

MADISON

Notes

№ 32 | WINTER 2024



A Summer to Remember
Summer Institute 2024

Republican Education
Excellent Master's Programs

The Revolutionary
Stacy Schiff on Samuel Adams



The James Madison Memorial Fellowship Foundation was established by Congress in 1986 to improve teaching about the United States Constitution in secondary schools. The James Madison Fellowship program strengthens the teaching of the history and principles of the Constitution by supporting master-of-arts level graduate study for secondary school teachers of history, government, and civics.

Madison Notes

Editors:

Guy F. Burnett, Ph.D.
Kimberly A. Alldredge

Design & Layout: Matthew LaPointe

Board of Trustees

Roger Wicker,
United States Senator (MS)

Judge Raymond Kethledge
U.S. Court of Appeals for the Sixth
Circuit

Laura Dove,
Senior Fellow, Harvard
Institute of Politics

Bradford P. Wilson, Ph.D.
Princeton University

Terrence K. Wright,
Delaware Heritage
Commission

Miguel Cardona
Secretary of Education,
ex-officio

Foundation Staff

Executive Secretary/CEO:
Julie E. Adams

Chief of Staff and
Academics:
Guy F. Burnett, Ph.D.

Director of Academics:
Jeffry Morrison, Ph.D.

Director for Development:
Kimberly Alldredge

Financial Officer:
Oliver Alwes

Administrative &
Academic Officer:
Clare Iglesias

Intern & Office Assistant:
Luis Sosa

TABLE OF CONTENTS

A Message From the Executive Secretary/CEO	1
James Madison Memorial Fellowship Foundation News	2

ESSAYS

Educating the Republic: <i>James Madison Fellows on Three More Excellent Master's Degree Programs</i>	4
Columbia Teacher's College.	6
Utah Valley University	8
University of Nebraska – Kearney	10

MEET THE FELLOWS

Meet the 2024 Admiral Paul A. Yost, Jr.-James Madison Fellow	12
Meet the 2024 Tracy H. Dickinson-James Madison Congressional Fellow	14
Meet the 2024 James Madison Fellows' Fellow	16

SUMMER INSTITUTE

James Madison Memorial Fellowship Foundation 2024 Summer Institute on the U.S. Constitution	18
The 27th Annual James Madison Lecture: Stacy Schiff on <i>The Revolutionary: Samuel Adams</i>	22

Constitutional Conversations: A Legacy of Scholarship and Teaching the U.S. Constitution	24
In Your Words.	28
Class Notes.	32
From the Editors	34



A Message from the Executive Secretary/CEO

I am excited for my new role as Executive Secretary/CEO of the James Madison Memorial Fellowship Foundation. I am honored to be leading this incredible agency whose core mission is educating America's youth about the U.S. Constitution.

For more than thirty years, the James Madison Memorial Fellowship Foundation has been transforming the way civics teachers teach about the U.S. Constitution. We have awarded approximately 2,000 graduate fellowships to our nation's best civics teachers in all 50 states, the District of Columbia, the Commonwealth of Puerto Rico, and the nation's island and trust territories. The Foundation's extraordinary past leadership has brought us to this point, and I am grateful for their hard work. They embraced the task of building the Foundation from the ground up and moved its mission forward.

I am humbled to have the opportunity to continue to build on this nation-sustaining effort. To lead such an endeavor is inspiring and a tremendous privilege. The Foundation has a simple and compelling purpose which has a meaningful impact on young Americans across the nation.

James Madison Fellows are the leaders we need in America's classrooms. They excel at helping young people acquire, and learn to use, the civic knowledge, civic skills, and civic attitudes that will prepare them to be competent and responsible citizens throughout their lives.

I truly appreciate all that our James Madison Fellows are doing, and I look forward to working alongside you in fulfilling our important mission.



Julie E. Adams
Executive Secretary/CEO



FOUNDATION NEWS



President Lewis F. Larsen Retires after 38 Years

Over the course of his 38 years with the Foundation, President Lewis F. Larsen helped grow and strengthen the James Madison Memorial Fellowship Foundation, and inspired approximately 2,000 Fellows to improve their teaching of the U.S. Constitution in secondary schools throughout the nation. Since 2010, he served as President of the James Madison Memorial Fellowship Foundation following the retirement of the Foundation's first President, Admiral Paul A. Yost, Jr.

Mr. Larsen was always a champion of establishing new partnerships within the education community and contributed significantly to the Foundation's focus on excellence in teaching. His influence has made an indelible impact on generations of secondary school government, U.S. history, and civics teachers..

The James Madison Foundation staff wish Mr. Larsen all the best in his retirement and hope he enjoys time with his family and friends.

The Foundation Welcomes Julie E. Adams as New Executive Secretary/CEO

In October, the Board of Trustees' appointed the Honorable Julie E. Adams as its new Executive Secretary. Ms. Adams will serve as the Foundation's chief executive officer and report directly to the Foundation's Board of Trustees.

"The Board is delighted that Julie Adams will be leading the Foundation in our next phase of critical work to support the study of the Constitution," said Laura Dove, Chair of the Board of Trustees. "She is a skilled and respected leader whose longstanding love for social studies education has been a hallmark of her career. Her experience and relationships will build on a stellar program."

Ms. Adams served in senior positions at the United States Senate for over 20 years, including six years as the 33rd Secretary of the Senate - a non-partisan, U.S. Constitutional officer - elected by the body of the U.S. Senate. She served in this capacity from 2015-2021. Prior to becoming Secretary of the Senate, Ms. Adams served as Deputy Communications Director for the Senate Majority Whip from 2003-2007. She also served as the Deputy Press Secretary in the Office of the First Lady of the United States from 2007-2009. From 2009-2014, she served as Director of Administration for the Senate Republican Leader. Immediately preceding her appointment as Executive Secretary of the Foundation, she served in the Office of the Senate Sergeant at Arms and Doorkeeper as liaison to senior leadership from 2021-2024.

A native of Iowa City, Iowa, Ms. Adams obtained her bachelor's degree in political science from Luther College and a master's degree in education focusing on social studies from the University of Iowa.

Of her appointment, Ms. Adams said, "I am excited to lead the James Madison Memorial Fellowship Foundation, an agency created by Congress, with the assistance and encouragement of The Commission on the Bicentennial of the United States Constitution, to educate America's students about our system of government. I look forward to working with the Foundation's current and future James Madison Fellows to accomplish this vital mission. It is an honor to advance this legacy of excellence in civics education."

