



Fourth Annual TAH Symposium



Sponsored by The History Channel

The fourth-annual OAH/H-Net Teaching American History Grant Symposium is a special two-day symposium on the current impact and the future of Teaching American History grants and projects. This year's symposium will focus on the ways TAH grants are shaping the study and teaching of American history. In addition to sessions with speakers who know the TAH program, participants will have opportunities to meet and network with other precollegiate and postsecondary educators who are involved with Teaching American History projects nationwide. Join colleagues for dinner on Wednesday evening at one of the many restaurants in downtown Seattle.

Registration

The TAH Symposium registration fee of \$75.00 includes all symposium materials, breakfast and lunch on Thursday, March 26, and coffee breaks. Please register using the preregistration form on page 160 or online at <http://www.oah.org/2009>.

Wednesday, March 25

12:00 noon to 1:00 p.m.

Registration and Exhibits

1:00 p.m. to 1:30 p.m.

Introduction and Overview

Welcome from OAH President Pete Daniel

1:30 p.m. to 3:15 p.m.

Evaluation—What Difference Does It Really Make?

Chairs:

CHARLES D. CHAMBERLAIN, Louisiana State Museum and H-TAH Coeditor

KURT LEICHTLE, University of Wisconsin, River Falls and H-TAH Coeditor

Panelists:

ALEX STEIN, TAH Team Leader, U.S. Department of Education

LARRY CEBULA, Eastern Washington University and Washington State Digital Archives

MATTHEW L. HARRIS, Colorado State University, Pueblo

THOMAS CHRISTIAN, Thorp School District (WA)

The more than \$800 million allotted to the Teaching American History grant program is an unprecedented infusion into history and history education. As diverse groups of partners work together to implement TAH grants, what do their internal and external evaluation methods reveal about what is and what is not working? We will discuss how other partners incorporate evaluation both formative and summative evaluation results into TAH programming.

3:15 p.m. to 3:45 p.m.

Break and Exhibits

3:45 p.m. to 5:15 p.m.

Historians and History Educators: The Better Angels of Our Nature?

Chair:

KELLY A. WOESTMAN, H-TAH Coeditor and H-Net President

Panelists:

DANIEL J. MCINERNEY, Utah State University

LINDA SARGENT WOOD, Arizona State University

DONALD SCHWARTZ, California State University, Long Beach

As historians, history educators, and department chairs continue their active involvement in TAH grants, how is that changing the nature of their work? Have TAH grants affected departmental involvement with area schools for the long term, or will the partnerships end after the money ends? How has TAH funding to historians and departments of history impacted what they do? These are only a few of the questions that will engage this audience-centered discussion.

6:00 p.m.

Dine Around Seattle

Symposium attendees are invited to participate in a "Dine Around" on Wednesday evening. Informal groups of attendees will be encouraged to dine together at local restaurants (cost not included in conference fee). Guests of attendees are welcome to attend as well. Sign-up sheets will be provided during the symposium.



Thursday, March 26

8:00 a.m. to 9:15 a.m.

Breakfast, Small Group Discussions, and Exhibits

Some discussion pre-planning will occur on the H-TAH online community. Anyone involved in TAH grants is invited to join in the discussion—just visit <<http://www.h-net.org/~tah>> and click on “Subscribe!” to join. You can also access past discussions from the homepage.

9:15 a.m. to 10:45 a.m.

Teachers as Grant Collaborators

Chair:

THOMAS THURSTON, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University, and H-TAH coeditor

Panelists:

PAM GOTHART, Madison County Schools (AL)

MARK MARCHILDON, Del Norte High School (CO)

JOHN ROBINSON, Cooperating School Districts (MO)

Senator Robert C. Byrd originally envisioned the TAH grants as enhancing teachers’ knowledge of American history. In this session, a group of teachers and school coordinators active in implementing TAH grants will discuss how effective TAH grants are in achieving this primary goal. How do the grants actually impact teachers? How does this enhanced knowledge of American history and of content-specific pedagogy impact student learning? Finally, are teachers being treated as equal professionals in implementing TAH programs? What do teachers see as the long-term impacts of the grants on the schools in which they teach?

10:45 a.m. to 11:15 a.m.

Q&A and Wrap-Up

Chair:

PETER KNUPFER, H-Net Executive Director, and Kelly Woestman

This wrap-up session will focus on questions presented in earlier symposium discussions and then turn to where we go from here. What future do we see for the Teaching American History grant programs? How should we continue the discussion online (H-TAH) and at future professional meetings?

11:15 a.m. to 11:30 a.m.

Break and Exhibits

11:30 a.m. to 1:00 p.m.

Lunch and Keynote Address

Sponsored by the Gilder Lehrman Institute of American History

An Antidote for an Ailing Profession or a \$836,000,000 Boondoggle: The Future of the TAH Program

SAM WINEBURG, Stanford University



Sam Wineburg’s work engages questions of identity and history in modern society: how today’s Facebooked youth use the past to construct individual and collective identities. Over the last twenty years his interests have spanned a wide terrain, from how adolescents and professional historians interpret primary sources to issues of teacher assessment and teacher community in the workplace, to the nature of national collective memory and our national obsession with easy-to-score multiple-choice tests. Pundits and many college professors have lamented young people’s lack of historical knowledge and warned that ignorance of the past surely

condemns us to repeating our mistakes. In the contemporary United States, this dire outlook drives a contentious debate about what key events, nations, and people are essential for today’s students. Stanford University Professor Sam Wineburg, the Executive Producer of the U.S. Department of Education’s National History Education Clearinghouse, shares his insight into what we are learning about how both professors and students interpret history, and provides examples of how to apply that research into classrooms in the nation’s school and university classrooms to enhance student learning.

Asserting that we are asking the wrong questions, Wineburg’s research demolishes the conventional notion that there is one true history and one best way to teach it. Although most of us think of history—and learn it—as a conglomeration of facts, dates, and key figures, for professional historians it is a way of knowing, a method for developing an understanding about the relationships of peoples and events in the past. A cognitive psychologist, Wineburg has been engaged in studying what is intrinsic to historical thinking, how it might be taught, and why most students still adhere to the “one damned thing after another” concept of history.

His book, *Historical Thinking and Other Unnatural Acts*, won the 2002 Frederic W. Ness Award from the Association of American Colleges and Universities for the book “that best illuminates the goals and practices of a contemporary liberal education.” His most recent study, “Famous Americans’: The Changing Pantheon of American Heroes,” appeared in the March 2008 issue of the *Journal of American History*, and was featured in publications from *The Smithsonian* to *USA TODAY*. Wineburg is a professor of education and a professor of history at Stanford University.