was accepted into Teach For America (TFA), and placed in Marked Tree, Arkansas, a small town in the northeast corner of the state. There, I worked closely as the Department Chair and American Studies instructor to craft curricula for 7th through 12th grade. I have had an incredible experience so far, and after I completed my service with TFA, I requested to stay on at Marked Tree.

At Marked Tree, I have encountered truly amazing people. From ninth graders who challenge the status quo by crafting speeches on racial and gender equality, to twelfth graders who openly, honestly, and maturely debate controversial issues, I have witnessed firsthand the power of young minds in exploring historical and political concepts. Marked Tree students face incredible challenges each day, but they use each hurdle as an opportunity to triumph personally and academically.

I recently heard from a former student who expressed his excitement at discovering he would be taking an introductory government course in the fall at the University of Central Arkansas. It is this sort of engagement that I hope to further foster among my students this year, and the Foundation has provided me with the opportunity to do so.

Once again, please allow me to express my profound gratitude on behalf of the Marked Tree school district, my students and myself. It is truly an honor to be the 2014 Fellow's Fellow.



Kristina Bybee, '15 (CO)



Zachary Deibel, '14 (AR)

MADISON NOTES

THE NEWSLETTER OF THE JAMES
MADISON MEMORIAL FELLOWSHIP
FOUNDATION

Editor and Author

**Claire McCaffery
Griffin, '92 (HI)**

Design

Carolyn McKinney
Perceptions Studio

California Fellow Summers on the Hill

RICHARD VANDEN BOSCH, '03 (CA)
2015 Congressional Fellow

As the 2015 James Madison Congressional Fellow, I spent four weeks last summer working in the office of my Congressman, Rep. Jeff Denham, (R-CA). At the direction of Congressman Denham's Legislative Director, Bret Manley, I chronicled Mr. Denham's actions in committee, floor speeches, amendments, bills, interest group advocacy, etc. My month on Capitol Hill was spent assisting with committee work, attending floor speeches, researching, and meeting other staffers and collaborating with them.

I did extensive research about Puerto Rican statehood and its political and fiscal implications, and I attended a committee hearing on the topic of examining procedures regarding Puerto Rico's political status and economic outlook. I also attended hearings about the Iran nuclear disarmament agreement.

The access I was afforded was incredible. I walked into committee hearings before they were open to the public, saw bills tweaked and transformed, read historic documents, and talked with experts

at the Congressional Research Service.

I've learned that those elected to Congress keep up a grueling schedule. I don't think people realize how hard they work. Congressman Denham's schedule is incredibly demanding but that is because his district is fairly moderate. You have to be more visible in a swing district.

The impact of this amazing experience is difficult to quantify. I gained a greater understanding of the sheer complexity of the legislative process, the reliance on staff members who specialize in a wide range of fields, and the hectic life of a member of Congress. This experience will yield significant dividends within the classroom, thus avoiding the tendencies of oversimplification, and enabling me to explain the complexities and hurdles of the legislative process. This experience also enabled me to have a better sense of the inherent territorial tension codified within the Constitution as exemplified by the current



Congressman Jeff Denham (R-CA) and Richard Vanden Bosch, '03 (CA)

Iranian nuclear deal or diplomatic recognition of Cuba. This knowledge will translate well within the classroom, and my students, both secondary and collegiate, will be the beneficiaries. Being a Madison Fellow and Congressional Fellow are badges of honor I will carry with me for the rest of my life.



Fellows at the White House Historical Society

President Stuart D. McLaurin welcomes James Madison Fellows for the first time to the White House Historical Association during the 2015 Summer Institute. Following a presentation by Chief White House Historian Dr. William Bushong on *James Madison and the War of 1812*, Fellows were treated to a tour of the White House.

Fellows Celebrate in the Big Easy

James Madison Fellows were a significant presence at the Annual Conference of the National Conference for the Social Studies. Scores of Fellows joined other educators in New Orleans from November 13-15 to *Celebrate Social Responsibility*. One of the highlights for Fellows was a brief address at the annual breakfast by NCSS President-Elect, **Peggy Jackson, '02 (NM)**. Peggy credits the Fellowship with launching her on a career path towards leadership in NCSS and she encouraged all Fellows to continue their professional development through NCSS and other organizations.

Seven Fellows presented at the Foundation's session, *Articles I-VII: Those Other Rights*: **Zac Deibel, '14 (AR)**; **Claire McCaffery Griffin, '92 (HI)**; **Colbe Klein, '14 (PA)**; **Eden McCauslin, '13 (DC)**; **Allie Niese, '14 (IL)**; **Alison Warner, '09 (MD)**; and **Sara Ziemnik, '02 (OH)**. Fellows presenting at other sessions included **Brandie Benton, '04 (AR)**; **Sarah Brown, '08 (NV)**; **Bill Busbin, '06 (GA)**; **Chris Elnicki, '95 (CO)**; **Tom Glaser, '01 (FL)**; **Kari Hall, '13 (ND)**; **Shawn Healy, '01 (WI)**; **Michelle Hubenschmidt, '10 (FL)**; **Peggy Jackson, Jada Kohlmeier, '92 (KS)**; **Kylie Miller, '12 (NV)**; **Jennifer Mitnick Eckers, '02 (PA)**; **Leslie Skinner, '92 (SC)**; **Robb Virgin, '09 (MN)**; **Gennie Westbrook, '00 (TX)**; and **Rhonda Watton, '15 (WI)**.



Peggy Jackson, '02 (NM)

Additional attendees who stopped by the Exhibit Hall or attended the Saturday morning breakfast included **Dave Alcox, '00 (NH)**; **Mark Allendorf, '03 (CA)**; **Don Barzowski, '00 (MO)**; **Jeff Cahill, '00 (MA)**; **Cheryl Cook-Kallio, '97 (CA)**; **Robin Deck, '14 (LA)**; **Ken de Masi, '98 (AZ)**; **Scott Dolan, '00 (NY)**; **Trish Everett, '12 (FL)**; **Alicia Ferguson, '12 (LA)**; **Amanda Fielder, '13 (GA)**; **Vanessa Gentinetta, '97 (LA)**; **Kari Hall, '13 (ND)**; **Glenna Humphries, '95 (FL)**; **Sheilah Jennings, '15 (NM)**; **Jennifer Jolley, '10 (FL)**; **Susan Jorgensen, '08 (CA)**; **Pier Larsen, '97 (TX)**; **Tom Noonan, '00 (WI)**; **Angela Sanders, '00 (MS)**; **Paul Schneider, '00 (WA)**; **Gordon Sisk, '94 (TN)**; **April Vos, '11 (VT)**; **Dave Wolfford, '99 (KY)**.

Special thanks go to all the Fellows who spent time working at the Foundation's booth in the Exhibit Hall: **Mark Allendorf, Zac Deibel, Amanda Fielder, Sheilah Jennings, Jennifer Jolley, Susan Jorgensen, Allie Niese, Robb Virgin, and Gennie Westbrook**.

The 2016 conference will be held in Washington, DC (December 2-4.) The Foundation looks forward to seeing many Fellows return to our nation's capital. Come and work with us in the Exhibit Hall!



