

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**TEACHING AMERICAN HISTORY FY2010 APPLICATION PACKAGE  
CFDA # 84.215X  
PR/Award # U215X100122**

Closing Date: MAR 22, 2010

# **\*\*Table of Contents\*\***

## **Forms**

1. <i>Application for Federal Assistance (SF-424)</i>	e1
2. <i>Standard Budget Sheet (ED 524)</i>	e5
3. <i>SF 424B - Assurances Non-Construction Programs</i>	e7
4. <i>Disclosure of Lobbying Activities</i>	e9
5. <i>ED 80-0013 Certification</i>	e10
6. <i>427 GEPA</i>	e11
<i>TAH Caddo GEPA</i>	e13
7. <i>Dept of Education Supplemental Information for SF-424</i>	e14

## **Narratives**

1. <i>Project Narrative - (ED Abstract Narrative...)</i>	e15
<i>TAH Caddo Abstract</i>	e16
2. <i>Project Narrative - (Project Narrative...)</i>	e17
<i>TAH Caddo Project Narrative</i>	e18
3. <i>Project Narrative - (Appendix...)</i>	e56
<i>TAH Caddo Appendices 1-2</i>	e57
4. <i>Budget Narrative - (Budget Narrative...)</i>	e86
<i>TAH Caddo Budget Narrative</i>	e87

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
3/19/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Caddo Parish School Board

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
726000224	049214232

**d. Address:**

* Street1:	1961 Midway Street
Street2:	
* City:	Shreveport
County:	Caddo
State:	LA
Province:	
* Country:	USA
* Zip / Postal Code:	71108

**e. Organizational Unit:**

Department Name:	Division Name:

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:	Mr.	* First Name:	John
Middle Name:	R		

\* Last Name: Kemp

Suffix:

Title: Deputy Director

Organizational Affiliation:

Louisiana Endowment for the Humanities

\* Telephone  
Number:

(504)620-2481

Fax Number:

(504)529-2358

\* Email: KEMP@LEH.ORG

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215X

CFDA Title:

Teaching American History FY2010 Application Package

**\* 12. Funding Opportunity Number:**

ED-GRANTS-012110-001

Title:

Teaching American History Grant Program CFDA 84.215X

**13. Competition Identification Number:**

84.215X2010

Title:

Teaching American History

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Cities: Shreveport, Bossier

Counties: Caddo, Bossier

**\* 15. Descriptive Title of Applicant's Project:**

Northwest Louisiana: Exploring the American Experience

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: LA-004

\* b. Program/Project: LA-004

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 7/1/2010

\* b. End Date: 6/30/2015

**18. Estimated Funding (\$):**

a. Federal	\$ 352590
b. Applicant	\$
c. State	\$ 29700
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 382290

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Dr. \* First Name: Gerald

Middle Name:

\* Last Name: Dawkins

Suffix:

Title: Superintendent, Caddo Parish Public School District

\* Telephone Number: (318)603-7106 Fax Number: (318)635-2649

\* Email: GDAWKINS@CADDOK12.LA.US

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Caddo Parish School Board

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 13,631	\$ 13,631	\$ 13,631	\$ 13,631	\$ 13,631	\$ 68,155
2. Fringe Benefits	\$ 3,271	\$ 3,271	\$ 3,271	\$ 3,271	\$ 3,271	\$ 16,355
3. Travel	\$ 13,400	\$ 14,600	\$ 13,400	\$ 13,400	\$ 15,000	\$ 69,800
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 17,640	\$ 17,640	\$ 17,640	\$ 17,640	\$ 19,500	\$ 90,060
6. Contractual	\$ 205,771	\$ 181,441	\$ 172,895	\$ 179,486	\$ 182,019	\$ 921,612
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 9,450	\$ 9,450	\$ 9,450	\$ 9,450	\$ 9,450	\$ 47,250
9. Total Direct Costs (lines 1-8)	\$ 263,163	\$ 240,033	\$ 230,287	\$ 236,878	\$ 242,871	\$ 1,213,232
10. Indirect Costs*	\$ 24,327	\$ 22,189	\$ 21,288	\$ 21,897	\$ 22,451	\$ 112,152
11. Training Stipends	\$ 65,100	\$ 65,100	\$ 65,100	\$ 65,100	\$ 65,100	\$ 325,500
12. Total Costs (lines 9-11)	\$ 352,590	\$ 327,322	\$ 316,675	\$ 323,875	\$ 330,422	\$ 1,650,884

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): State of Louisiana The Indirect Cost Rate is 6.22%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Caddo Parish School Board

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 29,700	\$ 29,700	\$ 29,700	\$ 29,700	\$ 29,700	\$ 148,500
12. Total Costs (lines 9-11)	\$ 29,700	\$ 29,700	\$ 29,700	\$ 29,700	\$ 29,700	\$ 148,500



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Dr. Gerald Dawkins

**Title:** Superintendent

**Date Submitted:** 03/03/2010

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Caddo Parish School Board Address: 1961 Midway Street City: Shreveport State: LA Zip Code + 4: 71108-  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> U.S. Department of Education	<b>7. Federal Program Name/Description:</b> NA  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b> NA	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: NA City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): NA Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Gerald Dawkins Title: Superintendent Applicant: Caddo Parish School Board Date: 03/12/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### APPLICANT'S ORGANIZATION

Caddo Parish School Board

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr      First Name: Gerald      Middle Name:

Last Name: Dawkins      Suffix:

Title: Superintendent

Signature: \_\_\_\_\_

Date:

03/12/2010

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : TAH Caddo GEPA

File : I:\John\Teacher Institutes\TAH-Caddo-Second Grant\TAH-Caddo-GEPA-sec427.doc

## **Northwest Louisiana: Exploring the American Experience**

### Section 427 of GEPA

To meet the objective stated in Section 427 of GEPA, all Teaching American History Institutes funded through this grant will be held in university buildings and classrooms that meet standards in the American Disability Act for wheelchair accessibility in classrooms and rest rooms. In addition, over the five-summer period, the Caddo Parish Public School System (LEA applicant) and the Louisiana Endowment for the Humanities will recruit from the entire body of American history teachers in the public school system, regardless of gender, race, national origin, color, disability, or age or those with special needs. Brochures announcing the program will be sent to all public school American history teachers in the district.

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Michael		Sartisky	Ph.D

Address:

\* Street1: 938 Lafayette Street, Suite 300  
 Street2:  
 \* City: New Orleans  
 County: Orleans  
 \* State: LA \* Zip / Postal Code: 70113 \* Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(504)620-2480	(504)529-2358

Email Address:

SARTISKY@LEH.ORG

**2. Applicant Experience**

Novice Applicant                       Yes                       No                       Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes                       No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes    Provide Exemption(s) #:

No    Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :  
File :



# **Project Narrative**

## **ED Abstract Narrative**

### Attachment 1:

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**Abstract Narrative**  
***Northwest Louisiana: Exploring the American Experience***

*Exploring the American Experience* is a 5-year partnership between the Caddo Parish (county) Public School System, the Louisiana Endowment for the Humanities (LEH, the state's humanities council and NEH affiliate), Louisiana State University in Shreveport (LSUS), Gilder Lehrman Institute, Louisiana State Museum, Historic New Orleans Collection, Library of Congress, Smithsonian, and National Archives. *Project Objectives:* (1) Teachers-participants will increase their knowledge, develop and exercise critical thinking on historic issues and learn new techniques in teaching American history with primary and online resources; (2) Develop a cadre of master teachers; (3) Develop creative website for online lesson plans and teacher resources available to all American history teachers statewide;(4) Increase student knowledge of American history as demonstrated by nationally-recognized standardized tests. *Number of Teachers served annually and over life of TAH grant:* The TAH Advisory Team will target a 5-year cohort of 54 (18 elementary, 18 middle, 18 high school) primarily from low performing NCLB-rated schools. The school system has 42,124 students. *Content and Pedagogical structure and history content:* This program will include grade-specific graduate college-level summer institutes and in-service workshops supplemented by readings, primary documents and training in Internet-based sources. Summer institutes will follow NAEP's 8 chronological periods and Louisiana's similar Grade Level Expectations in American history. During the school year, in-service workshops presented by the Gilder Lehrman, National Archives, Library of Congress, Smithsonian and visiting scholars will reinforce Summer Institutes at LSUS. In earlier TAH programs managed by the LEH, this model has produced demonstrated increased teacher content knowledge and higher student test scores in American history. To monitor and determine the success in accomplishing project goals, the program's *evaluation plan* employs a comprehensive mixed-method evaluation plan that incorporates a "Logic Model" with "objective-based" evaluation strategies.

# Project Narrative

## Project Narrative

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# Northwest Louisiana: Exploring the American Experience

## Table of Contents

<b>Absolute Priority</b>	2
<b>Invitational Priorities</b>	2
<b>1. Project Quality: (a) Develop, implement, strengthen programs to teach American history</b>	2
<b>1. Project Quality: (b) Specific American history content</b>	4
▪ Specific traditional American history content and format	
▪ Quality of the faculty and consultants	6
▪ Workshop Faculty	7
▪ Table – Graduate Summer Institutes	8
▪ Table – In-Service Workshops	12
▪ Table Timeline for Summer Institutes and Workshops	16
▪ Table –Teacher Resources, Institute Textbooks/Bibliography	17
<b>1. Project Quality: (c &amp; d) Plan that meets the statutory requirements; Rationale for selecting partners</b>	25
<b>2. Quality of Project Design</b>	25
<b>3. Need for the project: Magnitude of need and extent project will address needs of disadvantaged</b>	27
<b>4. Quality of Management Plan: (a) Achieve objectives on time and within budget</b>	30
<b>4. Quality of Management Plan: (b) Staff and Time commitments</b>	30
<b>4. Quality of Management Plan: (c) Adequacy of procedures for Feedback. . . .</b>	31
Table – Milestones & Timelines	37
<b>5. Quality of the project evaluation.</b>	32
<b>Appendix 1 – Curricula Vitae</b>	
<b>Appendix 2 – Memoranda of Understanding and Letters of Support</b>	

## **Northwest Louisiana: Exploring the American Experience**

**Absolute Priority:** *Northwest Louisiana: Exploring the American Experience* is a partnership that includes: **Caddo Parish (County) School System** (LEA applicant), **Louisiana State University in Shreveport**, **Louisiana Endowment for the Humanities**, **National Archives**, **Smithsonian American Art Museum**, **Gilder Lehrman Institute**, **Louisiana State Museum**, **Historic New Orleans Collection**, **Library of Congress**, and **Smithsonian National Portrait Gallery**.

The partnership has created a 5-year program to achieve objectives outlined in **Project Quality**.

**Invitational Priorities:** (1) *Provide for the development and dissemination of grant products and results through Open Educational Resources (OER):* The Louisiana Endowment for the Humanities (LEH) will create a website for American history teachers statewide that will contain online lesson plans and links to the state and nation's major public-domain-repositories of American history primary resources such as, for example, the Library of Congress, National Archives and Smithsonian Institution. This website will be housed on the LEH soon-to-be-launched *Know Louisiana*, or *KnowLA*, an online encyclopedia of Louisiana history and culture. (2) ***Student Achievement:*** Increase student knowledge of American history will be measured by using 3 planned strategies outlined in **Sec. 5, Evaluation, p. 33**.

### **1. Project Quality**

**1. Project Quality** (a) *Develop, implement and strengthen programs to teach American history.*

*Exploring the American Experience* is a consortium of a metropolitan/rural school district, Louisiana State University in Shreveport, and the Louisiana Endowment for the Humanities (the state's NEH-affiliated humanities council). Key representatives from each of the 3 partners have formed an executive Advisory Team to coordinate and monitor all program activities. This program has the following *objectives and outcomes:* (1) Increase teacher-participants' knowledge, develop and exercise critical thinking on historic issues and learn new techniques in teaching American history with primary and online resources; (2) Develop a cadre of master teachers within the school district; (3) Develop a website

for online lesson plans and teacher resources available to all American history teachers statewide; and (4) Increase student knowledge of American history as demonstrated by nationally recognized standardized tests. The TAH Advisory Team will target a cohort of 54 American history teachers (18 elementary, 18 middle and 18 high schools) who will participate each year over the project's 5 years. The district has a total of 208 American history teachers.

The Caddo Parish School System, the LEA of record with 42,124 students, has contracted with the Louisiana Endowment for the Humanities (LEH), the state's humanities council and affiliate of the National Endowment for the Humanities, to serve as the managing and fiscal partner for this program. The LEH, which has funded 217 graduate summer teacher institutes statewide since 1985, has managed successfully 4 other TAH programs in Louisiana. The Advisory Team will meet regularly as outlined in **Timeline Table, page 37** to coordinate and monitor the program. The LEH also will establish a list serve for the Advisory Team to maintain regular communications before, during and after TAH programs. The LEH also will create a TAH website to keep teachers informed of all TAH programs, schedules, workshops and other activities. In addition, the website will continue after the 5-year program to keep teachers informed of new in-service learning opportunities in American history and links to important state and national online primary history resources, such as the National Archives, Smithsonian and Library of Congress. In addition, Dr. Jim Barr, an independent evaluator for 7 earlier TAH programs, will use nationally validated tests to evaluate teacher and student progress. To monitor the program's effectiveness, the project Master Teacher Consultant and Project Manager will visit schools to determine if teachers are incorporating, primary sources and pedagogy learned in the Summer Institutes.

**Note:** This TAH structure, created and managed by the LEH, has proven successful in earlier TAH grants in Louisiana. In previous LEH-managed TAH programs, independent evaluations revealed that teachers' content knowledge in American history increased by over 75%. In one project, for example, test scores in the social studies portion of the state standardized test showed that students who attended schools where teachers participated in the TAH program scored **28 percentage points** higher than students whose

teachers did not attend the program. Also, 95% of the teachers who participated in this program said they would change teaching strategies and content based on their TAH experience.

**1. Project Quality** *(b) Specific traditional American history content covered by grant; format in which the project will deliver the history content; and quality of staff and consultants. . . .* The Caddo Public School System does not have in-service professional development programs for American history teachers. The 5-year program will be structured around a multi-dimensional strategy of intellectually challenging graduate-level Summer Institutes, in-service workshops, and exposure to state of the art online resources at the nation's most important history repositories. Each summer during the 5 years, LSU-Shreveport, which has waived tuition, will offer 3 Summer Institutes in American history (1 for elementary teachers, 1 for middle and 1 for high school teachers). American history scholars from LSU-Shreveport and Louisiana Tech University will direct the institutes, which will meet 3 hours a day, 4 days a week for 4 weeks for a total of 48 contact hours. Teachers will receive 3 hours graduate credit, 45 state-required continuing learning units, a \$1,000 stipend, textbooks and primary teaching resources.

Summer Institutes will follow NAEP's 8 chronological periods; NAEP's cognitive dimensions of historical knowledge and perspective, and historical analysis and interpretation; and the State of Louisiana's Grade Level Expectations. The 8 NAEP and GLE historical periods, which parallel, are: (1) Beginnings to 1607; (2) Colonization, settlement, and communities (1607 to 1763); (3) The Revolution and the new nation (1763 to 1815); (4) Expansion and reform (1801 to 1861); (5) Crisis of the Union: Civil War and Reconstruction (1850 to 1877); (6) Development of modern America (1865 to 1920); (7) Modern America and the World Wars (1914 to 1945); (8) Contemporary America (1945 to present).

Summer Institutes are designed: (1) to meet teachers' classroom needs according to the state's Grade Level Expectations, (2) to build capacity, deepen their knowledge and critical understanding of American history, and (3) to help teachers create more innovative lesson plans that incorporate primary and online resources. To reinforce the NAEP chronology and state GLEs, Summer Institutes will be grade-level specific: institutes for elementary teachers (5<sup>th</sup> grade), middle school teachers (7<sup>th</sup> grade),

and secondary teachers (11<sup>th</sup> grade). **Elementary school** teachers will study exploration, colonization, the new nation up to adoption of the Constitution. **Middle School** teachers will study the young nation, expansion, crisis of the Union to Civil War and Reconstruction. In the 5<sup>th</sup> year of the program, middle school teachers will study state-required Louisiana history in the context of traditional American history from pre-colonial times to the present. **Secondary** teachers will study the development of modern America and the World Wars to contemporary America. Institutes will be augmented with primary sources for teachers, field trips to historic places and extensive readings. (For detailed content of Summer Institutes see **Summer Institutes, page 8** and **Table, Primary Resources/Readings, page 17**) Teachers also will receive membership in the Organization of American Historians.

**Master Teachers:** During the Institute's 3-hour period each day, scholars will present content through lectures or on-line demonstrations. To meld scholar's knowledge with practitioner's methods, an hour of each 3-hour day will be allotted to pedagogy for the master teacher to translate the scholar's historical content to teachers' classroom needs. Master teachers will be experienced teachers recruited by the school districts. Prior to the Summer Institutes, the Advisory Team's Master Teacher Consultant will conduct a workshop for the three master teachers. He will provide them with sample lesson plans, evaluate post-Institute lesson plans, and work with master teachers and scholars in planning the integration of content and pedagogy. In addition, the Master Teacher will visit participating schools during the school year (see **Table, page 37 – Milestones and Timeline**) to see if teachers are employing learned techniques and materials gained from the Institutes, and to lend assistance if needed.

**In-Service Workshops:** In addition, in-service professional development workshops on history content, online teacher resources and primary sources will be conducted each spring and fall by institutions such as the Gilder Lehrman Institute, and history education specialists from the National Archives, the Library of Congress, and Smithsonian. These workshops will reinforce Summer Institutes and maintain momentum in the program. Also, workshops will be held during each Summer Institute to help train teachers in the use of primary and online sources in American history. Each teacher will



receive teaching kits containing primary sources along with teacher lesson plans for those primary sources (See Table, Workshop Descriptions, page 12).

**Quality of faculty and consultants:** The faculty includes respected scholars with extensive experience in teaching American history. Brief descriptions follow (See Appendix 1 for vitas):

***David M. Anderson, PhD*** - Dr. Anderson, an associate professor at Louisiana Tech University, received his Ph.D. in history at the University of North Carolina at Chapel Hill. His specialty is U.S. social history from the Gilded Age to Cold War. He has published numerous articles and several books. His latest, *The Battle for Main Street, U.S.A.*, about labor militancy from the 1920s to 1950s, is nearing completion. Other projects include a study of race, crime and legal system in the Jim Crow South.

***Gary J. Joiner, PhD*** – Dr. Joiner received his PhD in history from St. Martin’s College, Lancaster University in the United Kingdom. He is an Associate Professor of History at LSU-Shreveport, where he holds the Mary Anne and Leonard Selber Professorship in History. He also is the Director of the Red River Regional Studies Center at LSU-Shreveport and author or editor of nine books on the Civil War

***William D. Pederson, PhD*** – Dr. Pederson received his PhD in history at the University of Oregon. He is a professor of political science, the American Studies Endowed Chair, and director of the International Lincoln Center at LSU-Shreveport. In addition to serving on the National Advisory Committee to the Presidential/Congressional Abraham Lincoln Bicentennial Commission and the editorial board of White House Studies, he is the author of hundreds of articles and the author/editor of 25 books.

***V. Elaine Thompson, PhD*** – Dr. Thompson received her PhD in history from Rice University. Her studies focus on Southern, early American, and African-American history. Her forthcoming book *Prosperity and Persecution* will be published by the Center for Louisiana Studies in 2010. She is a member of the history faculty at Louisiana Tech University where she teaches introductory American and Southern history. She also has taught 3 TAH institutes in early American history.

***Howard Hunter, Master Teacher Consultant*** – Mr. Hunter received a BA in history from Georgetown University, a MA in American history from Tulane University, and a MEd from the Harvard Graduate

School of Education. He has taught history for over 27 years at a private school in New Orleans where he now serves as academic dean. Hunter has served as the Master Teacher consultant for 4 TAH grants in Louisiana and 15 teacher workshops in 8 states for the National Council for History Education, American Institute for History Education, and Orleans Parish Public Schools. In 1995, he was named a Distinguished Teacher by the White House Commission on Presidential Scholars.

**Workshop Faculty** – For workshops scheduled in Table on page 12, the **Gilder Lehrman Institute of American History** will provide faculty from its extensive network of scholars. Workshops and scholars named by Gilder Lehrman include: **“The American Revolution and its Origins,”** Drs. Gordon Wood (Brown University); Peter Onuf (University of Virginia); **“Evolution of the American Constitution and Civil Rights,”** Drs. Akhil Amar (Yale) and Dick Howard (University of Virginia); **“History of American Presidential Campaigns,”** Drs. Jeremy Bailey (University of Houston) and Stephen Knott (U.S. Naval War College); **“Lincoln through the Ages,”** Drs. Thomas Krannawitter (Hillsdale) and Doug Wilson (Knox); **“Images of the Gilded Age,”** Drs. Ed O’Donnell (Holy Cross) and Clif Hood (Hobart and William Smith) **“The Cold War,”** Dr. Marc Selverstone (Miller Center for Public Affairs, University of Virginia); and **“Post Cold War America,”** Drs. Michael Latham (Fordham) and Christian Ostermann (Woodrow Wilson Center). Conducting pedagogical sessions will be John McNamara (Gilder Lehrman Institute). Other workshops: **“National Archives Online Teacher Resources,”** David Rosenbaum, Education Specialist National Archives; **“Teaching American History through Art,”** Briana Zavadil White, School and Teacher Program Coordinator, National Portrait Gallery, and Suzannah Niepold, Teacher Program Coordinator, Smithsonian American Art Museum; and **“Treasure Hunting in the Library of Congress,”** Library of Congress has committed but staff to be assigned.