"It is an honor to advance this legacy of excellence in civics education."

Julie Adams

The Board of Trustees of the James Madison Memorial Fellowship Foundation Swears in New Trustees

The James Madison Memorial Fellowship Foundation added five new Trustees to its Board. The new Trustees come from a variety of backgrounds and experiences. Senators Roger Wicker of Mississippi, Joe Manchin III of West Virginia, Judge Raymond Kethledge of the U.S. Court of Appeals for the Sixth Circuit, Laura Dove, and Dr. Bradford P. Wilson were sworn in as Trustees this year. Laura Dove was elected Chair of the Board of Trustees, and Terry Wright was elected Vice-Chair. After the annual meeting held during the Summer Institute, James Madison Fellows were able to meet and ask the Trustees questions in the U.S. Capitol.

LEFT TO RIGHT:

Senator Roger Wicker

Senator Joe Manchin III

Judge Raymond Kethledge

Laura Dove

Dr. Bradford P. Wilson



JMMFF Staff visits the Historic Site of Aaron Burr's (Alleged) Treason

In August, 2024, the James Madison Foundation staff visited Blennerhassett Island State Park, the site where, in 1806, Aaron Burr and his associates (including the owner of the island Harmen Blennerhassett) put into motion a treasonous plot to separate the Western United States from the union. According to some, his plan was to sell it to the Spanish. To others, he planned on seceding and forming a country of his own. Whatever his true intention was, he and several associates were arrested and stood trial. Burr was acquitted in 1807 and fled to Europe. He returned to the United States in 1812. The Foundation is indebted to the Senior Fellow for West Virginia, Ashley Smith ('23) who helped set up the visit and guided the staff to the best pizza place in town.

BELOW: Clare Iglesias, Dr. Guy F. Burnett, Luis Sosa, Kimberly Alldredge, and Oliver Alwes





Educating the Republic

James Madison Fellows on Three *More Excellent* Master's Degree Programs

In our last issue, we highlighted three popular programs that James Madison Fellows have enjoyed over the years. In this issue, we are highlighting three more programs, including one beginning in 2024.

James Madison Fellows have attended graduate programs at over 350 different universities throughout the nation. Many of these programs offer courses approved by the James Madison Fellowship and in the following pages three of these programs are explored. This is not an exhaustive list by any means. However, there are programs throughout the nation that James Madison Fellows continue to show an interest in. More programs will continue to be featured in future issues of *Madison Notes*, but in the following pages, we have chosen to highlight the

master's degree programs at Columbia University Teacher's College, the University of Nebraska at Kearney, and a new program designed to work with civics and history teachers, the Center for Constitutional Studies at Utah Valley University. These articles will give a brief overview of each program, as well as thoughts from James Madison Fellows who are currently enrolled.

We want to encourage our James Madison Fellows to attend master's degree programs wherever they choose, but to make sure the program they are taking part in will give them the eligible credits to complete the Constitutional course requirement of the James Madison Fellowship. These three schools offer incredible opportunities for James Madison Fellows to fulfill all of their requirements and are worth considering.



UNIVERSITY OF HOUSTON



HARVARD UNIVERSITY



Denver



American Public University

Gettysburg COLLEGE



THE GILDER LEHRMAN INSTITUTE of AMERICAN HISTORY



UNIVERSITY OF WYOMING



BROWN



UTAH VALLEY UNIVERSITY

UNIVERSITY OF Nebraska Omaha

ASHLAND UNIVERSITY

UNIVERSITY OF NEBRASKA UNK KEARNEY

ASU Arizona State University

VILLANOVA UNIVERSITY

AMERICAN UNIVERSITY WASHINGTON, DC

Duke UNIVERSITY



STANFORD

GEORGE MASON UNIVERSITY



www.tc.columbia.edu

Featured James Madison-Columbia University Teacher's College Fellow Alumni



Melinda Sloan
'10 (VA)



David Wilock
'09 (CT)

AROUND THE NATION

Columbia University Teacher's College: Master of Arts in the Teaching of Social Studies

Columbia University Teacher's College is one of the top five most attended universities by James Madison Fellows throughout the history of the James Madison Memorial Fellowship Foundation. It's not surprising when you consider that in 2024 The U.S. News and World Report's Best Graduate Schools Ranking ranked Columbia University Teacher's College the top Graduate School of Education in the nation. Founded in 1887, Columbia Teachers College is the oldest, and largest, graduate school of education in the country. They are known for research and innovation in the field of education. James Madison Fellows are drawn to the university's emphasis on training leaders and their balanced approach to content courses and pedagogy—blending both theory and practice. Graduate students at Columbia Teachers College join a community of thinkers in the vibrant and historic city of New York.

The Master of Arts in the Teaching of Social Studies (INSTEP) is catered specifically to in-service teachers. Graduate students take social studies content courses online, and conduct research stemming from their pedagogical interests during the year. In addition, graduate students attend in-person courses during a two-week intensive summer session for three consecutive summer semesters. Most graduate credits for this degree are earned during the summer semesters.

James Madison Fellow Melinda Sloan had a “fantastic experience” as a graduate student at Columbia University Teacher's College which she said “balanced academic depth with practical flexibility.” Exactly what she was looking for as a full-time teacher. She loved the summer-intensive structure which she said let her “focus on graduate work without taking time away from [her] teaching during the school year.” She loved the flexibility of the program which allowed her to tailor her plan of study to include courses that aligned with her personal interests and professional goals. The program culminates with an integrative research project that Ms. Sloan felt allowed her to dive into topics that were immediately applicable to the students in her classroom. Her graduate program wasn't just about learning—it was about putting what she was learning into practice.

Of her experience, Ms. Sloan says, “The courses were a great mix of social studies teaching strategies and U.S. constitutional studies. I was able to take classes like American Political Thought and The U.S. Constitution: Civic Decision Making, which gave me a deeper understanding of the topics I was teaching in AP U.S. Government and Politics.” Ms. Sloan feels that these classes helped her to feel more confident answering the tough, thought-provoking questions she gets from her students.

Ms. Sloan also believes that “the professors and resources at Teachers College and Columbia University made the experience even better, giving [her] access to top-notch scholarship and plenty of support.” She recommends INSTEP as a great fit

OPPOSITE TOP: Columbia University
in New York City, New York.

OPPOSITE BOTTOM: Columbia
Teacher's College in New York City,
New York.



for teachers like her who want to grow while remaining deeply dedicated to their students.

