



# TEACHERS AS SCHOLARS



*2021-2022*

# Welcome to TEACHERS AS SCHOLARS

Teachers As Scholars (TAS) is a partnership between Princeton University and surrounding schools and districts formed with the objective of providing scholarly and intellectually engaging opportunities for teachers. Seminars are taught by faculty and staff from Princeton University and span a wide range of topics and subject areas. Participants are often asked to complete readings prior to the seminar, which are either e-mailed or mailed one month in advance. Each seminar is open to teachers from any grade level or content area. Seminars are intended to promote life-long learning among elementary and secondary level teachers.

Teachers As Scholars includes teachers at all grade levels and subject areas from our member schools: Bordentown Regional Schools, Hillsborough Township Public Schools, Hopewell

Valley Regional School District, The Hun School of Princeton, The Lawrenceville School, Newark Academy, The Pennington School, Princeton Day School, Princeton Public Schools, Stuart Country Day School of the Sacred Heart, and West Windsor-Plainsboro Regional School District.

Non-member districts and schools are invited to attend as space allows. If you are interested in attending a seminar or would like to become a member of Teachers As Scholars, please contact **Dr. Ashley Taylor Jaffee** at [atjaffee@princeton.edu](mailto:atjaffee@princeton.edu) or call our office at 609-258-3336.

Due to the ongoing COVID-19 pandemic, TAS seminars will follow all University and New Jersey guidelines in regard to health and safety. At this time, all TAS seminars will be held in-person at the Princeton University campus from 9a.m. until 3p.m, and will require all participants to **wear a face covering while indoors and be fully vaccinated** prior to attending a seminar. Participants are considered to be fully vaccinated after the final dose of vaccine, and **no exemptions** will be allowed for Teachers as Scholars Participants. You may visit the University's COVID Resource page at <https://covid.princeton.edu/> for the most up-to-date information on University Policies.

The Teachers as Scholars Program also collaborates with the Cotsen Children's Library at Princeton University to offer Time Travel 101, which allows teachers to check out collections of primary source documents and artifacts for classroom use. Details on available collections can be found on page 15. Unfortunately, lending of Time Travel 101 kits has been suspended until further notice due to the pandemic. However, Time Travel 101 has made the curriculum and printable images available online. For more information and updates, visit our website at <https://teacherprep.princeton.edu/TimeTravel101>.

The Teachers As Scholars program began at Harvard University in 1996 and has extended to include colleges and universities across the country. The TAS program at Princeton University is in its 23rd year and is supported by the Program in Teacher Preparation as well as area schools and districts.

## “ Teachers' Comments:

- *It has sparked a way of thinking I had not originally considered, [which] will benefit my students and my delivery of instruction.*
- *I always look forward to very stimulating dialogue that challenges conventional thinking and delves deep into issues and information that leaves me still thinking about the topic well beyond the seminar.*
- *I was happy that the seminar offered the chance to explore readings and work with a Princeton professor.*
- *“It helped my teaching and it gives me the rare and wonderful opportunity to be a student again.*

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Following University and State regulations, all seminars will be available remotely if the seminar is unable to be held in-person.

## What Can Joe Biden Learn from the Lessons of the Great Depression and the New Deal?

Nov. 16<sup>th</sup> & 30<sup>th</sup>, 2021

9AM - 3PM

We will discuss the lessons that President Biden might take from a consideration of the experience President Franklin Roosevelt had in directing the New Deal of the early 1930s. The New Deal was an attempt both to address the severe economic crisis created by the Great Depression on 1929 and to attempt to create a central government with powers sufficient to empower white Americans to share in the productive capacity of the national economy. FDR was opposed by a conservative Republican Party that supported local power, private action and domestic interests. To the extent that he succeeded, FDR was dependent upon the support of the (white, racist) Solid South, which limited the range of reforms he could put forward. Almost a century later, Biden confronts some of the same problems, especially global economic crisis and domestic social situation in which the gap between rich and poor Americans is huge. But the Republicans are now the racist party, and the Democrats aspire to a diverse and more progressive national governmental objective. What are the odds that Biden can achieve more than Roosevelt?



**Stanley N. Katz, Ph.D., School of Public and International Affairs**

Stan Katz is a recently retired professor in the former Woodrow Wilson School, the School of Public and International Affairs at Princeton University. He is a teacher of history, law and public policy with special interests in the comparative study of constitutional democracy and the impact of philanthropy on American public policy.

