

New-York Historical Society
“Women and Colonization: Early Encounters in the American Colonies”
Application to the National Endowment for the Humanities
Summer Seminars and Institutes – February 2020

A) NATURE OF THE REQUEST

Women and Colonization: Early Encounters in the American Colonies will convene 30 schoolteachers in grades K-12, five renowned scholars, four museum professionals, and one master teacher for a two-week Level II summer Institute that will run from July 11-July 23, 2021 at the New-York Historical Society (N-YHS) on Manhattan’s Upper West Side.

B) PROJECT DEVELOPMENT

This project represents another installment in N-YHS’s series of highly successful NEH institutes. We held Institutes in 2014, 2017, and 2019, all on salient topics in American history with significant contemporary relevance; we are also conducting a 2020 Institute, *American Women, American Citizens: 1920-1948*. N-YHS received 82 applications for our 2019 Institute, 137 applications for our 2017 Institute, and 208 applications for our 2014 Institute. Participant evaluations from all of our previous institutes have informed the schedule and pacing of this institute, including the quantity of pedagogy and classroom application sessions that are interspersed with the scholarly sessions. Through feedback from previous institutes we have also honed our understanding of what educators want from their final institute project and used that information to craft a new project that will have broad reach and application beyond educators’ individual classrooms.

C) INTELLECTUAL RATIONALE

Building on N-YHS’s digital curriculum series, *Women & the American Story (WAMS)*, and the work of our Center for Women’s History, this Institute will empower educators to incorporate women’s experiences and perspectives into the traditionally male-dominated colonial narrative through interactive pedagogy workshops and dialogue with leading scholars in the

field. Over the course of the two weeks, participants will explore the myriad ways women participated in the formation and evolution of colonial American societies. They will deepen content knowledge, practice incorporating primary and secondary sources into their instruction, and dialogue with peers from across the country around bringing Institute learning to their students and colleagues. Participants will learn about women from diverse racial, ethnic, economic, and geographic backgrounds who encountered one another on America's shores. They will also consider how the legacies of these encounters reverberated forward in the formation of American identity.

Women are largely excluded from the traditional curricular narrative of the colonial era, in which European men carve out more spaces for themselves on the world map, dispossessing Native peoples from their land and establishing systems of chattel slavery to amass wealth. This erasure teaches students to see women's contributions to society as less than those of their male counterparts, and obscures women's roles in shaping history. A deeper understanding of American history and culture demands a more inclusive narrative, and as the foundation of the United States' national narrative, the colonial period is critical to this work.

This Institute will reframe and expand the customary stories of the four major European powers in North America—the Spanish, Dutch, French, and English—to identify women's agency in their contributions and responses to colonization. This four-part focus will allow us to serve the needs of teachers from across the nation, as regional curricula often focus on the imperial power that most directly impacted their local area. By providing educators with resources and teaching strategies to illuminate the diversity of the American past while still addressing mandated curriculum standards, this Institute will support existing instruction even as it furnishes teachers with new materials they need to improve equity in historical education.

Many teachers wish to include women's history into their lessons, but struggle to access classroom-friendly resources that will enable them to do so in meaningful ways. As one teacher said when she found *WAMS* for the first time, "THANK YOU for providing this resource!! I've struggled for the last 3 years to find [women's history] information, curriculum materials, etc. for my class." Through a balance of scholar visits, pedagogy workshops, and reflection time, this Institute will empower educators to effectively turnkey Institute work in their classrooms and beyond. Participants will converse with an exciting array of guest faculty, learn new methods for history education from museum professionals, discuss effective classroom turnkey strategies with a master teacher, and interact with primary source material and teaching activities pulled from the *WAMS* curriculum guide and the collections of N-YHS. Sessions in the galleries will teach participants museum education best practices and approaches that will improve the efficacy of their classroom teaching, and field trip excursions to colonial sites in New York City will illustrate the power of local site visits to engage students. Every session will support participants in the completion of **their Institute project: creating a plan for furthering the discovery and dissemination of women's history in K-12 education.**