James Madison Fellow David Willock also recommends Columbia University Teacher's College. He says that the program allowed him to connect his studies with the work he was doing in the classroom. One course he found particularly informative involved looking beyond the typical Supreme Court cases that are taught by civics teachers, such as *Marbury v. Madison*, and examining cases that are less commonly taught.

In addition to being a civics teacher, Mr. Willock was a football coach in the fall and the program allowed him enough flexibility to take most of his courses in the spring or summer.

For more information about the graduate program, visit: www.tc.columbia.edu.





www.uvu.edu

AROUND THE NATION

Utah Valley University: Master of Arts in Constitutional Government, Civics & Law



“The program provides teachers with a deeper understanding of the American founding and its constitutional system of government.”

Dr. Bradford Wilson, James Madison Memorial Fellowship Foundation Trustee and Visiting Scholar in Civic Thought at UVU

In June of 2024, Utah Valley University (UVU) Center for Constitutional Studies (CCS) announced the creation of a new Master of Arts in Constitutional Government, Civics and Law (MACGCL) program. UVU’s new program is one of just a few master’s degree programs nationwide that focus on teaching the U.S. Constitution. The summer of 2024 marked the first cohort of students with the second cohort of students accepted during the fall of 2024. Also in the fall of 2024, James Madison Memorial Fellowship Foundation’s Board of Trustees member, and Princeton University’s executive director of the James Madison Program in American Ideas and Institutions, Dr. Bradford Wilson joined UVU’s Center for Constitutional Studies as its first James Wilson Distinguished Visiting Scholar in Civic Thought.

Of the MACGCL program, Dr. Wilson says, “UVU’s master’s degree in Constitutional Government, Civics, and Law is disrupting graduate education for K-12 teachers in two ways. First, by focusing on content rather than pedagogy, the program provides teachers with a deeper understanding of the American founding and its constitutional system of government. This makes teaching the subject richer and easier to find ways to engage and interest students. Second, the program allows teachers to complete their master’s degree while working full-time.”

UVU’s Center for Constitutional Studies is a non-partisan academic institute that promotes the instruction, study, and research of constitutionalism with the mandate of equipping a new generation of citizens with a broad understanding of political thought crucial to preserving constitutional government.

The Master of Arts in Constitutional Government, Civics, and Law program offers two tracks including one for current or prospective K-12 teachers. Coursework focuses on “the American founding, the development of the constitutional system, and the ideas, practices, and civic virtues critical to constitutional government, ordered liberty, and the rule of law.”

Most students enrolled in the MACGCL program are also in professional full-time teaching positions. To accommodate them, the 30-credit hour MACGCL graduate program is fully remote during the traditional school year with two weeks of in-person, on-campus classes at UVU during the first-year summer session. MACGCL students may also participate in two weeks of in-person, on-campus classes at Pembroke College at Oxford during the second-year summer session.

One of the unique features of the MACGCL program is its two-week study abroad experience at Pembroke College, University of Oxford (England). During the second summer of their academic studies, graduate students may take an optional in-person, study-abroad course titled Foundations of American Constitutionalism. With access

OPPOSITE TOP: Pembroke College, Oxford University in England.

OPPOSITE BOTTOM: Utah Valley University Campus in Orem, Utah.

to Oxford's historic, world-famous libraries, students engage in a multidisciplinary study of civics, blending Oxford-style classroom instruction, individual research and writing, and a group problem-solving project. Key goals of this course are to train students in the study of original documents and to improve essay-writing and research skills. Dr. Wilson says, "Interest in the program is spreading fast."

More information about this degree can be found at: www.uvu.edu/macgcl.



AROUND THE NATION

University of Nebraska at Kearney: Master of Arts in History

Featured James Madison Fellow-University of Nebraska – Kearney Alumni



Jessica Dowell
'19 (IA)



Brandon Eldridge
'20 (TN)



Nick Hegge
'20 (NE)



Jeanie Smith
'20 (KY)

One of the most popular master's degree programs for James Madison Fellows recently is the History Master of Arts Degree at the University of Nebraska at Kearney. The degree has a heavy emphasis on history, methods, and historiography that allows students to “connect events and ideas [and] think critically and communicate effectively.” The degree combines both research and coursework, including thesis and non-thesis options.

James Madison Fellows who have enrolled in the program have appreciated both its rigor and depth. Nick Hegge '20 (NE) said that the program “helped prepare me for the rigor of the Summer Institute.” Aside from helping prepare James Madison Fellows for the intensive coursework of the Summer Institute on the U.S. Constitution, the program helps students write better and even publish. Brandon Eldridge '20 (TN) said that it was “because of this program I was able to become a published author.” He emphasized in the program that he “learned how to do extensive research, write book reviews of scholarly work, and met some amazing individuals.”

One of the reasons the program has been popular among James Madison Fellows is that there is a completely online option available to students. The online option has no in-person component which is a requirement in many other degree programs. James Madison Fellow Jessica Dowell '19 (IA) chose the program specifically for its “high-quality synthesis of information via asynchronous professor lessons, in-depth course readings, and peer-to-peer forum discussions.” Many James Madison Fellows look for a program that can allow them to continue teaching full-time during the day while maintaining important relationships with both family and friends as they work towards their degree. Those who find themselves living some distance from a university often have no choice but to find a strong online program. Eldridge believes he made the best decision by choosing the UNK program because it afforded him the time to be a virtual student, a father, and a husband.

Although the program has an exclusively online option, those who choose that route do not lose any quality in their education. The program boasts a variety of courses that appeal to students of American history, including The Progressive Era and America Interpreted, Age of Eisenhower, Age of Jackson, The American Presidency, American Women's History, and the American West. The program also includes Constitutional courses such as Constitutional History and Constitutional Rights. Other courses in the program include The Age of Enlightenment, History of Global Pandemics, Hispanics in America, Gilded Age, and Europe After 1945. The program requires 36 credit hours to complete a master's degree, and a number of different tracks are available.

The personal attention by the professors for all students (including online) was a

OPPOSITE TOP: East Entrance to the University of Nebraska - Kearney in Kearney, Nebraska.

OPPOSITE BOTTOM: Bell Tower at the University of Nebraska-Kearney in Kearney, Nebraska.

high point for many James Madison Fellows. Jeanie Smith '20 (KY) noted that her professors “provided ample opportunities to meet via Zoom or phone call and always responded promptly.” Hegge said that he received “quite a bit of face-to-face time with my professors who were more than willing to help in any way possible.” Even after he obtained his master’s degree, Eldridge said that he is still in touch with his advisor thanks in part to a shared interest in Theodore Roosevelt.