## **Description of Summer Institutes: 2011 to 2015**

### **Year 1: June 6 to June 30, 2011**

#### **Year 1: Elementary School Teachers Summer Institute: *Early Exploration to Colony: 1492 to***

**1607:** Teachers will examine key events from early European exploration in the Americas to the establishment of the first permanent English colony in North America; identify the indigenous cultures and groups that existed in the Americas at the beginning of European exploration; explore economic activities within and among Native American cultures prior to contact with Europeans; and focus on major early explorations and explorers. **Faculty: V. Elaine Thompson, PhD.**

**See Primary Sources/Readings on Page 17 below for this and the following Summer Institutes.**

#### **Year 1: Middle School Teachers Summer Institute: *The Founding of a Nation:*** Teachers will

address the rise of American consciousness during the 20 years leading up to the American Revolution; explore critical questions: How did 13 disparate colonies become a nation? What British imperial policies mobilized the colonies against their mother country? What were the contemporary political theories? Why did the Articles of Confederation fail? What debates and issues fueled the writing of the U. S. Constitution? How did the framers of the Constitution resolve the slavery question? How did that document finally create a strong and independent nation? Participants will read and discuss The Federalist Papers, Declaration of Independence, Constitution and other key documents and writings of the era. **Gary Joiner, PhD.**

#### **Year 1: Secondary School Teachers Summer Institute: *U.S. History from the Gilded Age to***

**World War I:** Teachers will study topics such as the Supreme Court's landmark "separate-but-equal" *Plessy v. Ferguson* decision; emergence of big business and how it changed American society; analyze mass migration to and within the U.S. and explain causes of late 19-century urbanization; analyze the role of the media, political leaders and intellectuals in raising social awareness problems (Muckrakers, Taft and Wilson, the NAACP, Jane Addams); study Progressivism and Populism; U.S.

emergence in world affairs leading to W.W. I. **Faculty: William Pederson, PhD.**

**Year 2: June 4 to June 28, 2012**

**Year 2: Elementary School Teachers Summer Institute: British Colonization of North America:**

**1607 to 1763:** Teachers will examine the origins of the U.S. through the first 155 years of colonial settlement. Through lectures, readings, discussions and primary sources, teachers will investigate the motivations, successes and failures of the European explorers; patterns of settlement in the four major colonial regions (British, Spanish, French and Dutch); mercantilism and role of American colonies in the British Empire; and road to independence. Discussions and workshops will include how to use documents, images and material culture in the classroom. **Faculty: V. Elaine Thompson, PhD.**

**Year 2: Middle School Teachers Summer Institute: America's "Manifest Destiny":** Teachers will

analyze U.S. history from the adoption of the Constitution to the Mexican War. Topics will include economic, political, military, religious, intellectual, cultural and regional forces that molded the U.S. They will look at how opening the Trans-Appalachian West after the Revolution and the Louisiana Purchase in 1803, and their affects on national politics and regional tensions. **Gary Joiner, PhD.**

**Year 2: Secondary School Teachers Summer Institute: U.S. History: The 1920s and the Great**

**Depression:** Teachers examine the consequences of World War I, in terms of changes in U.S foreign and domestic policies during the 1920s; identify social issues and cultural changes in the 1920s (e.g., Harlem Renaissance, prohibition, women's suffrage); discuss international and domestic events and philosophies that prompted threats to civil liberties after World War I. With an eye to events in 2009-10, teachers will examine causes of the Great Depression and the New Deal. **William Pederson, PhD,**

**Year 3: June 3 to June 27, 2013**

**Year 3: Elementary School Teachers Summer Institute: Those Who Made a Nation:** Teachers

will study individuals and groups who contributed to the formation of the American character from the first colonies in the 16<sup>th</sup> century to the American Revolution; explore teaching history through

biographies of individuals and stories of diverse cultures that settled North America. Class will take “top down” and “bottom up” approach, studying the lives of planters, lawyers and merchants, women, artisans, yeoman farmers, Native Americans, indentured servants and slaves. *V. Elaine Thompson, PhD, Field Trip:* Poverty Point, a pre-Columbian Native American site in north Louisiana.

**Year 3: Middle School Teachers Summer Institute: Crisis of the Union: Slavery and Secession:**

Teachers will trace and discuss the origins and causes of the Civil War, regional tensions over expansion of slavery into newly acquired lands after the Louisiana Purchase and Mexican War, Compromises of 1820, Missouri Compromise of 1850, Kansas-Nebraska Act of 1854, national and sectional politics, Lincoln’s election, and European perspectives. **Faculty:** *Gary Joiner, PhD,*

**Year 3: Secondary School Teachers Summer Institute: World War II and the American Home**

**Front:** Institute examines events leading to WW II and U.S. involvement; analyzes U.S. Atlantic and Pacific strategies and discuss U.S. relationships with Allies; focuses on U.S. industrial challenges prior to and during the war and the role of U.S. workers in gearing up American industry for ; looks at social, economic and political conditions on the American home front, including rationing, working women, and Civil Rights. **William Pederson, PhD, Field Trip:** Barksdale Air Force Museum.

**Year 4: June 2 to June 26, 2014**

**Year 4: Elementary School Teachers Summer Institute: The American Revolution and the U.S.**

**Constitution:** Teachers will explore how 13 disparate colonies became a nation, and British imperial policies that mobilized the colonies against their mother country; discuss political theories and the principle players, including American patriots, British loyalists, King George III, Native Americans, and African-Americans; work with a master teacher in learning how to use documents, such as the Declaration of Independence and Constitution, to give students greater awareness of the American Revolution and its historic documents. **Faculty:** *V. Elaine Thompson, PhD*

**Year 4: Middle School Teachers Summer Institute: Mr. Lincoln’s War and Reconstruction:**

Teachers will explore Lincoln's life, his views on slavery, presidency and conduct of the Civil War; look at turning points in the war, U.S. foreign relations; read and discuss Lincoln's Emancipation Proclamation, the 13<sup>th</sup> Amendment and Lincoln's reasons for advancing it; compare Lincoln's Reconstruction plan with the various Congressional plans. Other topics include Andrew Johnson and Congress, successes and failures of Reconstruction and the South, end of Reconstruction and the Compromise of 1877. **Faculty:** *William Pederson, PhD*, director of the Lincoln Center at Louisiana State University in Shreveport. **Field Trips:** International Lincoln Center at LSUS.

**Year 4: Secondary School Teachers Summer Institute: *The U.S. enters a Cold War:*** WWII will be the springboard to study changes in the U.S. after 1945. It will look at the consequences of World War II (Cold War, United Nations, Baby Boom), spread of Communism and its impact on U.S. foreign policy, McCarthyism, Korean and Vietnam wars, space race, the 1950s, Kennedy assassination, LBJ's Great Society, Dr. Martin Luther King and Civil Rights Movement, Watergate, rise of mass media, feminism and other social movements. *David Anderson, PhD*, Louisiana Tech University,

**Year 5: June 8 to July 2, 2015**

**Year 5: Elementary School Summer Institute: Teaching Early American History through Art and Literature.** Through historic art and literature, teachers will receive new creative and visual tools to teach American history. Utilizing publicly available materials at the Smithsonian, National Archives and Library of Congress, teachers can learn new ways of incorporating America's rich artistic heritage into the American history curriculum. **Faculty:** *V. Elaine Thompson, PhD*, **Guest Lecturers:** Briana Zavadil White, **National Portrait Gallery**, and Suzannah Niepold, **Smithsonian American Art Museum**.

**Year 5: Middle School Summer Institute: *Louisiana History:*** Teachers will explore Louisiana's history from the colonial era to present within the context of national and international events, such as Louisiana's place in the European quest for colonial empires in North America, Spanish colonial

Louisiana's role in the American Revolution, the Louisiana Purchase, and War of 1812. Other topics include French and Spanish colonial slave laws vs. British colonial slave regulations in 13 colonies; Louisiana's place in the nation's pre- and post-Civil War economy; Reconstruction; national issues; Huey Long and FDR; Louisiana's contributions to WW II and nation's culture. *Gary Joiner, PhD,*

**Year 5: Secondary School Teachers Summer Institute: *The United States in the Post Cold War:***

High school teachers will discuss how the U.S. and world has changed since the collapse of the Soviet Union; examine U.S. foreign relations and domestic issues such as the presidential elections of 2000, 2004 and 2008; examine U.S. foreign policies in the Middle East, Europe, Asia and the former Soviet Union; identify recent trends in the U.S. economy and explain shifts in government policy designed to address them (NAFTA, collapse of Wall Street and banks). *William Pederson, PhD,*

**Descriptions of Workshops**

**Year 1**

**Fall 2010 – The American Revolution and its Origins – Gilder Lehrman: Possible Scholars:**

Gordon Wood (Brown); Peter Onuf (UVA). The scholar will provide a “long look” at significant events and documents related to the colonial challenge to British authority which culminated in the American Revolution. Each teacher will receive a copy of a historical monograph, for example: *The Radicalism of the American Revolution*, Gordon Wood. *Afternoon pedagogy sessions:* John McNamara (Gilder Lehrman) will demonstrate ideas for bringing workshop content back to the classroom. Teachers will receive copies of primary documents and instructional resources from the Gilder Lehrman Collection.

**Spring 2011 – Evolution of U.S. Constitution & Civil Rights – Gilder Lehrman: Possible**

*Scholars:* Akhil Amar (Yale), Dick Howard (UVA). The scholar will trace the evolving understanding of individual rights contained in the American Constitution. Each teacher will receive a copy of a historical monograph, for example: *America's Constitution: A Biography*, Akhil Amar.

*Afternoon pedagogy sessions* led by John McNamara (Gilder Lehrman). Same as above.

**Summer 2011 – Teacher Created Materials Publishing (TCM):** Workshop will take place during the Summer Institutes. TCM will provide a master teacher to demonstrate effective ways to teach with the specific primary documents and materials contained in the Primary Sources Kits distributed to teachers during the Institute. *See Note Page 24 for descriptions of Teacher Created Materials.*

### **Year 2**

**Fall 2011 – History of American Presidential Campaigns – Gilder Lehrman : Possible Scholars:**

Jeremy Bailey (University of Houston); Stephen Knott (U.S. Naval War College) During this workshop, the scholar will look at the history of presidential campaigns and how they reflect the evolution of the executive branch, from George Washington to Barack Obama. Teachers will receive a copy of *The Evolving Presidency: Landmark Documents, 1787-2008*, Michael Nelson. *Afternoon pedagogy sessions*, John McNamara (Gilder Lehrman Institute). Same as earlier workshops.

**Spring 2012 – Cool Educator Tools from the National Archives:** Teachers will explore ideas and resources provided by an education specialist from the National Archives in Washington, D.C. He will examine online resources and activities specifically designed for teachers K-12. Effective methods for teaching with primary sources will be modeled. Teachers will explore the National Archives website for primary source documents, lesson plans, contextual information, compelling activities, and more. Conducted by David Rosenbaum, Education Specialist at the National Archives.

**Summer 2012 – Teacher Created Materials Publishing (TCM):** Workshop will take place during the Summer Institute. TCM will provide a master teacher to demonstrate Primary Sources Kits.

### **Year 3**

**Fall 2012 – Treasure Hunting at the Library of Congress:** The presentation will help teachers learn about teaching resources available at the Library of Congress, as well as how to teach with primary sources located there. The presentation will include a mix of lecture and hands-on work using material



from the Library's online collection. Conducted by Library of Congress regional representatives.

**Spring 2013 – Indians, Settlers, and Slaves in a Frontier Exchange Economy:** Native American-colonial relations during the 18<sup>th</sup> century and in the Lower Mississippi Valley, Dr. Dan Usner, Vanderbilt University. He will distribute teaching materials and his book on Native American culture.

**Summer 2013 – Teacher Created Materials Publishing (TCM):** Workshop will take place during the Summer Institutes' classroom hours. TCM to provide a master teacher and Primary Sources Kits.

#### **Year 4**

**Fall 2013 – Lincoln through the Ages:** William Pederson, Lincoln Center at LSU-Shreveport, will investigate Lincoln's significance in American history, as well as the debate which surrounds his legacy. Each teacher will receive a copy of *Vindicating Lincoln: Defending the Politics of Our Greatest President*, Thomas Krannawitter. *Afternoon pedagogy.* Howard Hunter will provide teachers with ideas for bringing workshop content back to the classroom and booklets with primary sources.

**Spring 2014 – Images of the Gilded Age – Gilder Lehrman: Possible Scholars:** Edward O'Donnell (Holy Cross), Clif Hood (Hobart and William Smith). This session examines this contentious era of American history, one marked by record numbers of strikes and several insurgent political movements, but also the beginning of reform ideas that eventually formed the basis for the Progressive Era (1900-1920). Teachers will receive historical monograph, for example: *The Gilded Age: Perspectives on the Origins of Modern America* by Charles W. Calhoun. *Afternoon pedagogy sessions*, John McNamara (Gilder Lehrman).

**Summer 2014 Teacher Created Materials Publishing (TCM) –** Workshop will take place during the Summer Institutes' classroom hours. TCM will provide master teacher and Primary Sources Kits.

#### **Year 5**

**Fall 2014 – The Cold War:** Workshop will explore the history of the Cold War by asking several questions: How and when did it begin? Why did it expand over space and time? What were the critical

turning points during the course of its history? Why did it end the way it did? Why did it last as long as it did? To help answer these, Dr. Mark Selverstone, University of Virginia, will highlight various primary sources, including the “Long Telegram,” the Marshall Plan, and NSC-68, the “doctrines” associated with each president in the postwar era, Soviet and Chinese documents including the “Two Camp” thesis, Mao’s “Lean to One Side” speech, Khrushchev’s “wars of national liberation” speech, the Brezhnev Doctrine, and Gorbachev’s thoughts on perestroika and glasnost.

**Spring 2015 – Post Cold War America – Gilder Lehrman: Possible Scholars:** Michael Latham (Fordham); Christian Ostermann (Woodrow Wilson Center). Scholar will examine U.S. since the end of the Cold War. Teachers will receive a copy of *America Between the Wars: From 11/9 to 9/11*, Derek H. Chollet and James M. Goldgeier. *Afternoon pedagogy*, John McNamara (Gilder Lehrman).

**Summer 2015(1.) Teaching American History through Art** – Briana Zavadil White, School and Teacher Program Coordinator, National Portrait Gallery, and Suzannah Niepold, Teacher Program Coordinator, Smithsonian American Art Museum, will conduct workshop during the Summer Institute *Teaching American History through Art and Literature* that will reinforce and expand content of Institute through instruction on Internet-based primary resources at the two Smithsonian institutions.

**(2.) Gabriela Hernandez, Director of Education, Louisiana State Museum** and John Magill, Historic New Orleans Collection, will conduct a workshop on the on-line teaching resources at the Louisiana State Museum and Historic New Orleans Collection, the two largest history museums in Louisiana. This will be conducted during the Summer Institute *Louisiana History*.

**Table – Timeline for Workshops and Summer Institutes**

	<b>Year 1 2010-2011</b>	<b>Year 2 2011-2012</b>	<b>Year 3 2012-2013</b>	<b>Year 4 2013-2014</b>	<b>Year 5 2014-2015</b>
<b>Fall</b>	<b>Workshop:</b> <i>The American Rev. and its Origins</i> – Gilder-Lehrman	<b>Workshop:</b> <i>US Presidential Campaigns</i> – Gilder-Lehrman	<b>Workshop:</b> <i>Treasure Hunting Library of Congress- Library of Cong. Staff</i>	<b>Workshop:</b> <i>Lincoln through the Ages-</i> Dr. Wm. Pederson, Lincoln Institute	<b>Workshop:</b> <i>The Cold War-</i> Dr. Marc Selverstone
<b>Spring</b>	<b>Workshop:</b> <i>Evolution of U.S. Constitution &amp; Civil Rights</i> – Gilder Lehrman	<b>Workshop:</b> <i>National Archives on-line teacher resources</i> David Rosenbaum	<b>Workshop:</b> <i>Indians, Settlers, and Slaves in a Frontier Economy</i> Dr. Dan Usner	<b>Workshop:</b> <i>Gilded Age</i> Gilder-Lehrman	<b>Workshop:</b> <i>Post Cold War America</i> – Gilder-Lehrman
<b>June</b>  Summer Institutes For Elementary, Middle & Secondary American History Teachers	<b>Summer 2010</b> <b>Elementary Institute:</b> <i>Early Exploration to Colony: 1492 to 1607</i> <b>Middle School Institute:</b> <i>Founding of a Nation</i> <b>Secondary School Institute:</b> <i>U.S. History from the Gilded Age to World War I</i>	<b>Summer 2011</b> <b>Elementary Institute:</b> <i>British Colonization of North America: 1607 to 1763</i> <b>Middle School Institute:</b> <i>America’s “Manifest Destiny”</i> <b>Secondary School:</b> <i>1920s and the Great Depression</i>	<b>Summer 2012</b> <b>Elementary Institute:</b> <i>Those Who Made a Nation</i> <b>Middle School Institute:</b> <i>Crisis of the Union: Slavery and Secession</i> <b>Secondary School Institute:</b> <i>World War II and the American Home Front</i>	<b>Summer 2013</b> <b>Elementary Institute:</b> <i>The American Revolution and the U.S. Constitution</i> <b>Middle School Institute:</b> <i>Lincoln’s War &amp; Reconstruction</i> <b>Secondary School Institute:</b> <i>U.S. enters Cold War</i>	<b>Summer 2014</b> <b>Elementary Institute:</b> <i>Teaching Early American History through Art and Literature</i> <b>Workshop:</b> <i>National Portrait Gallery and Smithsonian Museum of American Art</i> <b>Middle School Institute:</b> <i>Louisiana History</i> <b>Workshop:</b> <i>Resources at Louisiana State Museum</i> <b>Secondary Institute:</b> <i>U.S. in the Post Cold War</i>
<b>June</b>	<b>Workshop:</b> <i>TCM Primary Sources for all three institutes.</i>	<b>Workshop:</b> <i>TCM Primary Sources for all three institutes.</i>	<b>Workshop:</b> <i>TCM Primary Sources for all three institutes.</i>	<b>Workshop:</b> <i>TCM Primary Sources for all three institutes.</i>	

Table – Summer Institutes, Primary Teacher Resources and Institute Textbooks/Bibliography

Summer Institutes	Primary Sources ** (See note below chart)	Textbooks/Bibliography	Scholar/ Faculty
<b>Year 1</b> <b>Summer 2011</b> <b>Elementary</b> <b>Institute</b> <i>Early Exploration to Colony 1492 to 1607</i>	<b>TCM Primary Sources Kit: Exploration: Photographs:</b> Viking boat remains; Treaty of Tordesillas being signed; Marco Polo tapestry design; Portrait of Sir Francis Drake; Hernando Cortez portrait; Amerigo Vespucci portrait; Sketch of James Cook meeting natives. <b>Primary Sources:</b> Image of Magellan with his ship; 3-masted ship; Ptolemaic map; World Map from 1651; Letter from Ponce de Leon; Letter to Columbus from Ferdinand and Isabela; Woodcut depicting Jacques Cartier's description of a native village.	Taylor, Alan, <i>American Colonies</i> (New York: Penguin, 2001) and <b>Internet resources:</b> Internet Archive-- The Champlain Society-- Early Canadiana Online -- Documenting the American South -- Making of America - American Journeys -- Early American Studies Primary Works.	V. Elaine Thompson, PhD
<b>Year 1</b> <b>Summer 2011</b> <b>Middle School</b> <b>Institute</b> <i>Founding of a Nation</i>	<b>TCM Primary Sources Kit: Constitution and New Government: Photographs:</b> James Madison portrait; John Adams portrait; Thomas Jefferson portrait; the inside of Independence Hall; The White House; The Capitol Building; Washington's inauguration; John Jay portrait. <b>Primary Sources:</b> Articles of Confederation; The Constitution; Bill of Rights; Magna Carta; Monroe Doctrine; A map of the plan for Washington, D.C.; "An Ode for the 4th of July" written in 1788; Constitutional voting record by state.	Ellis's <i>Founding Brothers</i> ; Cunningham's <i>Jefferson vs. Hamilton: Confrontations that Shaped a Nation</i> ; Leffler and Kaminski's <i>Federalists and Antifederalists: Debate Over Ratification of the Constitution</i> ; Ferling's <i>A Leap in the Dark: The Struggle to Create the American Republic</i> ; Green's <i>Colonies to Nation, 1763-1789</i> .	Gary Joiner, PhD

