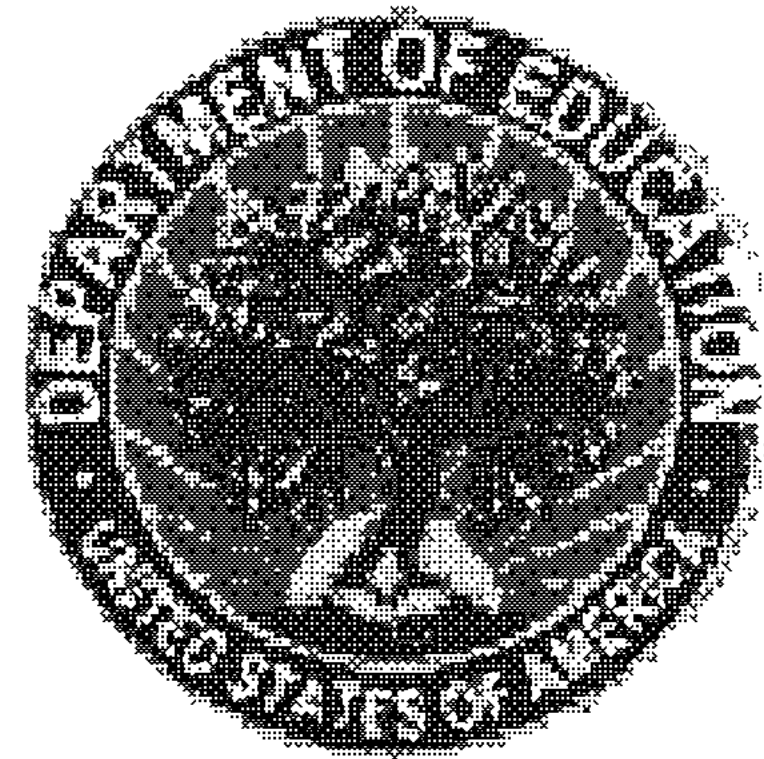


U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**TEACHING AMERICAN HISTORY GRANT PROGRAM
CFDA # 84.215X
PR/Award # U215X090117
Grants.gov Tracking#: GRANT10198446**

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: MAR 09, 2009

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. 427 GEPA	e10
Attachment - 1	e11
6. ED 80-0013 Certification	e12
7. Dept of Education Supplemental Information for SF-424	e13

Narratives

1. Project Narrative - (Abstract Narrative...)	e14
Attachment - 1	e15
2. Project Narrative - (Project Narrative...)	e17
Attachment - 1	e18
3. Project Narrative - (Other Narrative...)	e50
Attachment - 1	e51
Attachment - 2	e53
Attachment - 3	e62
Attachment - 4	e63
Attachment - 5	e64
Attachment - 6	e70
Attachment - 7	e81
Attachment - 8	e96
4. Budget Narrative - (Budget Narrative...)	e119
Attachment - 1	e120

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:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

03/05/2009

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

CHARMS Collaborative

* b. Employer/Taxpayer Identification Number (EIN/TIN):

042650071

* c. Organizational DUNS:

122922586

d. Address:

* Street1:

710 Turnpike Street

Street2:

* City:

Stoughton

County:

* State:

MA: Massachusetts

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

02072

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Dr.

* First Name:

Peter

Middle Name:

* Last Name:

Gibbon

Suffix:

Title:

Grant Director

Organizational Affiliation:

Boston University

* Telephone Number:

781-934-1524

Fax Number:

* Email:

peterhgibbon@comcast.net

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

E: Regional Organization

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:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-122308-002

* Title:

Teaching American History Grant Program CFDA 84.215X

13. Competition Identification Number:

84-215X2009-1

Title:

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

Public School Districts in Massachusetts: Abington, Avon, Bellingham, Canton, East Bridgewater, Hanover, Holbrook, Mansfield, Milford, Milton, Rockland, Sharon, Stoughton, West Bridgewater.

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

A More Perfect Union: The Origins and Development of the U.S. Constitution

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)[Delete Attachments](#)[View Attachments](#)

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant * b. Program/Project

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

17. Proposed Project:

* a. Start Date: * b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="998,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="998,000.00"/>

* 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:

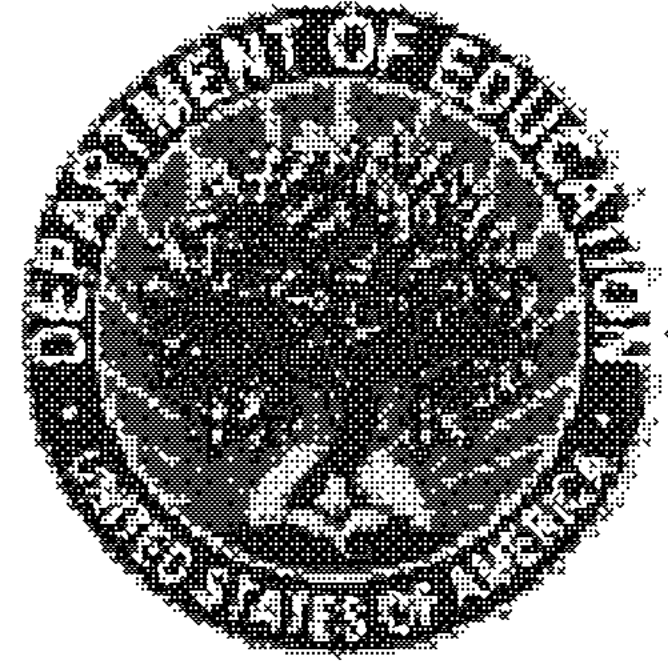
Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

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: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization: CHARMS Collaborative

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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*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

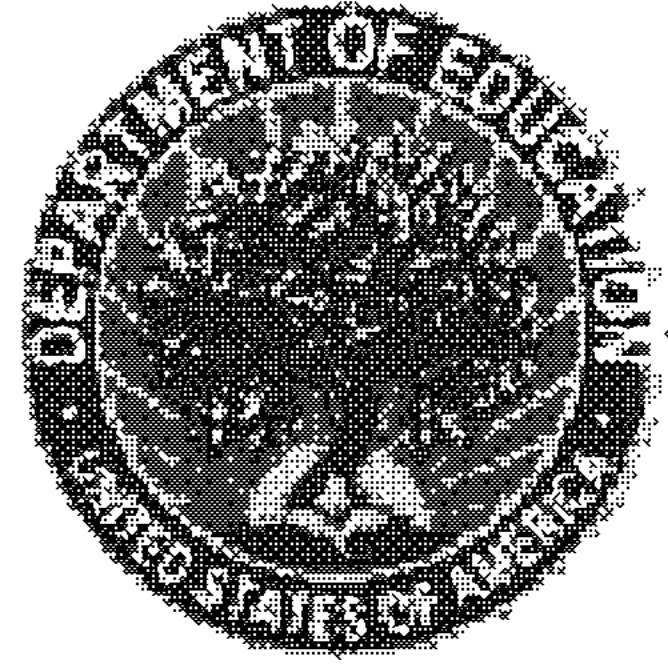
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: [] ED [] Other (please specify): _____

(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)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 CHARMS Collaborative

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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Peter Gibbon</p>	<p>* TITLE</p> <p>Executive Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>CHARMS Collaborative</p>	<p>* DATE SUBMITTED</p> <p>03/05/2009</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: CHARMS Collaborative * Street 1: 710 Turnpike Street Street 2: * City: Stoughton State: MA: Massachusetts Zip: 02072 Congressional District, if known: MA-009		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: Dr. * First Name: Michael Middle Name: J. * Last Name: Palladino Suffix: * Street 1: 710 Turnpike Street Street 2: * City: Stoughton State: MA: Massachusetts Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: Dr. * First Name: Michael Middle Name: J. * Last Name: Palladino Suffix: * Street 1: 710 Turnpike Street Street 2: * City: Stoughton State: MA: Massachusetts Zip:		
11. 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 the 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. * Signature: Peter Gibbon * Name: Prefix: Dr. * First Name: Michael Middle Name: J. * Last Name: Palladino Suffix: Title: Executive Director Telephone No.: 781-344-1463 Date: 03/05/2009		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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.

Optional - You may attach 1 file to this page.

CHARMS_GEPA.doc

Add Attachment

Delete Attachment

View Attachment

**General Education Provisions Act (GEPA)
Section 427 Statement**

A More Perfect Union Seminar on Teaching American History

The CHARMS Collaborative will comply with all regulations pertaining to equal access and equitable participation, including Section 427 of the Department of Education's General Education Provisions Act (GEPA).

The GEPA statute highlights six barriers that can impede equitable access or participation: **gender, race, national origin, color, disability** or **age**. Although we are not aware of any barriers that will impede our grant process, the CHARMS Collaborative will assume responsibility and guarantee that we will address any and all barriers, including those described in Section 427, if they arise.

One possible barrier might be the number of minority teachers. The 15 districts participating in the grant represent a broad demographic spectrum. As such, there could be a shortage of minority teachers from districts with high minority populations: Stoughton, Holbrook, Milton. We will communicate with all participating districts, and especially with the three districts cited above, in an attempt to recruit minority teachers.

A second possible barrier could be related to staff with disabilities. The proposed grant activities will cover a large geographical area during the summer months and during the school year. Staff will be required to travel. All activities will take place in easy access, barrier free facilities. Still, the potential exists that some staff with a physical disability could experience difficulty getting to and from a designated location. CHARMS will guarantee transportation for any disabled person experiencing difficulty accessing a project site.

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 an 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 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 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 CHARMS Collaborative	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Michael Middle Name: J.
* Last Name: Palladino	Suffix:
* Title: Executive Director	
* SIGNATURE: Peter Gibbon	* DATE: 03/05/2009

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Peter	H.	Gibbon	

Address:

* Street1:	66 Island Creek
Street2:	
* City:	Duxbury
County:	
* State:	MA: Massachusetts
* Zip Code:	02332
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

781-934-1524	
--------------	--

Email Address:

peterhgibbon@comcast.net

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

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:

--

Add Attachment

Delete Attachment

View Attachment

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-CHARMS_Abstract.doc**

The CHARMS Collaborative
Seminar on Teaching American History
A More Perfect Union: The Origins and Development of the U.S. Constitution

Abstract

The proposed project would run from October 2009 to September 2012. The project's LEA is the CHARMS COLLABORATIVE. Some School Districts (see list in appendices) from the Bi-County Collaborative and the North River Collaborative are joining CHARMS in a consortium for purposes of this seminar. The institutional partners are the National Association of Scholars in Princeton, New Jersey; the Adams National Historical Park in Quincy, Massachusetts; and the Lowell National Historical Park in Lowell, Massachusetts. Grant Evaluation Inc. (GEI) will conduct an independent, external evaluation of the project.

The first year project design includes participation of forty-five elementary, middle and high school teachers in a year-long emphasis on the ideas and events that were instrumental in the American Revolution and in the construction, ratification, and implementation of the U.S. Constitution. It includes a summer seminar in Stoughton, Massachusetts, and four half days of professional development during the academic year. The National Association of Scholars, which serves as the program administrator, is responsible for the program's content, the selection of lecturers, and all other aspects of the design and implementation of the project.