With all it offers, the History Master of Arts Degree at the University of Nebraska-Kearney continues to be one of the most popular programs for James Madison Fellows. Those who wish to learn more about the program can visit the program’s website at www.unk.edu/academics/history/graduate_program.



Meet the 2024 Admiral Paul A. Yost, Jr.—James Madison Fellow



Admiral Paul A. Yost, Jr.

OPPOSITE: Jasmine Baker, '24 (CO)

The 2024 Admiral Paul A. Yost, Jr.—James Madison Fellowship was awarded to Ms. Jasmine Baker from Aurora, Colorado. Ms. Baker teaches at Mrachek Middle School in Aurora, Colorado where she focuses on American history because she “genuinely believes in the potential of America and its declared value of equality.” She holds that diversity is a strength and embraces the challenge of helping her students, including refugees and new immigrants, to “see themselves as woven into the American tapestry.” Education can act as an equalizer, she believes, and will help “young Americans fulfill the promise of an egalitarian society.”

Every year, between October and November, Ms. Baker “falls in love with America all over again,” as she teaches her 8th-grade classes about the Declaration of Independence. Her now “infamous” lesson starts with an engaging hook—a modern-day breakup letter the students believe is from one of their classmates. The letter echoes sections of the Declaration of Independence and is signed “A.C.”—short for American Colonists. As her students try to figure out who wrote the letter, she ignites their interest in their natural rights that are embodied in sections of that document. Ms. Baker maintains that, though American history is “filled with uncomfortable events, and lingering consequences, grounding [her] students in the founding documents highlights the potential of what America can be.” Doing so gives her students a lens to “unpack American history and the tools to navigate their future.” She truly believes that the “magic is in the brilliance of the document” and her “students [real-

ize] we have work to do to actualize those ideas for all Americans.”

Before becoming a civics teacher, Ms. Baker was a member of the Armed Forces. She graduated high school at the age of 16 and joined the U.S. Air Force at the age of 17. During Operation Iraqi Freedom, Ms. Baker served as a Communication Signals Operator supporting American troops and U.S. Allies. During this time, she honed leadership skills that have served her well in the classroom. One of the U.S. Air Force’s core values is “excellence in all we do.” This has led her to have high expectations for herself as well as for her students. Her experiences tell her that, with proper support, her students can “rise, engage, and learn at a high level.” Ms. Baker believes it is her “calling to continue bringing high-quality educational experiences” to her students, and to “prepare them for high school and active lives in American society.”

Thanks to her James Madison Fellowship, Ms. Baker is working toward her Master of Arts in political science at the University of Colorado Denver.

The Admiral Paul A. Yost, Jr.—James Madison Fellowship was created in honor of the James Madison Memorial Fellowship Foundation’s founding president—Admiral Paul Alexander Yost, Jr., USCG (retired), former Commandant of the U.S. Coast Guard. The Fellowship is funded by private donations to the James Madison Education Fund, Inc., a non-profit partner organization of the James Madison Memorial Fellowship Foundation.



Meet the 2024 Tracy H. Dickinson— James Madison Congressional Fellow

The 2024 Tracy H. Dickinson—James Madison Congressional Fellowship was awarded to Ms. Katherine L. Hagee, the 2012 James Madison Fellow from Pennsylvania. This extraordinary opportunity granted her the chance to gain firsthand experience working in the legislative branch of government and to share that experiential knowledge with her students. On a personal note, Ms. Hagee says being chosen as a James Madison Congressional Fellow was “a Mount Everest achievement” in her life.

As a James Madison Congressional Fellow, Ms. Hagee served a full-time assignment on the staff of Representative Lori Trahan from Massachu-

setts during June and July. Ms. Hagee said about her experience: “I was graciously accepted into the Congresswoman’s office and went right to work on public policy research assigned to me by the chief of staff.” Her days were spent conducting policy research while simultaneously “having one earbud in place” to monitor the speeches being given on the floor of the U.S. House of Representatives. In addition, Ms. Hagee monitored votes, attended committee meetings, and participated in many other policy-related assignments.

Ms. Hagee said, “The whole experience was transformative [as a] teacher, service-learning mentor, and human.” She currently teaches at

LEFT: Katherine L. Hagee, '12 (PA) and Dr. Jennifer Nicholas '00 (UT) outside of the Supreme Court of the United States.

RIGHT: Ms. Hagee with Dr. William S. Allen at the Summer Institute on the U.S. Constitution.

OPPOSITE TOP: Rep. Lori Trahan (D-MA), Ms. Hagee, and Chief of Staff for Rep. Trahan, Mark McDevitt.

OPPOSITE BOTTOM: Ms. Hagee hard at work in Rep. Trahan's office.





San Domenico School in San Anselmo, California where she has already started incorporating what she learned into her teaching. In particular, she is restructuring a unit in her curriculum to reflect her firsthand experience and knowledge gained during her fellowship. “Spending time on Capitol Hill,” Ms. Hagee says, “was extremely empowering for me, both as an educator and a citizen. It’s important to me that I walk the walk in terms of public service work and policymaking. Even if it’s only a few short weeks, I wanted to be part of our government in action. I loved every minute.”

If you are a James Madison Fellow who has completed the requirements of your Fellowship, and would like to apply to be a James Madison Congressional Fellow, additional information is available in the “Fellows Login” section of the James Madison Memorial Fellowship Foundation’s website, www.jamesmadison.gov.

The 2024 Tracy H. Dickinson—James Madison Congressional Fellowship was made possible by a generous grant from the Tracy H. Dickinson Foundation of Delray Beach, Florida to the James Madison Education Fund, Inc., a non-profit partner of the James Madison Memorial Fellowship Foundation.



Meet the 2024 James Madison Fellows' Fellow



The 2024 James Madison Fellows' Fellowship was awarded to Ms. Carlin Smock from Illinois.

Each year the James Madison Fellowship alumni come together to “pay it forward” by raising funds for the James Madison Fellows' Fellowship. This year their efforts directly benefited Ms. Smock who is currently a teacher at Carmi-White Country High School. Ms. Smock wants to share that she is “beyond humbled and grateful” for the opportunity to be the 2024 James Madison Fellows' Fellow.

Ms. Smock has taught history for fourteen years and has been a community advocate for history preservation. She says her Fellowship will not only help further her personal education, it will also impact the lives of her students for years to come as she shares her newly acquired knowledge.