## AAS Seminar

### Hidden Challenges in Vocabulary Learning: Words with Multiple Meanings When Learned by Autistic Children

Nov. 30<sup>th</sup>, 2021

9 - 11:30AM

Between 40-80% of all words evoke multiple, related conventional meanings (are polysemous). For instance, baseball caps, pen caps, and bottle caps are all called cap; while these meanings are clearly related to one another, as all of these types of caps cover something tightly, the distinct meanings must be learned, since lids also cover something tightly but are not called caps. This point is evident from differences in conventions across languages. Spanish speakers, for instance, refer to pen caps, bottle caps, and lids with the same label (tapa), but refer to baseball caps with a different label (gorra). Word learners must therefore learn the range of related meanings for the vast majority of common words, as is specific to the academic language of each content area. In this workshop we will discuss how and why the meanings of a word tend to extend from a “prototypical” meaning. We will also discuss the special challenge words with multiple meanings pose for children on the autism spectrum, and for children whose first language is not English.

This workshop is intended to be of interest to anyone who has debated what a word “really means,” as well as those with a particular interest in atypical or second language learning.

**This seminar is recommended for administrators, supervisors, principals, and superintendents.**

**Adele Goldberg, Ph.D., Department of Psychology**

Adele Goldberg has been a professor at Princeton University since 2004, initially in the linguistics program and currently in the Psychology Department. Her work on language learning focuses on the role of semantic, social, and statistical factors; her lab aims to explain our creative but constrained use of language in adults and children, L1 and L2, and neurotypical and atypical populations. She has published three books and over a hundred journal articles on topics related to word meaning, language change, metaphor processing and emotion, and the various functions of grammatical constructions. Goldberg is a fellow of the Association of Psychological Science, the Linguistic Society of America, and the Humboldt Foundation.



## Interdisciplinary STEM Research

*Dec. 1<sup>st</sup> & 8<sup>th</sup>, 2021*

*9AM - 3PM*

We will explore how interdisciplinary science really works in a National Science Foundation (NSF) funded research center at Princeton University. With most research today being collaborative and interdisciplinary, this seminar will focus on how interdisciplinary science and engineering research are conducted at Princeton University. Teachers will meet and have discussions with professors in engineering, physics, chemistry, and material science about research and ethics in science. Tours of research labs and facilities will be included. We will converse about aspects of interdisciplinary research and how it really happens in the lab. Furthermore, we will also discuss new initiatives of how research can improve science communication to the broader audience.

During the session, we will gather insight into some science and engineering practices employed in modern research. The NSF funded Princeton Center for Complex Materials has three interdisciplinary research groups on the cutting edge of physics, chemistry, engineering, material science and technology to benefit society. The Center has a mission to “advance discovery and understanding while promoting teaching, training, and learning.” This includes a broader impact mission to help society in part by communicating science effectively. Scientists work to improve their communication skills and create impactful messages to the audience.



**Daniel J. Steinberg, Ph.D., Princeton  
Center for Complex Materials**

Daniel J. Steinberg, Ph.D., is the Education Director for the Princeton Center for Complex Materials and the Princeton Institute for the Science and Technology of Materials. Dan was an operations astronomer for the Hubble Space Telescope prior to joining Princeton. He directs many education programs for teachers, students for k-graduate school, and the public.

## Sex, Class and Power: the Politics of Gender in Classic Hollywood Comedy

*Dec. 3<sup>rd</sup> & 10<sup>th</sup>, 2021*

*9AM - 3PM*

This seminar investigates gender roles and societal influences in American history. Participants will explore the social and cultural revolution spearheaded by “Fast Talking Dames”, women coming of age during the depression. These characters offered movie audiences, then and now, a modern model of American womanhood – articulate, self-confident, and in control of their destiny. The screen characters of Katherine Hepburn, Rosiland Russell, and Barbara Stanwyck out-talked their men, out-smarted their rivals, and spoke as no one had before. American language seemed to be reinvented itself with every word they spoke and, in many ways, it was.