The second and third year, again, will include a summer seminar for forty-five teachers and accompanying professional development activities during the year. The second year will deal with the great constitutional issues and transformations that attended the Secession Crisis and the Civil War and will be structured like the first year. The third year will focus on the constitutional controversies surrounding Progressivism and the New Deal and on constitutional conflicts that accompanied the Civil Rights revolution. We will also analyze the Supreme Court's jurisprudence in cases pitting personal autonomy against private and public morality.

The purpose of the project is to increase teachers' knowledge of three critical periods in American history through a sequence of readings, lectures, discussions, and field trips as well as to discuss strategies for incorporating the new subject matter content into existing classes. The project will not only increase knowledge of constitutional history but also emphasize biographical information about those who took part in that history.

Among the goals of the program will be to reflect on historical habits of mind (multiple causation, contingency, context), to think about how to incorporate such habits into the worldview of students, and to reflect on the role of the individual and personality on constitutional history and public policy.

The project will include the creation of a website containing historical materials, essays on basic issues and events in American history, lesson plans, and other teaching materials.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1245-CHARMS_AP_CP_Narrative.doc**

The CHARMS Collaborative
Seminar on Teaching American History
A More Perfect Union: The Origins and Development of the U.S. Constitution

Absolute Priority

A More Perfect Union: The Origins and Development of the U.S. Constitution on Teaching American History will be a project of the applicant LEA. Partnering with the applicant will be the National Association of Scholars, the Adams National Historical Park, Lowell National Historical Park, and The John F. Kennedy Presidential Library and Museum.

The Seminar's purpose is to enhance knowledge of American constitutional history among elementary, intermediate, and secondary school history and social studies teachers, beginning with the debate between the American colonies and Great Britain over the nature of the British constitution through the major American constitutional crises and developments leading to the present time.

In the applicant's view, the proposed project meets the requirements of the Absolute Priority assigned to the grant program by the U. S. Department of Education. It (a) exclusively serves elementary, middle, and high school teachers of American history and civics; (b) consists of a summer institute focused on an intensive and in-depth study and discussion of traditional American history and four meetings after school during the academic year; (c) is a content-based project designed, through teacher learning, to improve the instruction and raise student achievement in the discipline of American history; (d) demonstrates in its application how specific traditional American history content will be conveyed to participants; (f) utilizes an independent evaluation by a well-regarded, academically established evaluator.

The CHARMS Collaborative
Seminar on Teaching American History
A More Perfect Union: The Origins and Development of the U.S. Constitution

Competitive Preference Priority

The project's LEA is the CHARMS COLLABORATIVE joined in a consortium for the purpose of this Seminar with some school districts from the Bi-County and the North River Collaboratives. (See list of school districts in appendices). The Stoughton, Milford, and Holbrook School Districts have been identified by the State as not meeting annual instructional goals. The *A More Perfect Union* Seminar will work more intensely with these three school districts.

Stoughton is a school district south of Boston with 3,928 students. Every year of the last decade, the demographic of the population has changed, with more and more poor and immigrant students moving into Stoughton. Stoughton has two schools that are designated for Title 1 assistance because of the number of students identified that are below the poverty line: the West elementary School and the O'Donnell Middle School.

The O'Donnell Middle School is currently in the AYP status of restructuring, year one.

O'Donnell MS has recently adopted a new set of materials to teach civics, and the faculty are in need of professional development and curriculum development time to learn how to integrate these materials into their lesson plans and to articulate these lessons vertically across the grade levels both within the middle school, and between the elementary and secondary levels. A new team of teachers, newly certified in Social Studies, must develop a new curriculum, far more detailed and rigorous for this new approach. The *A More Perfect Union* Seminar, with its concentration on civics and the Constitution, would provide ideal training for this new approach.

The influx of students who do not speak English as a first language, and who did not grow up in this country is increasing every year. The Middle School had 18 non-English speakers, with no exposure to American history. The faculty needs professional development time to figure out how to meet the needs of this population and their deficit in historical knowledge.

The West elementary is the magnet school for English language learners in Stoughton, and as such, they have to meet the needs of many new arrivals to this country, and their lack of familiarity with American culture and history. The district has just acquired new materials to teach American history in the 5th grades district-wide, and all of the 5th grade teachers need professional development time to write curriculum using these new materials, which replaced a variety of inconsistent and insufficient materials.

Holbrook is another school district south of Boston and has 1,236 students. With little industry in town, Holbrook spends \$1,000 less per pupil than the state average. No local money is available for professional development. The learning population has changed considerably, with more at-risk learners and ELL students. The district is in Corrective Action in ELA for three subgroups that have not made AYP (African-American, Low Income, and Special Education). 29.1% of the students in the Holbrook district qualify for free or reduced lunch. 21.5% of the students have been identified for special education services.

The Milford School District, also South of Boston, has 4,194 students. Of the 4250 students, 20% are Low-income. Also, 18% of the students do not speak English as their first language, and 5% of the students are Limited English Proficient. Fifteen percent of the students receive Special Education services.

At Middle School East, grade 8 did not meet AYP in ELA subgroups Low Income and Special Education. They did not meet AYP in the Math aggregate or in Math subgroups Low Income, Special Education, and White. These results mean that Middle School East is in Year 1 Improvement for ELA subgroups and in Year 2 Improvement for Math. Stacy Middle School did not meet AYP in the ELA sub group Low Income for the first year. Therefore they have no status.

Woodland Elementary School did not meet AYP in the ELA aggregate or the subgroups Limited English Proficient, Low Income, Special Education, and White. They did not meet AYP in the Math aggregate or the subgroups Limited English Proficient and Special Education. These results mean that Woodland Elementary School is in Restructuring Year 2 for ELA subgroups and in Restructuring Year 1 for Math subgroups.

The *A More Perfect Union* Seminar would allow grade 5 and middle-school teachers an opportunity to become more proficient in American history content and thus improve the overall status of the elementary and middle schools.

To address the Competitive Preference Priority, to recruit more teachers from Stoughton, Holbrook and Milford, and to offer participating teachers additional assistance, the Project Director proposes the following plan:

1. To distribute a Needs Assessment Survey to the districts' social studies teachers in November 2009.
2. To attend the opening Social Studies Department meetings in the three school districts in the fall to explain the TAH opportunity to the teachers and to show a PowerPoint, "Why Study History?" The Project Director will make a special effort to recruit teachers from the lower and middle schools, as these are the schools in Corrective Action.

3. To offer extra slots for teachers in the *A More Perfect Union Seminar* to the teachers in these districts.
4. To encourage teachers in these districts (with a total of 9,358 students) to apply, the Project Director and Pedagogical Specialist will commit to pre- and post-seminar sessions beyond the four after-school sessions incorporated in the program. In addition to a recruitment pep talk, books, and a stipend, participating teachers will receive an extra pre-seminar discussion in February to discuss two of the key books on the Constitution: Akhil Reed Amar's *America's Constitution: A Biography* and Gordon Wood's *The American Revolution: A History*. The teachers will also participate in a post-seminar session, where the Director and/or the Pedagogical Specialist will observe a class and assist the teacher in drawing up model lesson plans incorporating the content from the TAH Seminar, the relevant sections of the individual teacher's project, and the biographical and primary source material.
5. The *A More Perfect Union Seminar* will strive to make professional development in history complement the professional development provided by the Sheltered Instructional Observation Protocol (STOP)—a program designed to make content comprehensible for English language learners.

The CHARMS Collaborative
Seminar on Teaching American History
A More Perfect Union: The Origins and Development of the U.S. Constitution

25.5 Page Project Narrative

Our project, *A More Perfect Union: The Origins and Development of the U.S. Constitution*, will be a 36-month program for Massachusetts's elementary-, middle-, and high-schoolteachers. Its purpose is to improve teacher content knowledge and instructional practice—and therefore improve student achievement—in the field of American history. The project's applicant LEA is the CHARMS Collaborative, which provides services, including professional development, to six school districts. The Charms Collaborative will be joined for purposes of this Seminar by nine school districts drawn from the Bi-County and North River Collaboratives totaling fifteen school districts.

The project's primary activity each year of the program (2010-2012) will be an, eight-day summer seminar over a two-week period in Stoughton, Massachusetts, for 45 lower-, middle-, and high-school social studies teachers. The teachers will be selected by the Professional Development Council of the Consortium in cooperation with the Social Studies Chairs of each school district and three Consortium Coordinators. Teachers will be selected from grades 5, 8, and 9 though 12.

In addition to the summer seminar, there will be four half-day, after-school professional development meetings during each year of the project. These meetings will focus on content and issues of curriculum and pedagogy as they relate to the implementation of the Seminar's content in the history classroom. *A More Perfect Union* requires a significant amount of reading leading

up to the summer seminar and daily assignments during the summer. The readings stress content that is scholarly, stylish, accessible, and relevant, such as books and articles by Bernard Bailyn, Gordon Wood, Carol Berkin, Pauline Maier, and James McPherson. Application of content draws upon the philosophy of history and research on pedagogy. Participants will be asked to write papers that demonstrate knowledge of content and pedagogy to discuss the papers in afternoon breakout sessions.

At the after-school meeting in January, teachers will receive their books and an orientation to the Seminar. They will see a PowerPoint, “Why Study History,” prepared by the Director, and discuss issues in it that relate to the Seminar. In the April after-school meeting, teachers will meet to discuss the first half of the reading list as part of the preparation for the summer seminar and to discuss the first of their three papers: “Slavery and the U.S. Constitution.” They will be responsible for the second half of the reading by the opening summer session and for writing a second paper: “Letters of the Founders.” The emphasis in the after-school meetings in September and October will be on the experience and knowledge gained during the summer session and on implementing in their classrooms the unit plans they constructed during and following each year’s summer seminar. In the summer, teachers are expected to do a significant amount of reading in the philosophy and pedagogy of history—for example, Gordon Wood’s *The Purpose of the Past* and Henry Steele Commager’s *The Study of History*. At the final dinner in the fall of the first year, Gordon Wood will speak on *The Purpose of the Past*.

During the period of classroom implementation, participants will receive assistance from three Consortium Coordinators and from the project’s Pedagogical Specialist. The Consortium Coordinators, all master teachers, will provide closer attention to participants as practicing

teachers in their everyday teaching environments. They will insure effective consideration of the difficulties that participant teachers will encounter in their attempts to refashion teaching activity to incorporate the newly experienced subject matter and its organizational implications for pupil learning. The project is designed with a view toward its replication by other programs and scholars, both within and beyond the extended network of the CHARMS Collaborative; hence, its impact will be sizeable and cost-effective. The e-folio component of the project's website will be designed to ensure maximum sharing and distribution of the Seminar's content and pedagogy.

Additional participant slots will be available and additional meetings will be scheduled for teachers in school districts meetings that are outlined in detail in the Competitive Preference Priority document at the beginning of this proposal.