The Institute is informed by N-YHS's deep experience developing standards-based curriculum materials and helping teachers of all grade levels grow as educators and scholars, including successful NEH Institutes in 2014, 2017, and 2019, and a forthcoming 2020 Institute. Thousands of educators participate in our professional development programs each year, deepening their content knowledge and practicing inquiry-based learning strategies. We will draw primarily from two units in *WAMS* (wams.nyhistory.org), an in-development ten-unit curriculum that spans the full U.S. history survey: *Early Encounters: 1492-1734*, and *Settler Colonialism and the Revolution: 1692-1783*. Aligning the Institute's pedagogy sessions closely

with WAMS will ensure that teachers leave the experience having practiced classroom-ready activities and gained deep familiarity with a database of resources they can deploy in their teaching more broadly. In addition to WAMS, the Project Directors will pull materials from N-YHS museum programs and our robust [curriculum library](#). All curriculum materials include historical background, engaging classroom activities, digital reproductions of primary sources, brief biographies of diverse historical figures, and links to additional resources. Topics and themes covered by each session will connect across the two weeks, ensuring that every participant gains essential knowledge and skills from each Institute day.

D) PROGRAM OF STUDY

The Institute's seminars, workshops, readings, field trips, and projects will engage participants around the **Institute's central questions**: How did women of different races, classes, ethnicities, and gender identities experience the colonial period in America? How did women's activities shape colonial enterprises? How can examining women's perspectives enrich our understanding of early American history and the formation of American identity?

As a culminating project, participants will create a dissemination plan for their key takeaways from the Institute. Participants will be encouraged to think in terms of larger changes they can enact in order to create a school culture that supports women's history. Projects could include: a revised curriculum map indicating when and how to incorporate more women; a teacher professional development program plan and lessons to train colleagues; a professional conference proposal and session plan to share best practices and Institute resources to a broad network of professionals; a plan for engaging with local history repositories to mine collections through a women's history lens; a series of student-facing lesson plans posted to the forthcoming National Humanities Center Humanities in Class Digital Library Open Educational Resource site

for free national dissemination (launching June 2020; N-YHS is a lead partner); a podcast proposal and/or episode recorded in our on-site facility in the Tech Commons @ New-York Historical; etc. Participants will have latitude to design a project that they feel will have the most impact in their circumstances, but all must reach beyond the students in their specific classroom. Along with the Project Directors, a Teacher Advisor who has extensive experience working with WAMS will be available to provide guidance. Participants will create a digital presentation of their project plan designed for sharing with colleagues at a Project Fair on the last day of the Institute. This will allow participants to present their plans to one another and solicit constructive feedback. After the program ends, projects will be distributed to participants and posted on the Institute webpage. Links to the projects and a recap of the Institute will be shared via a post on N-YHS's Women at the Center blog. More information about wider dissemination plans for Institute can be found in Section H.

The structure of the Institute is intended to cultivate an open and lively learning culture in which all participants' ideas are valued and they have agency over their own learning. A typical day will be made up of a "warm-up" discussion, followed by a scholarly session or field trip, one or more pedagogy sessions, and a classroom application reflection/work time session. Morning discussions, facilitated by the Project Directors, will enable participants to collaboratively process and interrogate the content covered in the Institute and prepare for the coming day's schedule. The Institute content will be divided into four two-day blocks, one for each of the four colonial enterprises under study. Each block contains a session with a historian, hands-on pedagogy workshops, and field trips (see the attached schedule), and will be bookended with a classroom application discussion. This consistent structure will help participants absorb the wide breadth of content presented in this two week institute.

Historian sessions will consist of graduate seminar-style conversations with lead scholars, providing deep historical grounding for the colonial empire under study and, ultimately, for participants' projects. The Project Directors will serve as moderators, making connections across sessions and guiding the conversation to connect faculty presentations to the Institute's essential questions. Field trips will enable participants to expand upon Institute content and broaden participant access to resources from cultural institutions that will support them in their project work. Pedagogy workshops facilitated by the Project Directors will model hands-on primary source activities that provide instructional starting points for students and engage diverse learners in authentic historical study. Classroom application discussions, museum education pedagogy, and small-group work will allow participants to think concretely about how to turnkey learning in their classrooms, drawing from peers' experiences to come up with ways to differentiate for diverse learning styles. Work time will enable participants to put ideas into practice during research and project planning. This peer-to-peer discussion time will build lasting relationships among teachers that they can draw on long after the conclusion of the two weeks. The schedule also includes optional events that will support the Institute's learning objectives and cultivate camaraderie.