We will focus on how, historically, women responded to the contentious social and political issues of their time. The first seminar, which will include *It Happened One Night*, *My Man Godfrey* and *The Philadelphia Story*, will focus on the heiress, the privileged daughter of American culture, who comes to understand the darker side of American life. The second will focus on the *Meet John Doe* and *His Girl Friday*, which establish the cultural authority of the dame as reporters on the national scene.

**Maria DiBattista, Ph.D., Department of English**

Maria DiBattista is a professor of English and Comparative Literature at Princeton University. In 1994, she received the President’s Distinguished Teaching Award and in 1999 the Howard T. Behrman Award for Distinguished Achievement in the Humanities. Her research interests include modern literature and film. The author of *Fast Talking Dames*, a study of woman and classic film comedy, and her latest book, co-authored with Deborah Nord, is *At Home in the World: Women Writers and Pubic Life, from Austen to the Present*.



## Bringing Second Language Acquisition Research into the Foreign Language/ESL Classroom: L2 Vocabulary

Apr. 1<sup>st</sup> & 8<sup>th</sup>, 2022

9AM - 3PM

Teachers are faced with a barrage of questions as they approach the classroom: How much should I lecture – and how much should I let students direct the discussion? What kind of visual or aural media should I use? What sorts of feedback are effective? And how should I evaluate my students' progress – with essays, multiple choice tests, oral reports, or portfolios?

Foreign language teachers work in a discipline in which these and many other questions have been the subject of extensive research during the past 40 years. Yet, the great majority of language teachers have little access to the results of these studies and therefore do not integrate them into their teaching. Furthermore, what is more, most commercial textbooks are written by people who, though well-intentioned, are equally unfamiliar with the research. This means that the materials presented to students and the prevailing methodologies seen in foreign language classrooms are often at odds with what the research has shown to be effective approaches to L2 teaching and learning.

This seminar aims to address this mismatch by focusing on L2 vocabulary acquisition, a strand of SLA research, in order to trace the development of these topics in the literature of applied linguistics, consider how one might implement the findings in real classrooms, and then work collaboratively to create materials and lesson plans that will do so.

In preparation for the seminar, participants will be asked to read seminal research and be ready to discuss the findings. The seminar leader will provide background and context for this and additional articles, work with participants to discuss and compare the findings with their own teaching/learning experience, and lead a hands-on workshop in which materials will be developed for future classroom use.



**James W. Rankin, Ph.D., Department of German and Princeton Center for Language Study**

Jamie Rankin, Ph.D., is a University Lecturer in the German Department and directs its Beginning Language program. After completing a Ph.D. in German literature at Harvard University, he went on to specialize in second language acquisition and pedagogy in the Department of Second Language Studies at the University of Hawaii. His current research focuses on the dynamics of foreign language classrooms, with particular emphasis on classroom interaction and the role it plays in teaching and teacher training. Much

of his research takes the form of collaborative classroom research with graduate student teaching assistants in the department, and several of these studies have been published—including two awarded the Unterrichtspraxis' prize for Best Articles of the Year in 1999.

## Stories to Understand and Diversify Cultural and Gender Representation in Curriculum through Music

Apr. 22<sup>nd</sup> & 26<sup>th</sup>, 2022

9AM - 3PM

The stories and human connections behind musical styles can foster deeper understanding within a culturally diverse community. Music's ability to create bridges among people is as vital now as it has ever been. How might we present and unpack music's stories to create meaningful opportunities to motivate, inspire, and foster communication among our students? We will develop skills to listen to music and the "spoken word" stories it tells about women and African American cultures as we further develop culturally relevant pedagogies. We consider how individual musical interpretation and expression might be inflected by personal experience and perspective, and explore how music often holds vital lessons that transcend time and place. This seminar will share available resources and allow time for reflection and discussion of ways to diversify and broaden cultural and gender representation in music performance and interdisciplinary curriculum.



**Ruth Ochs, Ph.D., and Trineice Robinson-Martin, Ed.D., Department of Music**

Dr. Ruth Ochs is the conductor of the Princeton University Sinfonia, and Associate Conductor of the Princeton University Orchestra. In addition to directing varied ensembles of students and teaching courses on music performance and history, Dr. Ochs fosters community collaborations through outreach and musical collaboration. She also conducts the Westminster Community Orchestra, where she leads the ensemble through varied programming and unique collaborations with ensembles from the Westminster Conservatory and the Westminster Choir

College. Dr. Ochs was a 2019 recipient of the John H. Pace, Jr. '39 Center for Civic Engagement's Community Engagement Award. She earned her Ph.D. in Musicology at Princeton, with degrees in music and orchestral conducting from Harvard University and the University of Texas at Austin.