Key staff for the *A More Perfect Union Seminar* will comprise the Academic Director, Dr. Peter Gibbon, and the Pedagogical Specialist, Richard Houston. Distinguished professors, such as Carol Berkin, James McPherson, Peter Kolchin, and Bruce Schulman, with expert knowledge in American political, intellectual, and constitutional history, will give presentations. Seminar participants will read books and articles by the guest lecturers, thus ensuring a spirited exchange during and after the presentation. Letters of commitment from the participating professors are submitted with this proposal in the appendices. Working with individual school districts in selecting participating teachers and in communicating with the participants throughout the project period will be the three Consortium Coordinators.

Program Content: provision of teacher education activities with respect to American History. The project is designed to impart traditional American history content as defined by the TAH Grant Program:

significant issues, episodes, and turning points in the history of the United States, how the words and deeds of individuals have determined the course of our Nation, and how the principles of freedom and democracy articulated in the founding documents of this Nation have shaped America's struggles and achievements and its social, political, and legal institutions and relations.

The project's chief *intellectual* objective will be to deepen substantially the knowledge of the districts' history teachers about three defining periods in the constitutional history of the United States from the time of the American Revolution to the present. In doing so, it will maintain a steady focus on the origins and evolution of America's fundamental political ideals, traditions, and constitutional institutions.

The project's allied *pedagogic* purpose will be the development for participants of general concepts, called "narrative frameworks" by history education specialist Denis Chemilt, through an examination of "singular particulars" (empirical referents) as the essential "stuff" of history. Specifically, the project hopes to incorporate the new subject matter content into existing classes as well to encourage teachers to read primary sources more critically, to reflect on historical habits of mind (multiple causation, contingency, and context), to think about how to incorporate such habits into the worldview of students, and to reflect on the role of the individual and personality on constitutional history and public policy.

Another pedagogic purpose will be to connect the "words and deeds of individuals" to constitutional concepts. Biography fascinates students; yet it is not emphasized in middle and high schools. The *A More Perfect Union* Seminar will explore the influence of personality on history, connecting the lives, for example, of George Washington, Thomas Jefferson, James Madison, and Alexander Hamilton to the creation of the Constitution. By looking at Washington's military experience, we understand his belief in a strong government; by

understanding Jefferson's immersion in the Enlightenment, we understand his allegiance to minimal government and his insistence upon the separation of church and state

Committed as the project is to *traditional* American history content, the subject matter is organized chronologically, putting special emphasis each year on one of three great political crises in American history, namely, the crisis of the nation's founding, the crisis of the house divided during the American Civil War and reconstruction periods, and the crisis of the late-twentieth century, in which issues of personal liberation, private and public morality, and cultural conflict have dominated domestic political life (e.g., civil rights, political dissent, the revolution in self-expression, abortion, and today, voluntary euthanasia, to name a few such issues with important constitutional dimensions). The focus is on these three historical periods because in each instance, America experienced, in differing degrees, dramatic and polarizing constitutional debates that have decisively shaped American political institutions and constitutional perspectives for succeeding generations. Preceding the discussion of the late 20th century crisis will be a three-day introductory session looking at constitutional issues surrounding Progressivism, the New Deal, and the Cold War. The adoption of the Constitution of 1787 settled many fundamental institutional questions, but tragically left the institution of slavery in place. (We will ask the teachers in their first paper *of the first year* to consider the reasons.) The secession crisis and the period of reconstruction eradicated slavery, but witnessed a constitutional reallocation of power between the states and the national government that generated new tensions and issues. (We will ask teachers in their first paper *of the second year* to analyze the constitutional implications of the Missouri Compromise and the Nullification Dispute.)

The New Deal and Great Society programs resulted in a far more active national government and again left the country's political and intellectual leaders searching for fresh ways to interpret the constitutional basis of American public life. An important dimension of this constitutional reorientation was the rise of an active judiciary in the 1960s and 1970s that aggressively promoted an ideal of personal autonomy and political equality, thereby restructuring American political institutions and social life. Special attention to these great constitutional issues introduces students to the most consequential dramas in American history and provides a necessary intellectual context for interpreting the course of American political history.

The teacher participants will be asked to read a substantial amount of material, both of a narrative and documentary type. The materials of the seminar are replete with primary sources, an essential component of any study of the U.S. Constitution; the documents, position papers, personal letters and diaries, newspaper publications, and period-related cultural artifacts are integral to such a study. Interpretative literature will be assessed against the complex of documentary primary source evidence. The Seminar lecturers will be responsible for presenting the major historical issues and events, with particular emphasis on the political, intellectual, and constitutional dimensions of American history. Emphasizing biography where appropriate will bring alive America's political leaders.

To illustrate the content-based nature of the Seminar *A More Perfect Union*, outlines of topics and readings for the three summer seminars are provided in the appendices.

Focus questions are meant to assist teacher participants in identifying, in the context of the larger historical drama under examination, the political and constitutional ideas that define public debates.

Summer of 2010: The American Revolution and the Constitutional Period

(Seminar Lecturers: Richard Bernstein, New York Law School; Carol Berkin, Baruch College; Darren Staloff, City College of New York.)

The Seminar will examine Colonial life and institutions under the British Crown, including the long- and short-term factors that eventually culminated in the American Revolution and the political separation of the colonies from Britain. We will consider the early years of independence, particularly the unsatisfactory experience with the Articles of Confederation. The Seminar will then focus closely on the Convention of 1787: the ideas, conflicts, and compromises that shaped the new Constitution ratified in 1789. We will compare the ancient republics with the American constitutional republic with a view to understanding what is distinctive about the American republican experiment. In particular, the Seminar will look at the contrast between the devotion of the ancient republics to public virtue, with their scant attention to personal freedoms, and the American republic's novel foundation in individual rights and the politics of self-interest. The constitutional disputes that characterized the sharp political divisions between the Federalists and the Jeffersonian Republicans in the late 1790s will highlight study of the first decade of the new republic. The first-year Seminar will close with the election of 1800, the first election in which a transfer of party power was peacefully accomplished, and the case of *Marbury v. Madison* (1803) in which the Supreme Court initially asserted itself as the Republic's ultimate constitutional arbiter.

Summer 2011: The Secession Crisis: The American Civil War and Its Aftermath
(Seminar Lecturers: Peter Kolchin, University of Delaware; James McPherson, Professor Emeritus, Princeton University; Michael Chesson, University of Massachusetts.)

This period begins with the intensifying constitutional and sectional disputes that had festered since the Convention in Philadelphia in 1787. The 2011 seminar will thus examine the nullification crisis of 1830s within the context of ongoing debates over the relationship between

states' rights and national sovereignty. These themes continue into the 1840s, as the matter of the congressional balance between slave and free states dominated national politics with the addition of new territory obtained through the annexation of Texas, the acquisition of Oregon from Great Britain, and the cession resulting from the war with Mexico. We will address the various reform efforts of the same decade, especially the growth and acceleration of the anti-slavery movement that emerged as a major national political force. The near outbreak of civil war in 1849, the compromise of 1850, the renewed sectional tensions generated by the 1854 Kansas-Nebraska Act, the formation of the new Republican party, and the 1857 *Dred Scott* decision will illustrate increasingly irreconcilable divisions between north and south. The Seminar will study the debates between Abraham Lincoln and Stephen Douglas over the moral and constitutional status of slavery as applied to the issue of federal policy towards slavery in the Federal territories. In particular, Lincoln's argument that the institution of slavery was rooted in the false notion that there is no standard of morality that transcended self-interest will be examined. Lincoln's election as president in 1860, the eventual secession of eleven southern states, the last attempts to preserve the union, and the outbreak of armed hostility in April 1861 bring to a head the longstanding constitutional and sectional disputes noted earlier, followed by four years of civil war. The social, political, and economic challenges and difficulties of post-war reunion and Reconstruction, and the changes in the Constitution and the self-understanding of the American republic they produced will conclude this section.

**Summer 2012: Civil Rights, Personal Autonomy, and Cultural Conflict
(Seminar Lecturers: Mark Lytle, Bard College; Bruce Schulman, Boston University;
Sheldon Stern, former Director of Education Programs, JFK Library and Museum.)**

In this Summer Seminar, we will look at the characteristics of the Progressive Movement and address the questions: How did the Progressives' understanding of the Constitution differ

from the founders'? What were the sources of progressive constitutional thought? How did Theodore Roosevelt and Woodrow Wilson demonstrate a new view of federal and executive power? In what ways did the 1920's extend or reject Progressivism?

From the 1920's we will turn to the New Deal (in which the American people made a commitment to federal regulation of the economy) and pose the questions: What was the constitutional basis for New Deal legislation? What was the reaction of the Supreme Court? How did the New Deal affect American Federalism? From the New Deal, we will move to World War II and the Cold War, asking how each affected American constitution principles.

The most significant change in the second half of the 20th century was the great cultural revolution that climaxes in the late 1960's and the reassertion of judicial power, as the Supreme Court recovered from its post-court-packing deference and became a leader and the most hotly contested institution in the late 20th century "culture wars." Questions we will address will include: What was the basis of the Supreme Court Brown decision? What problems did it present?

We will examine the interplay of constitutional interpretation and cultural change in the post-War era up to the present time. We will explore the emergence of an active judiciary focused on individual rights and their expansion, the democratization of institutions and mores, and the cultural fissures brought on by the youth revolution of the 1960s. Readings will focus on Supreme Court decisions, political and cultural documents, and the most informative and perceptive essays and historical narratives on culturally polarizing issues: affirmative action, sexual morality and the erosion of traditional authority, abortion, freedom of expression, euthanasia, and the ethical and constitutional questions raised by the new biotechnologies. The question of the extent to which the principles of the Declaration of Independence and the

Constitution of 1787 still inform American political and social life and the self-understanding of Americans will receive a thorough consideration.

The *A More Perfect Union* Seminar will offer the most rigorous and therefore, we hope, satisfying experience in the scholarship of the American Constitution that experts in the field can design. The Seminar's syllabus is a model for advanced study of the subject. Due to the renewed contemporary interest among scholars and readers in the statesmanship and historical context of leading historical figures like Adams, Jefferson, Hamilton, and Lincoln, the time is ripe for efforts at genuine understanding of the American founders' achievement. We will be able to rely on recent prize-winning studies of constitutionally related issues and affairs by some of the nation's most highly respected historians and constitutional scholars. We expect that James Madison, Alexander Hamilton, George Washington, John Adams, and Thomas Jefferson will each become an enduring presence in the consciousness of our teacher/participants and their students and that the *A More Perfect Union* seminar will fulfill one of the key goals of the TAH program—to understand “how the principles of freedom and democracy articulated in the founding documents of this Nation have shaped America's struggles and achievements...”

* * *

The syllabi of the project's seminars, together with advice for their use in venues beyond the schools of the CHARMS Collaborative, will be made available to other educators through the creation of a **Teaching American History Website**, developed and administered by the Academic Director and the National Association of Scholars. The website will describe the rationale underlying the design of the project, provide a listing of the documentary and interpretive literature, and explain evaluation techniques. The website will include links to other resources related to the understanding and teaching of American history, including links to other

organizations involved in history education. Updates on the project's work will be posted regularly on a special section of the website, along with reviews of historical materials and perspectives, old and new. The website will be a place where participating teachers can share ideas, teaching plans, and pedagogical approaches.