Robin Deck, '14 (LA); Zac Deibel, '14 (AR); Allie Niese, '14 (IL); and Sheilah Jennings, '15 (NM)



Mark Allendorf, '03 (CA)



Gennie Westbrook, '00 (TX) and Amanda Fielder, '13 (GA)



Kari Hall, '13 (ND) and Susan Jorgensen, '08 (CA)



Tom Glaser, '01 (FL) and Susan Glaser

Fellows Make an Impact in DC

PATRICK KELLY, '04 (SC)

I first heard about the Teaching Ambassador Fellowship (TAF) in January 2015 from the parent of a former student. As a government teacher and James Madison Fellow, the position had an obvious appeal. As a TAF, my main responsibilities are to learn about federal education policy; share that information with teachers in the field; and bring a teacher voice and perspective into policy discussions at the Department of Education. Balancing the Fellowship with my teaching duties has been a challenge, but the extra effort has been worth it because my work as a TAF enables me to enrich my instruction with authentic experiences and insights that can't be gained through study alone.

I travel to Washington every three months to meet with other TAFs as well as members of the exceptional staff at the Department. As a result, I've gained a deeper understanding of the processes behind policy formation and implementation, and this knowledge enables me to better explain to my students some of the most challenging topics in government such as federalism and bureaucratic regulation. James Madison Fellows should consider applying for the 2017-2018 Fellowship. Anyone interested in applying should contact TeacherFellowship@ed.gov for additional information.



Photo courtesy US Department of Education

US Secretary of Education John King, '95 (NJ) welcomes Teaching Ambassador Fellow, Patrick Kelly, '04 (SC).

Fellows Celebrate the Octocentennial of the Magna Carta

On Friday, July 10, 2015, nearly two dozen Fellows and friends of the Foundation joined the Summer Institute participants for the Annual James Madison Lecture. Held in the Copley Formal Lounge of Georgetown University, this year's lecture featured Professor A. E. Dick Howard, White Burkett Miller Professor of Law and Public Affairs at the University of Virginia, speaking about *Magna Carta: Its Legacy in American Constitutionalism*. Professor Howard has devoted his professional life to understanding the Supreme Court, the American Constitution, and constitutions of the world.

Professor Howard is one of the world's foremost experts on Magna Carta and all in attendance were eager to learn from him about the many connections between the English Magna Carta (signed in 1215 in England) and the American Constitution and Bill of Rights. He mentioned guarantee of due process, protection of property, and rule of law as some of the most significant American constitutional principles deriving from Magna Carta. As one Fellow noted, "We were so fortunate to hear insights about Magna Carta from Professor Howard, a notable scholar from one of the nation's best universities. This opportunity for a group of secondary school teachers to learn from a scholar like Dr. Howard is priceless."

A lively Q & A session followed Professor Howard's prepared remarks. The entire lecture can be seen on the Foundation's YouTube Channel at <https://goo.gl/OgTzfl>.



Professor A. E. Dick Howard



Kyle Wilson, '14 (IN) and Admiral Paul Yost, USCG (Ret), President Emeritus, James Madison Memorial Fellowship Foundation



Ray Tyler, '14 (SC) and Professor Howard



Fellows, friends, and Professor Howard



Kelly Dutcher, '14 (MI) and Summer Institute faculty, Dr. Daniel Dreisbach



Rick Zano, '13 (VA) and Shreeta Ashley, '14 (OK)

Florida Fellows Host NCHE Conference



Emma Humphries, '04 (FL), Sara Ziemnik, '02 (OH), and Claire McCaffery Griffin, '92 (HI) prepare for their NCHE Conference session: *Constitutional Connections: How Individuals, Institutions, and Ideas Shape Our Constitutional Understanding*.

Michelle Hubenschmidt, '10 (FL) and Jennifer Jolley, '10 (FL) join Laura Wakefield, '97 (FL), Vice Chair of the NCHE Board of Directors, at the National Council for History Education's Annual Conference, held in March 2015 at Flagler College in St. Augustine, FL.



Kari Whaley, '12 (FL) and Jason McCray (Foundation staff) talk about the Foundation in the Exhibit Hall of NCHE. Karey also presented a session: *Classroom Characters: Bringing History to Life with Dramatic Interpretations*.

Fellows Forge New Paths Outside the Classroom

*Nearly 10,000 people retire each day from the American workforce and, while 80% of all Fellows are still in the classroom, many are joining the ranks of “those who do not work full-time for others outside the home.”
The post-career paths of Fellows are as varied as the life experiences which led them to the fellowship.*

Carol Conrad, '95 (RI)



On a trip to the Netherlands, Carol tries herring. “It was great! You could have it plain or in a sandwich.”

After over forty years as an educator, retirement loomed as a black hole, but three goals became my mantra: to give back, to be creative, and to challenge my mind. I have gone back to the classroom in one-week stints to support both students and teachers in History Day research. I took the Montgomery County Master Gardeners course and volunteer regularly in the education programs. I joined a women’s barber-shop chorus, performing monthly in many venues from hospitals to senior homes. I was called to support the hospitality arm of my church, giving me an opportunity to utilize many organizational, interpersonal, and diplomatic skills. Finally, we decided to host a 15 year old Chinese high school student for two years. I knew that the skills I learned in teaching were vast, but I really didn’t appreciate how adaptable those skills are. Life after the classroom is not a black hole. Instead, it is a world of freedom and expanding horizons.

Cheryl Cook-Kallio, '97 (CA)



I loved every minute I taught in a secondary school. My James Madison Fellowship provided a plethora of opportunities while I was still in the classroom. So many things were made possible by the Fellowship. The stellar education allowed me to further share with my students and colleagues. Last spring, I retired from teaching students for over 39 years.

The networking opened doors to providing professional development. I now share content and pedagogy with teachers. I serve on the Teachers’ Advisory Board for iCivics, and last summer I worked with scholars at the Stratford Hall Summer Institute for teachers. I serve as a Senior Consultant to the Center for Civic Education, providing civic education professional development to California teachers. In December, I declared my candidacy for the Democratic nomination for the 16th District in the California State Assembly.

When I retired, I worried about giving up something I loved so much. What I found was a different way to learn and to share. It is a perfect fit.

Gary Peters, '01 (CA)



Gary and his daughter, Kennedy, segway through Vienna.

I find retirement a wonderful life style. Don’t misread me. Since I retired in June 2012, I certainly have missed the classroom exchange with students. Luckily for me, I am able to remain in the classroom, albeit on a very part time basis, working as a university supervisor of teacher candidates for Cal Poly, San Luis Obispo. In this role, I visit classrooms throughout our area about twice every two weeks, just enough of a “fix”, involved in exciting and creative social science activities, devoid of the more taxing overhead of grading papers, creating lesson plans, attending meetings, etc. With such a limited “work” schedule, I have been able to take two trips to Europe with each of my daughters, vacation more with my family, see friends frequently, and wake up most days thinking “What do I want to do today?” It’s a beautiful life following such a demanding though rewarding 37 year career.

Ken de Masi, '98 (AZ)



When I retired after nearly four decades, I knew I wasn't really finished with teaching, I was just interested in changing the age and focus of the students I wanted to work with. While I had already spent a number of years serving on the board of directors of the Arizona Council for the Social Studies and as a teacher consultant with several other organizations, I accepted a position on the school board of a new foundation serving a number of schools in Arizona. I increased my involvement with other professional organizations, among them NCSS, NCGE, NCHE, and CEE. Organizing and facilitating workshops and seminars for teachers has been very rewarding to me. Meeting, reconnecting, and collaborating with other James Madison Fellows at these different events has been especially gratifying.