Two texts will serve as the Institute's core readings. Eric Foner and Alan Taylor's *American Colonies: The Settling of North America* will provide participants with a background on the history of each colonial enterprise covered. They will juxtapose this traditional historical narrative with readings about women's history from Thomas A. Foster's *Women in Early America* and materials from N-YHS curricula. The Project Directors will reference aspects of these texts in morning discussions as they prepare participants for each day. All participants will receive copies of the books upon acceptance into the program. They will also receive a digital

course reader via email, which will include primary sources and readings from all visiting faculty, as well as chapters and articles that correspond with specific pedagogy sessions and field trips (see the annotated list attached).

The Institute will begin the evening of Sunday, July 11, with a welcome roundtable. Teachers will be given the opportunity to share their experiences teaching women's history and colonial history, and to reflect on what they hope to get out of the Institute. The Project Directors will use this as an opportunity to gauge participants' background knowledge and prepare for the next day. Orientation will continue on Day 1 with a pedagogy workshop and roundtable discussion led by Schettino using materials from *WAMS*. Participants will confront common misconceptions about women's roles in colonial America and the importance of addressing them in their classrooms. This will be followed by an introduction to the *WAMS* website and our *Center for Women's History*, in which Nagawiecki will illustrate how both resources can serve as a starting point for participants to complete their projects. The afternoon will include an orientation to the N-YHS galleries and an interactive tour of the Center's special exhibition, showing participants how women's history is practiced by the institution. Participants will also meet with scholarly fellows in women's history in our renowned research library to learn about uncovering women's voices in archives. The first day will conclude with an in-depth overview and discussion about the final project requirements.

The **Spanish Colonies** portion of the program will take place on Days 2 and 3. On Day 2, scholar Jane Landers will present an overview of women's roles in the Spanish colonies, providing historical context and a framework for thinking about women's participation in Spanish society. In the first pedagogy workshop, Schettino will lead participants in an interactive examination of the Age of Exploration and Indigenous responses to the Spanish conquest, using

primary sources from WAMS. Regan de Loggans will then build upon Schettino's work in an interactive session about best practices for foregrounding Indigenous perspectives in and on colonial history. Day 3 will consist of a field trip to the Hispanic Society Museum & Library facilitated by Schettino and Hispanic Society staff. During this trip, teachers will be exposed to a rich collection of Spanish colonial artifacts and documents. In the afternoon, Nagawiecki will workshop strategies for incorporating colonial women's stories into lessons following state and local curriculum standards. The day will end with classroom application discussions with Nagawiecki and Tracy Garrison-Feinberg, the Teacher Advisor, in which participants will reflect on everything they learned about the Spanish colonies and think about where these materials can fit into their work.

Days 4 and 5 will be devoted to the **Dutch Colonies**. Day 4 will begin with a scholarly seminar led by scholar Susanah Romney, who will provide participants with an introduction to Dutch women's integral roles in the economics of the Dutch empire. Nagawiecki will follow this with an afternoon pedagogy workshop focused on diverse women's trade and business enterprises in New Netherland, something that made the Dutch colonial experience somewhat unique. The afternoon will continue with an interactive gallery tour devoted to the artifacts and material culture of women's lives in the Dutch colonies led by Schettino, which will demonstrate the power of teaching with objects, especially when accessing underrepresented voices from the past. In the evening, participants will have the opportunity to tour the Tech Commons @ New-York Historical and discuss how they can incorporate the digital humanities into their instruction and final projects. Day 5 will pick up with a morning field trip to the Wyckoff House Museum, a Dutch colonial farmhouse in Brooklyn, where participants will learn about the hard labor of women's domestic lives. In the afternoon, participants will learn about manumission in New

Amsterdam in an interactive gallery tour led by Nagawiecki. The day will conclude with another classroom application session, co-facilitated by Schettino and Garrison-Feinberg so that participants can reflect on the content and strategies covered and discuss best practices for incorporating them into their classrooms. Over the weekend, participants will have the option to visit the Queens County Farm Museum, NYC's largest remaining tract of undisturbed farmland in order to learn more about the lives and work of New York City's earliest non-Native residents.

The second week of the Institute will begin with the **French Colonies** on Days 6 and 7. Scholar Laura Chmielewski will begin Day 6 with a session laying the historical groundwork for the study of women in the French colonies. In the afternoon, Schettino will facilitate a pedagogy workshop about how the gender imbalance in New France affected the entire formation and trajectory of the colony, and Loggans will return to facilitate a session about using fashion history to enrich studies of the past. Day 7 will begin with a field trip to the Metropolitan Museum of Art's European galleries, facilitated by Nagawiecki, to consider what we can learn by studying colonial portraiture and best practices for teaching with paintings. In the afternoon, Schettino will lead a session on interactions among Native American and white women during French colonization. The section will conclude with a classroom application session to provide participants with an opportunity to synthesize learning.