Partnerships. The project will be based on a partnership involving the public school teachers in the **the CHARMS Collaborative** and the following institutional partners: the **National Association of Scholars, Adams National Historical Park, Lowell National Historical Park, and the John F. Kennedy Presidential Library and Museum.** An independent external evaluation of the project will be conducted each year by **GRANT EVALUATION INC (GEI).** We are submitting with this proposal in the appendices a formal confirmation of the participation of all our institutional partners. The role of each of these partners is summarized below, making evident each partner's relevance.

The National Association of Scholars (NAS) in Princeton is responsible, with the consent and cooperation of the CHARMS Collaborative, for: the content and administration of the academic program of *A More Perfect Union Seminar*, including the administration of seminar expenditures; the selection of the Seminar Director, the Seminar Lecturers, the Pedagogical Specialist, and the other institutional partners and staff; all arrangements associated with the CHARMS Collaborative's hosting of the summer seminar; the design and implementation of the website for teaching American history; and the organization of the four half-day professional development meetings of the participating teachers. The NAS is a non-profit higher education association located in Princeton, New Jersey. It has approximately 4000 faculty members, administrators, and trustees as members and is dedicated to improving the quality and substance of teaching and scholarship.

Adams National Historical Park will provide the *A More Perfect Union* Seminar a behind-the-scenes tour of the Adams family homes, library, and church. The program emphasizes John Adams as political philosopher and creator of the Massachusetts State Constitution, a forerunner of the U.S. Constitution. The archivist of the Adams Library will show participants letters and documents that reflect Adams' interest in political philosophy.

The Lowell National Historical Park will provide in the second year of the seminar a program entitled "On the Homefront: Lowell and the Civil War." During the full-day visit, seminar participants will address three essential questions: What stance did Lowell residents take on the issue of slavery on the eve of the Civil War? How did Lowellians respond to the war? What happened to those Lowell residents who participated in the war?

In the morning we will tour the Boott Cotton Mills Museum and discuss the North/South textile connections prior to the Civil War. In the afternoon Gary Fitzsimons will lecture on "Lowell on the Eve of the Civil War," and then take the group on a walking tour visiting monuments, churches, and the Pollard Memorial Library, which has interior murals relating to the Civil War and exterior Civil War friezes.

The John F. Kennedy Presidential Library and Museum will partner with the *A More Perfect Union Seminar* in the third year of the program. With the assistance of Education Specialist Sam Rubin and historian Sheldon Stern, the museum will host a day-long session to look at civil rights and the Constitution during John F. Kennedy's presidency and the Cuban Missile Crisis as it looks from the vantage of 2012. Sheldon Stern, former historian at the John F. Kennedy Presidential Museum and Library, will also discuss his examination of state history standards, particularly as they relate to the Constitution.

Key Personnel

Dr. Peter Gibbon is the Academic Director of the Institute. Dr. Gibbon is a Senior Research Associate at the Boston University School of Education, where he teaches *The Intellectual Foundations of Education* to graduate students. Dr. Gibbon is a specialist in early American history and is researching trends in history education and the philosophy of history. He is particularly interested in the influence of biography and personality on public life. In addition to working on TAH Seminars, he has directed two summer Institutes for the National Endowment for the Humanities, one on George Washington and one on Thomas Jefferson, and has piloted a two-year project for NEH for a National History Bee. He is the author of the book *A Call to Heroism*, as well as many articles in newspapers and magazines and professional journals. A former head of school and high school history teacher, he has a PhD from Teachers College, Columbia University, and a BA from Harvard College.

The Pedagogical Specialist for the three years will be Richard F. Houston, a history teacher and department chair, who served at St. John's High School in Shrewsbury, Massachusetts, from 1978 to 1994 and who has been serving at Harwich, Massachusetts High School since 1994. He was recognized as the outstanding teacher of American History by the Massachusetts Chapter of the DAR and as the outstanding teacher of the Northeast Region by the Daughters of Colonial Wars. He was chosen as a national fellow for independent study in 1987 by the NEH and CBE. He has an MAT in History from Boston College and an AB in History from the College of the Holy Cross. He is currently working on his doctoral dissertation at Clark University.

Dr. Gibbon worked with Mr. Houston, who was a Coordinator in the TAH Cape Cod Collaborative Seminar in 2008, *which had a 100% completion rate*. At the conclusion of that

year the Evaluation Report noted: “On average, 94% of our teachers stated that their knowledge, skills, and primary document analysis abilities had climbed as a result of the sessions.” In his experience with the Cape Cod TAH Seminar, Dr. Gibbon has found that requiring carefully designed participant papers dramatically increases the quality of breakout sessions.

Resumes for Peter Gibbon and Richard Houston and biographies of the guest lecturers, as well as their letters of commitment, can be found in the appendices.

Need for Project

A proposed high-stakes American history test, a two-year requirement in American history, rigorous state frameworks, and recertification requirements—all signal a strong need for professional development, particularly in the area of Constitutional history. All Massachusetts students must eventually pass an American history and social studies test to graduate as part of the MCAS assessment. The test, which was to be given this year, has been postponed temporarily for budgetary reasons. But it looms over teachers and students and the test will evaluate civics and American history. The preliminary pilot test included at least six questions relating to the Constitution.

In addition, all Massachusetts social studies teachers must be recertified by accumulating professional development points (“PDP’s). The State also has sophisticated, demanding frameworks which stress content and require a high level of professional development. In the last five years, however, the State has offered *no professional development in history content*. As Kevin Dwyer, Lead Developer of the Massachusetts Assessment noted, “TAH is the only game in town.”

There are approximately 273 history/social studies teachers in the participating schools. To ascertain need for professional development in specific schools in the LEA, the Project

Director interviewed the high school principals, the Curriculum Directors, and Department Chairs of the participating school districts.

Patrick Connor, Chair of the Canton Social Studies Department, stated that the teachers in his school are encouraged to “study ethnic history, not Constitutional history.” Connor also noted that the emphasis on social history in professional development courses marginalizes political history. His teachers would welcome information on the latest research and scholarship on the Constitution, particularly since Canton students did not perform well on the pilot MCAS Social Studies Test.

Sharon Hansen, Principal of Avon Middle and High Schools, said that her social studies teachers are “offered professional development in technology and pedagogy but not in history content and that a course on the Constitution would find many subscribers.” She has done an item analysis of the MCAS pilot Social Studies Test and determined that Avon students are weak, particularly on the open response section.

John Gallivan, Chair of the Stoughton Social Studies Department, indicated that his teachers need “subject-specific professional development, particularly for their 8th grade civics course.” Laura Smolcha, Chair of the Sharon Social Studies Department, pointed out that her “5th grade teachers need training in U.S. history,” that U.S. history one is still taught in eighth grade, and that these eighth-grade teachers, many of whom have general licenses instead of history majors, would definitely enroll in and benefit by a TAH program on the Constitution.

Ed Dunn, Curriculum Director for the Holbrook Schools, stated “with budget cuts, there has been little professional development in history content, which is regrettable, since the MCAS high-stakes test will be given at some point in the future.” Bill Hocking, Chair of the Social Studies Department for the Mansfield Schools, said, “We stress the Constitution in the Middle

School and our teachers would welcome professional development.” Hocking noted that his teachers need to be better readers of primary sources in history in order to improve their and students’ knowledge of American history and their students’ open response sections of the MCAS. John Brucato, Principal of Milford High School, said that he would frame his school’s needs around the following:

1. The learning Population has changed considerably. We have more at risk learners and ELL students.
2. Local Dollars for professional development are not available.
3. Six members of our history department were hired within the past two to three years.
4. We have a four-year history requirement for graduation. American Government is a graduation requirement for all seniors.
5. Changes in the scope and sequence of curriculum make for an even greater need for teacher development.
6. As part of our school mission, we are committed to having our students become more involved in civic responsibilities and to have a greater awareness of how American government functions and how the Constitution plays a major role in the process.

Arthur Illsley, Chair of the East Bridgewater Social Studies Department, reported that “There is little out there for secondary school professional development. Everything ties back to the Constitution and thus the proposed seminar would be very useful to my teachers.” Illsley added that there is a strong civics component to the 8th-grade history course that study of the Constitution would enhance.

Richard Randall Grimmett, Chair of the Rockland School Social Studies Department states that his American history teachers have a need to integrate civics and government with their new U.S. History I course and that the *A More Perfect Union* Seminar would facilitate this process. Grimmett did an item analysis of the pilot MCAS and found that Rockland students were below the State average on the civics section, thus further illustrating the need for teachers

to be exposed to more constitutional history.

John Nenopoulos, Coordinator of the West Bridgewater Social Studies Department, stated that large chunks of the Frameworks include the Constitution runs through the curriculum at his school, and that his young staff of teachers would benefit from the latest scholarly research on the Constitution.

The high school principals, social studies chairs and curriculum directors concurred that results from the MCAS pilot tests in American history indicate that the majority of students are not proficient, results consistent with the NAEP test in History and Civics. They also concurred that professional development in history content does not exist outside of TAH.

* * *

The Massachusetts Frameworks stress: “The reading of primary source documents is a key feature of the two-year set of U.S. History standards.” *A More Perfect Union* helps the participant teachers—and thus, their students—to become more skillful readers of primary sources by having professors such as Carol Berkin, Pauline Maier and Darren Staloff demonstrate close analysis of documents.

The proposed Massachusetts test will put a priority on knowledge of the Constitution and constitutional issues, since the Massachusetts Frameworks stress the importance of such knowledge.

Citizens must know the fundamental ideas central to the vision of the 18th century founders, the vision that holds us together as one people of many diverse origins and cultures. Not only the words...but the sources, the meaning, and the implications of the Declaration of Independence, the Constitution, the Federalist Papers, and the Bill of Rights.

Thus, this Seminar will be particularly useful to teachers in Massachusetts.

Among the Concepts and Skills suggested in the Massachusetts History and Social Studies Curriculum Frameworks for Grades 8 through 12 is the ability to “interpret the past within its own historical context rather than in terms of present-day norms and values” and to “distinguish intended from unintended concepts.” Thus, the frameworks stress that historical habits of mind need to be developed in students. The *A More Perfect Union Seminar* encourages historical habits of minds in teachers by requiring readings in the philosophy and pedagogy of history and by discussing these readings in breakout sessions—specifically selections from Henry Commager’s *The Study of History*, Alan Nevins’ *The Gateway to History*, and Sam Wineburg’s *Historical Thinking and Other Unnatural Acts*.

The Teaching American History Seminar *A More Perfect Union: The Origins and Development of the U.S. Constitution* will be a subject-matter-centered experience for those who participate in it. The philosophical backgrounds of the founders of the Constitution, the conceptions of virtue and morality that guided them, their assumptions concerning the nature and concerns of the citizenry, the design of effectively adaptive governmental structure, the constitutional crises that preceded the Civil War, and the jurisprudential conflicts of the depression years and the late 20th and early 21st centuries all comprise a massive body of complex historical knowledge.