<p><b>Year 1</b></p> <p><b>Summer 2011</b></p> <p><b>Secondary School Institute</b></p> <p><i>U.S. History from the Gilded Age to World War I</i></p>	<p><b>Primary Sources Kit: The Industrial Revolution (1):</b></p> <p><b>Photographs:</b> Cotton gin; Standard Oil Company advertisement; Alexander Bell talking on the New York to Chicago phone line; Children at work in a factory; Spinning Jenny design; One of the first assembly lines; Homestead Steel Strike; Early iron bridge. Other primary sources included such as Keating-Owen Child Labor Act of 1916; Map of the Union Pacific Railway, Andrew Carnegie political cartoon; Atlantic Cable drawing.</p> <p><b>TCM Primary Sources Kit: World War I Era (2):</b></p> <p><b>Photographs:</b> German U-boat; Teddy Roosevelt and the Rough Rider; Men in a frontline trench; Tanks during the Argonne offensive in 1918; General Allenby's entrance into Jerusalem; Nurses treating wounded in trenches. Other primary resources including German telegram decoded by British; <i>New York Times</i> article on the assassination of Archduke Ferdinand and Sophie; German advertisement in <i>New York Times</i>; Mother Russia poster, etc.</p>	<p>Eric Foner's <i>Give Me Liberty!</i> (2nd Seagull Edition), selected readings from James Welch's <i>Fool's Crow</i>, James West Davidson's "They Say": <i>Ida B. Wells and the Reconstruction of Race</i>, Robert C. McMath's Jr., <i>Populism: A Social History, 1877-1898</i>, David J. Silbey's <i>A War of Frontier and Empire: The Philippine-American War, 1899-1902</i>, Thomas Bell's <i>Out of this Furnace</i>; David Von Drehle's <i>Triangle: The Fire that Changed America</i>, and David M. Kennedy's <i>Over Here: The First World War and American Society</i>.</p>	<p>William Pederson, PhD</p>
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<p><b>Year 2</b> <b>Summer 2012</b> <b>Elementary</b> <b>School Institute</b></p> <p><b>British</b> <b>Colonization of</b> <b>North America:</b> <b>1607 to 1763</b></p>	<p><b>TCM Primary Sources: Pilgrims (1): Photographs:</b> King James I portrait; Mayflower replica at sea; Cut away of the Mayflower; Augustus Saint-Gaudens's bronze statue, The Puritan; 1<sup>st</sup> seal of Plymouth; Interior of a Plymouth house; Painting of the 1<sup>st</sup> Thanksgiving; and Bible that William Bradford carried on the Mayflower. <b>Other:</b> Native Americans praying around a fire; List of Mayflower passengers; Salem witch trial flyer; Map of Plymouth Plantation; and John White's map from 1590. <b>TCM Primary Sources Kit: Jamestown (2): Photographs:</b> Wahunsonacock (Chief Powhatan) holding a tribal meeting; St. Augustine Cathedral; Homes of Jamestown, Great Britain, and the Powhatan village; Depiction of Fort Raleigh in the Lost Colony; <i>Baptism of Pocahontas</i> painting; John Smith portrait; Farmer waiting to sell his tobacco in Danville, VA. <b>Other primary &amp; online sources</b> included.</p>	<p>Morgan, Edmund S., <i>American Slavery, American Freedom: The Ordeal of Colonial Virginia</i> Taylor, Alan, <i>American Colonies</i></p>	<p>V. Elaine Thompson, PhD</p>
<p><b>Year 2</b> <b>Summer 2012</b> <b>Middle School</b> <b>Teachers Institute</b> <b>America's</b> <b>“Manifest</b> <b>Destiny”</b></p>	<p><b>TCM Primary Sources Kit: Westward Expansion:</b> <b>Photographs:</b> Cattle roundup; Family with their covered wagon; Joining tracks in Promontory Point, Utah; Buffalo hide yard; Early years in Flagstaff, Arizona; Family in front of sod house; U.S. Marshals on Oklahoma land; Covered wagon train and railroad train. <b>Primary Sources:</b> Louisiana Purchase; Land Ordinance of 1787; Homestead Act document; Alaska Treasury Warrant for \$7.2 million;</p>	<p>Stephen Ambrose, <i>Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West</i>; Eisenhower, <i>So Far From God: The U.S. War with Mexico, 1846-1848</i>;</p>	<p>Gary Joiner, PhD</p>

	Annexation of Texas flyer.		
<p><b>Year 2</b>  <b>Summer 2012</b>  <b>Secondary School</b>  <b>Teachers Institute</b>  <b>U.S. History: The 1920s and the Great Depression</b></p>	<p><b>TCM Primary Sources Kit: The Great Depression:</b>  <b>Photographs:</b> Black Tuesday on Wall Street; Unemployed man asking for a job; Men from the Bonus Army; Farm foreclosure auction; Dust storm in Kansas; Migrant mother in California; Run on the banks; Roosevelt giving a Fireside Chat. <b>Primary Sources:</b> A Chicken for Every Pot advertisement; Presidential political cartoons; <i>Little Orphan Annie</i> comic strips; Depression recipes; A mother's letter to Eleanor Roosevelt; Eleanor Roosevelt's DAR resignation letter; Poster for government housing; "The Big Rock Candy Mountain" sheet music.</p>	<p><b>Badger, The New Deal: The Depression Years, 1933-1940 (2007); Larson, Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion (2006); Powell, FDR's Folly: How Roosevelt and His New Deal Prolonged the Great Depression (2004); Egan, The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl</b></p>	<p>William Pederson, PhD</p>
<p><b>Year 3</b>  <b>Summer 2013</b>  <b>Elementary</b>  <b>Teachers Institute</b>  <b>Those Who Made a Nation</b></p>	<p><b>TCM Primary Sources Kit: Colonial America:</b>  <b>Photographs:</b> Portrait of Pocahontas; Capitol building in Williamsburg, Virginia; Headstones from the Salem witch trials; <i>The Death of General Wolfe</i> painting; Portrait of William Penn; Thatched colonial cottages; Native American home; Whale oil lamps. <b>Primary Sources:</b> Colonial banknotes; Sign stating the rules of a colonial tavern; Captain John Smith's map of Virginia, 1612; Mayflower Compact; England's image of the world in 1719; Slave auction sign. <b>Internet Resources:</b> Internet Archive-- Early Canadiana Online-- Documenting the American South-- Making of America-- American Journeys</p>	<p>Greer, Allan, <i>Mohawk Saint: Catherine Tekakwitha and the Jesuits</i>. Carr, Lois Green, Russell R. Menard, and Lorena S. Walsh, <i>Robert Cole's World: Agriculture and Society in Early Maryland</i>. Issac, Rhys, <i>Landon Carter's Uneasy Kingdom: Revolution and Rebellion on a Virginia Plantation</i>. Ulrich, Laurel Thatcher, <i>A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812</i></p>	<p>V. Elaine Thompson, PhD</p>

<p><b>Year 3</b> <b>Summer 2013</b> <b>Middle School</b> <b>Teachers Institute</b> <b><i>Crisis of the Union: Slavery and Secession</i></b></p>	<p><b>TCM Primary Sources Kit: Slavery in America:</b> <b>Photographs:</b> Sketch of the mutiny aboard <i>The Amistad</i>; A—D of an abolition primer; Image of a slave being whipped as a crowd watches; Harriet Tubman portrait; Frederick Douglass Dolls; Trading cards showing the life of a slave; Portrait of Caesar, a free black man; Collage of images of slave life and emancipation. <b>Primary Sources:</b> African slave trade broadside; Slave auction poster; Pro-slavery cartoons; Advertisement for runaway slaves printed by Thomas Jefferson; newspaper about Dred Scott Case, etc.</p>	<p>Bibb, <i>Narrative of the Life and Adventures of Henry Bibb, An American Slave</i> – Primary Source; McPherson, <i>For Cause and Comrades: Why Men Fought in the Civil War</i> (Oxford, 1998). Stamp, ed., <i>The Causes of the Civil War</i>, 3<sup>rd</sup> rev. ed.—Primary Source Collection; Blassingame, <i>The Slave Community: Plantation Life in the Antebellum South</i>, 2<sup>nd</sup> ed.</p>	<p>Gary Joiner, PhD</p>
<p><b>Year 3</b> <b>Summer 2013</b> <b>Secondary School</b> <b>Teaches Institute</b> <b><i>World War II and the American Home Front</i></b></p>	<p><b>TCM Primary Sources Kit: World War II: Photographs:</b> Hitler accepting an ovation at the <i>Reichstag</i>; Aircraft spotter in London; USS <i>Arizona</i> burning at Pearl Harbor; American soldiers landing on the coast of France on D-Day; The "Big Three" at the Yalta Conference in 1945; Flag raising on Iwo Jima; Concentration camp victims in 1945; Atomic bomb smoke plume. <b>Primary Sources:</b> Early naval dispatch about Pearl Harbor; 1942 War ration book; German propaganda cartoon; poster "Rosie the Riveter"; General Eisenhower D-Day note; between a soldier and his family from 1944; 1949 court judgment for "Tokyo Rose."</p>	<p>Fussell, <i>Boy's Crusade The American Infantry in Northwestern Europe, 1944-1945</i>; Sledge, <i>With the Old Breed: At Peleliu and Okinawa</i>; Norman, <i>We Band of Angels: The Untold Story of American Nurses Trapped on Bataan</i>; Persico, <i>Roosevelt's Secret War: FDR and World War II Espionage</i>; Blum, <i>Was for Victory: Politics and American Culture During WW II</i></p>	<p>William Pederson, PhD</p>
<p><b>Year 4</b> <b>Summer 2014</b> <b>Elementary</b></p>	<p><b>TCM Primary Sources Kit: American Revolution:</b> <b>Photographs:</b> America's Liberty Bell; Exterior view of Independence Hall; Painting of leaders drafting the</p>	<p>Ferling, John, <i>A Leap in the Dark: The Struggle to Create the American Republic</i>; Holton, Woody, <i>Forced</i></p>	<p>V. Elaine Thompson, PhD</p>



<p><b>School Institute</b> <i>The American Revolution and the U.S. Constitution</i></p>	<p>Declaration of Independence; Drawing of the Boston Massacre by Paul Revere; Portrait of George Washington; Painting of John Paul Jones on his ship; Benjamin Franklin portrait; Faneuil Hall in Boston. <b>Primary Sources:</b> Political cartoons from Boston; Newspaper article protesting the Stamp Act; Map of the Battle of Bunker Hill; Drafting announcement for the Revolution; "Give Me Liberty, or Give Me Death" speech; Declaration of Independence; Excerpt of the Articles of Capitulation signed by Cornwallis at Yorktown; Join or Die Snake. <b>Internet Resources:</b> Internet Archive-- Documenting the American South--Making of America--Early American Studies Primary Works.</p>	<p><i>Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia;</i>; Ketcham, Ralph, ed. <i>The Anti-Federalist Papers and the Constitutional Debates</i>; Martin, Joseph Plumb, <i>A Narrative of A Revolutionary Solider: Some the Adventures, Dangers, and Sufferings of Joseph Plumb</i>; Young, Alfred F., <i>The Shoemaker and the Tea Party: Memory and the American Revolution</i></p>	
<p><b>Year 4</b> <b>Summer 2014</b> <b>Middle School</b> <b>Teachers Institute</b> <i>Mr. Lincoln's War and Reconstruction</i></p>	<p><b>TCM Primary Sources Kit: Civil War: Photographs:</b> President Lincoln with officers at the Antietam battlefield; Hot air balloon used by Union soldiers in 1862; General Grant in camp at Cold Harbor; Burial party at battlefield of cold Harbor; Ruins of Charleston, South Carolina, in 1864; Black drummer boy in uniform; Mathew Brady's 1865 portrait of General Robert E. Lee; President Lincoln's box at Ford Theatre. Other primary sources also included such as Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i>; Abraham Lincoln and Hannibal Hamlin election banner; Emancipation Proclamation; Black soldier recruitment poster.</p>	<p>Terry L. Jones, <i>The American Civil War</i> (New York: McGraw Hill, 2009) Chapters 9, 14, 15, 22, 25; William E. Gienapp, <i>Abraham Lincoln and Civil War America: A Biography</i> (Oxford: Oxford University Press, 2002) Readings: Chapters 5, 7, 8; James G. Hollandsworth, Jr., <i>An Absolute Massacre: The New Orleans Race Riot of July 30, 1866</i></p>	<p>William Pederson, LSU-S</p>
<p><b>Year 4</b></p>	<p><b>TCM The Cold War: Photographs:</b> H-bomb on Bikini</p>	<p>Decter, Old Wife's Tale, An: My Seven Decades in Love and War (2002);</p>	<p>David</p>

<p><b>Summer 2014</b> <b>Secondary</b> <b>Teachers Institute</b></p> <p><i>The U.S. enters a Cold War</i></p>	<p>Atoll; Berlin blockade; Winston Churchill giving his Iron Curtain speech; Ronald Reagan and Mikhail Gorbachev; Alger Hiss and Whittaker Chambers; Berlin Wall coming down; Korean War soldiers. Other primary sources included. <b>TCM Primary Sources: Vietnam: Photographs:</b> Smoke over Saigon during Tet Offensive; Ho Chi Minh; Lyndon Johnson and Robert McNamara; 7th Cavalry Division in the field; Vietnam Veterans Memorial; Demonstrators at the 1968 Democratic Convention; Joan Baez protest concert. Other primary sources also included.</p>	<p>Gaddis, <i>The Cold War: A New History</i> (2006); Kahlenberg, <i>Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race, and Democracy</i> (2007) The Autobiography of Malcolm X: As Told to Alex Haley (1987)</p>	<p>Anderson, PhD</p>
<p><b>Year 5</b> <b>Sum. 2015, Elem.</b> <b>School, Amer.</b> <b>History through</b> <b>Art and Literature</b></p>	<p><b>Resources:</b> Smithsonian National Portrait Gallery and American Museum of Art. Late 18<sup>th</sup> and early 19<sup>th</sup> century paintings and folk art from Smithsonian collections. Library of Congress, American Memory Projects, National Archives.</p>	<p>Same as Resources in left column. Additional readings and texts will be added.</p>	<p>V. Elaine Thompson, PhD</p>
<p><b>Year 5</b> <b>Summer 2015</b> <b>Middle School</b> <b>Institute</b></p> <p><b>Louisiana History</b></p>	<p><b>Primary Source Materials: Photographs &amp; Primary Resources:</b> Historic New Orleans Collection and Louisiana State Museum will provide copies of original 17<sup>th</sup>-20<sup>th</sup> – century documents relating to Louisiana history. such as French colonial Code Noir, 1790s maps of Spanish North America, including Louisiana; ante-bellum period: slave sale documents; Civil War letter from Abraham Lincoln regarding the voting rights of freedmen; Reconstruction broadside illustrating African American office holders;</p>	<p>Terry L. Jones, <i>The Louisiana Journey</i> (Salt Lake City: Gibbs Smith Publisher, 2007). Fred B. Kniffen, Hiram F. Gregory, and George A. Stokes, <i>The Historic Indian Tribes of Louisiana</i> (Baton Rouge: LSU Press, 1987). John D. Winters, <i>The Civil War in Louisiana</i> (Baton Rouge: LSU Press, 1963)</p>	<p>Gary Joiner, PhD</p>

	<p>Gilded Age images of plantation culture; 20<sup>th</sup> century/Huey Long broadsides and others. Also, Louisiana Public Broadcasting's <i>Louisiana: A History</i>, a documentary with lesson plans.</p>	
<p><b>Year 5</b> <b>Summer 2015</b> <b>Secondary School</b> <b>Teachers Institute</b> <b><i>The United States in the Post Cold War</i></b></p>	<p>Primary sources will be drawn from Library of Congress, National Archives, Supreme Court and other national resources.</p>	<p>Bacevich, <i>The Limits of Power: The End of American Exceptionalism</i> (2008) Phillips, <i>American Dynasty: Aristocracy, Fortune, and the Politics of Deceit in the House of Bush</i> (2004); Tyler, <i>A World of Trouble: The White House and the Middle East--from the Cold War to the War on Terror</i> (2008)</p>

**\*\* Note: TCM Primary Sources – Each teacher will receive Primary Source kits listed above. They are produced by Teacher Created Materials Publishing (TCM) and meet the NCSS standards for primary source documents. Each kit includes 16 photographs and primary source documents – photo cards with background information, discussion questions, and suggested activities printed on the back; CD with photographs, other primary sources student activity sheets, and extension activities; and 80 page Teacher's Guide including lesson plans, background information, student activities, and a document-based assessment section to help students prepare for essays found on many standardized tests.**

**1. Project Quality** (c & d) *Plan that meets statutory requirements and Rationale:* The partners in this project have extensive and effective experience in creating, administering and participating in American history teacher education programs. Several are important national repositories of historical documents with extensive online teacher resources available to teachers. The program's goals are to improve student achievement and knowledge of American history by improving the teaching skills and content knowledge of American history teachers through graduate college Summer Institutes and in-service workshops, improving classroom skills with primary sources and master teaching techniques, and training them in the use of Internet-based resources at important national repositories. The partnership brings together important state and national organizations to achieve these goals. The school district does not have professional development programs for American history teachers.

**Louisiana State University in Shreveport**, which will host the Summer Institutes, is a public university serving north Louisiana. Also, the **Louisiana State Museum** and **Historic New Orleans Collection**, two important repositories of 18<sup>th</sup>- and 19<sup>th</sup>-century historic documents and artifacts, have agreed to make staff and collections available to the Summer Institutes. The TAH consortium also includes the **LEH (state humanities council)** and the renowned **Gilder Lehrman Institute** and its vast resources, national network of American history scholars, and extensive experience in conducting professional development American history teacher workshops. In-service workshops will be conducted at the Caddo Parish learning center in Shreveport by **Gilder Lehrman, National Archives, Smithsonian, Library of Congress, Louisiana State Museum, and Historic New Orleans Collection.**

## **2. Quality of Project Design**

This 5-year program is based on the content needs in American history as expressed by the Caddo Parish Public School System's teachers and social studies supervisors through a pre-application survey of those teachers. The Advisory Team will recruit American history teachers at all grade levels with recruitment weighted toward NCLB underperforming schools. The program is designed to engage teachers in

rigorous graduate-level Summer Institutes, for which they will receive graduate credit, in-service professional development workshops taught by faculty from several of the nation's top history organizations, train in the use of primary resources in classroom teaching, and receive hands-on instruction in online, Internet-based teaching resources. The program, teacher and student progress will be evaluated on an annual basis by an experienced professional in TAH programs.

The **Caddo Parish School System**, the LEA applicant of record, has contracted with the **Louisiana Endowment for the Humanities (LEH)** to serve as the managing and fiscal partner for this program. The U.S. Department of Education has approved this successful management arrangement in 4 previous TAH grants awarded to Louisiana school districts. The LEH will work with the TAH Advisory Team in the planning and monitoring of the entire program according to the **Timeline in Table, page 37**, including the Summer Institutes and in-service workshops. The LEH's Executive Director/President Michael Sartisky, PhD, will serve as the Project Director and LEH Deputy Director John Kemp will serve as day-to-day Project Manager. Both have extensive experience managing TAH grants and 25 years of creating teacher professional development programs in Louisiana. Also, the Caddo School System has authorized the LEH to be the grant's fiscal agent to receive and expend grant funds based on the TAH budget. The **Advisory Team** also will focus on recruiting teachers.

**LSU-Shreveport** will host the Summer Institutes over the 5-year grant period, to provide smart classrooms with Internet access, to waive tuition and most fees, and to award 3 hours of graduate credit each summer to teachers completing the Institutes. The university also will provide teachers access to the university library as full-time students. In addition, two members of the LSU-S history faculty and two members of the history faculty from nearby Louisiana Tech University will teach TAH Summer Institutes. The **Gilder Lehrman Institute** will organize and conduct most of the in-service professional development workshops in American history (**See Tables, pages 12 and 16**). Gilder Lehrman has selected faculty from its nationwide network of renowned scholars. It also will provide relevant

workshop texts and teaching materials for participating teachers. In addition, the **Louisiana State Museum** and **Historic New Orleans Collection**, the state’s largest history museums and repositories, will create custom packets of documents pertaining to the history of the U.S. and Louisiana. A **Louisiana State Museum** staffer will present a workshop on how to use Louisiana primary sources to teach American history. Also, the **Library of Congress**, **Smithsonian’s National Portrait Gallery** and **American Art Museum** will send staff to Louisiana to conduct workshops on how to use historic art in their collections to teach American history. During and after the 5-year program, the LEH will maintain the TAH website to build long-term capacity by informing teachers of new learning opportunities in American history, lesson plans, future teacher institutes, and Internet-based resources.

### **3. Need for the Project**

**3. Need for the project:** Caddo Parish has a shortage of American history teachers in the district who are academically trained or prepared to teach the state’s mandated Grade Level Expectations in American history. In view of a pre-application survey, the state’s certification process for American history teachers seems inadequate. This program should rectify this need through college-level institutes, in-service workshops, in-district master teacher training, and Internet-based teaching resources and lesson plans available at the nation’s top history repositories. As mentioned earlier, the school district does not have an ongoing, in-service professional development program for American history teachers.

#### **District Demographics:**

<b>District</b>	<b>Total number of students</b>	<b>Percent students Free/Reduce Price lunch</b>	<b>Percent minority students</b>	<b>AP Courses in American History</b>	<b>In-Service Professional development programs in U.S. History</b>	<b>No. of U.S. History Teachers In District</b>
<b>Caddo</b>	<b>42,124</b>	<b>64%</b>	<b>67%</b>	<b>4 of 11 high schools</b>	<b>None</b>	<b>208</b>

In assessing teacher needs, the Advisory Team conducted a pre-application survey of American history content needs in the school district. The survey asked teachers at the grade level they taught American history, the number of years taught, their level of academic training in American history, how frequently

they are able to collaborate with colleagues in American history, their confidence level in teaching American history, whether they have or want in-service professional development programs in American history, whether they believed additional training with master teachers could help their classroom performance, whether they would participate in Summer Institutes in American history if offered, and if they had access to primary sources for classroom teaching materials. The 71 respondents (of the total 208 American history teachers for a 34% response rate) stated that:

- 92% Lack a degree or a minor in American history
- 28% Took two or fewer courses in American history in college
- 48% Respondents said they needed more instruction to teach the state's Grade Level Expectations in American history.
- 46.5% Have not had access to professional development programs in American history in the last 4 years.
- 92% Said they believe they could benefit professionally as a teacher if they could participate in college courses and professional development workshops in American history.
- 80.3% Said they would benefit professionally as a teacher if they could receive training from a master teacher in American history.
- 56.3% Respondents say they do not have access to in-depth and engaging American history teaching materials and primary documents.

Louisiana does not certify teachers in American history. As a result, the state's certification program appears to be inadequate to meet teachers' current classroom needs. The Advisory Team designed the Summer Institutes and in-service workshops to meet teachers' teaching and professional development needs. Those needs parallel the Louisiana's mandated Grade Level Expectations in American history and NAEP's 8 chronological periods. In addition, this TAH program will target schools identified by the Louisiana's NCLB-approved Accountability Report Card as "Undergoing Academic Assistance" and "restructuring" (Academically Unacceptable Schools"). Of the 73 schools in the district, the state's Accountability Report Card showed 31 with Minimal Academic Growth, 7 with No Growth, 4 Schools in Decline, and 6 Academically Unacceptable. This TAH program will target these schools.