I have found much truth in Will Rogers' quip that "Half our life is spent trying to find something to do with the time we have rushed through life trying to save." My post-retirement efforts and activities in social studies education have opened up whole new vistas. The best part is I still have plenty of time to do nothing, or enjoy my family and friends, or whatever else I want to do.

Roger Desrosiers, '01 (MA)



The specter of retirement can be overwhelming for some. In my case I welcomed it because I could continue to pursue my passion for promoting civic education. The opportunity to be the State Coordinator for the *We the People* program in Massachusetts (a program I taught for nearly twenty years) made the fear of retirement less foreboding.

In very short order, I was a summer institute director, President of the Massachusetts Council for the Social Studies (MCSS), presenter in South Korea, a member of civic education groups for both the state legislature and the state department of education, and I started a non-profit this year, the Massachusetts Center for Civic Education. There is more, but my point for this litany is not to brag but to indicate that if you have an interest in history and social studies, there are many opportunities that open up beyond your expectations.

I do miss the classroom and dealing with young minds, but I can focus on promoting civic learning, civic skills, and changing the attitudes of adults and young people from cynicism to skepticism and from apathy to engagement. There's still so much to do.

Dave Bennet, '92 (MA)



Dave visits with Charlie Kimball, his high school history teacher. "I reconnected with him after forty years and he is still going strong at eighty years of age."

For those of you nearing the end of your teaching career and wondering what to do next, you may consider what my wife and I did. On a Monday in June 2005 we retired, and on the following Friday we opened the Hillcrest Bed & Breakfast in Hyannis, MA (www.TheHillcrestBandB.com). Knowing nothing about the B&B business, but having a combined 70 years of experience in education, we were able to make a smooth transition. The organizational skills of teaching, along with our ability to work with many different kinds of people, provided us with the necessary knowledge to build a successful business.

Having just completed our eleventh season, we look back on a mini United Nations of guests. We have hosted people from all parts of the globe and from all walks of life. It has been an experience like no other. People who arrive as strangers, depart as friends, many of whom return. Our second career continues to be very rewarding and satisfying. I still remain active in both the Massachusetts and the National Council for the Social Studies, but you shouldn't be afraid to do something different in retirement. Remember, there is definitely a world beyond the classroom.

J. Willard and Alice S. Marriott Foundation Funds Maryland Fellowships

Since 1997, the J. Willard and Alice S. Marriott Foundation has provided funding for an additional fellowship in the state of Maryland. These Marriott-James Madison Fellows teach a wide variety of subjects in a wide variety of schools. However, all share a similar sense of gratitude to the Marriott Foundation.



I came to education later in life requiring me to balance my desire for furthering my education with the needs of my family, and things like time and money were both at a premium.

The Marriott-James Madison Fellowship I received was a godsend on so many counts. But the benefits of this fellowship go way beyond the purely financial. There is the sheer joy of spending time in a roomful of other history teachers, refreshing the passion for Constitutional study that brought me into US History in the first place, and ramping up my own understanding of a wonderfully complex and critical subject in our nation today. Having the support of the J. Willard and Alice S. Marriott Foundation helped me to rediscover that joy and it has made a real difference in my classroom. I don't know if any of my students understand how much difference this wonderful foundation has made in their educations, but I do—and I thank the Foundation for it.

Francis (Rusty) Eder, '10 (MD) is now the Academic Dean at West Nottingham Academy in Colora, MD.



Now in my seventh year of teaching, I can clearly see that the Marriott-James Madison Fellowship had a profound impact on my abilities as a teacher. The Fellowship ensured that I could gain a master's degree in historical studies, enabling me to become a more effective historian and therefore, more effectively teach my students how to become historians themselves. My experiences as a Fellow have provided access to other opportunities. I helped write the AP US History curriculum for Baltimore County Public Schools. I have presented lessons to other teachers, furthering their professional development and helping to ensure students receive quality instruction. The Fellowship allowed me to create and foster priceless relationships with teachers around the country. I am overwhelmingly thankful for the friendship I have with **Jacquelyn Wamser, '10 (MO)**, my suite-mate at Georgetown University during the Summer Institute. I am grateful for the opportunities that the Fellowship created for me as well as my for students.

Brigette Cascio, '11 (MD) teaches at Franklin Senior High School in Reisterstown, MD.



I live in Frederick County, MD where the rich range of local historical individuals includes not only Native Americans but the first president of the Continental Congress, John Hanson, as well as Charles Carroll, signer of the US Constitution. However, as an experienced teacher of Ancient World History, I lacked the knowledge I needed to help my students make strong connections to US History. I knew I needed to learn more! Through the graduate classes I am taking thanks to the Marriott-James Madison Fellowship, I can now pass along to my students my growing understanding of US History. Each year on Constitution Day, 250 students in my school hear from local elected officials such as Congressman John Delaney (MD-D) about the meaning of basic constitutional principles. Thank you to the J. Willard and Alice S. Marriott Foundation for improving the education of my students.

Ellen Georgi, '15 (MD) teaches at Urbana Middle School in Ijamsville, MD.

Fellows Know What It Takes

During the 2015 competition cycle, the Foundation directly contacted nearly 50,000 individuals: recipients of brochures, attendees at conferences, followers on Facebook and Twitter. Each month, nearly 4,000 unique individuals visited our website. However, the Fellows themselves were the most successful recruiters. 51% of applicants who were selected as Fellows, Alternates, or Honorable Mentions learned about the fellowship from a current James Madison Fellow.

15% of all letters of recommendation were written by Fellows, and the Foundation is grateful for the letters written by these Fellows for the 2015 competition:

Fellow Recommenders

Jada Kohlmeier, '92 (KS)
 Melissa Finn, '99 (WA)
 Gennie Westbrook, '00 (TX)
 Joseph Schlegelmilch, '02 (NE)
 Christine Kadonsky, '04 (WI)
 Jaime Thompson, '04 (MD)
 Meghan Todd, '07 (WY)
 Mike Wilmoth, '08 (KS)
 Joseph Biron, '10 (CA)
 Michael Ellery, '10 (WI)
 David Hill, '10 (NM)

Michelle Hubenschmidt, '10 (FL)
 Eric Wall, '10 (UT)
 May Wong, '11 (WA)
 Michael Thomas, '13 (WY)

Alternate Recommenders

Brian Halverson, '95 (MT)
 Gennie Westbrook, '00 (TX)
 Dawn Hauser, '04 (UT)
 Chip Abolafia, '05 (AK)
 Mike Wilmoth, '08 (KS)
 Kelly Eddy, '09 (MI)
 James Betres, '10 (RI)
 Jennifer Gembala, '10 (CT)
 Adena Barnette, '11 (WV)
 Jason Danielson, '11 (IA)
 Paul Clark, '13 (WI)
 Christopher Todd, '13 (CT)
 Shanna Hechimovich, '14 (WI)

Honorable Mention Recommenders

Glenna Humphries, '95 (FL)
 Fran O'Malley, '95 (DE)
 Susan Reinhillier, '10 (ND)

Tips for writing effective letters of recommendation can be found on the Foundation website (www.jamesmadison.gov/questions.php). The application deadline is March 1 of each year.

