

TEACHING TRADITIONAL AMERICAN HISTORY APPLICATION FORM

Name: _____

Home Address: _____

City: _____ Zip Code: _____

Home Phone: _____ Cell: _____ Work Phone: _____

SSN: _____

Email: _____

Name of School: _____

Parish School District: _____

WHICH INSTITUTE DO YOU WISH TO ATTEND?

Note: Priority will be given to American and Louisiana history public school teachers in the Ouachita, Morehouse, Richland and East Carroll parishes and Monroe City Schools. Applicants must be eligible to be admitted in good standing at the University of Louisiana at Monroe.

All institutes will run from June 4 to June 28, 2012.

Teachers may attend only those institutes that correspond to the grade levels they teach or expect to teach in the coming year. Please check your preference:

- THOSE WHO MADE A NATION** (Elementary Teachers)
- LOUISIANA HISTORY** (Middle School Teachers)
- WORLD WAR II AND THE AMERICAN HOME FRONT** (High School Teachers)

Current History Course or Grade Taught: _____

History Courses you will teach in the coming school year: _____

OTHER TEACHING EXPERIENCE:

School	Dates	Courses Taught
_____	_____	_____
_____	_____	_____

EDUCATION:

College	Degree	Field of Study	Dates
_____	_____	_____	_____
_____	_____	_____	_____

Please identify 2 references. One should be from the principal, assistant principal or department head at the school where you teach.

Name: _____

Title: _____

Phone: _____

Email: _____

I wish to participate in the 2012 Teaching American History Teacher Institutes at the University of Louisiana at Monroe. I certify that I teach American or Louisiana history in the _____ School District (Ouachita, Morehouse, Richland, East Carroll, Monroe City Schools). If I am accepted into the program, I agree to be punctual and attend all institute sessions, whether in class or fieldtrips (some of which may be held on Fridays or at times other than stated classroom hours as stated in the institute syllabus). I also agree to present myself in a professional manner, complete reading assignments prior to class, and perform all work required by institute syllabus. I will actively participate in and create thorough lesson plans to share with my fellow colleagues. I understand that failure to comply with the above conditions or to receive a passing grade from the university will result in the forfeiture of academic credit and stipend.

Applicant's Signature _____

Submit completed application and other request information by **May 1, 2012** to: Walker Lasiter, Louisiana Endowment for the Humanities, 938 Lafayette Street, Suite 300, New Orleans, LA 70113, Fax: 504-529-2358 or email to lasiter@leh.org.

These Teacher Institutes for American History are made possible by a grant from the U.S. Department of Education's Teaching American History program and the Louisiana Endowment for the Humanities.

Do you love to learn?

Are you looking for new and engaging ways to teach American history? Do you need credit to meet the Continuing Learning Units? Participate in a Teaching American History Summer Institute and enrich your knowledge of the subject you teach, plus receive a \$2,000 stipend, 3 graduate college credits in history, and classroom materials.

Through a Teaching American History grant from the U.S. Department of Education, the Louisiana Endowment for the Humanities, in partnership with the University of Louisiana at Monroe, and the Ouachita, Morehouse, Richland, East Carroll, Monroe City Schools districts, will provide advanced study opportunities for public school American history teachers in northeastern Louisiana. These institutes are designed to assist teachers and their students in meeting state and national standards, including the Grade Level Expectations, Graduation Exit Examination and LEAP tests.

These are graduate-school level institutes in which participants will immerse themselves in intellectually challenging seminars and readings led by respected university history professors and nationally prominent guest scholars. Teachers will explore key documents, debates, philosophies and personalities that shaped American history, as well as the origins and evolution of American democracy, the Constitution, civic rights and responsibilities. The Institutes will make use of the most current resources (both text and electronic), as well as introduce participants to local cultural resources and archives. Teachers should leave the Institutes armed with renewed proficiency in American history, and with new strategies, materials and technology to help students better understand the central issues that shaped our nation and its people.



George Caleb Bingham, *Daniel Boone Escorting Settlers Through the Cumberland Gap*, 1851



Louisiana Humanities Center at Turner's Hall
938 Lafayette Street, Suite 300
New Orleans, LA 70113



LOUISIANA
ENDOWMENT
FOR THE
HUMANITIES

Teaching American History

EXPLORING THE AMERICAN EXPERIENCE

Louisiana Endowment for the Humanities

Summer Institutes for
Ouachita, Morehouse, Richland and
East Carroll Parishes and Monroe City Public
School American History Teachers



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SUMMER 2012

Teacher Institutes

Through classroom discussions, readings, field trips and writing essays, each teacher institute will provide elementary, middle and high school teachers with intellectual stimulation and advanced knowledge of American or Louisiana history. While the careful study of American history is the main focus, the Institutes also will focus on how original and primary documents may be integrated into your classroom lesson plan.