The approach of *A More Perfect Union* is to increase content knowledge in the morning lectures and to apply the content knowledge pedagogically in the afternoon sessions, thus improving “the quality of instruction.” Individual teachers will create a model lesson plan suitable for their particular classrooms, lesson plans that can be shared with other seminar participants as well as with the larger history education community.

Management Plan

Project Director Dr. Peter Gibbon of *A More Perfect Union: The Origins and Development of the U.S. Constitution*, will work with the CHARMS Collaborative, the Applicant LEA, the National Association of Scholars (NAS), The National Adams Historical Park, The Lowell National Historical Park, and the John F. Kennedy Presidential Museum and Library in the oversight of the design and execution of all aspects of the *A More Perfect Union* Seminar. He will have specific and direct responsibility for:

- Recruitment of elementary, middle, and high school social studies teachers.
- Tracking all expenditures associated with the Seminar.
- Design of academic content of Seminar.
- Selection, reproduction, and purchase of history text material.
- Identification and employment of Seminar Lecturers.
- Organization of schedule for summer seminar.
- Participation as moderators, observers, and commentators in all project seminars and meetings with teacher-participants, including professional development meetings.
- Primary liaison with institutional partners, and with school district project coordinators, staff, and teachers.
- Direct oversight of all pedagogically-related aspects of the Seminar as well as of project evaluation.
- Scheduling of auxiliary resources: e.g., field trips, excursions to historical sites in the Boston area.
- Visits to District sites during school years for purpose of formative supervision and response to teacher needs.

- Working with Pedagogical Specialist in all aspects of pedagogical instruction and activities.

Pedagogical Specialist Richard Houston will have responsibility for:

- Coordinator for pedagogical planning, implementation.
- Adaptation of project content and focus goals for the primary, middle and secondary school instruction in history, including development of lesson plans on seminar materials.
- Identification of instructional materials.
- Facilitation and scheduling of off-site visits.
- Identification of project-related teacher needs.
- Participation in all seminars and all meetings with teacher-participants.
- Conduct pedagogical workshop with teacher participants in the afternoons of summer seminar.

Consortium Coordinators will be selected in consultation with Applicant LEA, the

Professional Development Counsel and Social Studies Chairs. Their responsibilities will include:

- Providing close attention to participants as practicing teachers in their everyday teaching environments.
- Attending all sessions of the Seminar, including summer sessions and four after-school sessions and working with the Academic Director and the Pedagogical Specialist in administering the sessions.
- Ensuring effective consideration of the difficulties that participant teachers encounter in their attempts to refashion teaching activity to incorporate the newly experienced subject matter and its organizational implications for pupil learning.

Time Line for Each Year's Administration

- October 10 Identification and scheduling of dates for summer seminar and professional development days.
- October 15 Submission of contracts to institutional partners.
- November 15 Ratification and processing of personnel contracts for summer Seminar.
- December 1 Final approval of project evaluation plan; publication of application brochures and forms for prospective participants.
- December 15 Identification of instructional materials for summer seminar; completion of distribution of application materials to consortium members.
- December 21 Identification of teacher participants.
- January 10 Submission of purchase orders for instructional materials.
- January 27 First after-school opening meeting. Dinner. Distribution of books.
- April 14 Second after-school meeting. Discussion of half of the reading list books.
- Summer, 2010, 2011, 2012: Eight days in Summer Seminar in Stoughton, Massachusetts.
- September 22 Third after-school meeting. Final Project due.
- October 20 Fourth after-school meeting. Guest Lecturer Gordon Wood.

Time Commitment of Key Personnel

Seminar Director (Gibbon): 12 hours/week through year; full-time on project for two weeks of summer seminar each year; 6 additional pre- and post-session visits for Competitive Preference.

Pedagogical Specialist (Houston): 50 hours/year, including full time on project for two weeks of summer seminar each year; 6 additional pre- and post-session visits for Competitive Preference.

Evaluation

The CHARMS Collaborative integrates a rigorous and comprehensive evaluation with ongoing assessment to ensure that project historical content and instructional skill development is responsive to real time teacher and student needs. The evaluation design aligns with our focus on building in depth history content knowledge and applying that content with a strong understanding of historical habits of mind. In addition to measuring and monitoring the project's impact on student and teacher history content knowledge and on targeted historical analytical thinking skills, changes in lesson plans and instructional practices are reported. The development, participation levels, delivery, and quality of project activities and resources are measured, and actual application of the material by teachers with students is examined. (See, logic map in appendix)

The evaluation monitors progress toward attaining each of the following major project goals through the readings, research papers, e-folios, web site resources, readings, half-day sessions, tours, and seminars each year. Each of these goals is matched with objective qualitative and quantitative performance measures.

A. The project will provide high quality, demanding and in-depth history professional development, resources, and services.

1. Forty-five teachers will annually take part in 4 half day and one 8 day summer seminar. The completion rate is targeted at 90% or greater. The evaluation meets federal GPRA requirements and maintains participation records to report on the percentage of Teaching American History participants who complete 75% or more of the total hours of professional development offered.
2. Teachers will write three history research papers each year, complete 90% of assigned readings, and develop a lesson unit each year.
3. 100% of teachers will use project resources, readings, and/or skills in the classroom each year.

4. As a direct result of the project, 90% of teachers will report improved instructional skills and confidence and 80% will report increased use of primary documents and biographies from the first year, to the year following participation in the program.

Teacher feedback on the readings, papers, assignments, and especially group discussions will continually be assessed to improve activities and to correlate them with teacher knowledge and skill attainment. A focus is on connecting project action with potential classroom impact. The evaluation will explore how summer on site study experiences impact teacher knowledge and teaching.

B. The project will significantly improve teacher history content knowledge and instructional practices.

1. Teacher history knowledge will increase by at least 35% annually on a pre-post assessment of American history consisting of at least 50% validated test items, with content specific test items, for teachers who participate in at least 75% of the professional development hours offered by the project. This meets GPRA requirements.
2. Teacher performance on a nationally validated DBQ (document based question) essay will exceed performance of a match group of teachers by at least 25%. (see appendix for sample)
3. The proportion of teacher research papers rated highly qualified will increase by at least 25% from the first to the final paper.
4. Teacher project created lesson plans will improve by at least 35% based on an objective lesson review rubric focused on document analysis and targeted historical habits of mind, when compared to lessons prior to the project.
5. The use of interrelated historical narrative frameworks in teacher lesson plan units will double in the year following project participation.

Knowledge test items selected correlate with the history content targeted by the project (i.e. the role of individuals in shaping U.S. history, constitutional concepts, and project focus questions). Validated test questions align with project content and historical thinking skills taught. In addition to a pre-post test of teachers, the evaluation includes a quasi-experimental design that will compare teachers' performance to a match group of non-project teachers. Lesson plan and research papers are evaluated with an objective rubric that also targets the application of skills and content prioritized in project sessions. (See appendix for details). For example, expected lesson plan changes may include advanced historical analysis of primary resources. These changes would be evident by comparing lessons pre and post project intervention with a standard rubric focused on primary source lesson skills, using a blind review process (reviewers are unaware if lesson is pre or post, project or comparison), and professional education reviewers. (See, appendix).

C. The project will increase student knowledge of American history.

1. State MCAS scores for history and social studies (if test is implemented during the grant period) will increase for participating teacher classes by 15% after annual program participation.
2. Students of project teachers will score 15% higher than a match comparison group of students on pre and post history content tests developed with national validated test items, and report 15% higher exposure to primary sources and connecting overarching themes in history, in years 2 and 4.
3. Student test scores will increase by 15% on select content area test items when comparing project teachers' class scores from their first year, to the year following participation, on above tests.

The MCAS state history test was recently delayed due to budget issues and will be used if applicable. Student tests will draw from validated released MCAS state pilot test items and other national test sources and will align with state standards and the history content targeted by the project. Teacher first year scores serve as a pre-test as teachers have minimal exposure to the program during the academic year (introductory half day sessions and readings) before the summer seminar. A quasi-experimental design compares student scores with a match group of students of teachers not yet completing the project. (See, appendix for samples and details).

Test Development: The evaluator's current test database includes thousands of items derived from existing nationally validated questions from tests recognized by DOE as test item sources (i.e. NAEP, AP, NY Regents, etc.) (See appendix). The evaluator has experience testing hundreds of teachers and more than 15,000 students. The evaluator ensures that student and teacher individual data is kept confidential from project staff.

D. The project will improve teacher collaboration, resource sharing and provide tools for replication of successes.

1. A web site and e-portfolio will be developed and teacher model lessons and project resources, strategies and impact will be posted from 90% of teachers each year.
2. 100% of targeted schools in need will receive extra project support and services each year.
3. All consortium coordinators and pedagogical specialists will provide assistance with classroom implementation issues and keep logs of the types and quantity of teacher assistance rendered.

Types, methods and timing of data collection: Teacher lesson plans, papers, work products, and teacher participation and task completion levels are collected annually from coordinators and teachers at sessions. Pre and post tests given at all project sessions by evaluator will measure the

utility, quality, and satisfaction of each intervention. Student and teacher testing information is in the appendix. Student and teacher assessments measure knowledge gain and changes in classroom lessons and practices, course content, and student history interest and appreciation levels. The evaluator uses instant response devices at teacher content sessions, with assigned teacher numbers, to protect individual teacher confidentiality and document 75% completion levels. A timetable for testing is in the appendix. Student tests are sent to teacher by evaluator and placed in a sealed pre-paid return mailer and individual class findings are kept anonymous. If state tests are administered, scores will be collected through consortium coordinators. Coordinators will keep evaluator developed outreach logs to track types and levels of assistance. Use, development, and utility of the web site also will be examined. The evaluation will provide guidance on methods to identify and replicate factors correlating with success.

Evaluator: GEI has presented at two U.S. Department of Education TAH conferences and is highly recommended by TAH project directors served. GEI evaluates numerous diverse TAH projects and the national Presidential and Congressional TAH programs. (*See, Appendix*). The firm's extensive and diverse national TAH evaluation experience is combined with personalized service, live interactive testing at sessions, and ongoing communication with project staff and teachers.