Share and Save Expands to 10 States

What do Indiana, Kentucky, Ohio, and Texas have in common? If you said, "Great collegiate sports programs," you would be correct. If you said, "Beneficiaries of the *Save and Share Initiative*," you would also be correct. **Dave Wolford, '99 (KY)** presented at the annual social studies conferences in each of these four states and included a few words about the fellowship program in his remarks. For his efforts, the Foundation reimbursed the costs of his conference registration.

Other Fellows who presented at state conferences during the past year include: **Kevin Neal, '92 (IA)**; **Gordon Sisk, '94 (TN)**; **Dan Kelly, '03 (IA)**; **Christine Kadonsky, '04 (WI)**; **Jennifer Jolley, '10 (FL)**; **Jason Butler, '12 (GA)**; and **Cynthia Burgett, '12 (VA)**.

The Foundation provides you with talking points, brochures, and slides for your session, and encourages all Fellows to take advantage of this professional development opportunity.

Foundation Debuts New Brochure

Each year, the Foundation mails or distributes over 40,000 brochures about the fellowship program to secondary schools, university departments, conference attendees, and Fellows. Several years ago, the Foundation decided to update the brochure every two or three years, and the newest brochure was published in Fall 2015. The brochure includes photos from the 2015 Summer Institute and features testimonials from **Thomas Ng, '11 (NJ)**; **Sara Ziemnik, '02 (OH)**; and **Juan (Jon) Resendez, '12 (CA)**.



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FELLOWS GATHER AT GEORGETOWN FOR 2015 SUMMER INSTITUTE

The Foundation once again welcomed Fellows for the twenty-third time to the annual Summer Institute, held at Georgetown University (June 20-July 17), for a challenging and enriching study of the origins of the American constitutional system.

Professor Teri Halperin of the University of Richmond joined Summer Institute faculty veterans Dr. Jeffrey Morrison (the Foundation's Academic Director), Dr. Kevin Hardwick (James Madison University) and Dr. Daniel Dreisbach (American University) in a rigorous schedule of delivering lectures, facilitating discussions, holding student conferences, and grading papers. Fellows had their own rigorous schedules: reading hundreds of pages of challenging primary sources, preparing for discussion sessions, writing thoughtful essays, and visiting the many constitutionally significant sites in and around Washington, DC. For the first time in many years, Fellows were privileged to tour the White House thanks to arrangements made by Foundation Board Chairman Senator John Cornyn (R-TX).

Other guest lecturers included Professor Gordon Lloyd (Ashbrook Senior Fellow and Professor *Emeritus*, Pepperdine University) speaking about the Constitutional Convention and ratification; Professor Rosemarie Zagari (George Mason University) offering insights about gender and the Founding; and Professor Charles Yonkers (Georgetown University) discussing *The Federalist Papers*. Dr. Jack Warren, Executive Director of the Society of the Cincinnati, offered very-well received comments about *The Revolutionary War and the Origins of the American Constitution*.

According to **Troy Petrie, '14 (TN)**, "Engaging lectures, challenging primary source readings, stimulating discussions, and visits to historical sites all created a framework for building our understanding of the Constitution. Learning from and interacting with some of the brightest professors in the field alongside some of the best secondary teachers in the nation developed not just my understanding of American constitutional principles, but also my abilities to teach the Constitution. This was an unmatched learning experience."

A summer studying the foundations of our Constitution is an opportunity to be enjoyed, cherished, and never forgotten. This experience cannot be replicated and that's the beauty of it. The community built each summer is one grounded in a love of what the Fellows study and inspired by their vocation to teach the history and government of the United States.

—Sheilah Jennings, '15 (NM)



Summer Institute faculty and Foundation staff enjoy their "liberty caps," a gift from the Fellows.



The depth and breadth of the Summer Institute experience has had a transformative effect on me as both a teacher and a scholar which can only translate into better teaching and learning in the classroom. I look forward to helping students better understand their roles as citizens in a self-governing society.

—Richard Judd, '14 (FL)

The Summer Institute, more than any other professional development experience, has re-engaged me with the primary sources of history and re-ignited my passion as a scholar-teacher of the Constitution. The intellectual stimulation created by the coursework and conversations were beyond my expectations.

—Jennifer Zirbel, '14 (MT)



The Madison Summer Institute was the best overall professional development in which I have ever participated. The combination of lectures, readings, discussions, excursions, and collegiality was amazing.

—Kelly Dutcher, '14 (MI)



Where in the World?



Elizabeth Rasmussen, '13 (FL) stands next to a marker showing where the Wall divided East and West Berlin.

TOP Program is Tops

ELIZABETH RASMUSSEN, '13 (FL)

I recently returned from visiting Germany with the Transatlantic Outreach Program (TOP), a program of the Goethe Institut. I spent two weeks in Germany traveling around the country while studying modern Germany, historical sites, and the German educational system. My colleagues and I visited Frankfurt, Geisa, Dresden, Leipzig, and Berlin. Except for the James Madison Fellowship, this was the most transformational professional development I have ever participated in.

We visited the places where history actually happened, such as the western most point of the former Soviet Union and the former headquarters of the Stasi (secret East German police). Every place we walked

in Berlin was full of history. However, we also learned about modern issues such as Germany's education system and the cultural impact of the growing Muslim population. Perhaps the greatest thing I brought back from this trip was first-hand knowledge I can now share with my students, many of whom have never been on an airplane.

The application for this program is highly competitive and only 100 educators are selected each year. The program is almost completely free to the participants.

Several other fellows have participated over the years: **Jennifer Jolley, '10 (FL)** and **Adena Barnette, '11 (WV)**. Information on the program can be found at <http://goo.gl/TmWrlz>.

Honoring the British-American Alliance

JENNIFER JOLLEY, '10 (FL)

The British-American World War II alliance is honored today with a museum aptly named the American Air Museum, housed at the Imperial War Museum (IWM) in Duxford (near Cambridge). Duxford is where the US Eighth Air Force's 78th Fighter Group served from 1943-1945, and it is where I participated in a two-week program last summer: the American Air Museum Summer Residency.

The American Air Museum has digitized a collection of over 15,000 slides and images of American Airmen and women (Women Army Corps) who served at Duxford during World War II. Each teacher in our group researched an image (before leaving the US) from the

museum's Roger Freeman Collection of photographs, and then reported on these findings in England. My research connected me with a woman in Florida whose father was a ball turret gunner on a B-17 "Ground Pounder" that was credited with 30 sorties over Germany.

In my two short weeks in England, I was immersed in the study of World War II and the significant role played by American men and women in winning the war. I worked with British and American teachers, toured historic sites, and studied under leading scholars. This program reminded me that I am still a student of World War II and provided a fresh perspective on how devastating this war was to the British. I highly recommend that Fellows apply for this program. They



Jennifer Jolley, '10 (FL) explores Dover Castle with other participants in the American Air Museum Summer Residency program.

can also explore the wealth of resources on the American Air Museum website, www.AmericanAirMuseum.com.