**Caddo Parish District Schools in Need of Improvement, Corrective Action or Restructuring**

<b>School Name</b>	<b>State of Louisiana NCLB Equivalent</b>
Atkins Technology Elementary School	No Growth
Forest Hill Elementary School	No Growth
Hillsdale Elementary School	No Growth
Newton Smith Elementary School	No Growth
Jack P. Timmons Elementary School	No Growth
Caddo Middle Career and Technology School	No Growth
Woodlawn High School	No Growth
Arthur Circle Elementary School	Schools in Decline
E.B. Williams Stoner Hill Elem. Lab School	Schools in Decline
Sunset Acres Elementary School	Schools in Decline
Mrs. Eddie Jones W. Shreveport Elem. School	Schools in Decline
Bethune Middle Academy	Academically Unacceptable
J.S. Clark Middle School	Academically Unacceptable
Fair Park High School	Academically Unacceptable
Green Oaks High School	Academically Unacceptable
Booker T. Washington High School	Academically Unacceptable
Woodlawn High School	Academically Unacceptable

To recruit teachers from these schools, Advisory Team members will (1) work with principals and curricula specialists who have institutional authority and knowledge to identify, contact and recruit teachers in targeted schools; (2) send press releases to area news media; (3) mail institute recruitment brochures, with follow-up hand distribution, to targeted teachers & curriculum specialists; and (4) visit schools. Though teachers in under-achieving schools above will be given priority, experienced teachers will be recruited to avoid a perceived stigma and to create a mentoring atmosphere. A master teacher in each Institute will partner with the professor to guide classroom pedagogical applications.

**4. Quality of Management Plan**

**4. Quality of Management Plan** *a) To achieve objectives on time and within budget.* A TAH Advisory Team has been established that will meet quarterly the first year of the program and then semi-annually thereafter (**See Timeline Table, page 37**) to assess progress and goals. Advisory Team members include two decision-making representatives from the school district, the Project Director, Project Manager, Project Evaluator, and LSU-Shreveport’s dean of liberal arts. In addition, members will communicate



via phone and email on a regular basis to achieve project aims. Additional Team meetings will be scheduled as needed. The Caddo Parish School Board has contracted with the Louisiana Endowment for the Humanities (LEH) to serve as the managing and fiscal partner for this program, a contractual arrangement that was approved by the U.S. Dept. of Education in 4 earlier TAH grants. The LEH Project Director and Project Manager will track the annual project budget, monitor project timelines and benchmarks, contract with institute faculty and visiting scholars, purchase textbooks, coordinate classroom schedules and online technology with the university, coordinate Summer Institutes and in-service workshops, and prepare all necessary interim, annual and final reports. As the program fiscal agent, the LEH will be responsible for paying operating costs, stipends, and salaries from grant funds. These activities will be communicated monthly to the full Advisory Team. As stated earlier, this management plan is the same arrangement approved by the U.S. Department of Education for 4 previous TAH grant partnerships between the LEH and public school districts in Louisiana. In addition, the LEH will issue Letters of Understanding to teachers, listing program benefits to teachers and teachers' responsibilities to the program. To address EDGAR requirements, a timeline, with annual and quarterly program milestones, benchmarks, and budget periods, is presented in table below.

**4. Quality of Management Plan** *(b) Staff and Time commitments:* The following will serve on the Advisory Team. **Michael Sartisky**, PhD, President/Executive Director of the Louisiana Endowment for the Humanities, as **Project Director** is responsible for all program budgetary and administrative matters. Dr. Sartisky has headed the LEH for 27 years, during that time he has created nationally-recognized, university-based teacher professional development programs in all Louisiana public and private universities and a community-library based family literacy program that has been adopted in 35 other states. Dr. Sartisky, who has directed four earlier TAH grants in Louisiana and created a 20-year teacher development program, will be responsible for budget oversight, timelines and benchmarks met for teacher recruitment, workshops and summer institutes. Approximately 20% of his time will be

devoted to TAH administration. **John Kemp**, LEH Deputy Director and former Louisiana Associate Commissioner of Higher Education, as **Project Manager**, will be a member of the Advisory Team responsible for **day-to-day** project management, including communications between Advisory Team members, university personnel, participating teachers and TAH partners Gilder Lehrman, Louisiana State Museum, and Historic New Orleans Collection. He will work with Team members in recruiting teachers, in organizing the Summer Institutes and workshops, coordinating financial payments, and writing annual and final reports for Team approval. Mr. Kemp, who has been project manager in 4 earlier TAH grants in Louisiana, will devote approximately 50% of his time to these responsibilities.

**Rachel Norman**, Project Assistant and LEH Grants Director, will devote 20% of her time in assisting Project Director and Project Manager with clerical duties. **Dr. Jim Barr** as **Project Evaluator** has designed a comprehensive mixed-method evaluation incorporates a “Logic Model” that includes “objective-based” evaluation strategies. See Evaluation section below. **Howard Hunter**, **Master Teacher Consultant**, will present pre-institute workshops for master teachers prior to each Summer Institute. He also will monitor institutes on a weekly basis and evaluate teacher lesson plans, devoting as much time as necessary to complete responsibilities. Advisory Team school district members **Toussaint Battley**, Middle and Secondary Social Studies Supervisor, and **Shelita Canon-Hoey**, Elementary School Social Studies Supervisor, will assist in planning and monitoring all program activities, and recruit teachers. School district team members will devote about 10% of their time to this project. **Dr. Larry Anderson**, LSU-Shreveport Dean of Liberal Arts, will coordinate Institute administrative responsibilities at the university such as smart classroom assignments, grades and teacher registration.

**4. Quality of Management Plan** (c) *Adequacy of procedures for ensuring feedback.* The Advisory Team will meet quarterly the first year and semi-annually in subsequent years and communicate regularly by email and phone. Time adjustments will be made as needed. The Advisory Team will visit

schools to observe changes in teaching methods and meet annually to examine annual evaluation, annual teacher surveys of summer institutes and in-service workshops. (See **Timeline page 37**).

### **5. Quality of the project evaluation.**

Dr. James E. Barr will serve as the external program evaluator for the project. He is a professor emeritus with Nicholls State University; a certified Level A Evaluator; has over 30 years experience teaching research and evaluation graduate courses; and has planned and completed over 100 local, state and national project evaluations (U.S. Dept. of Education, Commerce, Energy, NIH and NSF), including evaluating seven “TAH” programs in Louisiana. He will: a) plan the evaluation; b) collect data; c) assist in obtaining assessment tools; d) monitor and evaluate instruction and engagement of the participants; e) analyze data; and f) complete a formal report including the GPRA.

**Evaluation General Plan.** The comprehensive mixed-method evaluation incorporates a “Logic Model” that includes “objective-based” evaluation strategies. The approach will: 1) provide empirical evidence concerning the effects of the program on producing the intended results; 2) provide evidence to program developers, instructors, and school district staff; and 3) improve the teaching and learning of American History across grades levels. The evaluation focuses on the performance of teacher-participants and students. **Teacher-participants Performance.** Four strategies will be used to study the impact of the program on teacher participants. Two strategies use quantitative information and 2 use mixed data (quantitative and qualitative). **Quantitative. The first strategy is a quasi-experimental design.** The assessment method for teachers in each institute includes objective-performance measures to support an empirically-based evaluation using items from the National Assessment for Educational Progress’ (NAEP) item bank. U.S. DOE TAH consultants recommend using NAEP items. The validity of selected items is based on content specified within Louisiana’s curriculum standards and verified by Louisiana State University faculty. Teacher-participants and a teacher control group will be pre and post-tested with assessments based on anchored NAEP-items. **A second strategy** assesses performance using a

“growth model” or “value-added” approach. The assessment tool is for instructional use and helps determine the effects of the program’s curriculum and teaching methods. It will determine what specific changes/improvements participants made on post-tests compared to pre-tests.

**Mixed Methods.** Strategies using pre and post-tests provide an opportunity to conduct pre-post-perception/attitudinal surveys to study the program’s effects on participant’s views of “improvement.”

**The strategy to use** multiple-choice, “open-ended” questions, and interviews can answer two general questions: “what changes have taken place in the attitudes of teachers about professional development that can show a sustainable difference?” and “what perceived changes in the behaviors of the teacher-participant indicate they may change instruction, increase professional networking and thereby improve their student performance?” **Another mixed method strategy assesses the institutes quality.** Pre-post attitudinal survey and interviews will assess instructors and program activities. **Descriptive Studies.**

Two studies will be used to evaluate attendance and the development and use of a TAH Website for teachers and students. Attendance will be monitored daily by instructors with sign-in sheets and the evaluator and other staff will make random visits to the institute site to observe classes. The use of the TAH Website will be evaluated by examining the site and using an online survey (*Survey Monkey*).

**Student Performance.** Student performance will be measured by using three planned strategies:

(1) **Quasi-experimental design** based on a comparison of a randomized sample of students of participating teaches and students taught by non-participating teachers. The two groups will receive pre and post-tests developed from the College Level Examination Program (CLEP) items to determine the difference in the means of the two groups. The pre-test will be used as a covariant. (2) **A value-added analysis** to determine the level of gains in performance from the pre-test (baseline) and post-test (The gains of the “test group” will be compared with the control group.) (3) **Generalize student performance** through the use of the Louisiana Education Assessment Program (LEAP) or Graduation Exit Exam (GEE).

**Objective 1. Teachers-participants** in the program will increase their knowledge, develop and exercise critical thinking on historic issues and learn new techniques in teaching American history with primary and online resources.

Performance Measure	Data Collection Instruments	Data Analyses	What types of data to be collected?	When results & outcomes are available?	Collection Data Methods?	Date & Report Format
<p><b>Quasi-Experimental-Model-</b> There will be a significant difference (<math>p=.05</math>) in the mean performance on the NAEP post assessment of teacher participants compared to a control group. <b>GPRA</b></p>	<p>Each year instructor will work with evaluator to select NAEP items for pre &amp; post test</p>	<p>-Mean scores of each group analyzed with ANCOVA</p>	<p>-Base-line pretest will serve as covariant (independent variable) - Final Post test</p>	<p>Pre-tests available 2 weeks before program starts Summative assessments Post- tests at end of summer institute/year</p>	<p>Multi-choice NAEP items</p>	<p>Report due each year by 10/15. Executive summary, narrative results, &amp; graphs</p>
<p><b>Growth-Model-</b> All (100%) participants will show growth-improvement on post-test performances by a 20% over the NAEP-based and instructor-developed pre-test (<b>benchmark</b>) <b>GPRA</b></p>	<p><i>Survey Monkey</i> survey to assess perceived behavior change and opinions</p>	<p>-Raw scores converted to percents. -Means of each group</p>	<p>-Base-line pretest - Weekly formative instructor-tests - Final post-test - Artifacts</p>	<p>Pre-tests available 2 weeks before program starts weekly formative assessments Summative assessments Post-tests at end of summer institute/year</p>	<p>Multi-choice items from DOE TAH study (2003) &amp; Short discussion</p>	<p>graphs</p>
<p><b>Mix-Method Model-</b> Each year of the program, at least 90% of participants will provide supportive views about improving their teaching methods, use of materials, or modifying instruction as measured by pre-post perception-attitude surveys.</p>	<p><i>Survey Monkey</i> survey to assess perceived behavior change and opinions</p>	<p>-Item analyses, frequency, categorical choices &amp; open-ended responses.</p>	<p>Base-line pre-survey regarding attitudes &amp; teaching behaviors- Interviews - Final Post survey regarding attitudes &amp; teaching behaviors</p>	<p>-Pre-survey available two weeks before program Observations and interviews during program Summative assessments (post-survey) after summer institute/year</p>	<p>Multi-choice items from DOE TAH study (2003) &amp; Short discussion</p>	<p>graphs</p>

<b>Descriptive Study-</b> Each year of the program, at least 100% of the TAH participants will complete 90% or more of the <u>total hours</u> of professional development. <b>GPRA</b>	Daily attendance records	Frequency counts	Consistent attendance	Results available daily, weekly, & for the entire program institute	Daily roll counts & sign-in sheets
<b>Objective 2.</b> The program will develop a cadre of master teachers from among the teacher-participants.					
<b>Mix-Method Model-</b> Each year of the program, at least 90% of participants will provide supportive views about improving their teaching methods, use of materials, or modifying instruction as measured by pre-post perception-attitude surveys.	<i>Survey Monkey</i> survey to assess perceived behavior change and opinions	Item analyses, frequency counts, sorts, categorical choices & open-ended responses.	Base-line pre-survey regarding attitudes & teaching behaviors -Interviews during program - Final Post survey regarding attitudes & teaching behaviors	Pre-survey available two weeks before program starts Observations and interviews during program (weekly) and/or after workshops Summative assessments Post-survey) after summer institute/year	Multiple-choice items from DOE TAH study (2003) & Short discussion
<b>Objective 3.</b> Develop creative website for online lesson plans and teacher resources available to all American History teachers statewide.					
<b>Performance Measure</b>	<b>Data Collection Instruments</b>	<b>Data Analyses</b>	<b>What types of data to be collected Measure type</b>	<b>When results &amp; outcomes are available?</b>	<b>Collection Data Methods?</b>
<b>Descriptive Study-</b> Establish working website accessible to 80% of teachers in northeast Louisiana region with access growth rate of 5% per month following implementation.	<i>Survey Monkey</i> survey all participants verifying access of web site.	Frequency analysis via Survey Monkey Excel data base.	Frequency data for counting usage & measure periodic growth.	Results available as soon as participants log on and complete survey.	Electronic and Online
<b>Objective 4.</b> Increase <b>student knowledge</b> of American history as demonstrated by nationally-recognized standardized tests.					
Report due each year by 10/15. Summary, narrative results, &					

<p><b>Quasi-Experimental-Model-</b> Students taught by participants who are sampled will score significantly higher (<math>p=.05</math>) on the CLEP-based post-test compared to a sample of students taught by non-participants. <b>GPRA</b></p>	<p>Each year teachers will work with evaluator to select CLEP items for pre &amp; post test for their students</p>	<p>Item analyses Raw scores converted to percents. Means of each matched group compared. ANOVA used</p>	<p>1-Base-line pretest used as a covariant multiple-choice 2- Final post-test multiple-choice</p>	<p>Pre-tests available two weeks after academic school year starts post-tests at end of academic year</p>	<p>graphs</p>
<p><b>Value-Added Analysis-</b>At the end of the academic year, 75% of secondary students of participants who are sampled will perform 25% higher on the CLEP-based post test compared to their baseline pre test scores. <b>GPRA</b></p>		<p>Means of each matched group compared.</p>	<p>1-Base-line pretest multiple-choice compared to 2- Final post-test multiple-choice</p>		
<p><b>Generalizability Strategy-Raw</b> scores of 75% student taught by participants passing the LEAP or GEE Social Science will increase by 5% each year compared to previous year's students.</p>	<p>Data from LEAP &amp; GEE End-of-Course tests may be available by 2011 in Amer. History</p>	<p>Means of each group compared un-matched</p>	<p>1-Base-line pretest used as a covariant multiple-choice 2- Final post-test multiple-choice</p>	<p>“Baseline” available from previous academic school year post-tests available 2 months after academic year ends</p>	<p>Multi-choice CRT/NRT items</p>

(CLEP standard for passing is 50% will not be used, but percent of student passing CLEP item test will be reported)

<b>Milestones and Timeline of Key Management Tasks and Budgetary Timelines (For Summer Institutes and In-Service Workshops)</b>																	
Benchmark, Management Tasks and Budgetary Timelines by quarter-year, Fiscal Year July 1, 2010 to June 30, 2015. (F=Fall, W=Winter, Sp=Spring, Su=Summer)																	
<b>MILESTONES AND ACTIVITIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>Fiscal Year 1</b>			<b>Fiscal Year 2</b>			<b>Fiscal Year 3</b>			<b>Fiscal Year 4</b>			<b>Fiscal Year 5</b>			
		<b>F</b>	<b>W</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>W</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>W</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>W</b>	<b>Sp</b>	<b>Su</b>
Press Release announcing program and annual news media	Project Manager and Caddo District TAH team	x	x			x				x				x			
Planning meeting for implementation of workshops and Summer Institutes	Proj. Director, Project Manager, Adv. Team, Principals, Unv. Faculty	x		x	x	x				x		x	x	x			x
Advisory Team meets quarterly 1 <sup>st</sup> year & semi-annually to discuss monitor progress	TAH Advisory Team	x	x	x	x	x				x			x	x			x
TAH In-Service Amer. History Workshops – Recruit teachers.	Project Director & Manager, Adv. Team, Gilder Lehrman, TCM	x		x	x	x				x		x	x	x			x
Design and produce TAH Summer Institute recruiting brochure	Project Manager, LEH designer, Advisory Team, Faculty	x				x				x				x			
Distribute brochure and recruit CPP targeted for TAH Summer Institute	School District Adv. Team, Project Manager		x			x									x		
Choose 75 teachers and Master Teachers Summer Institutes	School District Adv. Team, Project Manager			x			x									x	



<b>MILESTONES AND ACTIVITIES</b>	<b>PERSONS RESPONSIBLE</b>	<b>F</b>	<b>W</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>W</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>W</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>W</b>	<b>Sp</b>	<b>Su</b>	
Administer pre-test to Sum. Institute Participants	Dr. Jim Barr, Project Evaluator				x				x				x					x
Pre-Institute workshop to train Master Teachers for each Summer Institute	Master Teacher Consultant				x				x				x					x
TAH Summer Institutes	Proj. Manager, Adv. Team, Unv. faculty				x				x				x					x
<b>See Appendices 1, 2, 4</b>																		
Create & update website for TAH participants	Project manager & LEH staff																	
Monitor Summer Institutes	Proj. Director, Proj. Manager, Master Teacher Consultant, Advisory Team				x				x				x					x
Administer post Institute test to Sum. Institute participants	Dr. Jim Barr, Project Evaluator				x				x				x					x
Post Sum. Institute evaluation & planning meeting: Proj. Evaluator presents evaluation reports to Proj. Director, Proj. Manager, Adv. Team and Unv. Faculty	Dr. Jim Barr, Project Evaluator				x				x				x					x
Monitor & update budget	Project Director, Proj. Manager	x		x		x		x		x		x		x		x		x
Annual report, including GPRA data, submitted to TAH Advisory Team and U.S. Dept. of Ed.	Project Director, Project Manager TAH Advisory Team					x				x				x				x

# Project Narrative

## Appendix

### Attachment 1:

Title: **TAH Caddo Appendices 1-2 Pages: 0** Uploaded File: **I:\John\Teacher Institutes\TAH-Caddo-Second Grant\TAH Caddo Appendices 1-2.pdf**

**Appendix 1**  
**Curricula Vitae**

DAVID M. ANDERSON  
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Condensed Vita

EDUCATION

Ph.D., University of North Carolina at Chapel Hill, Department of History, 2002  
Major Field: U.S. History (Leon Fink, advisor)  
M.A., University of Nevada, Las Vegas, Department of History, 1994, (Jay Coughtry, advisor)  
B.A., University of Nevada, Las Vegas, United States History Major, 1991

ACADEMIC POSITIONS

Associate Professor, Louisiana Tech University, Department of History, 2009-present  
Assistant Professor, Louisiana Tech University, Department of History, 2003-2009  
Visiting Lecturer, University of North Carolina at Chapel Hill, Department of History 2000-2003

RESEARCH PUBLICATIONS

“‘Things Are Different Down Here’: The 1955 Perfect Circle Strike, Conservative Civic Identity, and the Roots of the New Right in the 1950s Industrial Heartland,” *International Labor and Working-Class History* 74 (Fall 2008)

“The Making of Dale Hawkins” (co-author with Lesley-Anne Reed), in Kip Lornell and Tracey E. W. Laird, eds., *Shreveport Sounds in Black and White* (Oxford, Miss.: University of Mississippi Press, 2008)

“Levittown Is Burning!: The 1979 Levittown (Pa.) Gas Line Riot and the Decline of the Blue-Collar American Dream,” *Labor: Studies in Working-Class History of the Americas* 2 (Fall 2005)

“‘Butcherin’ Up the English Language a Little Bit’: Dizzy Dean, Baseball Broadcasting, and the ‘School Marm’s Uprising’ of 1946,” (co-author with Patrick Huber) *Missouri Historical Review* 96 (April 2002), 211-31. Reprinted in Alan R. Havig, ed., *Filling Leisure Hours: Essays from the Missouri Historical Review, 1906-2006* The State Historical Society of Missouri, 2008)

“The ‘Log Train’: Hank Williams’s Last Song,” (co-author with Patrick Huber), *Tributaries: Journal of the Alabama Folklife Association* 2 (Spring 1999), 9-39.

BOOKS

*The Hank Williams Reader*, co-editor (under contract, Oxford University Press)

RESEARCH PROJECTS

*The Battle for Main Street, U.S.A.: The 1955 Perfect Circle Strike and the Myth of Heartland Consensus* (manuscript in progress)

ESSAYS

“Significant Gains and Missed Opportunities: 1950s and 1960s” in Eric Arnesen, ed., *Encyclopedia of U.S. Labor and Working-Class History*, New York: Routledge, 2006.

“The Western Federation of Miners/International Union of Mine, Mill and Smelter Workers” in Eric Arnesen, ed., *Encyclopedia of U.S. Labor and Working-Class History*, Routledge, 2006.

"Florence Greenberg" (founder of Scepter Records) in Susan Ware, ed., *Notable American Women: A Biographical Dictionary: Completing the Twentieth Century*, Cambridge, Mass.: The Belknap Press of Harvard University Press, 2004.

#### **CONFERENCE PRESENTATIONS**

"Record Man, Soul Man: Stan 'The Record Man' Lewis and the Marketing of Black Musical and Spoken Word Recordings during the Civil Rights Era," Louisiana Historical Association Annual Meeting, Lafayette, Louisiana, March 2010 (forthcoming)

"'Legal Lynching' or Justice in Transition?: The Acquittal of Jack Ross and the Nature of Jury Trials in Jim Crow-era Louisiana," Louisiana Studies Conference, Natchitoches, La., 2009.