Dr. Trineice Robinson-Martin, Ed.D. completed her doctoral work at Teachers College Columbia University. Dr. Trineice holds master degrees in music education and jazz studies from Teachers College and Indiana University-Bloomington, respectively, B.A. from San Jose State University, and is a Level III Certified instructor in Somatic Voicework™ The LoVetri Method. Dr. Trineice maintains a faculty positions at Princeton University as the jazz voice instructor, lecturer, and director of the Jazz Vocal Collective Ensemble. She serves on the National Faculty in the academic division of Gospel Music Workshop of America, serves as the Executive Director of the African American Jazz Caucus, Inc., serves as a Board of Director for the Jazz Education Network, serves on the Editorial Board of the Journal of Singing, and is a member of the distinguished American Academy of Teachers of Singing.



## Using Robotics as a Pathway to Interdisciplinary STEM Education

Mar. 8<sup>th</sup>, 2022

9AM - 3PM

As someone whose excitement for engineering was piqued at an early age through countless hours spent with LEGO Mindstorms kits, I firmly believe that robotics is an ideal platform for getting students excited about STEM at an early stage. In this seminar, we will discuss how robotics might serve as a pathway for introducing students to elements of engineering design, physics, probability, statistics, and programming. We will also discuss how robotics can be used to explore topics of broader societal interest such as ethics (what should an autonomous car do if faced with two equally bad options?), the economy (how will automation affect jobs?), and the law (who is liable if an autonomous drone crashes on someone's property?). Join us for a visit to Mechanical and Aerospace Engineering Department teaching/research labs and engage in hands-on experiences developed through project-based student assignments on quadrotors (drones).



**Anirudha Majumdar, Ph.D., Mechanical and Aerospace Engineering**

Anirudha Majumdar, Ph.D., is an Assistant Professor at Princeton University in the Mechanical and Aerospace Engineering department. His research focuses on the control of highly agile robotic systems such as unmanned aerial vehicles with formal guarantees on their safety and performance. Majumdar received a Ph.D. in Electrical Engineering and Computer Science from the Massachusetts Institute of Technology in 2016, and a B.S.E. in Mechanical Engineering and Mathematics from

the University of Pennsylvania in 2011. Subsequently, he was a postdoctoral scholar at Stanford University from 2016 to 2017 at the Autonomous Systems Lab in the Aeronautics and Astronautics department. His research has been recognized with the NSF CAREER award, the Google faculty research award (twice), the Amazon research award (twice), and the Young Faculty Researcher Award from the Toyota Research Institute.

## 3D Printing, CNC Milling, and Laser and Die Cutting Workshop

May 6<sup>th</sup> & 12<sup>th</sup>, 2022

9AM - 3PM

Tools for digital manufacturing (3D printers, CNC mills, and laser and die cutters) have advanced to the point where they can be integrated into the curriculum in K-12 schools. This two-day hands-on workshop will focus on demonstrating representative modern tools and developing hands-on skills in digital design using the Autodesk Fusion 360 CAD/CAM program. Fusion 360 is free to educators, and it exports designs to many different types of automated manufacturing tools including 3D printers, CNC mills, and 2D devices (laser and die cutters). Professor Littman will also discuss a 1D device - an automated wire bender. Participants will have the opportunity to learn how to draw simple objects and manufacture them using digital machines including 3D printers, CNC mills, and laser and die cutters. Besides basic instruction in CAD (computer-aided-design) and CAM (computer-aided-manufacturing), there will be time set aside for discussion about how to integrate these new tools and their products into the K-12 environment.

Participants will be asked to describe their own experiences about using modern technology in the classroom to stimulate the next generation of youth. Digital manufacturing tools have potential for integration into many areas including math and science, social studies, and the arts. No prior experience is required. This workshop is for the novice, but experts are also welcomed to attend. As a part of the seminar, Professor Littman will review a variety of projects based on these digital manufacturing tools that his students have developed as part of their engineering education.