SOJOURN IN SOUTH AFRICA

TIM KELLY, '00 (MD)

I was one of five Washington, DC area teachers participating in the Global Education Teacher Exchange Program sponsored by the Global Affairs Council of Washington, DC. We spent ten days in South Africa last August connecting with teachers from Johannesburg, developing curricula, and exploring ways to connect our classrooms virtually throughout the 2015-16 school year. Below is an excerpt from my blog, *Mr. Kelly Goes to Johannesburg* (<http://goo.gl/btbUzG>), describing one of my South African teaching experiences:

Teaching in South Africa: The first class, an hour long “double block,” was Eighth Grade English. I shared a little bit about myself and my family, then described Annandale High School. Students seemed surprised by both the size of the school and the diversity of the student body. The students seemed especially interested in the experiences of the

Hispanic/Latino students and wanted me to teach them some Spanish. On the whole, they demonstrated tremendous linguistic dexterity, quickly picking up the handful of Spanish phrases I introduced. Many of them speak several of South Africa’s official languages and most have been taking English as a first additional language since fourth grade. In addition to English, there are three home language offerings at the school, including Sesoto, isiZulu, and Xhosa.

During my favorite part of the class (I believe the learners enjoyed it, too) we acted out a story from the prologue of Congressman John Lewis’ book, Walking With the Wind: A Memoir of the Civil Rights Movement. Set in a rural African-American sharecropping community in Alabama, Lewis relates how a group of young children worked together to hold down a rickety house during a powerful storm. Without hesitation, the forty students got in a circle and held hands. We made wind



Tim Kelly, '00 (MD) teaches eighth graders at Thandi Sibeko Secondary School in Duduza, South Africa.

and rain and thunder and circled the room several times to keep different corners of “our house” from flying away. It was so much fun, mostly because the students seemed to embrace the activity. We talked about the meaning of the story and then I related it to the different historical storms that have shaken both the United States and South Africa and the resilience of the people in these nations to resist, survive, adapt, and thrive. What a wonderful and unforgettable teaching experience!

Madison Fellow Teaches Abroad

ALI JESSIE, '10 (OR)

I received the James Madison Fellowship in 2010. However, I have the travel bug, so after three years of teaching, studying, and completing the class work, exams, and research portions for my Masters in History at Portland State University, I wrote a draft of my thesis, but postponed the defense. I moved to Barcelona, Spain, in August 2013 and applied my improved knowledge and skills in history to teaching such classes as US History and IB 20th Century World History at the Benjamin Franklin International School. My students come from around the world, but the language of instruction is English.

As an American school, we teach one year of US History in the ninth grade, and I engage my students in the Constitutional Convention through the Civil Rights Movement. Since my thesis deals with US

naturalization laws and court cases dealing with Japanese immigrants, I felt especially prepared to teach about Japan-US relations in the build-up to World War II. My experiences as a historian, gained from doing research in the Masters program, have greatly improved my teaching skills when teaching IB History and Theory of Knowledge. My students are enthusiastic to learn about the United States, especially our nation’s role in 20th century world affairs. I am lucky to teach in Spain, experience a new culture, and I take full advantage of holidays to travel around Europe. I travelled back to Portland in December 2015 to defend my thesis and graduate. I returned to Spain to finish the school year, but my next trip will be back to the United States so I can fulfill the Fellowship’s teaching obligation. After that, who knows where my travels will take me?



Ali Jessie, '10 (OR) visits a small town, Cudillero, in northern Spain.

Constitutional Conversations Expand

The Foundation has completed the first year of its multi-year video project, *Constitutional Conversations*. Funded by a very generous grant from the Fairleigh S. Dickinson, Jr. Foundation, this series of illustrated lectures tells the story of America's constitutional heritage from the perspective of the

nation's top constitutional scholars. Each full-length (20-25 minute) video and each shorter subsection (5-6 minutes) is available on the Foundation's website (www.jamesmadison.gov) as well as the Foundation's YouTube channel: www.youtube.com/MadisonFoundation.



Religion and the Constitution

Dr. Jeffrey Morrison, the Foundation's Academic Director, analyzes the impact of religious institutions and religious beliefs on political thinking during the Founding period.

- *Religion in Colonial America*
- *The Great Awakening*
- *Religion and the States*
- *James Madison and Religion*
- *James Madison and the First Amendment*



Women and Early American Constitutionalism

Dr. Rosemarie Zagarri (University Professor and Professor of History at George Mason University) discusses both the formal and informal political roles played by women in the 18th century.

- *Women Before the American Revolution*
- *Women During the American Revolution*
- *The American Revolution Changes the Status of Women*
- *Women Vote in New Jersey*
- *Women Participate in the Ratification Debates*
- *Women as Citizens Under the Constitution*



James Madison and American Constitutionalism

Dr. Jack Rakove (William Roberston Coe Professor at Stanford University) analyzes both the philosophical as well as the pragmatic components of James Madison's constitutional principles.

- *James Madison in the 1780's*
- *James Madison at the Constitutional Convention*
- *James Madison and Proportional Representation*
- *James Madison and the Bill of Rights*
- *James Madison in the 1790's*
- *James Madison and the Constitution*



Ratification of the Constitution

Dr. John Kaminski (Director, Center for the Study of the American Constitution at the University of Wisconsin-Madison) explains the roles played by ideas, individuals, and institutions in ratifying the US Constitution.

- *Challenges to Ratification of the Constitution*
- *Popular Sovereignty and Constitutional Ratification*
- *Massachusetts and Constitutional Ratification*
- *Antifederalist Objections to the Constitution*
- *The Printers' Role in Ratification*
- *Key Individuals in Constitutional Ratification*



Slavery and the Constitution

Dr. John Kaminski (Director, Center for the Study of the American Constitution at the University of Wisconsin-Madison) highlights the various sectional perspectives on slavery and how those perspectives shaped portions of the US Constitution.

- *Gradual Emancipation of Slaves After 1780*
- *States, Slavery, and the Constitution*
- *Slavery and the Three-Fifths Compromise*
- *The Fugitive Slave Clause and the Constitution*
- *Emancipation of Slaves Under the Constitution*
- *The Slave Trade and the Constitution*



Founders: Famous and Forgotten

Dr. Daniel Dreisbach (American University) examines why some Founders are remembered; why some are forgotten; and why some “forgotten” Founders should be celebrated.

- *Celebrating the Founders*
- *Famous Founders*
- *Forgotten Founders*
- *Fame and the Founders*

In Production

The following videos are currently in production and will be released in the next six months. The next edition of *Madison Notes* (Winter 2017) will feature thumbnails and summaries from each.

- **Dr. Catherine Allgor**, Skotheim Director of Education at the Huntington Library, Art Collections, and Botanical Gardens, *Dolly Madison's Contributions to Constitutional Conversations*
- **Dr. Gordon Lloyd**, Senior Fellow at the Ashbrook Center and Dockson Professor *Emeritus* at Pepperdine University, *The Constitution as a Four-Act Play*
- **Dr. Jack Rakove**, William Roberston Coe Professor at Stanford University, *The American Revolution*
- **Professor William B. Allen**, *Emeritus* Professor of Political Philosophy at Michigan State University, *George Washington's Constitutionalism and James Madison and American Democracy*

CLASS NOTES



Ashley Henley, '04 (MS) was selected as the winning writer for the Art of Future Warfare's Day of Infamy essay competition. "I wanted to incorporate historic truth in a creative piece." Her award-winning essay can be read at <http://goo.gl/N1b7Vh>. In November 2015, Ashley was elected to the Mississippi House of Representatives.