According to Ms. Smock, the freedoms granted by the U.S. Constitution cannot be taken for granted. She is committed to promot-

ing history within her school and community. One of the ways she does this is by keeping historical items in her classroom for her students to examine. Whether it be parlor chairs from the 1920's, ration books from World War II, or a 100-year old phone, she loves seeing her students enjoy learning about history through historical objects that they can see and touch. She also believes that it is imperative that civics teachers encourage their students to practice the rights and freedoms they have by reading, learning, considering, and questioning so they will go into adulthood knowing how to exercise those freedoms.

Ms. Smock will join many of her fellow James Madison Fellows at Gettysburg College and the Gilder Lehrman Institute of American History where she plans to obtain a Master of Arts in American History. She wishes to thank all those who donated to make her Fellowship possible, “I thank you so much and am honored to be named the 2024 James Madison Fellows' Fellow!”

10 Questions with Carlin Smock

What made you want to become a James Madison Fellow?

Being a James Madison Fellow is such a special and prestigious honor as history teacher. I applied because I hoped that, just maybe, I would be chosen. Those that know me well would tell you that I am the epitome of a life-long learner, and American history is my focus. I am so passionate about getting high school students excited about history and government. I am proud to lead by example and show them that learning never has to stop and, even if you come from a small town, you can do big things. I think my students were just as excited for me to receive this Fellowship as I was!

How did you hear about the James Madison Fellowship?

I taught in Kentucky years ago, and I began attending McConnell Center conferences at the University of Louisville. This program provides incredible opportunities for Kentucky social studies teachers to gain valuable knowledge about various topics in American history. It also provided the opportunity for me to

connect with other teachers from around the state. While attending these conferences over the years, I met teachers who had been awarded James Madison Fellowships and I heard about it from them. About five years ago, my family and I relocated back to my hometown in Southeastern Illinois. With family, and community support, I knew I would now be able to meet the expectations that come with being awarded the James Madison Fellowship, and I decided to apply. I am so glad I did!

Could you share some background information with us?

Where did you grow up?

Carmi, Illinois, located in the far, southeastern corner of the state.

What got you into the field of education and teaching?

I began to love history in high school, and I knew for sure that I wanted to teach social studies then. I have also always had a passion

for helping others. So, being able to work with young people, as well as talk about my favorite topics all day, really is the perfect job for me!

What are your primary interests in the field of history or government?

When it comes to history, I would say that the Antebellum and Civil War eras are what I tend to gravitate toward. I think this is, in part, because I live in Southern Illinois. My town was founded in 1814, so the Antebellum and Civil War eras are easily relatable to the region of the country I live in. When it comes to civics and government, I really enjoy breaking down the many governmental processes for students and why we have them. My goal is to help them understand what they see currently happening in the country. This understanding encourages them to be more politically active citizens as they reach adulthood.

Why do you love teaching about the Constitution?

What I love, and value most, is seeing my students have an aha moment when they connect a historical document to what is currently happening in the country. The U.S. Constitution can be an intimidating document leading many of my students to feel that they can't understand it. Once our studies begin, my students start to see how the U.S. Constitution is a tool being utilized, and adhered to, by our modern government. It then becomes less overwhelming to them. I find that really fulfilling!

Do you have any awards you've received for teaching or scholarship, including your own secondary school experience and undergraduate experience?

I am the 2023 Celia B. Godsil Grants in Place Illinois Fellow. This fellowship helps teachers work with students on place-based education projects within their school's community. As part of the grant, I helped my history students create short videos about our local historic sites which were publicly accessible. We posted QR Codes, linked to the videos, at the historical sites so that visitors can learn about the history associated with the location whenever they happen to visit.

I also received the 2023 Illinois Retired Teachers Association (IRTA) Grant. This is provided by the IRTA for teachers to purchase materials for their classroom for specific projects. The grant allowed me to purchase a large set of books and research material about my town and county which will be used in my classroom.

Who is your favorite Founder and why?

I'm not just saying this because I am a James Madison Fellow, but James Madison is my favorite Founder. He worked so hard to secure the ratification of the Constitution. His ideas were at the center of the debate, and consequently the criticism, but he understood the importance of securing a document to govern the country.

What is your favorite thing to teach about the U.S. Constitution?

I enjoy teaching about the Executive Branch. This seems to be what my government students are most familiar with and interested in. I like that their interest gets them engaged and gets them thinking. It also provides a launching point to discuss the other two branches of government and how they all work together.

What do you find the most challenging thing to teach about the U.S. Constitution?

The Judicial Branch, and its governing principles, are the most challenging part of teaching the U.S. Constitution. My students seem to struggle to understand the different courts and jurisdictions as well as the cases and rulings that are handed down from those courts. It can get pretty complex at times.

What was the last book on U.S. history you read?

The last book I read was *A Knight of Another Sort: Prohibition Days and Charlie Birger* by Gary DeNeal. Birger was a gangster in Southern Illinois during the prohibition era, and I read it in preparation for a lesson on local history.

Who is the most overlooked figure in early American history and why?

I think James Armistead Lafayette is a Revolution figure that should get more attention. He was an enslaved man from Virginia who would become a spy for the Marquis de Lafayette. Armistead was able to easily spy on General Cornwallis, and his troops, under the guise of a runaway slave. He gained valuable information on British plans as the war progressed. James Armistead Lafayette is an example of those who fought for freedom even though their freedom was not guaranteed at the end of the war. Still, he felt compelled to fight for the ideals of The Republic. There are so many stories of men and women who risked it all to pave the way for our Founding Fathers to establish something new. Those are the stories that are important not to forget as we study the early eras. James Armistead Lafayette would eventually gain his freedom, with the help of the Marquis de Lafayette, years after the war. To mark his appreciation, he added Lafayette to his name.

Anything else you would like to say for the magazine?

I am so grateful for the opportunity to be a James Madison Fellow, and I am so honored to be chosen as the Fellows' Fellow. I have begun working on my graduate degree through Gettysburg College and the Gilder Lehrman Institute of American History. I am planning to attend the 2025 Summer Institute on the U.S. Constitution this summer in Washington D.C., and I am beyond excited for the life-changing opportunity! From the bottom of my heart, thank you so very much!



James Madison Memorial Fellowship Foundation 2024

Summer Institute

The 2024 Summer Institute on the Constitution was a momentous occasion for the James Madison Fellows. The Summer Institute was held at Marymount University's Ballston Campus in Arlington, Virginia.