Benchmarks to Monitor Progress and Impact and Reporting – Performance measures establish annual and longer-term benchmarks. Regular review of data results are scheduled and comprehensive full three and five-year review reports are planned. (*See, appendix timetable*). Reports include feedback on topics, resources, speakers, logistics, and project impact and improvement. **Data Analysis - *Quasi-Experimental Design*** – The evaluator has conducted numerous studies, please see the Appendix for details. ***Pre and Post test analyses*** – Pre/post

tests will be analyzed using cross tabular statistics and analysis of variance to analyze the degree and significance of changes.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-CHARMS_Table_of_Contents_for_Appendices.doc**

Attachment 2:

Title: Pages: Uploaded File: **1238-Letters_from_Partners.doc**

Attachment 3:

Title: Pages: Uploaded File: **1239-CHARMS_MOA.pdf**

Attachment 4:

Title: Pages: Uploaded File: **1240-Participating_Districts.doc**

Attachment 5:

Title: Pages: Uploaded File: **1241-Letters_of_Commitment_from_Guest_Speakers.doc**

Attachment 6:

Title: Pages: Uploaded File: **1242-Resumes_Bios.doc**

Attachment 7:

Title: Pages: Uploaded File: **1243-Daily_Schedule_and_Syllabi.doc**

Attachment 8:

Title: Pages: Uploaded File: **1244-EVALUATION_APPENDIX__.pdf**

A More Perfect Union: The Origins and Development of the U.S. Constitution
The CHARMS Collaborative
Teaching American History Seminar

Table of Contents: Appendices

Letters from Partners

National Association of Scholars
Adams National Historical Park
Lowell National Historical Park
John F. Kennedy Presidential Library and Museum

Memorandum of Agreement

CHARMS Collaborative (LEA)
List of Participating Districts

Letters of Commitment from Guest Speakers

Carol Berkin
Richard Bernstein
Michael Chesson
Richard Houston, Pedagogical Specialist
Peter Kolchin
Mark Lytle
James McPherson
Darren Staloff
Bruce Schulman
Sheldon Stern

Resumes and Biographies

Peter Gibbon, Academic Director
Richard Houston, Pedagogical Specialist
Guest Speakers in alphabetical order

Daily Schedule and Syllabi

Syllabus 2010
Syllabus 2011
Syllabus 2012

Evaluation Appendix

National Association of Scholars

One Airport Place, Suites 7 & 8, Princeton, NJ 08540-1532 ♦ 609-683-7878 Fax: 609-683-0316 ♦ www.nas.org

BOARD OF ADVISORS

Chairman

Stanley Rothman

Members

John Agresto
Jacques Barzun
Walter Berns
John Bunzel
Edwin J. Delattre
Chester E. Finn, Jr.
Eugene D. Genovese
Robert P. George
Eugene Hickok
Gertrude Himmelfarb
Paul Hollander
Irving Louis Horowitz
Harry V. Jaffa
Donald Kagan
Irving Kristol
Richard D. Lamm
Mary R. Lefkowitz
Leslie Lenkowsky
Hugh Lloyd-Jones
Harvey C. Mansfield
Milton J. Rosenberg
John R. Silber
Christina Hoff Sommers
Shelby Steele
Stephan Thernstrom
Edward O. Wilson
James Q. Wilson

**NAS Chairman and
Director of Special Projects**
Stephen Balch

President
Peter W. Wood

Secretary
B. Nelson Ong

Treasurer
Candace de Russy

Public Affairs Director
Glenn M. Ricketts

Operations Director
Barbara A. Gregory

Communications Director
Ashley Thorne

Secretary
Wanda J. Cooley

Technical Coordinator
John E D Irving Jr.

February 12, 2009

Dr. Michael Palladino
CHARMS Collaborative
710 Turnpike Street
Stoughton, Massachusetts 02072

Dear Dr. Palladino:

I am pleased to confirm that the National Association of Scholars (NAS) will serve as the primary partner and co-sponsor of the CHARMS Collaborative *A More Perfect Union* seminar on Teaching American History, which, if funded, will run from 2010-2012.

GENERAL STATEMENT OF WHAT THE NAS WILL PROVIDE: The NAS, with the consent and cooperation of the CHARMS Collaborative (the applicant LEA), will select and provide the content and administration of the academic program of the *A More Perfect Union* seminar on Teaching American History; the selection of the academic director, the seminar lecturers, the pedagogical specialist, and the other institutional partners. The project's primary activity each year (2010-2012) will be a two-week, eight-day summer seminar for forty-five pre-collegiate school history and social studies teachers.

THE PARTICULARS:

The project's academic director selected by the NAS is Dr. Peter Gibbon, Senior Research Scholar at Boston University School of Education. The pedagogical specialist selected by the NAS is Richard Houston, veteran teacher and Chair of the Social Studies Department at Harwich High School in Harwich, Massachusetts. Mr. Houston has been a coordinator on a previous TAH grant and is working on his Ph.D. at Clark University.

The NAS is responsible for the design of the academic content of the three-year Seminar. Each year of the Seminar will include two half days of professional development prior to the eight-day summer workshop and two half days of professional development in the fall and spring of the academic year succeeding the summer workshop (for a yearly total of two full professional development days in addition to the summer workshop).

The NAS is responsible, with cooperation of the project's academic director, for:

- The creation of application materials for prospective seminar teacher participants and, in coordination with the CHARMS Collaborative, the selection of up to forty-five teacher participants for the first year and each year thereafter.
- The selection, reproduction, purchase, and distribution of seminar reading materials.
- The identification and employment of Seminar Lecturers.
- The organization of schedule for summer seminar.
- Coordination of the participation of the other institutional partners.
- Liaison with school district staff and teachers.
- Direct oversight of all pedagogically related aspects of the seminar as well as of project evaluation.
- Scheduling of, and all details relating to, auxiliary resources, such as the day trips to Adams National Historical Park and Lowell National Historical Park and a project evaluation by an independent evaluator.
- Visits of project academic director and the pedagogical specialist to districts site during school years for purpose of formative supervision and response to teacher needs.
- Identification of and employment of an independent evaluator for the seminar. NAS has selected **Grant Evaluation Inc.** to serve in this capacity.
- Development and administration of a TAH Website for diffusion and replication. The website will describe the rationale underlying the design of the project, provide a listing of the documentary and interpretive literature, and explain evaluation techniques. The website will include links to other resources related to the understanding and teaching of American History, including links to other organizations involved in history education.
- The NAS will provide the CHARMS Collaborative with the results of the annual evaluation conducted by Evaluation Solutions. The NAS will also assist the CHARMS Collaborative in preparing the annual report required by the U.S. Department of Education from the applicant LEA.

The NAS currently serves as a primary partner in seven TAH grant projects and as a secondary partner in several others. We will be delighted to work with the CHARMS Collaborative in helping teachers improve the knowledge and skills necessary to teach traditional American History in an effective and engaging manner.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter W. Wood". The signature is fluid and cursive, with a prominent initial "P" and a long, sweeping underline.

Peter W. Wood, Ph.D.
President
National Association of Scholars

cc: file

(continued)

United States Department of the Interior

In Reply Refer To:

NATIONAL PARK SERVICE

Adams National Historical Park
135 Adams Street
Quincy, MA 02169

February 5, 2009

United States Department of Education
400 Maryland Avenue SW, Room 5C126
Washington, D.C. 20202-6200
Regarding: The CHARMS Collaborative
Teaching American History Grant

Dear Grant Committee:

This letter is in support of the CHARMS Collaborative in seeking an award through the Teaching American History (TAH) Grant Program. Adams National Historical Park (Adams NHP) is partnering with the CHARMS Collaborative to deliver interpretive programs and opportunities to teachers and educators participating in the Collaborative's Teacher Conferences. The Park's program offerings strive to instill the principles for which Adams NHP was established in 1946: to foster civic virtue, patriotism, and stewardship in future generations of Americans. To this end, Adams NHP strongly supports the Collaborative's commitment to reach out to teachers and educators who will, in turn, inspire and motivate their students. Funding in the amount of \$1000.00 from the TAH Grant will enable Adams NHP to provide enriching educational experiences for the CHARMS Collaborative's conference attendees.

Adams NHP's partnership with the CHARMS Collaborative will include in-depth and behind-the-scenes tours of Adams Family homes, special exhibitions of material culture and primary sources, and interpretive educational programs highlighting the Adams family's role in the formation and development of the United States. Additionally, participants will have the opportunity for one-on-one interaction with Park Rangers, Historians, and Scholars, to explore, discuss, and experience the multitude of opportunities for Teaching American History.

Adams NHP staff are committed to ensuring the quality, relevancy, and timeliness of Park programs for the benefit of Conference participants:

Caroline Keinath, Deputy Superintendent. Ms. Keinath has managed public and educational programming for the National Park Service for more than two

decades. As Chief of Interpretation and Park Historian, she is responsible for ensuring the quality, effectiveness, and sustainability of the Park's educational initiatives. Ms. Keinath provides oversight and evaluation of all educational programming at Adams NHP.

Karen Yourell, Education Program Coordinator. Ms. Yourell has implemented curriculum-based education programs at Adams NHP for more than a decade. As Educator and Interpreter, Ms. Yourell is responsible for the design, development, and delivery of interpretive programming, school programs, and teachers' conferences at Adams NHP.

Kelly Flynn, Visitor Program Coordinator. Ms. Flynn coordinates the implementation of visitor services and logistical arrangements for interpretive programming, educational initiatives, and public events at ANHP. Ms. Flynn will facilitate arrangements for the CHARMS Collaborative.

We encourage your consideration of the CHARMS Collaborative's request for funding through the TAH Grant Program. Your support to an institution that has capable and committed educators and partners, a proven record of success, a clear and compelling mission, and direct, measurable and attainable results will benefit participating teachers and their students. Historian Henry Adams, grandson of John Quincy Adams, once wrote: "A teacher affects eternity; he can never tell where his influence stops." We welcome the opportunity to affect eternity in partnership with the Department of Education and the CHARMS Collaborative.

Sincerely,

A handwritten signature in black ink that reads "Marianne Peak". The signature is written in a cursive, flowing style.

Marianne Peak, Superintendent
Adams National Historical Park

(continued)



February 5, 2009

Peter Gibbon
66 Island Creek Road
Duxbury, MA 02332-4323

Dear Peter:

The Tsongas Industrial History Center is pleased to partner with the CHARMS Collaborative in the "A More Perfect Union: The Origins and Development of the U.S. Constitution" Seminar you are proposing for a Teaching American History Project.

As you know, the Tsongas Industrial History Center is a partnership between UMass Lowell and Lowell National Historical Park. A central part of our mission is to engage teachers and students in active, experiential learning about the causes and consequences of industrialization.

Over the past fourteen years, Tsongas Center professional staff, UMass Lowell historians, and Lowell National Historical Park Rangers have offered K-12 teachers quality professional development through intensive teacher institutes, primary source and artifact study kits, media for the classroom, and hands-on workshops and Park tours that bring history to life. These approaches will be equally useful to teachers in your project, strengthening their content knowledge and helping them develop effective instructional practices that build historical understanding and engage students in meaningful historical inquiry.

As we have discussed, Tsongas Center/Park staff agree to contribute to your *A More Perfect Union* Seminar by presenting a day-long session, "On the Homefront: Lowell and the Civil War." We will use primary sources, historic sites, lecture, and experiential activities to address these questions: What stance did Lowell residents take on the issue of slavery on the eve of the Civil War? How did Lowellians respond to the war? What happened to those Lowell residents who participated in the war? We start by providing background on cotton textile manufacturing in Lowell, adding dramatic force with a visit to the Boott Cotton Mills Weave Room, where teachers see cotton cloth produced by power looms. Teachers then engage in Tsongas Industrial History Center workshops where they compare hand vs. machine production of cotton textiles, weave cloth by hand, discuss North-South textile connections prior to Civil War, examine a cotton bale and cotton gin, and tour additional exhibits relevant to the Seminar's themes.