1992

Audrey Micaletti (PA) is retired and fills her time "with book clubs, travel, and a project I started 20 years ago—reading biographies of all the presidents (in chronological order.) I've just finished reading Ralph Ketcham's *James Madison*. As you can surmise, it is slow-going."

2001

Perry Dillard (AL) graduated in May 2014 from Troy University with a Masters in Educational Leadership. "In January 2015, I began a doctoral program in Educational Leadership at Auburn University."

2004

Emma Humphries is "jazzed about becoming the new Chief Engagement Officer for iCivics."

2008

Ray Hawkins (SC) advises his school's Interact Club. "We raised \$2000 for the Relay for Life and also participated in the National Backpack Buddies Program."

Hart Murphy (TX) is "currently employed by the International Programs School, located in Al Khobar, Saudi Arabia. I am teaching a social studies elective, International Relations."

Elliot Rotvold (ND) "teaches my students about citizenship since they are required to pass a version of the US Citizenship Test in order to graduate from high school in North Dakota."

Maria Savini (PA) reports that she "continues to implement my *What Would the Founders Say?* activity. Students are assigned a current event and must find textual evidence to support their Founder's perspective."

Corey Vasek (NE) "successfully implemented a project-based learning unit on immigration. We toured Omaha's immigrant neighborhoods and then worked with community groups to help facilitate assimilation for our new neighbors."

2009

Joanne Anibaldi-Berry (MT) and her students "raised over \$5000 to fund a trip to Washington, DC in May, 2015. Our major fundraiser was a Cow Pie Bingo contest. If you don't already know what it is, use your imagination."



Rich Updegrove, '00 (ME), Brian Rainville, '98 (VT), Lindsey Charron, '13 (CA), Kathy Hagee, '12 (PA), Christine Kadonsky, '04 (WI), and Theresa Silvester, '08 (ID) gather in front of Anderson House, the headquarters of the Society of the Cincinnati in Washington, DC while participating in its Annual Master Teachers Program. According to Christine, "The house has a Special Collection Library in the basement, a house museum on the first and second floors, and suites on the third floor. Each participant stays in his/her own suite and spends the week learning and researching about the American Revolution. More information about the Master Teachers Program and other education programs can be found at SocietyoftheCincinnati.org."

Kristie Barbee (TX) "ran the Boston Marathon in April 2015."

Mary Cosby (VA) sponsors both the Model United Nations and the Model Congress at her school. "My students competed in two conferences and brought home many awards."

Margaret DeWeese (OK) “was named District Teacher of the Year and was chosen to receive a Yale University Fellowship for writing curriculum.”

Paige Fennell (SC) “taught AP Psychology for the first time. I was able to draw connections between the Constitution and the rights of the mentally ill. Students were particularly interested in the legal ramifications of the insanity defense.”

Richard Guiremand (CA) is “working on a partnership with Allen Hancock College through which students can enroll in my high school course and earn dual credit for Political Science 103 at the College.”

Carissa Harris (OR) “enjoys the opportunity to write about civics and social studies curriculum for the online education magazine, *The Educators’ Room*.”

Todd Landeen (UT) “served as a delegate to the Salt Lake City Republican Convention in May 2015.”

James Maddox (CA) shares that “a former student contacted me and said he had gotten a job as a lobbyist in Sacramento because of my government class.”

Nicholas Moyte (WY) completed his MA in American Studies from the University of Wyoming in 2014.

Tim Royers (NE) reports that “I was awarded the 2014-15 Nebraska District Debate Coach of the Year by the National Speech and Debate Association.”

Gracieta Small (MA) “read these books in my recent Early American History seminar: Gordon Wood’s *Empire of Liberty*, Rosemarie Zagari’s *Revolutionary Backlash*, Nathan Hatch’s *Democratization of American Christianity*, and Laurel Thatcher Ulrich’s *Martha Ballard’s Diary*.”



Amanda Waluzak, '09 (OH) shares her excitement about Project Pivot, an arts and social studies integrated elective class which is a partnership between her school, the Arts and College Preparatory Academy (ACPA), and the Columbus Museum of Art. “Students, educators, and teaching artists work collaboratively to generate ideas and translate work done in class into experiential and socially engaged artistic projects. Teachers and artists co-teach and co-plan to capitalize on the strengths of both institutions for the benefit of students.”

2010

Steven Byers (DE) was re-elected to the Delaware State Education Association Executive Board.

Pamela Duncan (OK) “attended a Gilder Lehrman Summer Seminar about the *Age of Lincoln*, held at Oxford University. Everything I learned will have a significant impact on my future teaching.”

Kyle Hickman (IL) helped his school to host the 28th Annual DuPage Valley Social Studies Conference (DVSSC). “The Conference brings together university professors, experts in the field, and community activists to present relevant content and methodology to teachers.”

Charles Kannapel (IA) reports that he is “teaching with another Madison Fellow, **Heather Every, '99 (IA)**. Being able to discuss topics with Heather is a godsend.”

Jaime Leverington (AZ) shares that “I completed my first marathon in March!”

Ben Osborne (AL) “started an honor society with a service component for social studies students.”

Marisa Silva (NM) and her Alexandria, VA students “were featured in a two-part Spanish language television special on Telemundo, Washington.”

Rebecca Zaloudek (TN) “loves seeing my students make connections between our political system and those of the past, especially Greece and Rome. They also study Enlightenment thinkers like Locke and Hobbes.”

2011

Pete Bartels (MI) “spent a great weekend in March 2015 with fellow Madisonians at an Ashland colloquium featuring Dr. Gordon Lloyd.”



Jason Beavers, '09 (OH) and his wife welcomed Abigail Josephine in May 2015. “I now have two children, one named Josiah and another named Abby--the names of the President and First Lady on *The West Wing*.”

Christoph Brown (CA) “began teaching at St. Paul Conservatory of Performing Artists. We also had our first child last year.”

Jena Burke (MT) notes that, “after two years of teaching, I can honestly say this is the profession I’m meant to be in.”

Elizabeth Todd Byron (KY) “completed my MAT in 2015. I also registered all my seniors to vote!”

Brigette Cascio (MD) “had many meaningful discussions with my students about the Baltimore riots and I asked students, based on these events, if the civil rights movement was over.”

Rose Paluch Eberhardt (VA) “suffered a traumatic brain injury in April 2014 but I’m now teaching US History at Gonzaga College High School in Washington, DC. I also got married last October.”

Ashley Heyer (LA) “testified in April before the Louisiana Board of Elementary and Secondary Education in support of Common Core standards.”



Stephanie Walsh, '11 (CO) and **Robert Stoddard, '08 (UT)** join **Gennie Westbrook, '00 (TX)** (center) atop the Newseum in Washington, DC while participating in the 2015 Bill of Rights Institute Founders Fellowship program, *Liberty and Security*.

Jennifer Powell (FL) “couldn’t be more proud of my students and our civics curriculum at Deerlake Middle School. We were tied for receiving the highest score among public schools on the Florida Civics End of Course Assessment for middle schools.”