**Michael G. Littman, Ph.D., Mechanical and Aerospace Engineering**



Michael G. Littman, Ph.D., is a Professor of Mechanical and Aerospace Engineering. He joined Princeton University in 1979 after earning his doctoral degree in Physics at the Massachusetts Institute of Technology in 1977. His research interests include automatic controls, tunable laser design, and bio-mimic robotics. His principal research concerns the Terrestrial Planet Finder, a project involving the development of high contrast optical coronagraphs in the search for life in the universe. He also is helping to integrate digital manufacturing tools to the K-12 environment under the NSF STEM+C Program

# The Arctic Ocean: An Extreme and Rapidly Changing Environment

May 11<sup>th</sup>, 2022

9AM - 3PM

The Arctic Ocean is an extreme environment: it is the coldest, freshest, and most ice-covered of the world's oceans. The Arctic Ocean is also warming faster than anywhere else on Earth today, and its ice cover is melting at an alarming rate. This Arctic warming may cause broader changes, from reshaping polar ecosystems to altering weather across the U.S. Here we will discuss the history of the Arctic Ocean and its surrounding land, which has connections to many other topics, such as the arrival of humans in the Americas. We will also explore the implications of this history for how the Arctic will change in the coming years. As part of the seminar, we will demonstrate Arctic-related lab activities that may aid student engagement in questions of global warming,



**Daniel M. Sigman, Ph.D., and Jesse Farmer**  
Ph.D., Department of Geosciences

Daniel Sigman, Ph.D., is the Dusenbury Professor of Geological and Geophysical Sciences in the Department of Geosciences at Princeton University. He joined Princeton University in 1997 after receiving his Ph.D. from the Massachusetts Institute of Technology/Woods Hole Oceanographic Institution's Joint Program in Oceanography. His research develops tools for measuring isotopes in seawater and ocean sediments to unravel the

interrelated physical, chemical, geological, and biological forces that have shaped Earth's climate over geologic history.

Jesse Farmer, Ph.D. is a Postdoctoral Research Associate in the Department of Geosciences at Princeton University. He joined Princeton University in 2017 after receiving his Ph.D. from Columbia University. He researches the composition of ocean sediments to reconstruct past climate and oceanographic change in the Arctic in order to better understand the Arctic Ocean's future.



# The Pre-Modern World: Issues and Resources

May 17<sup>th</sup>, 2022

9AM - 3PM

We will discuss the challenges of introducing students to ancient and medieval history—to places they have never heard of and people with names they cannot pronounce—and speak about strategies for making pre-modern history relevant today. Our focus will especially be on late Roman and medieval history in the region stretching from Iceland to Iran. In addition to professors, participants will interact with graduate students and undergraduates who study pre-modern history at Princeton to discuss their experiences working on various ancient and medieval subjects. As part of the seminar, we will present a website that has recently been re-launched at Princeton, entitled The Middle Ages for Educators (<https://middleagesforeducators.princeton.edu/>) and would like to discuss with participants the kinds of online resources that would be most useful for teachers to increase the inclusion of pre-modern history in their curriculum and classrooms.



**Jack Tannous, Ph.D., and Helmut Reimitz,**  
Ph.D., Department of History

Helmut Reimitz is a Professor of History and the Director of Princeton's Program in Medieval Studies. He teaches early medieval and medieval European history at Princeton.

Jack Tannous is an Associate Professor in the History Department and Chair of Princeton's Committee for the Study of Late Antiquity. He teaches late antique and medieval history at Princeton, with a special focus on the Middle East.



# Learning with Neural Networks

May 26<sup>th</sup>, 2022

9AM - 3PM

Neural networks have revolutionized machine learning, computer vision, and natural language processing. This seminar will cover the basic mathematical tools necessary for understanding modern machine learning with neural networks including calculus, linear algebra, and statistics. We will discuss how these mathematical tools have transformed how artificial intelligence will be achieved.



**Jason D. Lee, Ph.D., Electrical and Computer Engineering**

Jason Lee received his Ph.D. at Stanford University, advised by Trevor Hastie and Jonathan Taylor, in 2015. Before joining Princeton, he was a postdoctoral scholar at UC Berkeley with Michael I. Jordan. His research interests are in machine learning, optimization, and statistics. Lately, he has worked on the foundations of deep learning, non-convex optimization, and reinforcement learning.