In the afternoon, former Lowell National Historical Park Historian Gray Fitzsimons will lead a lecture-discussion on "Lowell on the Eve of Civil War," using a curriculum packet he co-authored (with the Tsongas Industrial History Center): *Cotton, Cloth, and Conflict: The Meaning of Slavery in a Northern Textile City*. Following the presentation, he will lead the group on a Civil War Walking Tour of Lowell. The tour models the use of place as a way to introduce the local American Civil War story, and includes such sites as a textile corporation boardinghouse, cotton storehouse, recruiting office, memorial to first the casualties of the Civil War (Ladd and Whitney Memorial), and the interior murals and exterior Civil War friezes of the Pollard Memorial Library. We wish you much success with your proposal.

Sincerely,

Sheila Kirschbaum

Sheila Kirschbaum
Professional Development Coordinator

(continued)

February 20, 2009

Dr. Peter Gibbon
66 Island Creek Road
Duxbury, MA 02332

Dear Dr. Gibbon,

I am writing in support of the CHARMS Collaborative's proposed Teaching American History project, *A More Perfect Union: The Origins and Development of the U.S. Constitution*. The John F. Kennedy Presidential Library and Museum agrees to participate in the project and will host a day-long program during the 2012 summer seminar in its examination of 20th-century constitutional and cultural conflicts, particularly in the area of civil rights.

The Kennedy Library's museum exhibits and archival collections contain a wealth of primary source materials related to presidential decision-making and federal actions in this area. The civil rights struggle in the Kennedy years has also been a major theme in the Library's programs for students and teachers and our education department has developed a variety of documentary resources for use in teaching this aspect of 20th-century American history. Seminar participants will learn from Library staff how to access these resources and will have the opportunity to view relevant exhibits in the museum galleries.

Since 2002, the John F. Kennedy Presidential Library and Museum has partnered with the Boston Public Schools and other school districts in Teaching American History grants, and we've seen first-hand how classroom teachers benefit from well-designed programs with real historical substance. We look forward to working on the project.

Sincerely,

A handwritten signature in cursive script that reads "Samuel Rubin". The signature is written in black ink and is positioned above the typed name and title.

Samuel Rubin
Education Specialist
John F. Kennedy Presidential Library and Museum
Columbia Point
Boston, MA 02125

CHARMS Collaborative

A Massachusetts Educational Collaborative

Serving

Avon, Canton, Holbrook, Milton, Sharon Stoughton

710 Turnpike Street Stoughton, Massachusetts 02072

781-344-1463


Memorandum of Agreement

As the Executive Director of the CHARMS Collaborative in Stoughton Massachusetts, I agree that the CHARMS Collaborative will join in a consortium with BICO Collaborative and North River Collaborative and our member public school districts (list of districts attached) in applying for a U.S. Department of Education-funded Teaching American History grant for the years 2009-2012. CHARMS will serve as the applicant district (LEA). The purpose of the grant is the funding and implementation of a project that will enhance the knowledge and professional development of teachers of American History. The consortium will be called *A More Perfect Union: The Origins and Development of the U.S. Constitution*.

Each district agrees to publicize to its social studies teachers the details concerning the project whose partners will be The National Association of Scholars, the Adams National Historical Park and the Lowell National Historical Park, and the John F. Kennedy Presidential Library and Museum. It is also agreed that each member district shall facilitate the participation in all seminar meetings of those of its teachers who are accepted as members of the TAH seminar *A More Perfect Union*. The project will consist of summer seminars and after-school, follow-up academic year meetings, taking place over a period of three years. (No project activity will be scheduled to take place during school hours.)

During and following the three-year term of the project, each consortium district agrees to facilitate on the part of its teacher-participants the dissemination of seminar content to non-participant and newly hired teachers of American history. Participation in the seminar is voluntary for teacher participants and the school district and may be terminated by either at any time.

The applicant district (LEA) for the Consortium agrees to assume the responsibility for allocation of all grant funds in accordance with Federal regulations and for providing space each year of the project for four after-school academic-year meetings of project participants.



Michael J. Palladino Ph.D., Executive Director

Title Executive Director Date 2/18/09

CHARMS Collaborative (LEA) Schools:

School Districts

Enrollments January 1, 2009

Avon	753
Canton	3,156
Holbrook	1,236
Milton	3,970
Sharon	3,499
Stoughton	3,928

From Bi-County Collaborative:

Bellingham	2,547
Mansfield	4,887
Milford	4,194

From North River Collaborative:

Abington	2,293
East Bridgewater	2,425
Foxborough	2,950
Hanover	2,721
Rockland	2,376
West Bridgewater	1,289

Total in Project: 42,224

Guest Lecturer Confirmations, Alphabetical

Carol Berkin

From: "Carol Berkin" <Carol.Berkin@baruch.cuny.edu>
Date: January 28, 2009 10:59:27 AM EST
To: "Peter Gibbon" <peterhgibbon@comcast.net>
Subject: RE: CHARMS/COLLABORATIVE

Dear Peter,
I will be happy to join you as a presenter for the Charms Collaborative
TAH grant program on July 29 and 30, 2010.
Yours truly,
Carol

R. B. Bernstein

From: "R. B. Bernstein" <rbbernstein@gmail.com>
Date: January 28, 2009 4:56:56 PM EST
To: Peter Gibbon <peterhgibbon@comcast.net>
Subject: Re: CHARMS/TAH

Dear Peter,

Many thanks for your invitation to me to take part as a presenter in the proposed
Teaching American History Grant for the Charms Collaborative. I am pleased
and honored by the invitation, and I gratefully and enthusiastically accept.

All best,

Richard

Michael Chesson

From: Omohundro@aol.com
Date: January 28, 2009 5:00:01 PM EST
To: peterhgibbon@comcast.net
Subject: Re: CHARMS

Peter,
yes, I can do this.
Michael Chesson

From: Peter Gibbon <peterhgibbon@comcast.net>
Date: January 28, 2009 3:27:25 PM EST
To: Omohundro@aol.com

Subject: CHARMS

Michael:

I will be applying for a Teaching American History Grant in the summer of 2011, for the Charms Collaborative, located approximately 1/2 hour south of Boston. I would like you to be the presenter on Wednesday and Thursday, July 27th and 28th, 2011. You would be paid \$1,000 for each day plus your travel expenses. Please let me know by way of return of this e-mail if you can do this.

Best,
Peter Gibbon

Richard Houston, Pedagogical Specialist

TO: CHARMS Collaborative, 137 Walnut St., Stoughton, MA

FROM: Richard F. Houston, Harwich High School, Harwich MA

RE: TAH Grant

DATE: February 8, 2009

Dear Director,

This letter is intended to confirm my interest in serving as Pedagogical Specialist for the Teaching American History Grant Program, "A More Perfect Union: The Origin and Development of the US Constitution," for the years 2009-2012.

Having already worked with Peter Gibbon as a program coordinator in one TAH Grant program, I look forward to the prospect of helping other school districts and teachers in utilizing this unique opportunity to advance the cause of citizen education. In over thirty years as an American history teacher, I have seen few chances for professional development that match the intellectual and academic excitement stimulated by what I have seen in the TAH program. As the current issues facing our nation make clear, teaching professionals, especially in the public schools, have a heavy responsibility to assure that students have a deep understanding of political, economic, diplomatic, and social roots of the United States. That goal begins with attracting, training, and encouraging good teachers.

Sincerely,

Richard F. Houston
Harwich High School

Peter Kolchin

From: Peter Kolchin <pkolchin@UDel.Edu>
Date: January 28, 2009 1:34:39 PM EST
To: "Peter Gibbon" <peterhgibbon@comcast.net>
Subject: Re: CHARMS/TAH

Dear Peter,

Yes, I will be able to participate as a presenter in this TAH workshop.

Best,
Peter Kolchin

----- Original message -----

Date: Wed, 28 Jan 2009 12:22:33 -0500
From: Peter Gibbon <peterhgibbon@comcast.net>
Subject: CHARMS/TAH
To: Peter Kolchin <pkolchin@UDel.Edu>

Peter

I will be applying for a Teaching American History Grant in the summer of 2011, for the Charms Collaborative, located approximately 1/2 hour south of Boston. I would like you to be the presenter on Monday and Tuesday, July 25th and 26th, 2011. You would be paid \$1,000 for each day plus your travel expenses. Please let me know by way of return of this e-mail if you can do this.

Best,

Peter Gibbon

Mark Lytle

From: Mark Lytle <marklytle00@hotmail.com>
Date: February 9, 2009 11:36:03 AM EST
To: peter gibbon <peterhgibbon@comcast.net>
Subject: RE: CHARMS TAH

Peter,

I'd be pleased to participate in July, 2012.

Mark

Mark Lytle
Professor of History and Environmental Studies
Bard College, Annandale, NY 12504

James McPherson

From: James McPherson <jmcpfers@Princeton.EDU>
Date: January 31, 2009 3:34:44 PM EST
To: Peter Gibbon <peterhgibbon@comcast.net>
Subject: Re: TAH 2009

Peter,

I can give you a tentative yes for the 2011 possible TAH program near Boston.
Jim

Bruce Schulman

From: Bruce Schulman <bjschulm@bu.edu>
Date: February 7, 2009 7:06:26 PM EST
To: Peter Gibbon <peterhgibbon@comcast.net>
Subject: Re: TAH The CHARMS Collaborative

Dear Peter:

Yes, i would be delighted to participate.

Bruce Schulman

On Feb 7, 2009, at 9:56 AM, Peter Gibbon wrote:

Bruce:

I will be applying for a Teaching American History Grant in the summer of 2011, for the Charms Collaborative, located approximately 1/2 hour south of Boston. I would like you to be a presenter for two days during the last week in July, 2012. You would be paid \$1,000 for each day. Please let me know by way of return of this e-mail of your willingness to participate.

Best,
Peter Gibbon

Bruce J. Schulman
William E. Huntington Professor of History

History Department, Boston University
226 Bay State Road
Boston, Ma 02215

(b)(6)

Darren Staloff

From: "Darren Staloff" <vze29mvq@verizon.net>
Date: February 2, 2009 9:07:17 AM EST
To: "Peter Gibbon" <peterhgibbon@comcast.net>
Subject: Re: CHARMS/TAH

Dear Peter,

I would be happy to be a presenter at the Charms Collective on August 3 and 4, 2010.

Sincerely,

Prof. Darren Staloff
The City College of New York

----- Original Message ----- From: "Peter Gibbon" <peterhgibbon@comcast.net>
To: "Darren Staloff" <vze29mvq@verizon.net>
Sent: Wednesday, January 28, 2009 10:47 AM

Sheldon Stern

From: shjjstern@comcast.net
Date: February 3, 2009 11:15:11 AM EST
To: Peter Gibbon <peterhgibbon@comcast.net>
Subject: Re: CHARMS Collaborative

Peter,
I'd be very pleased to participate.
Thanks.
Sheldon

----- Original Message -----
From: "Peter Gibbon" <peterhgibbon@comcast.net>
To: shjjstern@comcast.net
Sent: Tuesday, February 3, 2009 10:01:02 AM GMT -05:00
US/Canada Eastern
Subject: CHARMS Collaborative

Sheldon:

I am hoping you will participate as lecturer and guide for a day in July of 2012 in the CHARS Collaborative's TAH program at the Kennedy Museum. You would be paid \$1,000 for this. Please let me know by way of return of this e-mail of your willingness to do this.