William Sutherland (DE) “completed Villanova’s first ‘hybrid’ (online and in-person) course on Research Methods. I will bring the skills learned back to my own classroom.”

2012

Anthony Brey (MI) “piloted teaching thematically, instead of chronologically, in history classes last fall.”

Mark Brunton (TN) “took my comprehensive exam last October. I also researched the University of the South during WW II.”

Jason Butler (GA) “coached my school’s Mock Trial for the fifth season. Our team advanced to districts for the first time, thanks in part to award-winning performances by eight standout individuals.”

Eric Cameron (MN) “participated in the US Department of Education’s Teach to Lead program, which recognizes teachers who are leading and working to improve their education communities. We also had our first child!”

Maureen Gray (TX) “began teaching AP US History in addition to regular US History. I feel as if I’ve received a promotion.”

Brian Johnson (OR) teaches AP US Government and Politics, AP US History, and Civics.

Samantha Kowalak (NJ) “took students to the National Constitution Center to conduct research on how students learn about the Constitution and civic engagement within the context of museum spaces. It was a great trip!”

Jeffrey Lobo (IL) began a Civics audit of his high school, working with **Shawn Healy, '01 (WI)** and the McCormick Foundation Civics Program. “We are evaluating data received from multiple stakeholders: students, staff, administration, and community.”

Tyler Maxon (NE) shares that “I just finished my first year at an alternative high school in West Des Moines. I took my students to the local historical museum and participated in a stock market challenge.”

Jason Milczewski (OH) “created a new teaching elective called *What Is An American?* in which the students explore the definition of America through a collection of cultural and historical sources.”

Kylie Miller (NV) reports that “This was my first year teaching AP US History. It was a marathon learning the new material, but it was nice to finally use my constitutional knowledge in a professional setting.”

Kimberly Moore (MD) returned to “teaching NSL-American Government. It was a challenge re-learning the content, but I found that my experience as a Fellow and my graduate degree in Political Science smoothed the transition. I grew to love the class.”

Cody Nesbit (UT) finished his Masters Degree in December 2014. “I hope to integrate many primary source documents in my classes and online at my class website. I only wish I had more sections of government to teach!”

Kathryn Newcomb (MD) encouraged “several students to enter their History Day projects in the Charles County History Day competition.”

BK Nordan (RI) graduated with his Masters Degree in December 2014. “I continue teaching in the Urban Collaboration Accelerated Program.”

Robert Ovsak (KS) “created four new primary source lessons for my AVID students using a grant I received for that purpose.”

Brett Pritchett (KY) “had the pleasure of studying American Legal History, an in-depth analysis of the legal field. For my final research paper, I analyzed Establishment Clause case law throughout the 20th and 21st centuries.

Kevin Rhoads (GA) “published an article, *The Fundamentals of Faith*, for the ABC-CLIO encyclopedia on the great events of religious history.”



Patrick Sprinkle, '13 (NY) participated in a Gilder-Lehrman Summer Seminar on Reconstruction taught by Dr. Eric Foner. “What resonated with me most about the program was Dr. Foner’s passion for Reconstruction. Whether it was building document sets for us to closely examine or the enthusiasm with which he spoke, you could easily tell Dr. Foner oozed passion for the topic. I hope to engage my students in the same way, and Dr. Foner has given me the resources to be set up for success in this venture.” (Above: Patrick “oozes passion” in his classroom.)

DeAnna Roessling (MS) compares the Summer Institute to a Disney ride. “During the Institute, I was screaming, ‘Let me off!’, but once it was over, I realized how much I enjoyed the experience and how integral it became to my teaching.”

Stephen Vetack (NH) “teaches 20th Century American History and runs the MHS History Club. My students took home three first places at the State History Day contest and one earned a fourth place at National History Day for a paper about Harvey Milk.”

Jennifer Wilkosz (CT) “moderates the Habitat for Humanity Chapter at my school. I drove to Tennessee with 18 of my students to build houses for people in need of shelter. The students said they felt it was a life-changing event.”

2013

Lindsey Charron (CA) “was awarded the Barringer Fellowship at Monticello.”

Thomas Griffin (IA) “was named Lead Teacher by my high school and served as an Instructional Team Leader.”

Kari Hall (ND) teaches American Studies, Psychology, and AP Psychology at Williston High School.

Cynthia McCallister (WV) finished her Master’s Degree at Ashland University. “The Ashland courses are exceptional. Through Ashland and the Foundation, I’ve met and continue to network with hundreds of teachers from around the nation. This truly unique experience has made me a better teacher.”

Eden McCauslin (DC) “taught hybrid American Literature/US History for the first time. My students were featured in the educational video supplement for the updated Ken Burn’s Civil War series.”

Amber McMunn (TX) graduated from Ashland University in May 2015 “and received the Master of Arts in American History and Government Chairman’s Award for Outstanding Performance in the Spring 2015 Qualifying Exams.”

Shalyn Nelson (UT) serves “on the City Council and as the Mayor *Pro Tem*. I am also a member of the Washington County Solid Waste Board.”

Kathleen Scorza (MA) completed her MA thesis: *False Emissaries: The Jesuits Among the Piscataways in Early Colonial Maryland, 1634-1648*. “This is my greatest academic achievement to date.”

Christopher Todd (CT) participated in a Teaching and Learning Conference. He and his wife also welcomed a newborn to their growing family.

Howard Warren (MO) “coached the AP US Government and Politics class to a State Championship in the *We the People* competition.”

Matthew Weldon (IL) “was able to convince the Board of Education to increase the Social Studies requirement; to add a Civics and AP US Government and Politics course; and to begin the process of becoming a Democracy School through the McCormick Foundation Civics Program”

Roderick Zano (VA) teaches AP US Government and Politics. “I attended an AP workshop for teachers at William and Mary and also presented a session featuring StreetLaw Inc.’s Supreme Court lessons at our annual state social studies conference.”

2014

Cheryl Adams (ID) “took 21 students to the State Convention as part of the YMCA Youth in Government program. They experienced the entire process of making bills and turning them into laws while sitting in the seats of our Senators and Representatives. It was awesome.”

Shreeta Ashley (OK) currently teaches Pre-AP US History to eighth graders. “The experiences in my American Founding class at Ashland helped me to select the proper documents to engage my students in the study of the Constitution and the *Federalist Papers*.”

Michael Bealefeld (MD) worked to develop a database of primary source documents about the American Founding period. “My role was to research why James Madison supported a Bill of Rights. I gathered about thirty documents covering the period 1787-1789 and concluded that Madison wrote the Bill of Rights for a variety of complex reasons, both political and personal.”

Karin Nelson Cummings (AZ) “mentors the National Honor Society. My AP US Government and Politics students passed the AP Exam with an 80% rate.”

Stephanie DaSilva (RI) “was a presenter at the University of Rhode Island’s Graduate Conference. My research focused on Rhode Island during the long Progressive Era.”

Robin Deck (LA) “presented at the Louisiana Council for the Social Studies about how to use Padeia seminars to build document labs to encourage deeper analysis by high school students. I also presented at the Annual AP Conference about a document-driven WW II project.”

Zachary Deibel (AR) teaches Civics, US History, AP US History, AP US Government and Politics, Contemporary US History, and World Geography. “Teaching these courses have been exceptionally rewarding.”