"'Exiles' on Main Street?: Southern White Migrants and the Transformation of the Industrial Heartland, 1910s-1950s," Laborlore Conversations IV, Chicago, Ill., May 2009.

"Mr. Jim Crow Meet Mr. Homicide: The Ambiguities of Race, Crime, and Punishment in 1930s North Louisiana," Louisiana Historical Association Annual Meeting, Monroe, Louisiana, 2009.

"'My Treasured Life with a Beloved Brother': Irene Williams Smith and the Construction of Hank Williams' Public Memory" (with Patrick Huber and Steve Goodson), Twenty-fifth Annual International Country Music Conference, Nashville, Tennessee, May 2008.

"The Producer-Auteur Beyond Nashville: Bob Sullivan and the Shreveport Sound," Twenty-fourth Annual International Country Music Conference, Nashville, Tennessee, May 2007.

"'The Log Train': Hank Williams's Lone Autobiographical Song," (with Patrick Huber), Twenty-third Annual International Country Music Conference, Nashville, Tennessee, May 2006.

"Big Labor's Golden Age?: Labor-Management Conflict and Class Politics in the 1950s Midwestern Heartland," Labor History Seminar, Newberry Library, Chicago, Illinois, April 2005.

#### **PROFESSIONAL ORGANIZATIONS**

American Historical Association

Labor and Working-Class History Association

Louisiana Historical Association

North Louisiana Historical Association

Oral History Association

Organization of American Historians

Society for the History of the Gilded Age and Progressive Era

Society for the History of Technology

Southern Historical Association

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**CONDENSED VITA**

(b)(6)

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Associate Professor of History  
Director, Red River Regional Studies Center  
Mary Anne and Leonard Selber Professor of History  
Series Editor, *The Western Theater in the Civil War*, University of Tennessee Press

**Employment:** Assistant Professor of History, LSU in Shreveport, 2004-present  
Areas of Specialty: American Civil War, American military history, Louisiana history, Colonial and Revolutionary War.

**Education:**

Ph.D., St. Martin's College, Lancaster University, United Kingdom, 2004  
M.A., Louisiana Tech University, Ruston, Louisiana, 1975  
B.A., Louisiana Tech University, Ruston, Louisiana, 1973, double majors in history and geography

**Books:**

Eric Brock and Gary D. Joiner, *Red River Steamboats*, Arcadia Tempus Publishing, 1999.  
Marguerite Plummer and Gary D. Joiner, *Historic Shreveport- Bossier City*, Historical Publishing Network, 2000.  
Gary D. Joiner, *One Damn Blunder From Beginning to End: The Red River Campaign in 1864*, Scholarly Resources, 2003.  
\*\*\*2004 Albert Castel Award and 2005 A. M. Pate, Jr. Award  
Theodore P. Savas, David Woodbury, and Gary D. Joiner editors, *The Red River Campaign: Union and Confederate Leadership and the War in Louisiana*, Parabellum Press, 2003.  
Gary D. Joiner, Marilyn S. Joiner, Clifton D. Cardin, editors, *No Pardons to Ask Nor Apologies to Make: The Journal of William Henry King, Gray's 28<sup>th</sup> Louisiana Infantry Regiment*, University of Tennessee Press, May 2006.  
Gary D. Joiner, *Through the Howling Wilderness: The Red River Campaign and Union Failure in 1864*, University of Tennessee Press, October 2006.  
Gary D. Joiner and Timothy B. Smith, editors of O. Edward Cunningham, *Shiloh and the Western Campaign of 1862*, Savas Beatie, March 2007.  
Gary D. Joiner, editor, *Little to Eat and Thin Mud to Drink: Letters, Diaries, and Memoirs of the Red River Campaign*, University of Tennessee Press, March 2007.  
Gary D. Joiner, *Mr. Lincoln's Brown Water Navy: The Mississippi Squadron*, Rowman and Littlefield, August, 2007.

**Refereed Articles, Book Chapters, and Reviews (since 2004)**

Gary D. Joiner "Up the Red River and Down to Defeat," *America's Civil War* (March 2004) 22-29. This was also published in *Pivotal Battles and Campaigns of a Decisive Year - 1864: Grinding, Relentless War*, Primedia Publishing, (October 2004,) 11-17.  
Gary D. Joiner, "The Congressional Investigation Following the Red River Campaign: *North Louisiana History*, Vol. XXXV, No. 4 (Fall 2004), 147-167.  
Douglas Bible, Gary D. Joiner, etal, "Analysis of the Effects of Contamination by a Creosote Plant Upon Property Values," *The Appraisal Journal* Vol. LXXIII, No. 1, (Winter 2005), 87-97.  
Gary D. Joiner, "The Red River Campaign," *Louisiana Cultural Vistas* (Fall 2006), 58-69.  
Curtis Milbourn and Gary Joiner, "The Battle of Blair's Landing," *North and South*, Vol. 9, no. 7, (February 2007), 12-21.  
Gary D. Joiner, "Fred Steele's Dilemma and Kirby Smith's Quest for Glory," in *The Earth Reeled and the Trees Trembled: Civil War Arkansas 1863-1864*, Old Statehouse Press, Little Rock, AR, 2007, 90-105.  
Gary D. Joiner and Timothy B. Smith, editors of O. Edward Cunningham, "A Loss of Innocence at Shiloh," *Civil War Times*, Vol. XLVI, No. 4, (June 2007), 44 -51.  
Gary D. Joiner, "The Mystery of the New Falls City," *North Louisiana History*, Vol. XXXVIII, No. 2-3, (Spring/Summer 2007), 84-101.  
Gary D. Joiner, "A Question of Secession," *Louisiana Cultural Vistas* (Fall 2007), 61-67.  
Gary D. Joiner, "To Defend the Sacred Soil of Texas: Tom Green and the Texas Cavalry in the Red River Campaign," *East Texas Historical Journal*, XLVI, No. 1, January 2008.  
Gary D. Joiner, "Mapping the Red River Valley After Freeman and Custis," *Museum of Sciences Bulletin* 14, Louisiana State

University in Shreveport, June 2008.

Gary D. Joiner, "Nature of the Beast," *Louisiana Cultural Vistas*, Summer 2008.

Gary D. Joiner, "Defending the Lone Star: The Texas Cavalry in the Red River Campaign," in *The Seventh Star of the Confederacy: Texas During the Civil War, 1861-1865*, Edited by Kenneth Howell. University of North Texas Press, March 2009

Gary D. Joiner, "Soul-stirring Music to Our Ears': Gunboats at Shiloh," *The Shiloh Campaign*, Southern Illinois University Press, April 2009. Edited by Steven Woodworth.

Douglas Bible and Gary D. Joiner, "Adjustable rate mortgages and the mortgage crisis," *Property Management*, Vol. 27, no. 3, 152-162, December 2009.

**Professional Presentations (since 2002):**

"Naval Battles of the Civil War." Presented as part of the Civil War Lecture Series by the Department of History on January 10, 2002.

"Confederate Defensive Strategy in the Red River Valley." Presented to the Louisiana Historical Association in Lafayette, Louisiana, March 29, 2003.

"Abraham Lincoln and the Origins of the Red River Campaign." Presented at the 2003 Jefferson/Lincoln conference at LSU in Shreveport, October 18, 2003.

"Scholarship in the Red River Campaign." Presented at the Red River Campaign Symposium, LSU-Alexandria, March 2004.

"Battlefield Preservation at Mansfield." Presented at the Red River Campaign Symposium at LSU-Alexandria, March 2004.

"Camden Campaign of 1864." Presented at the Department of Arkansas Heritage Third Annual Old State House Museum Civil War Symposium, October 9, 2004.

"Red River Campaign." Presented at the 11<sup>th</sup> Annual Civil War Symposium at Hillsboro College, Hillsboro, Texas, November 21, 2004.

"Nathaniel Prentiss Banks: The Road to Obscurity." Presented at the Society for Military History Conference in Charleston, South Carolina, February 26, 2005.

"Tom Green: To Save the Sacred Soil of Texas." Presented at the Texas State Historical Association Conference in Fort Worth, Texas, March 5, 2005.

"Finding the Past: Reconstructing the Red River Campaign." Presented as part of the Heritage Resources Public Lecture Series, Northwestern State University, June 2006.

"William Henry King and Gray's 28<sup>th</sup> Louisiana Infantry." Presented at the 18<sup>th</sup> Annual Southern Festival of Books: A Celebration of the Written Word, Memphis, Tennessee, October 25, 2006.

"William Henry King: No Pardons to Ask Nor Apologies to Make." Louisiana Historical Association Annual Conference, Alexandria, Louisiana, March 23, 2007.

"North Louisiana 1864: History, Politics, and the Environment." McNeese Banners Series, McNeese University, Lake Charles, Louisiana, April 26, 2007.

"The Red River Campaign: Why is it Important?" 21st Annual Deep Delta Symposium, Southeastern Louisiana University, Hammond, Louisiana, June 8-9, 2007.

"Annexations: Where, Why and How" 1st Annual Upstate Louisiana Land Use Planning and Real Estate Development Law Conference, LSU in Shreveport, August 24, 2007.

"History, Geography, and Archaeology: Their uses in Cultural Resource Management," U.S. Forest Service Kisatchie Heritage Conference, Bossier City, Louisiana, September 6, 2007.

"The Importance of the Red River Campaign," Red River Campaign Symposium, Young-Sanders Center for the Study of the War Between the States in Louisiana, September 22, 2007.

"Little to Eat and Thin Mud to Drink," Louisiana Book Festival, Baton Rouge, Louisiana, November 3, 2007.

"The Mississippi Squadron in the Red River Campaign," Broadside: III of the Civil War Naval History Symposium, U.S. Civil War Naval Museum, Columbus, Georgia, November 10, 2007.

"Albert Sidney Johnston's Plan for the Battle of Shiloh, April 6, 1862," 22<sup>nd</sup> Deep Delta Symposium, Southeastern Louisiana University, Hammond, Louisiana, June 6-7, 2008.

**Professional Associations (past and present):**

Civil War Preservation Trust, National Advisory Board Member

Phi Alpha Theta, National History Fraternity, member, former advisor of LSU in Shreveport Chapter

U.S. Civil War Center, LSU in Baton Rouge, member, board of directors

Southern Historical Association, member

Society of Military History, member

American Association of Geographers, member

Louisiana Historical Association, member

Friends of the Mansfield Battlefield, president

Multicultural Center of the South, past board member

WILLIAM DAVID PEDERSON  
American Studies Endowed Chair in Liberal Arts  
Professor of Political Science  
Director of the International Lincoln Center  
Louisiana State University in Shreveport

### Condensed Vita

#### EDUCATION:

B.S. University of Oregon (1967)  
M.A. University of Oregon (1972)  
Ph.D. University of Oregon (1979)

#### EXPERIENCE:

Louisiana State University in Shreveport (1981-) 29 Years

#### PUBLICATIONS AND PAPERS:

##### Books:

Co-editor with Ann M. McLaurin, The Rating Game in American Politics (Irvington Publishers, 1987).  
Co-Editor with Norman Provizer, Grassroots Constitutionalism: Shreveport, The South and the Supreme Law of the Land University Press of America, 1988).  
Editor, The ABarberian@ Presidency (New York: Peter Lang Publishing, Inc., 1989).  
Contributing Editor, Morality and Conviction in American Politics (NJ: Prentice Hall, 1990).  
Editor, Governmental Gridlock: Congressional-Presidential Relations in the U.S (Edwin Mellen Press, 1991).  
Editor, Lincoln and Leadership: A Model for a Summer Teacher Institute (Louisiana Lincoln Group, 1993).  
Co-Editor with Norman Provizer, Great Justices of the U.S. Supreme Court (New York: Peter Lang Publishing, Inc., 1993), 2<sup>nd</sup> printing, 1994.  
Co-Editor with Frank J. Williams, Abraham Lincoln: Sources and Style of Leadership (Westport, CT: Greenwood Press, 1994), 2<sup>nd</sup> printing, 1995.  
Co-Editor with Frank J. Williams, Abraham Lincoln: Contemporary (Savas Woodbury, 1995) 1996.  
Co-Editor with Mark J. Rozell, FDR and the Modern Presidency. Leadership and Legacy. (CT: Praeger, 1997).  
Co-Editor with Byron W. Daynes, The New Deal and Public Policy (New York: St. Martin's Press, 1998).  
Co-Editor with John Y. Simon, Abraham Lincoln. Gettysburg, and the Civil War (Savas Publishing, 1999).  
Co-Editor with Mark Rozell, George Washington and the Origins of the American Presidency (Praeger, 2000).  
Co-Editor with Kevin Cope, George Washington's Image in American Culture (AMS Press, 2001).  
Co-Editor with Nancy B. Young, Franklin D. Roosevelt and the Shaping of American Culture (M.E. Sharpe, 2001).  
Co-Editor with Thomas P. Wolf, Franklin D. Roosevelt and Congress (New York: M.E. Sharpe, 2001).  
Co-Editor with Ethan Fishman, George Washington. Foundation of Leadership and Character (Praeger, 2001)  
Co-Editor with Norman Provizer, Classic Cases in American Constitutional Law (WestGroup, 2001).  
Co-Editor with Thomas C. Howard, Franklin D. Roosevelt and the Formation of the Modern World (M.E. Sharpe, 2003).  
Co-Editor with Stephen K. Shaw, Franklin D. Roosevelt and the Transformation of the Supreme Court (M.E. Sharpe, 2004).  
Co-Editor with Frank J. Williams, Franklin D. Roosevelt and Abraham Lincoln. Competing Perspectives on Two Great Presidencies (New York: M.E. Sharpe, 2003).  
Co-Editor with Norman Provizer, Leaders of the Pack: Polls and Case Studies of Great Supreme Court Justices (New York: Peter Lang, 2003).  
The FDR Years. Presidential Profiles Series. (New York: Facts on File, 2006).  
Co-Editor with Frank J. Williams, The Great Presidential Triumvirate at Home and Abroad (Nova Science Publishers, 2006).  
Co-Editor with Frank J. Williams, Creative Breakthroughs in Leadership: James Madison, Abraham Lincoln, and Mahatma Gandhi (New Delhi: Pencraft International, 2007).  
Co-Editor with John R. Vile, ed., James Madison. Philosophy, Founder, Statesman (Ohio University Press, 2008).  
Co-Editor with Frank J. Williams, ed., Lincoln Lessons: Essays Commemorating Abraham Lincoln's Birthday Bicentennial. (Southern Illinois University Press, 2009).  
Editor, A Companion to Franklin D. Roosevelt. (Malden, MA; Wiley-Blackwell, 2011).



Co-Editor with Marilyn R. Bedgood, Theodore Roosevelt's Last Great Adventure in the White House, 2012.

### Journal/Encyclopedia Articles and Book Chapters (Since 2004):

- Amnesty, Michael A. Genovese, Encyclopedia of the American Presidency (New York: 2004)
- Roger B. Taney: A Jacksonian Chief Justice Who Favored 'Dixie, William D. Pederson and Norman Provizer, eds., Leaders of the Pack (New York: Peter Lang, 2003), pp. 51-60.
- Brownlow Committee, Michael A. Genovese, ed., Encyclopedia of the American Presidency (2004)
- First Ladies, Michael A. Genovese, ed., Encyclopedia of the American Presidency (New York, 2004).
- Presidential Greatness, Michael A. Genovese, ed., Encyclopedia of the American Presidency (2004).
- Thomas Jefferson, Michael A. Genovese, ed., Encyclopedia of the American Presidency (Facts on File, 2004)
- James Madison, Michael A. Genovese, ed., Encyclopedia of the American (New York, 2004)
- Abraham Lincoln, Michael A. Genovese, ed., Encyclopedia of the American Presidency (New York: 2004).
- John Marshall, Michael A. Genovese, ed., Encyclopedia of the American Presidency (New York, 2004)
- Roger B. Taney, in Michael A. Genovese, ed., Encyclopedia of the American Presidency (New York, 2004).
- Health of Presidents, Michael A. Genovese, ed., Encyclopedia of the American Presidency (New York, 2004)
- Slovakia, Tom Leonard, ed., Encyclopedia of the Developing World (New York: Routledge, 2006).
- Czech Republic, Tom Leonard, ed., Encyclopedia of the Developing World (New York: Routledge, 2006)
- The Twenty-second Amendment, in Timothy L. Hall, ed., Magill's Choice: U.S. Laws, Acts, and Treaties (Pasadena: Salem Press, 2003)
- The American Democratic Experiment is a Success, in Robert P. Watson, ed., Debating the Issues. American Government and Politics (Dubuque: Kendall/Hunt, 2005)
- Introduction, William D. Pederson and Walter G. Oleksy, Lincoln's Unknown Springfield Years.
- New Deal, Robert E. Dewhirst, ed., Encyclopedia of the U.S. Congress (New York: Facts on File, 2005).
- Court-Packing Plan, Robert E. Dewhirst, eds., Encyclopedia of the U.S. Congress (New York, 2005).
- Senator Edward M. Kennedy, Bernard K. Duffy and Richard Leeman, eds., Contemporary American Orators (Westport, CT: Greenwood Press, 2005).
- Senator Robert Byrd, Bernard K. Duffy and Richard Leeman, eds., Contemporary American Orators (Westport, CT: Greenwood Press, 2005).
- Four Freedoms, John Vile and David Schultz, eds., Encyclopedia of Civil Liberties (Armonk, NY, 2005).
- Supreme Court Packing Plan, John Vile and David Schultz, eds., Encyclopedia of Civil Liberties (Sharpe, 2005).
- Abraham Lincoln, John Vile and David Schultz, eds., Encyclopedia of Civil Liberties (Armonk, NY, 2005).
- Roger B. Taney, John Vile and David Schultz, eds., Encyclopedia of Civil Liberties (Armonk, NY, 2005).
- Felix Frankfurter, John Vile and David Schultz, eds., Encyclopedia in Civil Liberties (Armonk, NY, 2005).
- Pardons and Clemencies, John Vile and David Schultz, eds., Encyclopedia of Civil Liberties (Armonk, NY, 2005).
- Abraham Lincoln's Identity as a Model for Modernity, Santosh Gupta, Prafulla C. Kar and Parul D. Mukherjee, eds., Rethinking Modernity (New Delhi: Pencraft International, 2005)
- With Frank J. Williams, Lincoln as an Advocate of Positive Government, in Kenneth Deutsch and Joseph R. Fornieri, eds., Lincoln's American Dream: Clashing Political Perspectives, Potomac Books, 2005
- Czech Republic's Social Policy, Tony Fitzpatrick, ed., International Encyclopedia of Social Policy (Routledge, 2006).
- The Impact of Abraham Lincoln's Constitutional Legacy: A Global Outlook, Lincoln Lore, (Summer 2006).
- "Introduction," W. Pederson and F. Williams, Creative Breakthroughs in Leadership, New Delhi: Pencraft International, 2007.
- "Revisiting Democracy's First Modern Executive: The American Presidency," Special Issue on Revisiting the Political, Lajwanti Chatani, Guest Editor, Journal of Contemporary Thought, Vol. 27, (Summer 2008)
- Earl Warren, David L. Hudson, David A. Schultz and John R. Vile, eds., Encyclopedia of the First Amendment 2 vols. (Washington, D.C.: CQ Press, 2008).
- "Introduction," F. Williams and W. Pederson, eds, Lincoln Lessons (Southern Illinois Univ. Press, 2009)
- "Crossing Borders to an International Lincoln," Lincoln Lessons (Southern Illinois Univ. Press, 2009)
- "Oregon's Loss, Democracy's Gain: How Oregon Nearly Ended Up With a Governor Named Lincoln," Oregon Quarterly, Vol. 88, No. 3 (Spring 2009)
- Presidential Pardoning, David Schultz, ed., Encyclopedia of the U.S. Constitution (NY: Facts on File, 2009).
- Abraham Lincoln, David Schultz, ed., Encyclopedia of the U.S. Constitution (NY: Facts on File, 2009).

**Marc J. Selverstone**  
**Condensed Vita**

Miller Center of Public Affairs  
2201 Old Ivy Road  
P.O. Box 400406  
University of Virginia  
Charlottesville, VA 22901-4406

(b)(6)

E-mail: selverstone@virginia.edu

**EDUCATION**

---

**OHIO UNIVERSITY**, Athens, OH, 9/93–6/00.

**CONTEMPORARY HISTORY INSTITUTE**

Ph.D., June 2000.

Dissertation Advisor: John Lewis Gaddis

**COLUMBIA UNIVERSITY**, New York, NY, 9/90–5/92.

**SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS**

Master of International Affairs, May 1992.

Specializing in International Policy Analysis and Management, with minor fields in International Economics, Western

**TRINITY COLLEGE**, Hartford, CT, 9/80–5/84.

Bachelor of Arts in Philosophy, May 1984.

**TEACHING**

---

**UNIVERSITY OF VIRGINIA**, Charlottesville, VA, 11/00–Present.

Associate Professor, Miller Center of Public Affairs, 8/08–Present.

Courses taught: *The Second World War*; *The Cold War in World History*; *U.S. Diplomatic History since 1914*; *America in Vietnam*; *The Cold War and Civil Rights*, *The Cold War*; *U.S. Involvement in World War II*, *The Cold War*.

**OHIO UNIVERSITY** Athens, OH, 9/00–11/00.

Visiting Assistant Professor, Department of History.

Courses taught: History 310B, *America, 1928-1945*; History 378, *Espionage and History*.

Instructor, Department of History, 9/95–6/00.

**DARIEN HIGH SCHOOL**, Darien, CT, 9/86–6/90.

Teacher, Department of History and the Social Sciences.

**PROFESSIONAL EXPERIENCE**

---

**MILLER CENTER OF PUBLIC AFFAIRS**, University of Virginia, Charlottesville, VA, 11/00–Present.

Associate Professor, *Presidential Recordings Program*, 8/08–Present.