This year marked the first time the James Madison Fellows were given the opportunity to meet Supreme Court Justice Kentaji Brown Jackson, and she could not have been more gracious. Along with a tour of the U.S. Capitol, the Fellows met and had a question and answer session with the Board of Trustees, including the Honorable Terrence Berg (United States District Court for the Eastern District of Michigan), Vice-Chair Terry Wright, as well as the newest Trustees, Chair Laura Dove, Judge Raymond Kethledge (U.S. Court of Appeals for the Sixth Circuit),

and Dr. Bradford P. Wilson (formerly the Executive Director of the James Madison Program in American Ideals and Institutions at Princeton University; currently serving as the James Wilson Distinguished Visiting Scholar in the Center for Constitutional Studies at Utah Valley University).

The Summer Institute continues to have distinguished scholars as its full-time faculty, and this year was no different. James Madison Fellows were able to hear lectures from Director of Academics Dr. Jeffry Morrison (Christopher Newport University, James Madison Memorial Fellowship Foundation), Dr. Dan Dreisbach (American University), Dr. Kevin Hardwick (James Madison University), Dr. Terri Halperin (formerly the University of Richmond), Dr. Ab-

ABOVE: Museum of the American Revolution in Philadelphia, Pennsylvania.



bylin Sellers (Azusa Pacific University), and Dr. Guy F. Burnett (American University, James Madison Memorial Fellowship Foundation).

The years guest lecturers included Dr. Danielle S. Allen (Harvard University, Educating for American Democracy), Dr. William S. Allen (Emeritus Dean, James Madison College, Emeritus Professor of Political Science, Michigan State University), Dr. Rosemarie Zagarrì (George Mason University), Dr. John B. King, Jr. ('95 NJ; Chancellor, State University of New York), Lee Ann Potter (Library of Congress). The 2024 James Madison Lecture was delivered by historian and Pulitzer Prize-winning author Stacy Schiff, who spoke about her book.

This year's site visits saw the Fellows in Independence Hall in Philadelphia, Pennsylvania, thanks in large part to the help of James Madison Fellow Rob Schulte ('19 NJ). Other site visits included the Museum of the American Revolution thanks to James Madison Fellow Linda Dean ('15 NJ), the National Constitution Center,

George Washington's Mt. Vernon, George Mason's Gunston Hall, the Library of Congress, the National Museum of African American History and Culture, and Arlington National Cemetery.

This year also marked the retirement of James Madison Foundation President Lewis F. Larsen. In his remarks at the closing banquet, he reminded the Fellows of the importance of the U.S. Constitution and how much he enjoyed his time at the James Madison Foundation. Lew had been with the Foundation since its creation in 1986, and had served as its President for fourteen years. Many of the James Madison Fellows knew Lew personally over the years and he always enjoyed catching up with them whenever he saw them.







The 27th Annual James Madison Lecture by Stacy Schiff

The 27th Annual James Madison Lecture was delivered on June 28, 2024, by Pulitzer Prize-winning author Stacy Schiff on the campus of Marymount University. Boasting a slightly different format, this year's lecture was a conversation between Ms. Schiff and the James Madison Memorial Fellowship Foundation's Director of Academics, Dr. Jeffrey Morrison. The conversation centered around two of Ms. Schiff's Books, *The Revolutionary: Samuel Adams* and *A Great Improvisation, Franklin, France, and the Birth of America*. In particular, Ms. Schiff and Dr. Morrison discussed the life and legacy of American Revolution leader Samuel Adams and his pivotal role in key events like the Boston Tea Party and the Boston Massacre.

In her comments, Ms. Schiff shared why she believes Adams is worthy of being called the Revolutionary. While often overshadowed

by the other Founders, Ms. Schiff asserts that Samuel Adams was America's first politician whose revolutionary influence began as early as 1763. Many of his contemporaries, such as John Adams and Thomas Jefferson, spoke of him as the "man of the hour," and the "earliest, most active, and persevering man of the Revolution." Ms. Schiff states that Samuel Adams was the consummate Massachusetts politician in the most incendiary town (Boston) in the most incendiary colony (Massachusetts). He was the driving force leading efforts to galvanize colonial resistance to British rule. Ms. Schiff goes on to illustrate how Adams was a master of public opinion and was relentlessly dedicated to his ideas and ideals—ideas and ideals that ultimately became the first principles on which the Revolution was founded. Adams's ability to translate ideas into action,

and his prudent revolutionary spirit, were pivotal in mobilizing the colonies toward independence.

Ms. Schiff is an American historian and Pulitzer Prize-winning author. She is best known for her critically acclaimed biographies of major historical figures, including *Véra (Mrs. Vladimir Nabokov)*, *Saint-Exupéry: A Biography*, *Cleopatra: A Life*, *The Witches: Salem, 1692*, *The Revolutionary: Samuel Adams*, and *A Great Improvisation, Franklin, France, and the Birth of America*. She has received numerous awards for her works including the Pulitzer Prize for *Véra*, the National Book Award for *Cleopatra*, and the George Washington Book Prize for *A Great Improvisation: Franklin, France, and the Birth of America*. In 2018 she was named a Chevalier de l'Ordre des Arts et des Lettres by the French Ministry of Culture. Awarded a 2006 Academy Award in Literature from the American Academy of Arts and Letters, she was inducted into the Academy in 2019. The Apple TV+ series *Franklin* is based on Ms. Schiff's book: *A Great Improvisation: Franklin, France, and the Birth of America*.

A recording of the lecture can be found on the James Madison Memorial Fellowship Foundation's YouTube page, www.youtube.com/@JamesMadisonFoundation, and on C-SPAN's American History TV.



Constitutional Conversations

A Legacy of Scholarship and Teaching the U.S. Constitution

At the heart of every organization's success is the support of those who believe in the organization's mission. The Fairleigh S. Dickinson Jr. Foundation is just such an organization. We are honored to recognize them for their unwavering support of the James Madison Memorial Fellowship Foundation since our founding in 1986.

One of the many ways the Fairleigh S. Dickinson Foundation provided support to the mission of the James Madison Memorial Fellowship Foundation is through the development, and production, of the Constitutional Conversation's video series which you can find on the Foundation's YouTube channel: www.youtube.com/@JamesMadisonFoundation.