TERM: Four weeks, Monday-Thursday, 3 classroom hours per day, institute syllabus may require fieldtrips on Fridays or days other than scheduled classroom hours.

TIME & DATES: 9 a.m. to Noon, Monday through Thursday, June 4 to 28, 2012

STIPEND: \$2,000 stipend, institute books and teaching materials to take back to the classroom

ELIGIBILITY: Public school teachers who teach U.S. or Louisiana history at the elementary, middle, or high school levels in Ouachita, Morehouse, Richland and East Carroll parishes and Monroe City Schools. Applicants must be eligible to be admitted in good standing at ULM.

ACADEMIC CREDIT: Teachers will receive 3 credit hours in history from ULM upon successful completion of the institute.

TUITION & OTHER BENEFITS: Teachers will not pay tuition or fees. ULM has waived tuition for participating teachers. In addition, the Louisiana Endowment for the Humanities will pay for the remaining mandatory university fees, textbooks and teaching materials for teachers to take back to their classrooms.

SUCCESSFUL COMPLETION: To receive the stipend and academic credit, teachers must successfully complete the Institute, which means they must receive a passing grade from the university and complete all institute requirements.

ENROLLMENT: Limited to 23 teachers per Institute

WHERE: University of Louisiana at Monroe

REGISTRATION: See application and requirements at the end of this brochure

REQUIREMENTS: Completed application form, 2 references identified (one should be a principal and an assistant principal or department head).

DEADLINE: May 1, 2012

CONTACT: Walker Lasiter, *Director of Grants*
Louisiana Endowment for the Humanities
938 Lafayette Street, Suite 300
New Orleans, LA 70113
Fax: 504-529-2358
For questions: (504) 620-2631; lasiter@leh.org



From June 4 to June 28, 2012, three institutes will be offered.

All Institutes will run Monday through Thursday (some Friday and afternoon field trips may be scheduled).

FOR ELEMENTARY SCHOOL TEACHERS

Those Who Made A Nation

9 a.m. to Noon
Roger Carpenter, PhD
University of Louisiana at Monroe

Teachers will study individuals and groups who contributed to the formation of American character from the founding of the first successful English colonies in the early 17th century to the first years of the American Republic. The class will explore the teaching of history through biographies of individuals as well as through the collective stories of the diverse cultures that settled North America. The class will take a “top down” and “bottom up” approach — studying the lives of planters, lawyers and merchants (from amongst whom came the “Founding Fathers”), as well as women of all classes, artisans, yeoman farmers, Native Americans, indentured servants and slaves. Discussions will be enhanced by primary documents and workshops on how to use images and material culture in the classroom. The class will include a field trip to a historical site.

FOR MIDDLE SCHOOL TEACHERS

Louisiana History: A Bicentennial Celebration

9 a.m. to Noon
Terry Jones, PhD
University of Louisiana at Monroe

Teachers will explore the history of Louisiana from the prehistoric Indian cultures to the present. The institute will focus on Louisiana’s social and political history within the context of national and international events, such as Louisiana’s place in the European quest for colonial empire in North America, the American Revolution, the 1803 Louisiana Purchase, the War of 1812, immigration and westward expansion. Other topics include French and Spanish colonial slave laws vs. British colonial slave regulations in the 13 colonies; Louisiana’s place in the nation’s pre- and post-Civil War economy; effects of Reconstruction in Louisiana on national politics; Huey Long and FDR; Louisiana’s contributions to WW II (the Higgins Boats, etc.) and the nation’s culture. Discussions will be enhanced by primary documents, discussions, and workshops on how to incorporate images, material culture, and other innovative media in the classroom during the celebration of our state’s bicentennial.

FOR HIGH SCHOOL TEACHERS

World War II and the American Home Front

9 a.m. to Noon
Ralph Brown III, PhD
University of Louisiana at Monroe

This institute examines conditions that led to World War II and U.S. involvement. It will analyze U.S. Atlantic and Pacific strategies and discuss U.S. relationships with the Allies. Equally important, the institute will focus on U.S. industrial challenges prior to and during the war and the role of U.S. workers in gearing up American industry for the war. It will look at the social, economic and political conditions on the American home front, including rationing, working women, local prisoner of war camps, and Civil Rights. Discussions will be enhanced by primary documents and workshops on how to use images and material culture in the classroom.