Participants will study the **English Colonies** on Days 8 and 9. In the morning of Day 8, Kathleen Brown will talk to participants about the intersections of race and gender in the English colonies. Nagawiecki will follow this with a pedagogy session dedicated to the diversity of women's experiences across the vast geography of the English colonies. Day 8 will conclude with a session co-facilitated by Geneva Smith and N-YHS library staff about best practices for researching the history of slavery and incorporating narratives of enslaved people in classroom

teaching. Day 9 will continue this work with a morning walking tour of Lower Manhattan, including key slave uprising sites, facilitated by Schettino. The tour will end at the African Burial Ground National Monument, where we will have a Park Ranger-guided tour. This will be followed by a workshop about colonial activism and resistance facilitated by Nagawiecki.

On the final day of the Institute, participants will consider how colonial legacies shaped the United States. In the morning, Schettino will facilitate a session with Jeanne Gutierrez about the ways that perceptions of colonial womanhood shaped the emergence of American identity. Nagawiecki will then lead a culminating pedagogy session about colonial women's participation in America's founding. The Institute will close with the Project Fair, during which participants will present their dissemination plans to their peers and the Project Directors. This will allow participants a final in-person opportunity for feedback, and to exchange strategies for applying what they have learned and build a lasting professional network among themselves. By the Institute's end, participants will have an expansive repository of sources and strategies, a nuanced understanding of contemporary scholarly approaches to the history of women in early America, a toolkit of techniques to continue the work of unearthing and disseminating women's history, a community of colleagues and scholars that they can draw upon to ensure lasting impact on their teaching practice, and a concrete plan for sharing Institute outcomes.

E) PROJECT FACULTY AND STAFF

Project Co-Directors

Mia Nagawiecki is N-YHS Vice President for Education, overseeing all of the Education Division's programming and projects, serving over 250,000 students and teachers each year. She has worked on the development of all N-YHS curriculum guides since 2009 and has led hundreds of workshops and institutes for K-12 educators. A frequent presenter at national social

studies and history education conferences, Nagawiecki has designed and led credit-bearing courses for teachers in the NYC Department of Education as well as N-YHS's successful NEH Summer Institute for School Teachers in 2014, "Race and Politics in the American Civil War." She also served as project co-director for the 2017 "American Women at War" and 2019 "American Women in the Revolutionary and Civil Wars" NEH Institutes.

Allyson Schettino is Associate Director of School Programs at N-YHS, overseeing all programming for K-12 student groups in both the museum and NYC metropolitan-area classrooms. Schettino has developed and led hundreds of student programs for diverse learners across the grades since 2008. She authored two of N-YHS's stand-alone curriculum guides (*New World—New Netherland—New York* and *The Battle of Brooklyn*) before becoming a lead writer for WAMS at project conception. To date, Schettino's completed WAMS units are *Early Encounters: 1492-1734* and *Settler Colonialism and the Revolution: 1692-1783*. In April 2020, Schettino is chairing a roundtable on including women's history in primary and secondary education at the Organization of American Historians annual conference. Each co-director is prepared to assume full leadership of the project as a single director, if necessary.

Guest Faculty and Museum Staff

Week 1: **Jane Landers** is the Gertrude Conaway Vanderbilt Professor of History at Vanderbilt University. Her work focuses on Colonial Latin America and the Atlantic World, specializing in the history of Africans and their descendants. Her first book, *Black Society in Spanish Florida* was a CHOICE Outstanding Academic Title. She will discuss women's roles in the Spanish Colonies. **Regan de Loggans** is the *WAMS Project Assistant* at N-YHS and received an M.A. in Fashion and Textile Studies from the Fashion Institute of Technology. Loggans conducts primary source research for WAMS units and collaborates with numerous museums

around education in fashion history and culturally responsive teaching of Native American history. Loggans will also facilitate a session on colonial fashion in the French colonies in the second week of the Institute. **Susanah Romney** is Assistant Professor of History at New York University. She works on Atlantic and Early Modern Dutch history, as well as Women's and Gender History and Native American and Indigenous History. Her book *New Netherland Connections: Intimate Networks and Atlantic Ties in Seventeenth-Century America* explored women's roles in Dutch trade networks, and she is currently at work on a project looking at gender, settlement, and land claims in the seventeenth-century Dutch empire in North America, Guyana, South Africa, and Java. She will discuss women's roles in the Dutch Colonies.