Beginning with their first grant to support Constitutional Conversations in 2014, through the present, the Fairleigh S. Dickinson, Jr. Foundation has shown a deep understanding of the importance of educating young Americans about the U.S. Constitution. Their dedication has never wavered, and, over the years, their generosity has been felt by teachers and students in every state in the country. With a new grant in 2025 to fund the Constitutional Conversations video series,

we are excited to bring you more Constitutional Conversations with the countries leading experts on the U.S. Constitution.

On behalf of everyone at the James Madison Memorial Fellowship Foundation, we extend our sincere gratitude to the Fairleigh S. Dickinson Jr. Foundation. Thank you for your enduring support. Your legacy will be felt by Americans across the nation for years to come.

Join the Constitutional Conversation!

You can use Constitutional Conversations to teach constitutional topics in your classroom. Constitutional Conversations contain illustrated lectures by leading constitutional scholars, each divided into 4-6 minute "teachable" segments. Lesson plans created by James Madison Fellows for James Madison Fellows utilizing Constitutional Conversations can be found on the James Madison Memorial Fellowship Foundations website: www.jamesmadison.gov.



Religion and American Constitutionalism

Jeffrey Morrison, Ph.D., Director of Academics, James Madison Memorial Fellowship Foundation.



James Madison and American Constitutionalism

Professor Jack N. Rakove, William Robertson Coe Professor of History and American Studies, Stanford University.



The Constitutional Convention as a Four-Act Play

Gordon Lloyd, Ph.D., Senior Fellow, Ashbrook Center and Dockson Professor Emeritus, Pepperdine University.



Slavery and the Constitution

Professor John P. Kaminski, Director, Center for the Study of the American Constitution, University of Wisconsin-Madison.



Women and Early American Constitutionalism

Professor Rosemarie Zagari, University Professor and Professor of History at George Mason University.



Ratification of the Constitution

Constitutional scholar Professor John P. Kaminski, Director, Center for the Study of the American Constitution, University of Wisconsin-Madison.



George Washington's Constitutionalism

Professor William B. Allen, Emeritus Professor of Political Philosophy and the former Dean of the James Madison College at Michigan State University.



Dolley Madison: Republican Queen

Professor Catherine Allgor, Skotheim Director of Education at The Huntington Library, Art Collection, and Botanical Gardens.



The American Revolution

Professor Jack N. Rakove, William Robertson Coe Professor of History and American Studies, Stanford University.



James Madison and American Democracy

Professor William B. Allen, Emeritus Professor of Political Philosophy and the former Dean of the James Madison College at Michigan State University.



Alexander Hamilton

Professor Stephen Knott of the Naval War College.



Friends Divided: John Adams and Thomas Jefferson

Dr. Gordon Wood, Alva O. Way University Professor and Professor Emeritus of History at Brown University.



Frederick Douglass: Prophet of Freedom

Dr. David W. Blight, Sterling Professor of History and African American Studies at Yale University.



The Words that Made Us

Dr. Akhil Reed Amar, Sterling Professor of Law and Political Science at Yale University.



Montesquieu and the American Founding

Dr. Paul O. Carrese, Founding Director of the School of Civic & Economic Thought and Leadership at Arizona State University.



Founding Partisans

H.W. Brands, Jack S. Blanton Sr. Chair in History at the University of Texas at Austin.

IN YOUR WORDS



“My Summer Institute has been an amazing experience. The challenging ideas, the funny moments, the pressure of demanding work...all have accompanied me from dawn to dusk. The historical sites visited, full of memories; the keynote conferences and their discussions; the amazing books that I took home. But above all, the people, the human beings I met, made the true and most important difference. People from all the states of the American Union, people united by their love for knowledge and vocation for teaching. From California to Florida, from North Carolina to Arizona, I’ve found the American soul in all its richness and diversity. They made me feel like one of them, they were always open to listening to other realities, to help with my difficulties. Yesterday I said, in a brief speech at the Capitol, that citizens are the civic soldiers of democracy. And my colleagues, teachers in schools across the country, are on the front lines of that fight at a time where the United States and the world are playing a large part of their destiny. I’ll return home, eager to see my family, excited to tell them about the experience. But something of me stayed in these streets of Philadelphia, in those classrooms of Arlington, in the fields of Virginia. And I will return for it, with them, sooner rather than later. Thank you for everything, dear Fellows, thanks James Madison Memorial Fellowship Foundation.”

Armando Chaguaceda (Cuban Fellow 2024)

"This experience was once in a lifetime. I feel so knowledgeable about the Constitution, more so than going into it. I've created a teacher network across the United States that is incredibly valuable. Also, the experiences and site visits we went on, I would never have gained that knowledge or experience going myself. I am profoundly grateful for this experience and I look forward to bringing what I learned into my classroom."

Nicole Verrilli, '23 (CT)



"It's not merely the extensive knowledge gained that stands out, but the incredible support from the staff, professors, and fellow participants that made these four weeks the most enriching of my career. The environment fostered deep and meaningful connections, allowing me to engage fully without distractions. I can confidently say that I will never encounter another experience quite like this one, and I am profoundly grateful and humbled to have participated in the 2024 James Madison Summer Institute."

Keagan Peterson, '23 (LA)



"Participating in the Summer Institute was truly a life-changing experience. Being immersed in rigorous content for four weeks will help me to be a better teacher of the U.S. Constitution and America's Founding principles. Sharing this opportunity with fellow teachers from across the country also helped me establish a network of professionals that I will be able to rely on for the rest of my career."

Jordan Dettrow, '23 (OH)



"The James Madison Fellowship and Summer Institute have been an incredible experience that I would highly recommend to anyone who teaches American History or Government. The readings, lectures, and experiences combined to provide greater context and understanding of the events that led to and carried our colonies through the Revolution and then led to the creation of our United States. My students will be the beneficiaries of this new knowledge and understanding as it will enrich my teaching, every lesson. If you are wondering if you should do it--you should. You won't regret it!"

Charlotte Ducos, '23 (UT)





"I will always be grateful for this experience. I do believe it was life changing. I am the child of high school dropouts. My dad was a felon. My mom was pregnant when she was 15. My 5 siblings followed in their footsteps. For the first time in my life, I visited the East Coast and many historical sites that were important to the founding of our nation. I received a quality education with Fellows that I now consider lifelong friends. This was an opportunity that I will always cherish. I will also always live up to the responsibility of sharing the learning from this experience with my students."