Assistant Professor, *Presidential Recordings Program*, 11/00–8/08.

Director, "Digital Classroom Initiative," *WhiteHouseTapes.org*, March 2006–Present.

Executive Editor, *AmericanPresident.org*, 12/01–7/05.

Editor, *AmericanPoliticalDevelopment.org*, 2003–Present.

Presidential Oral History Program, August–December 2002.

**PUBLICATIONS**

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A. BOOKS AND SPECIAL VOLUMES

*Constructing the Monolith: The United States, Great Britain, and International Communism, 1945–1950* (Harvard University Press, 2009).

*The Kennedy Withdrawal: Camelot and the American Commitment to Vietnam* (under contract, Harvard University Press).

*The Presidential Recordings: John F. Kennedy*, vol. IV (W.W. Norton), associate editor, in progress.

*The Presidential Recordings: John F. Kennedy*, vol. V (W.W. Norton), co-editor, in progress.

*The Vietnam Recordings: LBJ, July 1964–July 1965* (University of Virginia Press), co-editor, in progress.

"The Politics of Troop Withdrawal," special issue of *Diplomatic History* (Blackwell), editor, in progress.

B. RECENT ARTICLES AND ESSAYS

"Window Into the White House," co-author, *Social Education*, vol. 72, no. 3 (April 2008), 130-135.

"Ernest Bevin," in *Encyclopedia of the Cold War*, ed. Ruud van Dijk, et.al., (New York: Routledge, 2008).

"Labour Party (British)," *Encyclopedia of the Cold War*, ed. Ruud van Dijk, et. al., (New York: Routledge, 2008).

"Getting it Even More Right: The Virtues of Comparative History," *History Matters!*, May 2006.

"JFK's Lessons for Iraq," *The Boston Globe*, March 9, 2006.

"The Past is More than Prologue: Reflections on the Cold War and the War on Terror," *Passport: The Newsletter of the Society for Historians of American Foreign Relations*, vol. 37, no. 1 (April 2006).

“Policy in the Making: A Look Inside the White House at War,” *OAH Magazine of History*, October 2004.

“The Ghost of Tonkin Gulf Still Haunts U.S. Politics,” September 20, 2004, *Ascribe*.

## PRESENTATIONS

### A. CONFERENCES

**Society for Historians of American Foreign Relations**, College Park, MD, 6/25/05. Commentator for panel, “With Us or Against Us: U.S. Policy towards Neutral States in Europe in the Second World War and the Early Cold War.”

**Society for Historians of American Foreign Relations**, College Park, MD, 6/24/05. Presented Paper, “The Past is More than Prologue: Reflections on the Cold War and the War on Terror.”

**Watson Institute for International Studies, National Security Archive, and Cold War International History Project**, St. Simon’s Island GA, 4/8–10/05. Conference on *Kennedy, Johnson, and Vietnam: The Impact of the Presidential Transition on the Course of the War, and its lessons for U.S. Foreign and Defense Policy*. Panelist: “What Kennedy Decided, October–November 1963.”

**Britain and the Culture of the Cold War**, *Institute of Historical Research, University of London*, 9/13/03. Presented paper, “The Rise of the Monolith: International Communism in U.S. and British Thought.”

**Miller Center Forum, Miller Center of Public Affairs, University of Virginia**, Charlottesville, VA, 7/14/03. Gave talk on “The Emergence of the Communist Monolith,” detailing American perceptions of international communism during the early Cold War.

**Society for Historians of American Foreign Relations**, Princeton, NJ, 6/24/99. Annual Meeting, Princeton University, Presented paper, “Visions of the Monolith: Imperial Consciousness and International Communism in U.S. and British Foreign Policy.”

“**Kennedy and Crisis Management: Cuba and Vietnam**,” Washington, D.C., 7/9/08. Led sessions on President Kennedy and his handling of the Cuban Missile Crisis and the Vietnam escalation for the West Morris Regional High School District (NJ) as part of its “Defining Freedom—Teachers as Students: Implementing the History Lab” project, funded by a U.S. Department of Education “TAH” Grant.

### B. ORGANIZATIONS

American Historical Association

National Council for History Education

Organization of American Historians

Society for Historians of American Foreign Relations

Virginia Council for History Education

**DANIEL H. USNER, JR.**  
**Department of History**  
**Vanderbilt University**

Condensed Vita

Education

- 1981 Ph.D. History, Duke University  
1976 M.A. History, Duke University  
1975 B.A. History, The Johns Hopkins University

Teaching Career

- 2003- Holland McTyeire Professor of History, Vanderbilt University  
2002- Professor, Department of History, Vanderbilt University  
1999-2002 Director, American Indian Program, Cornell University  
1997-2002 Professor, Department of History, Cornell University  
1994-95 Senior Fulbright Professor, Amerika-Institut, University of Munich

Major Publications

- Indian Work: Language and Livelihood in Native American History (Cambridge, MA: Harvard University Press, 2009)
- "Back-Of-Town in the Atlantic World: The Meaning of the Eighteenth Century in New Orleans," Xavier Review 28(Fall 2008), 53-68
- "The Significance of the Gulf South in Early American History," Coastal Encounters: Confrontations, Accommodations, and Transformations in the Eighteenth Century, ed. Richmond Brown (Lincoln: University of Nebraska Press, 2007), 13-30
- "American Indians in Colonial New Orleans," Powhatan's Mantle: Indians in the Colonial Southeast, Revised and expanded edition, ed. Gregory Waselkov (University of Nebraska Press, 2006),
- "Between Creoles and Yankees: The Discursive Representation of Colonial Louisiana in American History," French Colonial Louisiana and the Atlantic World, ed. Bradley G. Bond (Baton Rouge: Louisiana State University Press, 2005), 1-21
- "Remapping Boundaries in the Old Southwest, 1783-1795," George Washington's South, eds. Warren Gregory O'Brien and Tamara Harvey (Gainesville: University Press of Florida, 2004), 23-41
- "Borderlands," Blackwell Companion to Colonial American History, ed. Daniel Vickers (Oxford: Blackwell Publishers, 2003), 408-24
- "The Facility Offered by the Country': The Creolization of Agriculture in the Lower Mississippi Valley," Creolization in the Americas, eds. David Buisseret and Steven G. Reinhardt (College Station: Texas A&M University Press, 2000), 13-36
- "Iroquois Livelihood and Jeffersonian Agrarianism: Reaching behind the Metaphors and Models," Native Americans and the Early Republic, eds. Frederick E. Hoxie, Ronald Hoffman, and Peter J. Albert (Charlottesville: University Press of Virginia, 1999), 200-25
- "Frontier Exchange and Cotton Production: The Slave Economy in Mississippi, 1796-1836," Slavery & Abolition 20(April 1999), 24-37.
- American Indians in the Lower Mississippi Valley: Social and Economic Histories (Lincoln: University of Nebraska Press, 1998)
- "Indian-Black Relations in Colonial and Antebellum Louisiana," Slave Cultures and the Cultures of Slavery, ed. Stephan Palmié (Knoxville: University of Tennessee Press, 1995), 145-61

Work in progress

- "Crafting a Traditional Community in Progressive America: Chitimacha Indian Basketry, 1880-1940"  
(book manuscript in progress)
- "American Indian History from 1500 to the Present" (textbook contracted with Longman)

- “A Savage Feast They Made Of It’: John Adams and American Indians” (essay presented as the Richard S. Wells Lecture in Early American History at the University of North Carolina Greensboro, October 22, 2009)
- “Rescuing Early America from National Narratives: A New Comparative Approach to New France and the Lower Mississippi Valley” (essay presented at “Territorial Crossings: Histories and Historiographies of the Early Americas,” a workshop at The Huntington Library, May 21-22, 2009)
- “Colonial Projects and Frontier Practices: The First Century of New Orleans History” (chapter in Frontier Cities, eds. Jay Gitlin, Barbara Berglund, and Adam Arenson, currently being peer-reviewed for publication by Oxford University Press)

Courses recently taught at Vanderbilt University

American Indian History, 1500-1850  
 American Indian History, 1850 to the present  
 American History from Discovery to Revolution  
 United States History before the Civil War  
 Introduction to Historical Methods and Research (Graduate Seminar)  
 History Workshop: North American Colonies  
 Indians in Eastern North America  
 Indigenous Peoples in the Cultural Imagination  
 Graduate Seminar in Early American History  
 Graduate Seminar in Comparative History  
 History of New Orleans

Recent and current services outside Vanderbilt

American Institute for History Education, Professional Development Program for Teachers of American History, School District of Clay County, Florida, September 20-22, 2006, Orange County (FL) Public Schools, December 6, 2007, Indianapolis Public Schools, February 2, 2008, Montgomery (AL) Public Schools, May 30, September 27, 2008  
 National Council for History Education colloquia, Thorne Bay, Alaska, Feb. 7-10, 2002, Los Angeles Unified District J, Feb. 10-14, 2003, Honolulu, July 7-10, 2003, Los Angeles Unified District J, Jan. 26-30, 2004, Jan. 24-27, 2005, Escanaba, Michigan, June 13-16, 2005, Bourbon County, Kentucky, June 18-20, 2007, Hampton, Virginia, July 8-10, 2009, Charleston, WV, November 6-7, 2009

V. ELAINE THOMPSON

(b)(6)

Department of History  
Louisiana Tech University  
P.O. Box 8548  
Ruston, LA 71272

FAX (318) 257-4735  
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elainet@latech.edu

EDUCATION

Ph.D. in History, January 2003, Rice University

- dissertation entitled, "Southern Small Towns: Society, Politics, and Race Relations in Clinton, Louisiana, 1824-1880," directed by John B. Boles
- fields of study: - Southern history, 19th Century America with John B. Boles  
- Legal and Constitutional history with Harold M. Hyman  
- Caribbean history with Edward L. Cox

M.A. in History, May 1997, Rice University

B.A. in History, *summa cum laude*, with departmental honors, May 1994, Centenary College of Louisiana

WORK EXPERIENCE

Assistant Professor, Department of History, Louisiana Tech University, Fall 2004-present

Assistant Professor of History and Graduate Faculty, Department of Social Sciences,  
Northwestern State University, Fall 2002-August 2004

Visiting Instructor of History, Department of History and Political Science, Centenary College of Louisiana, Fall 2001

Research Assistant, *The Papers of Jefferson Davis*, 1994-2001

Student Archives Assistant, Woodson Research Center, Special Collections, Rice University,  
1997-1998

PROFESSIONAL TRAINING

"Incorporating Service Learning into Academic Offerings," Louisiana Tech Faculty  
Development Course, UNIV 489, Fall 2008

NEH Summer Institute, "African-American History as Public History: South Carolina as a Case  
Study," University of South Carolina, Columbia, SC, July-August 2007

"Service Learning: An Integral Learning Component," Louisiana Tech Faculty Development  
Course, EDCI 489, Fall 2006

GIS training, National Park Service, Cultural Resources Geographic Information Services  
National Center for Preservation Technology and Training, Sept. 22-24, 2004

National Historical Publications and Records Commission Institute for the Editing of Historical  
Documents, Madison, Wisconsin, June 21-27, 1999

PUBLICATIONS

*Southern Small Towns: Society, Politics, and Race Relations in Clinton, Louisiana, 1824-1880*,  
Accepted for publication by Center for Louisiana Studies, University of Louisiana –  
Lafayette, and currently under revision

"Lunacy and the Law: Paternalism, Due Process, and the Louisiana State Insane Asylum,"  
*Louisiana History*, under consideration

"Museum Internships from the Academic Perspective," *AASLH History News*, under  
consideration

"The Battle for Beauvoir: Who Won the Lost Cause," *Journal of Mississippi History*,  
Forthcoming

## PRESENTATIONS

- Roundtable Chair & Discussant: "The Transformative Power of Knowledge," American Association of State and Local History, Rochester, New York, September 2008
- Roundtable Discussant: "Teaching History in Louisiana Colleges and Universities," Louisiana Historical Association Meeting, Lafayette, Louisiana, March 2008
- "The Problems with Jamestown," Historical Happenings Series, Lincoln Parish Library, October, 2007
- "Public History Internships from the Academic Perspective," American Association of State and Local History National Meeting, Atlanta, Georgia, September, 2007
- "Why is Alexander Hamilton on the Ten-Dollar Bill," Historical Happenings Series, Lincoln Parish Library, April 2007
- "Bulldozing John Gair: The Forgotten Assassination of a Black Republican Leader," Louisiana Historical Association Meeting, Lafayette, Louisiana, March 2003.
- "From Homefront to Battlefield: The Civil War in Clinton, Louisiana," Louisiana Historical Association Meeting, Hammond, Louisiana, March 2001.
- "The Battle for Beauvoir: Who Won the Lost Cause?" Seventeenth Annual Gulf South History and Humanities Conference, Hammond, Louisiana, October 1998.

## EXHIBITS

- "Focus on..." series: Glimpses of Russia, Spring 2008; Glimpses of China, Spring 2007; funded by Louisiana Tech University College Liberal Arts
- Broken Pieces: Rural Louisiana After the Hurricanes" exhibit, 2006-2007, funded by ULS Serves
- 150th Anniversary historical exhibit, Town of Clinton, Louisiana, November 2002

## Condensed CV – G. Howard Hunter

### EDUCATION

- Tulane University – Master of Arts in American History, 1996
- Harvard Graduate School of Education – Master of Education, 1987
- Georgetown University – Bachelor of Arts in History, 1979

### PROFESSIONAL EXPERIENCE

- Metairie Park Country Day School 1982 – Present
- History Teacher (1982- present) A.P. United States History and A.P. Modern European
- Department Chair – 1991-2002
- Curriculum Chair K- 12 1996 – present
- Academic Dean – 2007 - present

### Louisiana Endowment for the Humanities 2003 – Present

- Master Teacher Coordinator for Teacher Summer Institutes
- Named Senior Educational Consultant in 2008
- Consultant 2001 – Present
  - Conducted 18 American history teacher Workshops in 8 states for the National Council for History Education, American Institute for History Education, and Orleans Parish Public Schools

### COMMITTEES AND ORGANIZATIONS

#### Louisiana Historical Society – President

#### Louisiana Historical Association

- Chairman, Committee on the Teaching of History 1998-2001
- Executive Committee 2008 -

### PUBLICATIONS

“Why the Humanities Matter,” *Louisiana Cultural Vistas*, Fall, 2009

“If Only the Looters Had Read Hobbes,” *Times Picayune*, November 4, 2005

“The Politics of Resentment: Unionist Regiments and the New Orleans Immigrant Community, 1862-1864”

*Louisiana History*, Spring 2003 Vol. XLIV, No. 2

“Curriculum Watch: Louisiana” *History Matters*, 13 (January 2001)

“Did You Hear the One About Plato,” *Newsweek*, November 14, 1994

### SPEECHES

Massachusetts Chapter of the American College of Surgeons, *New Orleans and the Challenge of History*, December 2007 and *The Lost Cause Revisited: One Hundred and Thirty Years of Southern Defeat*, December 9, 2000.

Virginia Association of Independent Schools, *A History of History Curricula*, April 19, 2002.

Louisiana Historical Society, *The New Orleans Immigrant Community During the Civil War*, May 8, 2001.

### HONORS

Recipient of the Humanities High School Teacher of the year Award given by the Louisiana Endowment for the Humanities 2002

Named a Distinguished Teacher by the White House Commission on Presidential Scholars, 1995



## Appendix 2

### Memoranda of Understanding and Letters of Support



# CADDO PARISH SCHOOL BOARD

POST OFFICE BOX 32000 • 1961 MIDWAY STREET • SHREVEPORT, LOUISIANA 71130-2000

AREA CODE 318 • TELEPHONE 603-6300 • FAX 631-5241

Gerald D. Dawkins, Ed. D.  
Superintendent

March 11, 2010

Dr. Michael Sartisky  
Executive Director/President  
Louisiana Endowment of the Humanities  
938 Lafayette Street, Suite 300  
New Orleans, LA 70113

Dear Dr. Sartisky:

The state-mandated Louisiana comprehensive curriculum and grade level expectations are the core to what teachers are responsible for teaching. These documents include:

- Model unit lesson plans for teaching the various units in the American History curriculum
- Model constructed-response items that correlate with specific units in the curriculum
- Unit and semester assessments along with a scoring rubric
- Collections of unit resources for the American History curriculum
- Specific content mapping for the American History curriculum

The majority of the American History curriculum has been placed at three different grade levels. At the fifth grade level, students will study the historical beginnings of people in the Americas to the rising tensions between American colonists and the British up to 1763. Seventh grade students will study American History beginning with the American Revolution (1776) through the Reconstruction Period (1877). Finally, high school students will research American History starting with the Industrial Nation (1865) until the present. The primary goal of the *Teaching American History Grant* would be to increase teacher content knowledge in order to impact student learning at each level of American History instruction.

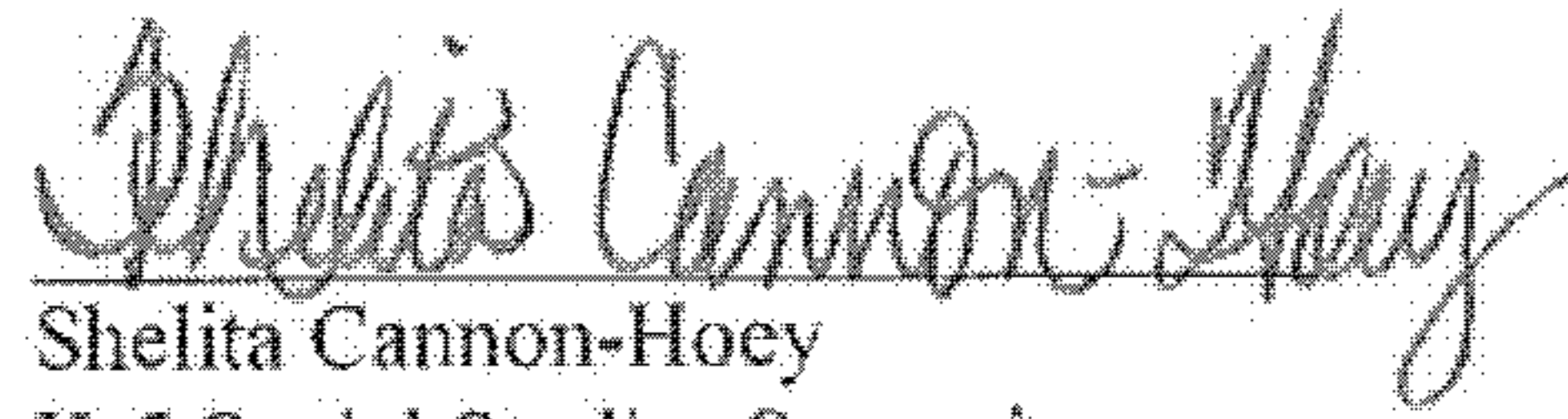
*Teaching American History Institutes* are multifaceted and would provide an outstanding venue for our American History teachers to learn ways to effectively impart rigor and relevance in their classrooms. A goal of the institutes would be to have at least one high school American History teacher at each site that is qualified to teach advanced placement American History courses and also teach dual enrollment American History courses. Attending the Institutes will ensure that American History teachers participate in appropriate graduate level courses and other professional development activities that will result in the successful implementation of the written curriculum.

The *Teaching American History Grant* would further enhance our district's plan to address the Superintendent's Target Schools (*all schools that are underperforming schools*). Workshops will be planned to assist teachers in using online resources and primary documents to enhance student engagement in the teaching of American History. Beginning with the 2010-2011 academic school year, all of our high schools will be on the A/B Block schedule. The *Teaching American History Grant* will allow for ongoing professional development for all American History teachers to get a greater depth of the course content in order to further implement the strategies needed for teaching American History in the A/B Block.

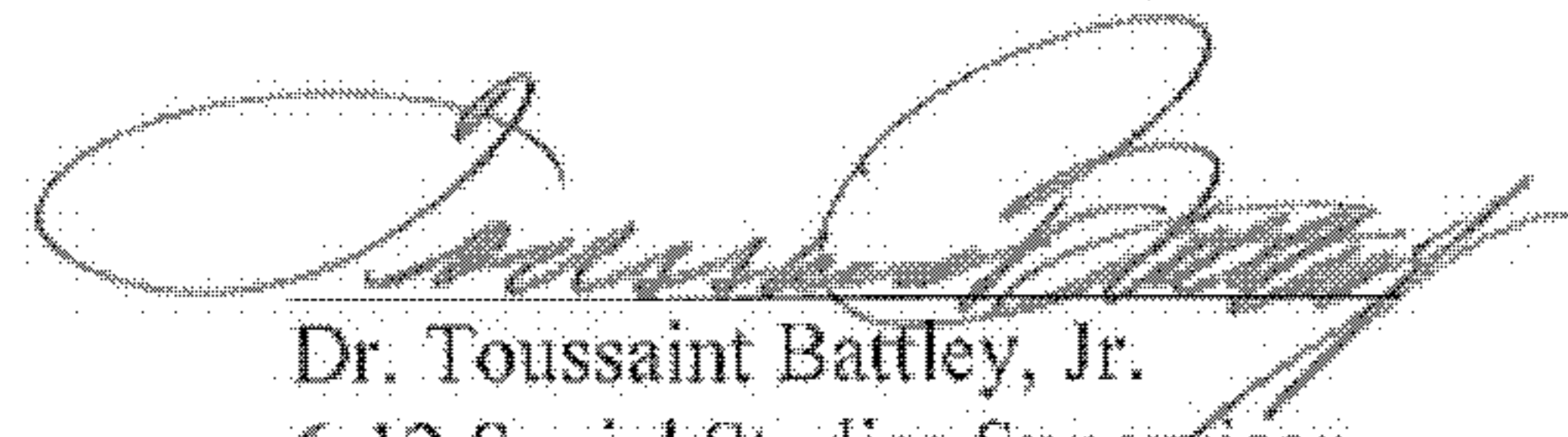
It is critical that our students develop a keen sense of historical time and perspective as they study the history of our country. The work teachers produce in the *American History Institutes* could be compiled into model lesson plans, constructed-response items, assessments, unit resources, model activities, and content mapping. These products will enhance the quality of American History instruction throughout the district. Elementary teachers would collaborate as a cohort and provide professional development to other teachers within the district. Our ultimate goal is to raise the achievement level of students in American History at all levels.