Week 2: **Laura Chmielewski** is Associate Professor of History at Purchase College, State University of New York. Chmielewski's work focuses on Atlantic World religious cultures and practices, as well as the French colonial new world and Catholicism in the colonial Americas. She will lead a session on women's roles in the French colonies. **Kathleen Brown** is the David Boies Professor of History at the University of Pennsylvania, where she is a historian of gender and race in early America and the Atlantic World. Her book *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia* won her the American Historical Association's Dunning Prize. Brown is currently working on an interdisciplinary study of the transatlantic abolition movement entitled *Undoing Slavery: Abolitionist Body Politics and the Argument over Humanity*. She will facilitate a session on women's roles in the English colonies. **Geneva Smith** is a PhD candidate in the Department of History & Department of African American Studies at Princeton University. Smith, a former N-YHS education associate and research assistant, works on slavery, race, and the law in the early modern and colonial Atlantic World. Smith will lead a session with N-YHS Library Staff about

conducting historical research to uncover hidden voices in archival materials. **Jeanne Gutierrez** will co-facilitate a session on the final day of the Institute about the emergence of an American Identity during the colonial period. Gutierrez is Senior Research Fellow in Women's History at N-YHS, providing a wealth of scholarship on the legacies of women who shaped America.

Support Staff

Lee Boomer, Manager of Education Special Projects at N-YHS, will manage Institute logistics, including trip arrangements, purchasing, invoices, scholar travel, and participant logistics. Boomer provided such assistance for the 2017 and 2019 Institutes, as well as the forthcoming 2020 Institute. **Tracy Garrison-Feinberg**, 7th grade Humanities teacher at Brooklyn Prospect Charter School-Clinton Hill Middle School will serve as the Institute's Teacher Advisor. In addition to a wealth of experience in the classroom, Feinberg was a participant in N-YHS's 2019 *American Women in the Revolutionary and Civil Wars* Institute. As such, she will be able to draw from her own experience bringing Institute content into classroom teaching, providing participants with practical knowledge and strategies.

F) INSTITUTIONAL RESOURCES

The Institute will draw on N-YHS's collections, education materials, and expansive community of scholars to provide teachers with a rigorous and focused training ground for expanded content and pedagogical knowledge. Founded in 1804 as one of the country's first collections-based institutions, N-YHS is New York's oldest museum and a nationally renowned research library. Today, N-YHS uses its vast collection of historical artifacts, American art, and other materials to foster research, mount exhibitions, present programs, and provide educational activities. With the opening of our Center for Women's History in 2017, N-YHS reaffirmed its commitment to honoring the histories of traditionally underrepresented groups. The Center

includes exhibitions, fellowships, an active collecting campaign, and public and educational programs. Participants will have the opportunity to conduct research in the N-YHS Library—one of only 20 U.S. members of the prestigious Independent Research Libraries Association and widely recognized as a principal source of primary and secondary materials for the study of New York and American history. N-YHS Museum and Library staff are always keen to connect with educators in order to bring their wealth of expertise into classrooms. Cost-effective housing will be arranged by our project team at a dormitory or hotel in New York City.

G) PARTICIPANT OUTREACH AND COMMUNICATION

N-YHS will draw from a large and ever-expanding teacher network to execute an expansive communications initiative, leveraging our growing national network to attract the strongest possible pool of applicants. Email communications to the general N-YHS mailing list of over 17,000 educators and flyer distribution at *WAMS* workshops and conference presentations around the country, as well as concerted outreach to *WAMS* institutional and school district partners, will help ensure that as many teachers as possible apply. We will also promote the opportunity on N-YHS social media platforms (over 100,000 Facebook likes and 42,900 Twitter followers). The N-YHS NEH Institute webpage, currently home to information about the forthcoming 2020 Institute, *American Women, American Citizens: 1920-1948*, will serve as the hub for information about *Women and Colonization: Early Encounters in the American Colonies*. It will be updated in Fall 2020 to offer resources for prospective participants in the 2021 Institute. After the Institute, it will include resources created by program participants. Applicants will be asked to submit a resume; a letter of recommendation from a supervisor, colleague, or student; and complete two essays (each no more than two pages) about why they are drawn to apply to the Institute and what they will bring to the cohort. Selection will be based

on application strength with a concerted effort to convene a diverse group of participants in terms of background, geography, and teaching experience. At least five spaces will be reserved for teachers who are new to the profession. The selection committee will consist of Nagawiecki, Schettino, Boomer, and Garrison-Feinberg. Once selected, N-YHS will communicate with participants via the Institute website and email. We have a series of form emails from past institutes that convey relevant details about Institute logistics and content for participants, which we will use as a template, updating as necessary to meet the needs of this new Institute.