Angelo Sandoval, '21 (CA)



"The Summer Institute provided me with an incredibly rich knowledge about the Constitution and its principles. The Summer Institute also reignited my passion for helping my students understand their role as citizens, the role of the government, and how our Constitution came into being. I know my knowledge and experiences will help my students be able to engage more deeply with our foundational documents."

Jeanie Smith, '20 (KY)



"As a passionate teacher of history and civics, there are two things which most promote my continued growth as a teacher: (1) learning from content experts and (2) being surrounded by other passionate teachers of history and civics. Never before have I had both of those two things at the same time. The experience of the Summer Institute has forever changed me as a teacher, and has equipped me to continue my growth through the connections I have made. I am so appreciative of this experience."

Thomas Fulbright, '23 (KS)



"The Summer Institute was a transformative once-in-a-lifetime experience. From the depth and complexity of our required readings to lectures that challenged me to engage with history in ways I had never considered, every day offered valuable learning opportunities to expand my understanding of the intricacies of the Constitution. As a result of the shared experiences with passionate civic educators from around the country, I am returning home inspired to foster a deep appreciation for the Constitution and civic engagement that the Summer Institute has instilled in me."

Matt Lindsey, '23 (MA)

"This experience provided an opportunity to interact with teachers and scholars from across the country which challenged my thinking and provided ideas for me to take back to my classroom. It was a perfect blend of deep scholarship and rich discussion with unique opportunities to explore historic sites. By meeting important people in the field, viewing primary source documents, and getting to see places and artifacts from the period we are studying, I am more inspired and feel better prepared to bring civic education back to my district and beyond. This was a life-changing experience that I hope continues so our students will be more equipped to understand our history, government and their role in it."

Lindsay McBride, '23 (WI)



"The opportunity to focus solely on academic pursuits is rare for professional educators. While a month away from my family was incredibly difficult, the narrow and sustained focus on Founding principles and the collegiate environment provided a wealth of knowledge and professional relationships that will positively impact my teaching for the rest of my career."

Ashley Smith, '23 (WV)



"I will forever be grateful for this opportunity and will cherish the friendships forged and memories made. I was pushed academically to consider new perspectives and have a much better understanding of the foundations of our republic. The field trips were incredible, especially meeting Justice Ketanji Brown Jackson! Having an entire month to be fully immersed, study with like-minded and passionate professionals, and explore Washington D.C. was a true gift."

Aurora Richardson, '23 (OR)



"The Summer Institute was a once-in-a-lifetime experience. I enjoyed the opportunity to study the Constitution and America's founding principles in an area close to D.C. The historic site visits that we were able to participate in, and the guest lecturers, made the Summer Institute even more enjoyable."

Marietta Croft, '23 (MT)



CLASS Notes

1994

Catherine A. Main, '94 (IA), was awarded Teacher of the Year for Iowa by the Gilder Lehrman Institute.

2002

Darcy L. Daniels, '02 (NJ), was awarded Teacher of the Year for New Jersey by the Gilder Lehrman Institute.

2006



Erik R. Iverson, '06 (SD), was awarded Teacher of the Year for South Dakota by the Gilder Lehrman Institute.

2008



Emmitt Glynn, '08 (LA), was awarded Teacher of the Year for Louisiana by the Gilder Lehrman Institute.

2017

Kendrick W. Bryan, '17 (KY), was awarded Teacher of the Year for Kentucky by the Gilder Lehrman Institute.

2018

Maeve Kennedy, '18 (RI), was awarded Teacher of the Year for Rhode Island by the Gilder Lehrman Institute.

2019



Katherine M. Orenberg, '19 (CA), was awarded Teacher of the Year for California by the Gilder Lehrman Institute.

2020

Robbie Tubbs, '20 (PA), was selected for the 2024 C-SPAN Summer Teacher Fellowship.

2021



Isaac Farhadian, '21 (CA), completed a Fulbright in Finland in 2023 and was selected to be a Constitutional Fellow for the National Constitution Center.

2022

Jessica M. Wood, '22 (MI), was awarded Teacher of the Year for Michigan by the Gilder Lehrman Institute.


2023

Sean Albert, '23 (MI), taught the first graduating class of the Ford Law Career Academy Program.

Matthew Lindsey, '23 (MA), volunteered with a local non-profit to plant a pocket forest within his school's community to increase local climate resilience.



Jesse Perez, '23 (WI), won the SEED Shorewood Excellence in Teaching Award.



Michelle Rafach, '23 (MS), was awarded Teacher of the Year for Mississippi by the Gilder Lehrman Institute.



Stephan Seabury, '23 (UT), participated in a regional conference hosted by the U.S. Department of Education focused on teacher retention, compensation, and diversity.

2024

Antonio Prieto Colon, '24 (PR), was awarded Teacher of the Year for Puerto Rico by the Gilder Lehrman Institute.

Darrah D. Praetor, '24 (AR), hosted a mock constitutional convention where students wrote new school policy and debated their issue to get their policy ratified by their peers.



From the Editors

2024 was a year of change, continued growth, and shared commitment to the James Madison Foundation's mission.

Perhaps the biggest change to the Foundation in 2024 was seeing former Foundation President Lewis F. Larsen retire. He was the last staff member who had been with the Foundation from the beginning and he could not have been prouder of how it had grown and how many James Madison Fellows had become master teachers of the U.S. Constitution. President Larsen had been with the Foundation since it was created by the U.S. Congress during the Bicentennial of the U.S. Constitution in 1987.

We are excited in the lead up to the celebration of the Semiquincentennial of the Declaration of Independence in 2026. Without that daring step into the unknown by the American Founders, the U.S. Constitution would not exist. The Declaration's importance to Americans and the world cannot be overstated. It represents the culmination of Enlightenment thought and the reintroduction of democracy into the world. We are excited to see the upcoming celebration of one of history's most important moments.

Thanks to the Declaration, James Madison and his fellow delegates at the Philadelphia Convention framed a government founded on participation and natural rights. The James Madison Memorial Fellowship Foundation was created as a living memorial to James Madison and the U.S. Constitution - a living memorial that is embodied in every James Madison Fellow who educates the next generation of citizens in our nation's classrooms.

Thank you for your dedication to teaching the U.S. Constitution in classrooms in every state, district and territory in the United States. We are honored to be a part of this vital mission with you.



JAMES MADISON
MEMORIAL FELLOWSHIP
FOUNDATION

www.jamesmadison.gov



facebook.com/JamesMadisonFoundation



instagram.com/JamesMadisonFoundation



x.com/JamesMadisonFdn



linkedin.com/company/jmmff