Jason Duncan (HI) “explored the historical and socio-cultural context of education while examining the work of Diane Ravitch, one of my favorite advocates for public schools. As a culminating project, I wrote a literature review about her impact on American educational policies and practices.”



Shanna Hechimovich, '14 (WI) attends the Medal of Honor Legacy program hosted by the Freedoms Foundation at Valley Forge. “The Medal of Honor Legacy seminar’s curriculum focuses on World War II, Korea, Vietnam, Iraq, and Afghanistan. The absolute highlight of the program for me was hearing Medal of Honor recipient General James Livingston, USMC (Ret.) recount the experience that earned him the Medal of Honor. I also enjoyed a lecture on the European Theater during World War II by David Eisenhower, Director of the Institute of Public Service at the University of Pennsylvania and, of course, Dwight Eisenhower’s grandson.”

Kelly Dutcher (MI) finished her capstone project: *Mandatory Military Service as an American Civic Duty in the 20th and 21st Centuries*.

Peter Gillen (MA) runs “Good Government Day, enabling select students to participate in local government. I also advise our Model United Nations Club.”

Jason Hahn (TX) teaches American Government, AP US Government and Politics, and AP Macroeconomics. “I have seen a lot of improvement in AP scores in the past few years, and anticipate more improvement in the future.”

Thomas Haindfield (NE) reports that “Over the course of the year, my AP US History students begin to see patterns and connections between the past and the present. Each student becomes interested in what the others have to say. This intellectual maturation is one of the many reasons I enjoy teaching.”

Dustin Hornbeck (OH) “serves on the state committee to help create the new US History State End-of-Course Exam. Drawing upon my experiences at Ashland, I had my students read John Locke and simulate the Kentucky secession crisis.”

Kyle Jensen (UT) graduated from the University of Utah. “Upon graduation, I had written over 500 pages of academic work focusing on race, resistance to oppression, and utopian ideals. I have now been appointed Lead Teacher for my school and am responsible for mentoring all new teachers.”

Colbe Klein (PA) reports that “in my World History courses, my students compared the American and French Revolutions. We also took a trip to the US Holocaust Museum using grant funds I had been awarded by the Jewish Federation of Delaware.”

Deborah Lorence (AK) and her students “participated in the National Mock Election program. We also held a Candidate Forum in our school which was well attended by both students and their parents.”

Evan McLaughlin (NJ) presented a paper at the Virginia Social Science Association’s Annual Conference. “My work analyzed the ways in which slavery was undermined through indirect and direct slave resistance as well as developments in the intellectual conceptualization of race.”



Kim Grosenbacher, '15 (TX) (center) was named the recipient of the 2015 Frank R. Kemerer Award, which recognized her as Texas' outstanding high school social studies instructor. "This is a true honor and I want to thank all my students because they are the ones who make teaching both challenging and rewarding. As a result of this award, I had the opportunity in June 2015 to address 2000 administrators at the Annual Texas Law-Related Education Conference."

Karlye J. Mull (NV) "brought the League of Women Voters to my school for voter registration. I studied *Race and Equality in America* at Ashland University with Dr. Peter Myers—an eye-opening experience. As a result, when my students wanted to talk about the riots in Ferguson, I provided a broad historic perspective."

Amy Parker (FL) "attended a summit hosted by the George Washington Institute for Religious Freedom in Newport, Rhode Island. I am helping them to develop a website containing resources for teaching about the history of religious liberty."

Carly Peterson-Green (WA) researched motivational teaching techniques. "I focused on Diana Hess's writings about teaching history. These books were enlightening and I highly recommend them."

Troy Petrie (TN) serves "as a mentor for the TNAchieves/Tennessee Promise Scholarship Program, a scholarship that provides two years of free community college/technical school to all Tennessee high school graduates."

Dustin Rimmey (KS) "took over my school's Speech/Debate Teams. Two students made it to the National Tournament in Congressional Debate."

Traci Schladweiler (WY) took her students to "Martin's Cove, where they learned about the Mormon Trail and Westward Expansion. We also visited Cheyenne, where we toured the State Capitol, observed the House and Senate in session, and met our state legislators."

Kelly Steffen (IA) "organized a district-wide Veterans' Day Assembly. I also served as a guest speaker for a Memorial Day ceremony in my community."

C. Ray Tyler (SC) participated in two Ashbrook Center seminars on controversial questions: *Did Abraham Lincoln Violate the Constitution* and *Do American Principles Require American Intervention?* "I was also named Teacher of the Year by the Nation Ford Chapter of the Daughters of the American Revolution."

Matthew Tyler (GA) "served as an Arthur Zankel Fellow on a project exploring how to best improve debate skills among middle school students, and worked as an assistant debate coach for my school's Urban Debate League team. I participated in several protests regarding police policies in New York City."

Erica Vatella (AL) studied *Introduction to Constitutional Issues*, *Early Modern Europe*, and *Organization of Social Studies*. She also completed her first year of teaching.

Samuel Weaver (CA) reports his success working with one of his civics students. "Katelyn has a visual impairment, severe anxiety, and mild seizures. But, she was able to find her voice and participate in class. She even did a presentation on her own about a current event."

Annie Williams (AR) finished her teaching internship in Lima, Peru. "I stayed with a Peruvian host family for six weeks and taught at the Peruvian North American Abraham Lincoln school. I also traveled to see Paracas, Cuzco, Machu Picchu, and the Nazca Lines. It was a grand trip!"

Jennifer Zirbel (MT) reports "many successes this year as a teacher. I took my American Government and Constitutional and Criminal Law classes to watch the Montana Supreme Court while in session. We also skyped with Montana's two Senators: John Tester (D) and Steve Daines (R)."

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

Obituaries



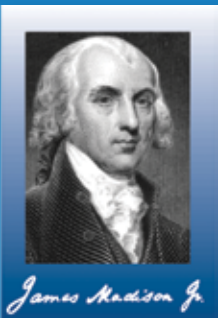
Meg Deweese, '09 (OK) and Jennifer Reiter, '07 (OK)

Jennifer Margaret Reiter, '07 (OK) passed away on April 5, 2015. A native Washingtonian, she attended high school and college in the Evergreen State, breaking numerous records for her

basketball prowess. She received her BA from Washington State University and her MA (as a James Madison Fellow) from Ashland University. For the past ten years, she taught history at Carver Middle

School in Tulsa, OK while also coaching volleyball, basketball, and track.

Meg Deweese, '09 (OK) remembers Jennifer. . . *I have had countless enriching opportunities and experiences through my James Madison Fellowship, and knowing Jennifer Reiter remains a truly exceptional part of those experiences. As Fellows, we embarked upon a learning adventure that will stay with me forever. Jennifer not only touched my life as a colleague, but also became a treasured friend and fellow lover of all things history and government. I have personally known few others with the passion Jennifer had for these subject areas. A self-proclaimed "history geek", Jennifer's enthusiasm and vast knowledge of anything American history was contagious. Her eighth grade students undoubtedly have become better historians through her as well as becoming better human beings in the process. Receiving the James Madison Fellowship will always remain the pinnacle of my teaching career and I know that Jennifer felt this way as well. She probably never realized how many others she would positively impact along her journey. But anyone who knew her will never forget her.*



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