

A More Perfect Union: The Origins and Development of the U.S. Constitution Cape Cod Collaborative Consortium

Program Description

For each of three years, from 2008 to 2010, forty-five elementary, middle and high school teachers will attend a two-week seminar during the summer and four half days of professional development during the academic year. The sessions will take place on Cape Cod. Teachers will receive at \$2,500 stipend and books.

In 2008, the program will emphasize the ideas and events instrumental in the American Revolution and in the construction, ratification, and implementation of the U.S. Constitution. The second year will deal with the great constitutional issues and transformations that attended the Secession Crisis and the Civil War. The program in 2010 will focus on the 20th and 21st century, constitutional and cultural conflicts that have accompanied the Civil Rights revolution and the Supreme Court's jurisprudence in cases pitting personal autonomy against private and public morality.

Part of the focus of the program will be to develop pedagogical skills to enable participants:

- To incorporate the new subject matter content into existing classes.
- To determine whether the improved classes reflect the state frameworks.
- To more critically read primary sources.
- To reflect on historical habits of mind (multiple causation, contingency, context).
- To think about how to incorporate such habits into the worldview of students.
- To reflect on the role of the individual and personality on constitutional history and public policy.

Participating teachers may choose to receive graduate credits from Fitchburg State College upon payment of tuition.

The project's LEA is the Cape Cod Collaborative (CCC). The Plymouth and Norton School Districts are joining the CCC in a consortium for purposes of this seminar. The institutional partners are the National Association of Scholars in Princeton, New Jersey; the Adams National Historical Park in Quincy, Massachusetts; Plimoth Plantation in Plymouth, Massachusetts; and the Lowell National Historical Park in Lowell, Massachusetts.

The Academic Director of the Institute is Dr. Peter Gibbon, a Senior Research Associate at the Boston University School of Education, where he teaches "The Intellectual Foundations of Education" to graduate students. Dr. Gibbon is a specialist in early American history and is researching trends in history education and the philosophy of history. He is particularly interested in the influence of biography and personality on

public life. He has directed two summer Institutes for the National Endowment for the Humanities, one on George Washington and one on Thomas Jefferson, and is currently piloting a two-year project for NEH leading up to a National History Bee. Dr. Gibbon has presented at several TAH seminars. He is the author of the book *A Call to Heroism*, as well as many articles in newspapers and magazines and professional journals. A former head of school and high school history teacher, he has a PhD from Teachers College, Columbia University, and a BA from Harvard College.

The pedagogical specialist is Dr. Gary Hylander. Dr. Hylander recently retired from Stoughton High School, where he taught AP American History, American Studies and the Presidency. He is on the faculty at Stonehill College and Framingham State College, where he specializes as a Presidential Historian and in the Revolution/Federalist Era. He is a pedagogical specialist mentoring both graduate and undergraduate students at Framingham State College and Boston University. He is a regular presenter at library forums, historical societies and civic and professional organizations. He has a PhD in History from Boston College.

Presenters for the first year of the seminar include Richard Bernstein, law professor at New York Law School; Carol Berkin, professor of history at Baruch College in New York; Richard Ryerson, former editor of the Adams Papers; Pauline Maier, the William R. Kenan Jr. Professor of American History at MIT; and Darren Staloff, associate professor of history at the City College of New York.

During the second year, the Civil War–Reconstruction seminar will include: James McPherson, George Henry Davis '86 Professor of History Emeritus at Princeton University; Peter Kolchin, Henry Clay Reed Professor of History at the University of Delaware; and William W. Freehling, permanent senior fellow at the Virginia Foundation for the Humanities.

The Post-World War II seminar during the third year will feature Sheldon Stern, former historian at the JFK Library; Michael Klarman, professor of law at the Harvard University Law School; Mark Lytle, professor of history at Bard College; and Bruce J. Schulman, professor of history and American studies at Boston University.

The project will include postings on this website, updated with historical materials, essays on basic issues and events in American history, lesson plans, and other teaching materials. Mr. Robert Peterson, President of Evaluation Solutions, will conduct an independent, external evaluation of the project.

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