Therefore, it is with great pleasure that we write to you in support of the *Teaching American History Grant*. We are excited by the news that our teachers in Caddo Parish may be afforded a wonderful opportunity to work with the Louisiana Endowment for the Humanities and Louisiana State University in Shreveport (LSU-S) over the next five years. Please let us know if there is anything we can do to assist you further in this endeavor.

Sincerely,

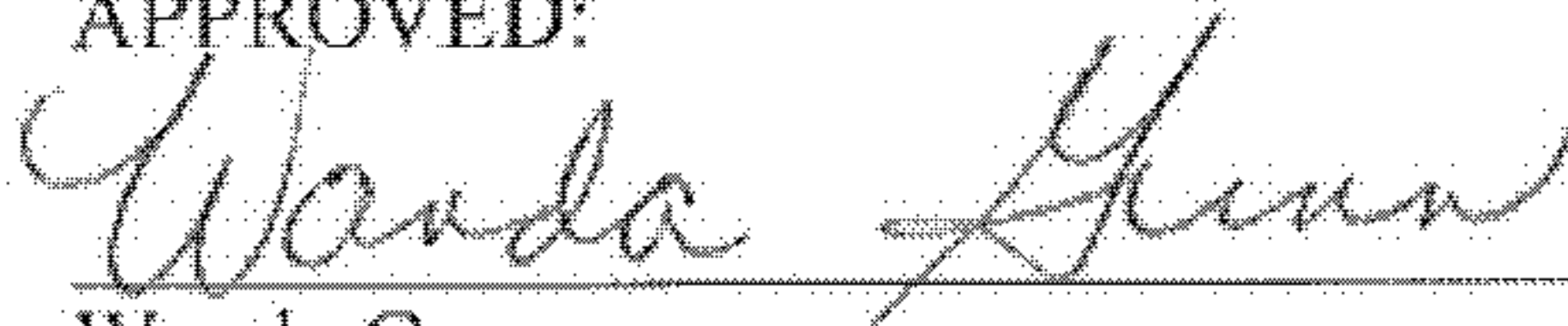


Shelita Cannon-Hoey  
K-5 Social Studies Supervisor

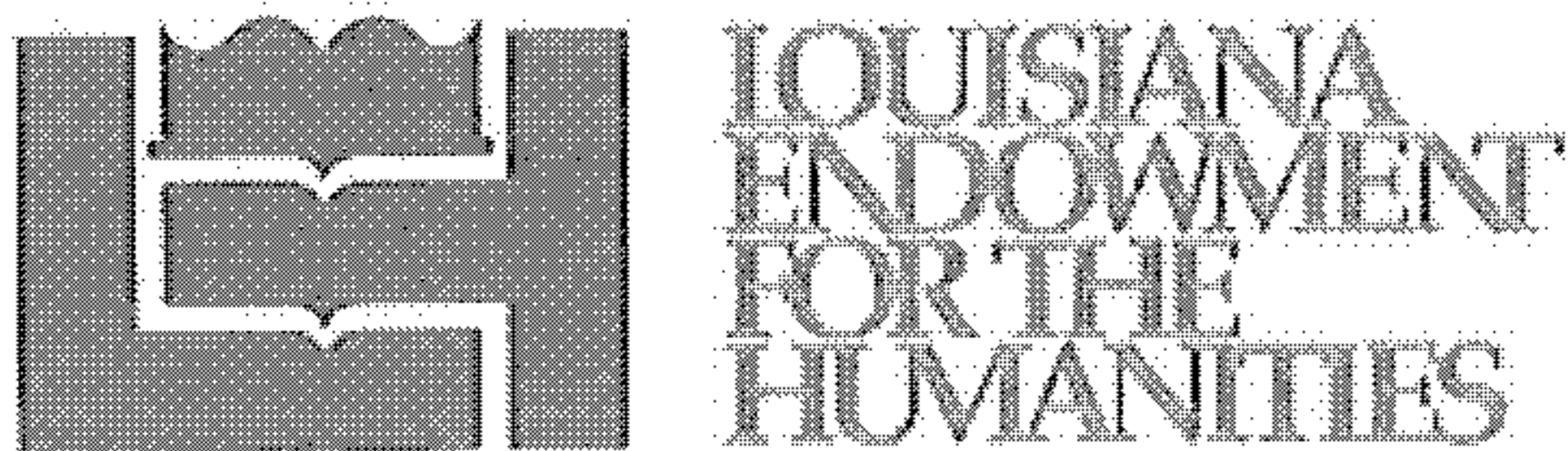


Dr. Toussaint Battley, Jr.  
6-12 Social Studies Supervisor

APPROVED:



Wanda Gunn  
Assistant Superintendent of Academic Affairs



Louisiana Humanities Center at Turners' Hall  
938 Lafayette Street, Suite 300  
New Orleans, Louisiana 70113  
504.523.4352

**Cooperative Agreement between the Caddo Parish Public School District and  
Louisiana Endowment for the Humanities**

This Cooperative Agreement between Caddo Parish Public School District (CPPSD) and the Louisiana Endowment for the Humanities (LEH), made and entered into this Feb. 17, 2010 is to define and govern the partnership to fulfill the provisions of their joint application to the United States Department of Education for a Teaching America History Grant.

Both parties agree to cooperate fully and in a timely manner with one another in providing all information and reports required by the grant process, including the application, implementation and reporting procedures.

Both parties agree to fulfill all their respective roles and activities as defined by the application to the United States Department of Education.

The LEH shall be responsible for the obligation and disbursement of all funds in accordance with the approved project budget and the requirements of the U.S. Department of Education.

LEH, as the managing partner of the grant, shall be responsible for drafting the grant proposal, and if approved, for all oversight, administration, implementation, and reporting (both fiscal and programmatic) for all aspects of the grant, except for those specifically delegated to CPPSD. CPPSD will designate the LEH as an AOR with Grants.gov for this application process.

LEH will make provision for an annual audit of its funds, to be approved by the Legislative Auditor of the State of Louisiana, as per current state law.

CPPSD will oversee teacher recruitment and enrollment as per the provisions of the proposal. CPPSD will provide the LEH all data necessary to fulfill the terms of the project evaluation. CPPSD will designate a system coordinator(s) to work directly with the LEH in the implementation of the grant.

This agreement will remain in effect during the lifetime of this grant. It can amended only by the consent of and mutual agreement between CPPSD and the LEH.

In witness thereof, the parties hereto agree to the above provisions as executed by their respective officers duly authorized as of the day and year written above.

Mary G. Stammel  
Witness

Dr. Gerald D. Dawkins  
Dr. Gerald Dawkins, Superintendent  
Caddo Parish Public School District

[Signature]  
Witness  
FEB 17 2010

Michael Sartisky  
Michael Sartisky, Ph.D., President  
Louisiana Endowment for the Humanities

# THE GILDER LEHRMAN INSTITUTE of AMERICAN HISTORY

## Memorandum of Understanding Caddo Parish, LA

The Gilder Lehrman Institute of American History (GLI) is pleased to participate in this Teaching American History Grant application with **Caddo Parish**. This memorandum of understanding covers GLI participation from September 2010-August 2013, and will take effect only if and when **Caddo Parish** are awarded a Teaching American History Grant from the U.S. Department of Education to fund the project. In the event **Caddo Parish** TAH program is selected for a federally funded one- or two-year extension of their TAH grant program starting in September 2013 and continuing through September 2014 or September 2015, GLI is pleased to continue our participation as tentatively described below and as is mutually acceptable to **Caddo Parish** and GLI and in accordance with US Department of Education Teaching American History Grant extension regulations in effect at the time of the extension process.

### Content & Scholars

The following scholars, leading experts in relevant fields, have agreed to lead GLI TAH staff development workshops, pending availability. Final reading selections will be made in consultation with the school district and scholar prior to the scheduled workshop. The Gilder Lehrman Institute will work with you to tailor program design and to customize all content based on your topic and needs, and to coordinate all historians, master teachers, and tours. GLI will provide all honorarium and travel expenses for historian(s), master teacher(s), and on-site coordinators. School districts are responsible for any travel, accommodations, and meals for district participants.

### Partnership Services & Resources

**Caddo Parish** have chosen to partner with the Gilder Lehrman Institute for three years, at a minimum total remittance to GLI of \$30,000 in three annual amounts of \$20,000 (Year 1: 2010-2011,) and \$10,000 (Year 2: 2011-2012). In the event that **Caddo Parish** TAH program is selected for a federally funded one- or two-year extension of their TAH grant program starting in September 2013, GLI will continue their participation as described below and **Caddo Parish** will provide an additional minimum remittance to GLI of \$20,000 in two annual amounts of \$10,000 (Year 4: 2013-2014 and Year 5: 2014-2015).

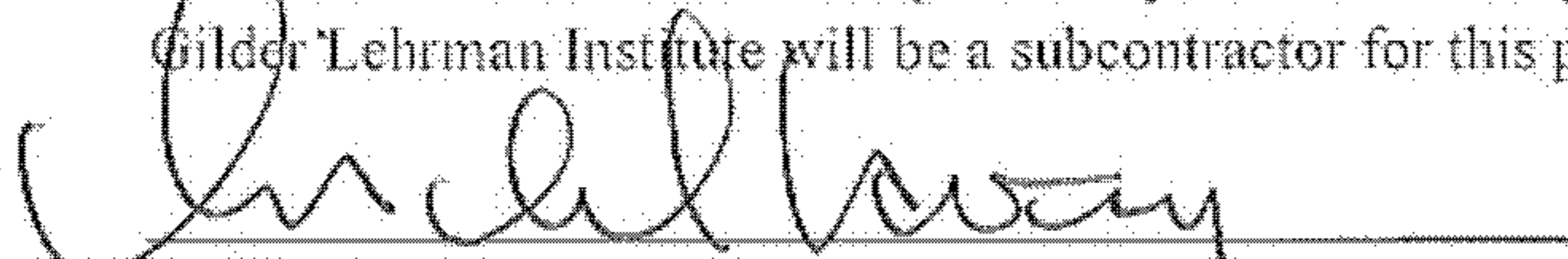
### School District Responsibilities

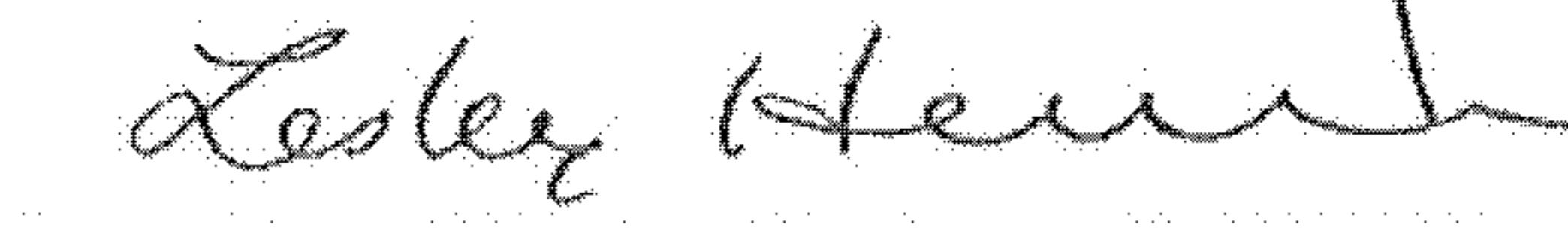
**Caddo Parish** will provide the following:

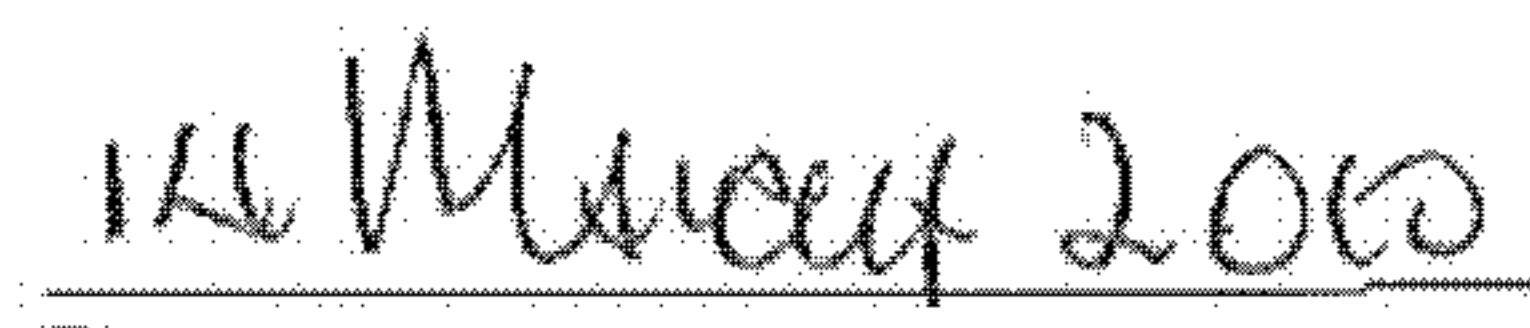
- A manager of the grant project to facilitate local arrangements.
- Recruitment of participating teachers and district personnel.

### Conclusion

**Caddo Parish** will assume responsibility for fiscal management for the duration of the grant award period. The Gilder Lehrman Institute will be a subcontractor for this project.

  
\_\_\_\_\_  
Caddo Parish

  
\_\_\_\_\_  
Dr. Lesley S. Herrmann, Executive Director  
Gilder Lehrman Institute of American History

  
\_\_\_\_\_  
Date

February 24, 2010  
\_\_\_\_\_  
Date



March 2, 2010

Dr. Michael Sartisky  
Louisiana Endowment for the Humanities  
938 Lafayette Street, Suite 300  
New Orleans, LA 70113-9930

Dear Dr. Sartisky:

We are pleased to continue our longstanding relationship with you and the LEH, and support your efforts to improve humanities education in this state. The previous three-year TAH project made a significant impact on teachers and students in Caddo and Bossier parishes, and we are eager to participate in another TAH project, and wholeheartedly support your grant application.

We understand that the grant will enable the LEH to

- Plan and schedule, after consulting with the Caddo Parish school system and LSU Shreveport, specific topics and faculty for three summer institutes for local teachers of history,
- Provide stipends and materials for teachers who successfully complete the institute,
- Pay the university for faculty salaries and related fringe benefits, for certain fees required by the state from all students, and for limited operating expenses.

For our part, LSU Shreveport will

- Provide tuition waiver for teachers enrolling in the institutes,
- Award graduate credit to those who successfully complete the institute, and
- Provide "smart" classrooms for the institutes.

In addition to the above, the university has further resources of particular interest to historians and those who teach history.

- The Noel Memorial Library Archives serves as a central location for the preservation and study of documents important to the history of northwest Louisiana.
- The International Lincoln Center collects and preserves documents and artifacts related to the study of Abraham Lincoln and his times. The Center has sponsored numerous LEH summer institutes, and annually awards fellowships to local history teachers to participate in the Colonial Williamsburg Summer Teacher Institute.

ONE UNIVERSITY PLACE  
SHREVEPORT, LA 71115-2399

TELEPHONE  
318-797-5200

FAX  
318-797-5180

[www.lsus.edu](http://www.lsus.edu)

A MEMBER OF THE LSU SYSTEM


Dr. Michael Sartisky  
Page 2  
March 2, 2010

- The Pioneer Heritage Center comprises six plantation structures, including Caspiana House (from Caspiana Plantation), which is listed on the National Register of Historic Places. The Center serves as a history laboratory for institute participants.

We appreciate the opportunity to once again take part in this effort to improve the teaching of American history.

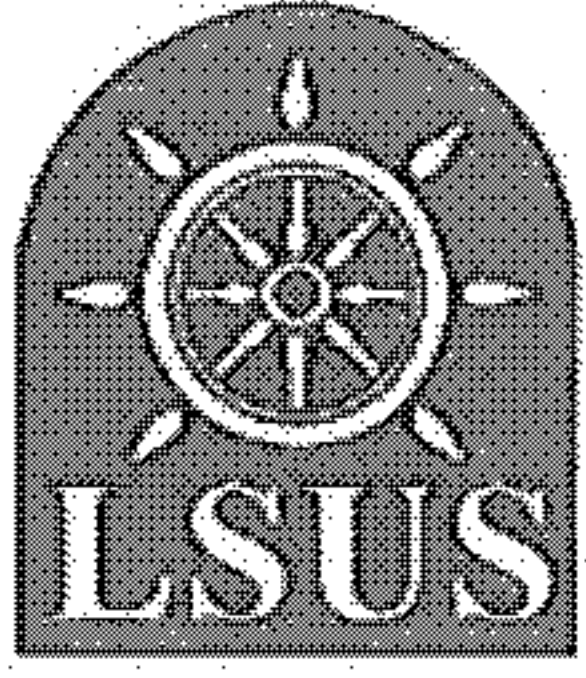
Sincerely,

  
Vincent J. Marsala  
Chancellor

  
Paul Sisson  
Provost & Vice Chancellor  
for Academic Affairs

---

From: Dave Anderson [mailto:davida@latech.edu]  
Sent: Monday, March 08, 2010 12:28 PM  
To: John Kemp



# Louisiana State University in Shreveport

*International Lincoln Center for American Studies*

February 24, 2010

Mr. John R. Kemp  
Deputy Director  
Louisiana Endowment for the Humanities  
938 Lafayette Street, Suite 300  
New Orleans, LA 70113

Dear John:

It is a pleasure to learn about the TAH grant proposal for the Caddo Parish school system. I have reviewed the description of the Summer Institutes proposed for 2011 to 2015 and am prepared to serve as the faculty director of the Secondary School Teachers Summer Institutes on:

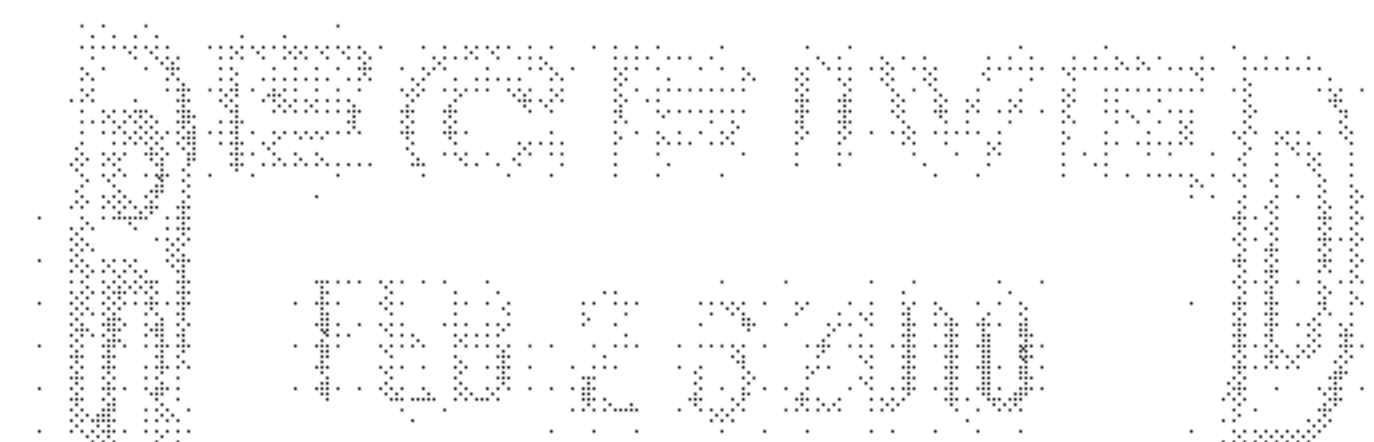
1. U. S. History from the Gilded Age to World War I
2. U. S. History: The 1920s and the Great Depression
3. World War II and the American Home Front
4. Mr. Lincoln's War and Reconstruction
5. The United States in the Post Cold War

As you know, I have directed five previous Summer Teacher Institutes for Secondary Teachers (including two TAH Institutes); direct the only presidential conference series in the South which has covered the topics of the proposed Institutes; and authored or edited 25 books dealing with these topics.

Our local teachers will be delighted if they are given the opportunity to participate in the proposed Institutes.

Sincerely,

William D. Pederson, Ph. D.  
American Studies Endowed Chair  
and Director



*A Member of the LSU System*

One University Place • Shreveport, Louisiana 71115-2399 • 318-797-5138 • Fax 318-795-4203

[www.lsus.edu/lincoln](http://www.lsus.edu/lincoln) - [william.pederson@lsus.edu](mailto:william.pederson@lsus.edu)



Subject: RE: TAH Ouachita

Dear John:

I agree to teach the TAH course in Caddo Parish on 20th-century U.S. history, titled "The U.S. Enters a Cold War" which is scheduled for June 2014. I have attached a sheet that contains my revised biography and my salary information. I have also attached my updated C.V.

Thank you for this opportunity, and I am looking forward to conducting my TAH course in Ouachita Parish this upcoming summer.

Regards,

Dave

David M. Anderson, Ph.D.  
Associate Professor of History  
Louisiana Tech University

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March 3, 2010

John R. Kemp  
Deputy Director  
Louisiana Endowment for the Humanities  
938 Lafayette St., Suite 300  
New Orleans, LA 70113

Dear John,

I have examined the proposed TAH schedule for the Caddo Parish School Board. I am very interested in teaching in this program, as I have in the past. I look forward to working with you and the Louisiana Endowment of the Humanities. Please feel free to contact me if I can be of assistance.