Teachers as Scholars is administered by the **Program in Teacher Preparation**, a uniquely designed interdepartmental course of study that prepares Princeton University students and alumni to become certified to teach. The students who earn certification are sincerely committed to becoming teachers and bring a level of enthusiasm, dedication, and intellectual excellence that will make them outstanding members of the profession. The Program offers specific courses, special seminars and colloquia, and many exciting opportunities for direct collaboration with area classroom teachers through structured, practical field experiences, including full time practice teaching. We are very proud of our long-time collaboration with the teachers and administrators from area schools, and we are grateful for their willingness to share their expertise and their valuable time to help us to prepare our students. We truly value the community collaboration that allows us to prepare future teachers, and as a small token of appreciation, we invite any teacher who hosts one of our student teachers to attend a TAS seminar as our guest, no charge.

In addition to Teachers as Scholars, the Program in Teacher Preparation offers **QUEST**. A professional development program in science and mathematics for local teachers. This intensive summer institute presents a unique opportunity for teachers to enhance their personal knowledge of science and mathematics content by engaging in laboratory experiments and field experiences led by the faculty and staff of the University and scientists from neighboring institutions. QUEST offers participants the chance to develop skills for applying the next generation science standards by helping them develop their knowledge, confidence, and enthusiasm in science and mathematics education. For more information on Princeton University's Program in Teacher Preparation, please visit our website: [teacherprep.princeton.edu](http://teacherprep.princeton.edu).

### Teacher Prep Staff:

**Todd W. Kent**, Director, Program in Teacher Preparation

**Kathleen M. Nolan**, Coordinator of Urban Specialization; Program Associate

**Ashley Taylor Jaffee**, Assistant Director, Social Studies

**Jessica R. Monaghan**, Assistant Director, STEM

**Mona Villa-Sgobbo**, Program Manager

**Adela Ramírez**, Administrative Assistant

**Marta Levitskiy**, Office Coordinator

Program in Teacher Preparation  
41 William Street  
Princeton, NJ 08540  
P: (609) 258-3336  
F: (609) 258-4527

**Teacher  
Prep**  
PRINCETON UNIVERSITY

# Time Travel 101

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Welcome to Time Travel 101, the program that puts primary resources directly in the hands of your teachers and students! Unfortunately, due to the ongoing pandemic of COVID-19, the traveling classroom resources for Time Travel 101 are currently unavailable. However, schools are able to find curriculum and printable digital images for all the Time Travel 101 lending collections at <https://cotsen.princeton.edu/timetravel101>. More information on the collection can be found below:

## Collections:

- 1. Illuminate me:** Students are invited to examine and compare 15<sup>th</sup> century manuscript pages to better understand how books were created, and used, in the Middle Ages.
- 2. Show me the money:** Beginning with a Colonial New Jersey pound note and ending with a 21st century dollar bill, this timeline of monetary artifacts demonstrates how NJ was colonized, grew, and nationalized.
- 3. Selling, selling, sold!:** From Carter's Iron Pills to J.L. Weber's Carriages, learn about life in late 19th-century New Jersey by examining authentic period advertisements and colorful trade cards.
- 4. Got anything to read?:** Forget computer screens and cell phones...what would a kid in 19th-century New Jersey find to read around the house? You'll find the answer in these period publications and household objects. No batteries required.
- 5. World War II NJ:** Learn about wartime New Jersey by exploring items children encountered on the WWII home front. Ration coupons, advertisements, a draft letter, and a child's gas mask are just a few of the artifacts to explore. WWII home front. Ration coupons, advertisements, a draft letter, and a child's gas mask are just a few of the artifacts to explore.

For more information on the Time Travel 101 Collection lending service, visit

[teacherprep.princeton.edu/TimeTravel101](https://teacherprep.princeton.edu/TimeTravel101)

For questions, e-mail [timetravel101@princeton.edu](mailto:timetravel101@princeton.edu)

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**Step 1: Teacher Application with the School District:**  
*Please fill out the application on the next page of this brochure and submit it to your contact listed below. Your contact will notify you of your status.*

**Step 2: Teacher Registration with the University:**  
*Once you receive confirmation from your Contact Representative that you have been selected to attend a Teachers as Scholars seminar, you will need to register online on the Teachers as Scholars Registration Webpage.*

The deadline to complete the [Online Registration Form](#) is **October 15, 2021**.