H) DISSEMINATION

Dissemination of the initiative will consist of three phases. The first phase will allow participants time to synthesize the women's history content they learned at the Institute and incorporate it into lessons with their students. In the second phase, teachers will share what they learned at the Institute and during Phase One with educators across the country through implementation of their Institute projects. The Project Directors will support them in this work by leveraging the learning communities of WAMS cultural institution partners (Chicago History Museum, Missouri Historical Society, Oregon Historical Society, Atlanta History Center, and the Huntington Library) in order to provide a wider platform for project dissemination. In the third phase the New-York Historical Society will collect evaluative data and produce a white paper. The primary audience of dissemination efforts throughout all phases will be teachers, and through them, the students they serve. Structuring dissemination in this way will ensure that the work of the Institute can grow organically, each phase expanding on the work that came before.

Phase One: Participants will test the viability of the dissemination plan they created during the Institute by teaching lessons in their classrooms using the materials and knowledge they acquired. Project Co-Directors will provide feedback on all participant projects during this phase and work with participants to hone their dissemination plans to maximize impact and

reach. Nagawiecki will take the lead on projects centering on curriculum revision and teacher professional development. Schettino will take the lead on projects centered on student learning, such as differentiated lesson plans, scaffolded instructional materials, etc. As in past N-YHS NEH Institutes, we will create a dedicated Google Group to serve as a go-to repository where the Project Directors and participants will share all Institute materials and projects.

N-YHS will host two webinar-style check-ins with participants during Phase One. These will enable participants to discuss how Institute learning has impacted their classroom teaching and share project progress with the full cohort, seeking feedback from one another to make their dissemination plans stronger. During this initial phase, Nagawiecki and Schettino will guide participants through the process of submitting proposals for national teacher conferences in preparation for Phase Two. N-YHS will also post key Institute takeaways and preliminary findings on the N-YHS and *WAMS* websites and blogs. Boomer will coordinate these efforts, with support from N-YHS IT and Communications staff members, and will also provide administrative support for Nagawiecki and Schettino.

Phase Two: Participants will implement their dissemination projects and N-YHS will post all relevant work products (i.e. curriculum maps, teacher workshop lesson plans, upcoming conference and webinar sessions, etc) on a dedicated *WAMS* webpage, so that they are freely accessible to teachers across the country. Two webinar check-ins with participants during this phase will allow participants to share the lessons they learn as they take their work to a broader audience. During this phase, N-YHS will facilitate distance learning sessions based on Institute content via Zoom. These sessions will be available to any educator who wants to participate so that non-Institute participants can benefit from the materials and strategies covered during the program. N-YHS will also host distance learning sessions that allow participants to directly train

fellow teachers in their new content and methodologies. For example, if a participant creates a detailed plan for integrating women's history into their state's social studies standards, the Project Directors and that participant will lead a webinar that models this integration for teachers to employ in their own states. At the end of this phase, each participant will have a rigorous and refined method of dissemination that they can continue to lead long after the grant period is concluded.

Phase Three: N-YHS will collect evaluative data about the initial two phases and use that data to draft and disseminate a white paper documenting the project and our findings.

We will measure success by tracking quantitative engagement with Institute materials on our various digital platforms as well as through qualitative feedback via evaluations from teachers. We will track downloads of materials created by participants on the WAMS website and the National Humanities Center Humanities in Class Digital Library OER with the aim of having users outside of the initial cohort downloading participant-created materials. We will also track enrollment in distance learning opportunities and attendance at conference sessions with the aim of having 100 teachers enrolled during the grant period. Feedback forms distributed following these sessions will provide us with testimony from teachers about the success of this work.

With this Institute, N-YHS seeks to convene a diverse cohort of passionate educators to address critical gaps in the teaching of American history. The Institute will lay the foundation upon which both participating teachers and N-YHS can continue to empower all students to see themselves reflected in the nation's past. Through the Institute itself and its broader dissemination, we will provide educators with the knowledge and tools needed to advocate for women's history across the country. As one participant in our 2019 Institute put it: "Women's history is American history, and it's not impossible to make that history come to life."