Sincerely,

Gary D. Joiner  
Associate Professor of History LSU in Shreveport

---

John R. Kemp  
Deputy Director  
Louisiana Endowment for the Humanities  
938 Lafayette St., Suite 300  
New Orleans, LA 70113  
February 26, 2010

Dear Mr. Kemp,

I am happy to accept the offer to teach in the Caddo Parish/Louisiana Endowment for the Humanities program, should your grant application be funded.

During the past several years, I found my participation in the Teaching American History Grant to be very rewarding. I was a truly wonderful experience to be able to develop new courses and to generate friendships with teachers in our community.

The five courses outlined in your proposal should go a long way toward providing necessary curricular development for delta-parish school teachers.

Sincerely,

V. Elaine Thompson  
Assistant Professor of History  
Louisiana Tech University  
P. O. Box 8548  
Ruston, LA 71272

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February 25, 2010

Louisiana Endowment for the Humanities  
938 Lafayette St., #300  
New Orleans, LA 70113

Gabriela Hernandez, Department Director of Education Department  
Louisiana State Museum  
PO Box 2448  
New Orleans, LA 70115

Dear Louisiana Endowment for the Humanities,

The Louisiana State Museum (LSM) is pleased partner with you for your proposed Teaching American History grant. As per our discussion, the LSM will host a presentation for history teachers addressing how they can access LSM's rich collection of documents, maps and images for integration into their classroom. The list below provides an overview of LSM's collection resources for potential use:

- French colonial period: the Code Noir, signed by King Louis XIV
- Spanish colonial period: 1790s maps of Spanish North American holdings
- Early American period: paintings depicting the Battle of New Orleans
- Ante-bellum period: slave sale documents
- Civil War: a letter from Abraham Lincoln regarding the voting rights of freedmen
- Reconstruction: broadside illustrating African American office holders
- Gilded Age: images of early lumber industry and plantation culture
- 20<sup>th</sup> century/Huey Long: broadsides illustrating Long's populist agenda

We look forward to working with you in this exciting project.

Best wishes,  
Gabriela Hernandez

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-----Original Message-----

From: epartridge@selu.edu [mailto:epartridge@selu.edu]  
Sent: Tuesday, February 23, 2010 6:19 PM  
To: John Kemp  
Cc: Shirley.Jacob@selu.edu  
Subject: Letter

Dear John,

I am writing to accept your invitation to conduct a workshop entitled "Treasure Hunting at the Library of Congress." This presentation will help participants learn about the numerous teaching resources available at the Library of Congress, as well as how teaching with primary sources can enhance students' knowledge of history and improve their critical thinking and analytical skills. The workshop will include a combination of lecture, demonstration, and hands-on activities, using artifacts and realia, as well as materials from the Library's online collection.

Sincerely,  
Dr. Elizabeth Partridge,  
Assistant Director Library of Congress TPS-Louisiana

---

**From:** White, Briana Zavadil [mailto:WhiteBZ@si.edu]  
**Sent:** Tuesday, February 23, 2010 2:25 PM  
**To:** John Kemp  
**Cc:** Niepold, Suzannah  
**Subject:** NPG and SAAM: TAH in Louisiana

John,

This email is to inform you that the National Portrait Gallery and Smithsonian American Art Museum education departments would be more than happy to conduct a workshop on "Teaching American History through Art" for your upcoming TAH program, during the summer 2013. We will utilize the art in our respective collections as a springboard into a conversation about history and biography. Specifically, the two educators responsible for this workshop would be:

Briana Zavadil White, School and Teacher Program Coordinator, National Portrait Gallery  
And Suzannah Niepold, Teacher Program Coordinator, Smithsonian American Art Museum

We will provide classroom resources for the teachers participating in the workshop. The grant will provide an honoraria of \$500 to each facilitator, plus cover the cost of travel expenses.

We look forward to working with you.

Best regards,

s/Briana Zavadil White  
School and Teacher Program Coordinator  
National Portrait Gallery  
Phone: 202-633-8503  
Fax: 202-633-8521  
Email: [whitebz@si.edu](mailto:whitebz@si.edu)



## *National Archives and Records Administration*

700 Pennsylvania Avenue, NW  
Washington, DC 20408-0001

February 23, 2010  
John R. Kemp  
Deputy Director  
Louisiana Endowment for the Humanities  
938 Lafayette St., Suite 300  
New Orleans, LA 70113

Dear Mr. Kemp:

I would be delighted to accept your request to conduct a teacher workshop for the Caddo Parish School District and the Louisiana Endowment for the Humanities on an agreed upon date in the spring of 2012. I will provide sessions for your elementary, middle school, and high school American History teachers called *Cool Educator Tools from the National Archives*.

The workshop participants will enjoy a host of ideas and resources from the National Archives in Washington, D.C. New online resources and activities specifically designed for teachers K-12 and beyond will be shared. Effective methods for teaching with primary sources will be modeled. Document-based activities correlated to national academic standards will be conducted in small groups. Time to demonstrate and time to explore the awesome National Archives website will provide teachers access to primary source documents, lesson plans, contextual information, compelling activities, and more.

The National Archives will ask you to reimburse me for all expenses for travel, for the per diem, and all other costs associated with this travel.

I look forward to my trip to Louisiana and to meet you and your teachers.

Respectfully,

s/David Rosenbaum  
Education Specialist  
National Archives and Records Administration  
700 Pennsylvania, NW  
Washington, D.C. 20408

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February 23, 2010

John R. Kemp  
Deputy Director  
Louisiana Endowment for the Humanities  
938 Lafayette St., Suite 300  
New Orleans, LA 70113

Dear Mr. Kemp:

Thanks for the invitation to serve as a guest scholar if your application for a Teaching American History grant to Caddo Parish schools is successful. I have participated in many Teaching American History programs around the nation, but this opportunity to present material on the history of southeastern Native Americans to teachers in Louisiana is especially exciting.

I have been teaching Native American History to university students for nearly thirty years, and most of my scholarship is devoted to change and continuity among Native American communities in the lower Mississippi Valley. Indians, Settlers, and Slaves in a Frontier Exchange Economy (1992) is a study of Indian-colonial relations over the eighteenth century, and American Indians in the Lower Mississippi Valley (1998) carries my inquiry through the 19<sup>th</sup> century. My book published last spring, Indian Work (2009), includes two chapters that are fully devoted to southeastern Indian history. I am currently doing research on Native Americans in Louisiana during the early 20<sup>th</sup> century.

Sincerely,

s/Daniel H. Usner, Jr.  
Holland M. McTyeire Professor of History  
Vanderbilt University

---

**From:** Selverstone, Marc (ms9pc) [mailto:ms9pc@eservices.virginia.edu]  
**Sent:** Friday, February 19, 2010 4:16 PM  
**To:** John Kemp  
**Subject:** RE:

Dear John,

Thank you very much for the invitation to participate in a "Teaching American History" Grant program with teachers from Caddo Parrish in northwest Louisiana. I'd be pleased to participate and to offer a lecture and primary-documents working session on the Cold War. In return, I would request an honorarium of \$1,000/day in addition to a stipend of \$500 to cover the cost of being out of the offer for two extra travel days in addition to my work day, as well as reimbursement for all expenses incurred as part of my travel. I have attached my c.v. with this e-mail. Thank you very much for thinking of me. I wish you the very best of luck with the grant application.

Regards,  
Marc Selverstone

---

**James E. Barr, Ed.D., C.E.**  
**Evaluation Specialist**  
402 West 2<sup>nd</sup> Street  
Thibodaux, LA 70301

February 22, 2010

John R. Kemp  
Deputy Director  
Louisiana Endowment for the Humanities  
938 Lafayette St., Suite 300  
New Orleans, LA 70113

Dear Mr. Kemp,

I am submitting this letter as evidence of my commitment to provide professional evaluation support to the TEACHING AMERICAN HISTORY (TAH) Program as supported under the Louisiana Endowment for the Humanities (LEH), Caddo Parish School Board and other regional school systems in northwest Louisiana. I have over 30 years of large and small scale assessment and evaluation experience with local, state, federal programs, and non-profit and for-profit organizations. I am have evaluated seven "TEACHING AMERICAN HISTORY projects in Louisiana since 2001 and I am currently engaged in evaluating two TAH projects in Louisiana. Since the beginning of the program I have observed changes in evaluation strategies. The current program calls for a continued emphasis using experimental or quasi-experimental designed that incorporates a growth-model (prepost assessments). I have devised experimental and quasi-experimental designs based on limited sampling techniques and have participated in planning and discussion with national evaluators regarding the TAH assessment issues. I am familiar with the previous emphasis on developing a needs-assessment for the proposed programs that demonstrate and document program needs based on preliminary proposal assessments. I have assisted the LEH in conducting and analyzing data from a needs assessment. The needs assessment included surveying NLCB and state accountability data-bases for the purpose of identifying schools in the region that have "at-risk" populations within the four target school districts in northeast Louisiana. We have conducted a needs assessment by surveying teachers among four school systems that confirms the fact that teachers continue to indicate they lack of formal course work in American History.

I am committed to providing support that will provide both formative and summative information to the program facilitators and instructors, the Louisiana Endowment for the Humanities staff and leadership, officials and policy makers within the U.S. Department of Education, and most of all the teachers we are assisting.

Sincerely,

s/James E. Barr

James E. Barr, Ed.D., C.E.,  
Professor Emeritus, Nicholls State University  
Evaluation Specialist

---

-----Original Message-----

From: Howard Hunter [mailto:Howard.Hunter@MPCDS.COM]  
Sent: Wednesday, March 10, 2010 2:03 PM  
To: John Kemp  
Subject: Letter and CV

John R. Kemp  
Deputy Director  
Louisiana Endowment for the Humanities  
938 Lafayette St., Suite 300  
New Orleans, LA 70113

Dear Mr. Kemp,  
I would be pleased to serve as Master Teacher for the proposed TAH program in Caddo Parish. I know that my duties would include (but would not be limited to) training the master teachers for each institute, supporting the relationship between scholars and master teachers, and acting as resource for the master teachers in developing sound pedagogical practices for the teaching of American History. I look forward to working with the teachers of Caddo Parish as well as the professors from LSU Shreveport and Louisiana Tech.

Sincerely,

G. Howard Hunter

---

26 February 2010

Mr. John Kemp,  
Louisiana Endowment for the Humanities,  
938 Lafayette Street,  
New Orleans, LA 70113

Dear John:

In response to your request for use of copies of images at The Historic New Orleans Collection for use in the Teaching American History program in Caddo Parish, Louisiana. The Collection will be pleased to provide copies of the images and allow their usage in this program. Since these are not for general duplication, or mass dissemination, but for educational purposes I will waive the usual usage fee (\$50.00 per image), and the only fees will be for processing. The 24 images (to be reproduced for about 30 packets) being considered for inclusion include:

Jay Dearborn Edwards steamboat Princess (1982.32.1)  
Jay Dearborn Edwards cotton bales (1985.238)  
Emancipation Proclamation (97-351-RL)  
Sheet of Dixie Notes (two sides 1974.15.13)  
1889 Southern Pacific route map (1977.302 i-v)  
John Law ca. 1720 promotional poster (1952.3)  
Second state of Delisle 1718 map locating New Orleans (1959.43)  
1732 MSS map of New Orleans after Gonichon (1980.175)  
LePage de Pratz images of Native Americans (three images 1980.205.30, 31, 32)  
Ship drawing from 1731-1758 Caillot MSS (2005.0011)  
Vinache 1803 MSS map of New Orleans (1987.65 i-iii)  
Boqueta de Woiseri 1803 view of New Orleans from Marigny (1958.42)  
Map of Territory of Orleans 1806 by Barthélemy Lafon (1971.52)  
Battle of Lake Borgne by Thomas Hornebrook (1950.54)  
Death of Pakenham by William West (1949.16)  
Map showing the landing of the British Army 1815 (1979.238.7)  
Ferragut's fleet passing the forts by De Haas (1974.80)  
Sketches of Character by W.R. Waud (1953.87)  
Legal agreement sharing plantation profits with freedmen (72-62-L.9)  
Plantation Burial by Antrobus (1960.46)  
Higgins Boat magazine advertisement (1991.107.2)  
Movie poster for "Louisiana" with Jimmy Davis (1980.132)  
Political cartoon "Meaning of Campaign Reform" by Byron Humphrey (1981.236.106)  
Sheet music of "Every Man a King" (86-899-RL)

I trust this meets with your approval, and if there anything else please get in touch.

Best Regards

John T. Magill  
Curator / Historian

# Budget Narrative

## Budget Narrative

### Attachment 1:

Title: **TAH Caddo Budget Narrative Pages: 0** Uploaded File: **I:\John\Teacher Institutes\TAH-Caddo-Second Grant\TAH Caddo-Budget Narrative.doc**



## **Budget Narrative**

### **Caddo Parish School System Consortium**

*Northwest Louisiana: Exploring the American Experience* is a formal consortium with the Caddo Parish Public School System (LEA applicant), the Louisiana Endowment for the Humanities (a 501 C 3 non-profit corporation, the state affiliate of the National Endowment for the Humanities, and state humanities council) and Louisiana State University in Shreveport. Also participating are the Gilder Lehrman Institute of American History, the National Archives, the Library of Congress, the Smithsonian National Portrait Gallery, the Smithsonian American Art Museum, the Louisiana State Museum, and the Historic New Orleans Collection. These latter organizations will conduct in-service professional development workshops in American history for teachers during the school year. The Caddo Parish School System has contracted with the Louisiana Endowment for the Humanities (LEH) to serve as the managing partner and fiscal agent for the project. The U.S. Department of Education has approved management/fiscal contractual arrangement with the LEH in four prior TAH grants in Louisiana. Louisiana State University in Shreveport, working with the school system, the LEH and visiting scholars, will conduct 3 Summer Institutes each summer for 5 years for a cohort of 54 America history teachers.

#### **1. Personnel:**

*Federal: \$68,155 over 5 years.* Two Caddo school district supervisors will staff this project on a part-time basis, prorated respectively at 10% for each supervisor (a total of \$13,631 annually at plus fringe. Contracted salaries for the Project Director, Project Manager, Master Teacher Consultant, Evaluator, university faculty and scholars are described in Contractual section below.

#### **2. Fringe:**

*Federal: \$16,357 over 5 years.* Fringe is calculated at the rate of 24% of salaries. That comes to \$3,271 annually.

#### **3. Travel:**

*Federal: \$69,800 over 5 years.* Because all Institutes will be conducted at the LSU-Shreveport, travel costs are modest (except for LEH staff traveling across the state to the program site). Travel is calculated at \$.45 per mile and includes project staff, institute directors and scholars. Allowance is also made for travel from out of state by visiting scholars (3 a year for summer institutes) and includes airfare, housing and per diem at an

average of \$1,000 each assuming two nights stay and no Saturday stay-over. A staff member from the National Archives will conduct a one day workshop in year 2 of the program. Travel costs for that individual will be about \$1,200. Travel costs for two Smithsonian staffers to conduct a workshop in year 5 will be approximately \$1,600. Summer institutes also will schedule visits to local historic sites and museums. Travel costs, at two field trips each summer, will be about \$2,500 each for a total of \$5,000 each year for five years. Finally, the budget includes \$3,000 each year for five years for 2 people @\$1,500 each to attend annual TAH meeting.

#### **4. Equipment: 0**

Federal and Non-Federal – none

#### **5. Supplies and Material:**

*Federal: \$91,060 over 5 years.* The budget includes \$110 per teacher for textbooks for the institutes and the scholars for a total of \$31,350 over 5 years. In addition, \$130 is budgeted to purchase primary source teaching materials for each teacher participating in the Summer Institutes. The primary source teaching materials, produced by Teacher Created Materials Publishing, the Louisiana State Museum, and the Historic New Orleans Collection, are kits, containing copies of historic documents, photographs, lesson plans. The projected 5-year costs for that material will be \$30,980. Basic office supplies for the school systems, LEH, and Institutes are included at \$500 each or \$13,500 for 5 years. Additional instructional materials for the in-service workshops are budgeted at \$25 per teacher. The cost is low because organizations, such as the Gilder Lehrman Institute, provide in-service materials and books as part of its total contracted fee, which includes travel, materials and scholar stipends. Two in-service workshop days a year will be conducted for a total of ten sessions, not including summer institutes. The amount budgeted for that is \$9,250.

**6. Contractual:** The Caddo Parish School System has contracted with the Louisiana Endowment for the Humanities to serve as the grant manager and administrative partner for the project. The Legislative Auditor of the State of Louisiana approves the LEH's annual audit arrangements in advance and after the fact. It has had a clean audit with no findings for the past 25-plus years. In addition, the U.S. Department of Education Teaching American History program has approved the LEH serving in this administrative and fiscal role in four earlier TAH grants in Louisiana.

*Federal: \$921,612 over 5 years.* The Project Director's salary is calculated at an average of 20% (\$28,800 the

first year to launch the 5-year grant program and \$24,000 annually in subsequent years) of his annual salary and the Project Manager at an average of 50% (\$41,700 the first year to start the program and \$34,750 in subsequent years), since he will be responsible for the day-to-day coordination and implementation of all program activities throughout the 5-year period. The budget also includes a Project Assistant at an average of 20% (\$10,800 in year one to help start the program and \$9,000 in subsequent years) a year to assist Project Director and Project Manager with program administrative duties. The LEH's contracted fringe rate is 32%. University professor teaching the TAH Summer Institutes are paid 22% of their 9-month salaries, essentially the equivalent of their summer school salaries. Their fringe is calculated at the university rate of 26%. The LEH requires the Institute be the sole teaching they do that summer. In addition, each professor may hire an assistant to help with Summer Institute activities. That person, usually a graduate assistant, will receive a single payment of \$1,250 each summer (no fringe) on a work-for-hire basis. The university will not provide staffing for assistants. Institute professors will receive \$1,000 a year to create and maintain their Summer Institute websites. The LEH also will receive \$1,000 a year to create and maintain a website for the entire TAH program. That website and teacher list-serve will continue after the grant is completed to keep teachers informed of educational opportunities in American history and connections to major national history repositories. The Project Evaluator will receive annual contracted payments for pre- and post-testing, project evaluation, objective measurement, benchmark monitoring and required reports. His yearly contracted fee would be (yr 1) \$12,700; (yr2) \$11,920; (yr 3) \$12,374; (yr 4) \$12,865 and (yr 5) \$13,398. He will pay his own fringe and travel costs. A nationally-recognized Master Teacher Consultant would receive annual contracted payments of \$5,000 to conduct master teacher workshops, monitor institutes and workshops, annual reports, and post-institute classroom visits. Both will be responsible for paying costs incurred in completing their contracted duties. The Gilder Lehrman Institute will conduct 6 in-service professional development workshops for participating teachers. Each workshop will cost \$10,000 and will include a national scholar presenter, a master teacher for pedagogy, teacher materials and all travel cost to and from Louisiana. This is an excellent organization with an excellent network of major American history scholars as well as excellent record in conducting professional development workshops in American history for teachers. The Smithsonian's National Portrait Gallery and Smithsonian American Art Museum will conduct a one-day workshop in year 5. The

honorarium for the two presenters will be a total of \$1,000, plus travel costs above. In addition, Teacher Created Materials Publishing (TCM) will conduct workshops each summer to show teachers ways to use primary sources and lesson plans in their classrooms. The cost will be \$2,400 each summer. Related to that, each teacher participating in the Summer Institute will receive a TCM Primary Source kit containing copies of historic primary sources, workbooks and teacher lesson plans relating to those documents. Each kit costs about \$130 (see Supplies section). The grant also will pay for substitute teachers at a rate of \$75 a day to enable teacher cohort to attend in-service workshops. That amounts to \$5,550 a year for five years or \$27,750. Thirty Summer Institute guest scholars are calculated at an average rate of \$200 to \$500 for senior guest scholars. Each Institute faculty member would be permitted to invite two guest scholars well known in their respective fields. In addition to the \$1,500 a year budgeted for those stipends (\$7,500 over 5 years), travel and per diem costs are included in the travel section. All in-service, non-Gilder Lehrman workshop scholars (during the school year) have been invited and accepted (See Appendix 4 for names). Those stipend costs are \$4,000 for the 5-year period plus travel.

#### **7. Construction: 0**

No construction is being requested for this project.

#### **8. Other:**

*Federal: \$47,250 over 5 years.* Modest costs for duplication (\$300 annually) and telephone (\$1,850 annually) are provided for the Caddo Public Schools, LEH and each of the institutes. Printing costs reflect recruiting brochures each year (\$4,500 annually) to publicize all Institutes. Postage (\$2,800 annually) to cover the costs of mailing correspondence, recruitment brochures, and stipends to Caddo Public Schools, LEH, LSU-Shreveport, and participating teachers. Total 5-year cost would be \$14,000.

#### **9. Total Direct Costs**

*Federal: \$1,213,234 over the 5 years.*

#### **10. Indirect Costs**

*Federal: \$102,601 over 5 years,* calculated at 6.22%, the U.S. Department of Education rate for Caddo Parish Schools, the TAH applicant of record; and 10% at the LEH indirect cost contracted rate.

## **11. Training Stipends**

**Federal: \$325,000 over 5 years.** Each of the 54 teachers participating in the Summer Institutes will receive a stipend of \$1,000 for successful completion of each Summer Institute. In addition, each of three Institute master teachers will receive an additional \$1,000. Teacher stipends total \$57,000 a year for 5 years for a total of \$285,000. This stipend serves as partial compensation for wages that might otherwise have been earned during the summer months. Though Louisiana State University in Shreveport has agreed to waive tuition and most fees for participating teachers, the grant will pay for the state mandated fees of \$150 per teacher for 59 teachers for a total of \$8,100 each year or \$40,500 for five years.

**Non-Federal: \$148,500 over five years.** LSU Shreveport has waived tuition and most fees, except the state mandatory fees mentioned in Federal section above. That contribution amounts to \$29,700 a year for a total of \$148,500 for five years.

## **12. Total Project Costs**

**Federal: \$1,650,886 over 5 years.**

**Non-Federal: \$148,500 over five years** for tuition waivers.