If you have any questions about Teachers as Scholars, please contact Dr. **Ashley Taylor Jaffee** at [atjaffee@princeton.edu](mailto:atjaffee@princeton.edu) or call (609) 258-3336. We hope you find your experience with Teachers as Scholars to be enjoyable and rewarding, and look forward to your participation.

## Member Contacts:

### **Bordentown Regional Schools**

Mr. James Lymper  
Dir. of Curriculum & Instruction  
318 Ward Avenue  
Bordentown, NJ 08505-1768  
P: (609) 298-0025 ext. 1119  
[jlymper@bordentown.k12.nj.us](mailto:jlymper@bordentown.k12.nj.us)

### **Hillsborough Twp. Public Schools**

Dr. Kim Feltre  
Superintendent of Schools  
379 South Branch Road  
Hillsborough, NJ 08844  
P: (908) 431-6600  
[kfeltre@htps.us](mailto:kfeltre@htps.us)

### **Hopewell Valley Regional School District**

Dr. Vicky Pilitsis  
Dir. of Curriculum & Instruction  
425 South Main Street  
Pennington, NJ 08534  
P: (609) 737-4000 ext. 2301  
[vickypilitsis@hvrtd.org](mailto:vickypilitsis@hvrtd.org)

### **The Hun School of Princeton**

Mr. Daniel Walker  
Dean of Faculty  
176 Edgerstoune Road  
Princeton, NJ 08540  
P: (609) 921-7600 ext. 2257  
[danielwalker@hunschool.org](mailto:danielwalker@hunschool.org)

### **The Lawrenceville School**

Mr. Jason VonWachenfeldt  
Asst. Dean of Academics  
2500 Main Street, Rt. 206  
Lawrenceville, NJ 08648  
P: (609) 895-2061  
[jvonwachenfeldt@lawrenceville.org](mailto:jvonwachenfeldt@lawrenceville.org)

### **Newark Academy**

Ms. Traci Osterhagen  
Dean of Faculty  
91 South Orange Avenue  
Livingston, NJ 07039  
P: (973) 992-7000 ext. 302  
[tosterhagen@newarka.edu](mailto:tosterhagen@newarka.edu)

### **The Pennington School**

Deborah Fermo  
Dean of Faculty  
112 West Delaware Avenue  
Pennington, NJ 08534  
P: (609) 737-6110  
[deborah.fermo@pennington.org](mailto:deborah.fermo@pennington.org)

### **Princeton Day School**

Dr. Lisa Surace  
Associate Head of School  
P.O. Box 75  
The Great Road  
Princeton, NJ 08542  
P: (609) 924-6700 Ext. 1102  
[lsurace@pds.org](mailto:lsurace@pds.org)

### **Princeton Public Schools**

Mr. Robert Ginsberg  
Acting Asst. Superintendent for  
Curriculum & Instruction  
25 Valley Road  
Princeton, NJ 08540  
P: (609) 806-4203 ext. 2040  
[robertginsberg@princetonk12.org](mailto:robertginsberg@princetonk12.org)

# Registration Process

### **Stuart Country Day School of the Sacred Heart**

Mr. Robert Missonis  
Asst. Head of School for Academic  
Leadership  
1200 Stuart Road  
Princeton, NJ 08540  
P: (609) 921-2330  
[rmissonis@stuartschool.org](mailto:rmissonis@stuartschool.org)

### **West Windsor-Plainsboro Regional School District**

Dr. Pamela Nathan  
Asst. Superintendent of  
Curriculum & Instruction  
505 Village Road West  
Princeton Junction, NJ 08550  
P: (609) 716-5000 ext. 5025  
[Pamela.Nathan@ww-p.org](mailto:Pamela.Nathan@ww-p.org)

# Member School TAS Application

Please provide the information below and submit this form to your TAS Contact no later than **September 17, 2021**:

Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Content Area: \_\_\_\_\_

Please list your first, second, and third choice for the seminar you wish to attend:

<b>Seminar Number:</b>	<b>Seminar Title:</b>
<b>Choice 1:</b>	
<b>Choice 2:</b>	
<b>Choice 3:</b>	

Duplicate this form as necessary!