Best,

Peter Gibbon

The CHARMS Collaborative

Director and Presenters

Resume and Biograhpy: Director and Pedagogical Specialist
Biographies: Guest Presenters, Alphabetical

Director

Dr. Peter Gibbon
Boston University School of Education
Two Sherborn Street
Boston, Massachusetts 02215
617-353-4817 (w)
pgibbon@bu.edu

Education

- 1977-1980 Ph.D., Educational Administration, Teachers College, Columbia University
1966-1969 Candidate in Philosophy, American History, University of Michigan.
1964-1966 M.A., American History, Case-Western Reserve University.
1960-1964 B.A., English, Harvard College.
1956-1960 Shaker Heights High School, Shaker Heights, Ohio.

Employment

- 2003- Senior Research Fellow, Graduate School of Education, Boston University
Public speaker, Author.
Director, 2005-2007, National Endowment for the Humanities History Bee
Director, 2006 National Endowment for the Humanities Summer Institute:
<http://www.thomasjeffersonpersonalitycharacterandpubliclife.org>
Director, 2005 National Endowment for the Humanities Summer Institute:
<http://www.georgewashingtonmythsymbolandreality.org>
Director, TAH programs for the Cape Cod and South Shore Collaboratives
- 1995-2003 Research Associate, Harvard Graduate School of Education
Public speaker, Author.
- 1985-1995 Headmaster, Hackley School, Tarrytown, New York.
1980-1985 Head of the Upper School, Hackley School.
1978-1979 Joseph Klingenstein Fellow, Teachers College, Columbia University.
1977-1979 Consultant, Horace Mann-Lincoln Institute, Columbia University (writer of grant proposals, position papers, and evaluations).
1975-1977 Teacher, American history and European history, Bronxville Schools, Bronxville, New York.
1970-1975 Teacher, American history, European history. Hackley School.
1969-1970 Lecturer, American history, evening program of Northern Virginia Community College, Baileys Crossroads, Virginia.
1968-1969 Teaching Fellow in American history, University of Michigan.

Grants, Fellowships

- 1995-2007 Grants for research on and the study of heroes and heroism and for research on and the study of American history:
The Lynde and Harry Bradley Foundation
The F. M. Kirby Foundation
The Olin Foundation
- 1993 Summer Seminar in Oxford, England.
- 1991 Grant from the German Marshall Fund to study German educational system in Germany.
- 1990 Grant from the Council on International Education to study Chinese school system in China.
Grant from National Endowment for the Humanities Summer Fellowship to study Chinese history.
- 1989 Grant from The Japan Foundation to study Japanese school system .

Speeches

1997-2007: Speeches on heroes and heroism to over 250 middle and high schools, private, public and parochial, as well as to educational associations and lay audiences including:

- The White House Forum on American History, Civics, and Service
The American Council on Trustees and Alumni
The American Enterprise Institute
The National Council for History Education
The National Council for Social Studies
The National Association of Secondary School Principals
The National Association of School Boards
The Association of Hartford, Connecticut Area Public School Superintendents
The Smithsonian Institution
The Monuments Conservancy
The Newington-Cropsey Foundation
The Virginia Association of Independent Schools
The Connecticut Education Association
The National Association of Independent Schools
The Character Education Partnership Convention
The Catholic Education Association
The Northeast Council for the Social Studies

Boards

- 2005-6 Selection Committee, The James Madison Foundation Book Award
- 2003- Advisory Board, The James Madison Foundation Book Award
- 2004- Advisory Board, The Center for the Advancement of Ethics and Character, Boston University
- Various years between 1970 and 2002:
Trustee: New York State Association of Independent Schools
Member of the Schools and Scholarship Committee of the Harvard Club of Westchester

Member of the National Advisory Council of *The History Teacher*
Certification in School Administration and in Teaching of Social Studies
and English

Publications

- “No Teacher Left Behind.” For Trustees Only. April 2005.
- “Why Teachers Matter” *Boston University Journal of Education*.
- “A Teacher’s Tough Model.” *The Washington Post*. October 12, 2004.
- “Ten History Lessons.” *National Council for History Education, Inc., Ideas, Notes, and News About History Education*. May, 2004.
- “Giving students the heroes they need.” Excerpt from *A Call to Heroism: Renewing America’s Vision of Greatness* in the *Education Digest*. April 2003, Vol. 68, Is. 8.
- “Gentle in Victory--The Changing Face of the American Soldier.” *National Review Online* April 21, 2003.
- “Our Great Ones: Do We Know Our Heroes When We See Them?” *National Review Online*, March 22, 2003.
- “Despite his flaws, King made the difference.” *Philadelphia Inquirer*, January 20, 2003.
- “Soaring with Heroes.” Excerpt from *A Call to Heroism*. Winter 2003.
- “Military Heroism Denied.” Excerpt from *A Call to Heroism*. VFW Magazine, January 2003.
- A Call to Heroism: Renewing America’s Vision of Greatness*. Grove/Atlantic, July 2002.
- “They called her Mother Jones: A life spent dignifying work.” *The Philadelphia Inquirer*, September 2, 2002.
- “Happy Birthday, Mr. Franklin!” *The Philadelphia Inquirer*, January 17, 2002.
- “Abandoned Heroes.” *The American Enterprise*, September 2000.
- “The End of Admiration: The Media and the Loss of Heroes.” *Imprimus*, May 1999.
- “Apologize for Columbus?” *The Washington Post*, October 12, 1998.
- “Worthy of Praise.” *The Washington Post*, July 4, 1998.
- “How Should We Remember?” *The Washington Post*, May 25, 1998.
- “Reflections on a man of undeniable character.” *The Baltimore Sun* and *The Philadelphia Inquirer*, February 16, 1998.
- “Not Finding Heroes, We Are The Poorer.” *Los Angeles Times*. November 30, 1997 and *Chicago Tribune*, December 17, 1997.
- “In Search of Heroes.” *Newsweek*, January 18, 1993.
- “Japan’s Educational System Is Not Magic, But...” *Education Week*, Volume X, No. 10, November 1990.
- “Schooling in Japan Offers Some Insights.” *New York Times*, April 23, 1989.
- “Two Significant Teachers.” *College Board Review*, Winter, 1985.
- “Sacrifices and Satisfactions.” A review of *Adolescence: The Farewell to Childhood*. *Newsday*, September 2, 1984.
- “Education Commission Overlooks Need for Clerks, Truckers.” *New York Times*, January 22, 1984.
- “Literature Review of Independent Schools.” *Teachers College Record*. Vol. 85, Number 1, Fall, 1983.
- “Why Be a Teacher?” *New York Times*, May 1, 1983.
- Book review of *Strange Gods*. *Newsday*, March 14, 1982.

Book review of *The World of the Public School. Independent School*, May 1979.

“From Rats to Humans.” Book review of B. F. Skinner’s *The Shaping of a Behaviorist. Newsday*, July 8, 1979.

“The Saving of a Culture.” Book review of *Person/Planet. Newsday*, Sunday, December 24, 1978.

“The Making of a Guru.” A book review of *Werner Erhard. Newsday*, Sunday, November 26, 1978.

“The Chaos of the City Schools.” Book review of *Acting Out: Coping with Big City Schools. Newsday*, June 25, 1978.

“The Unromantic Job of Spying.” Book review of *Hitler’s Spies. Newsday*, August 13, 1978.

“A Lesson in Loyalty.” Book review of *A Place for Noah. Newsday*, Sunday, June 25, 1978.

“The TV Set as Arch-Villain.” Book review of *Four Arguments for the Elimination of Television. Newsday*, March 26, 1978.

Book review of *School Teacher. New York Teacher*, January 1978.

Book review of *Europeans Observe the American Revolution. The Social Science Record*, April 1977.

“Dimi” *Hackley Review*, Winter, 1977-78.

“Reflections on a Fast Day.” *The Social Studies*. Vol. LXVII, No. 2, March/April 1977.

Book review of *Schooling in Capitalist America. New York Teacher*, May, 1977.

“The Colonial Years.” A review of social studies materials. *The History Teacher*, 1976.

Book review of *Growing Up in America. New York Teacher*. October 17, 1976.

“Flunking the Test Flunks.” A review of ABC television special on education. *New York Teacher*, 1976 and *Independent School*, October 1976.

Four movie reviews in *The History Teacher* 1976: “Grist Miller”; “Cider Maker”; “The Birch Canoe Builder”; “Maple Sugar Farmer.”

“The Romans.” A movie review. *The History Teacher*, May 1975.

“The Freedom-Joy Syndrome.” *Teachers College Bulletin*. Vol. 77, December 1975 and *American Educator*, Summer 1977.

“My Own Experience.” *American Baby*, June 1975.

“Man and State: Hamilton and Jefferson on Democracy.” *The History Teacher*, 1975.

“Commentary on the Lilly Report.” *The History Teacher*, Vol. VII. May 1974.

“On Adolescence.” *The Independent School Bulletin*, December 1973.

“The Primary Source: A New Tool in History Teaching.” *The Independent School Bulletin*, October 1972.

Television and Radio

Television and radio appearances between 1998-2005, including:

National Public Radio Debate with Historian Howard Zinn

Justice Talking

Morning Edition

The Connection

Fox and Friends

New England Cable News

School Talk
Fox News, Milwaukee, Wisconsin
The O'Reilly Factor
White House Chronicle
Fox News, Washington, D.C.
The Kathleen Dunn Show
The Diane Rehm Show
The Bob Grant Show
The Voice of America
On Point
Here and Now
Radio America
The Brian Lehrer Show
The David Brudnoy Show
Morning Attitude

Personal

Born: March 11, 1942
Marital Status: Married, Two Children
Interests: Squash, Tennis, Music, Reading, Writing, Art, Travel

Pedagogical Specialist

RICHARD F. HOUSTON

(b)(6)

EDUCATION

College of the Holy Cross: A.B. History 1978, Cum Laude, Top 10% of Class, 4.0 GPA in History, Phi Alpha Theta History Honor Society

Boston College: M.A.T. Education/History 1980, A- grade average in 36 credit hours

Clark University: Ph.D. (candidate), ABD, 3.63 GPA; Language exam passed: French; Preliminary and Comprehensive Oral Exams successfully passed in all four fields: America pre-1815, America post-1815, Modern Europe Russian/Soviet;

Dissertation Topic: JFK's Foreign Policy in the House and Senate

Other graduate courses: Anna Maria College, Framingham State College, UMass/Boston, Fitchburg State College, Lesley University, and Worcester State College

PROFESSIONAL EXPERIENCE

Harwich High School: 75 Oak St., Harwich, MA 02645, 508-430-7207

Teacher: 1994-present Courses: US History, Honors US History, Advanced Placement US History (76% of 130 students scored 3 or above on AP exam), Economics
Chair of History/Social Studies Department: 1995-2008
Other Activities: Steering Committee for New England Association of Schools and Colleges Self Study, Committee Chair of NEASC Community Resources for Learning, Chair of K-12 Social Studies Curriculum Committee, Freshman Class Advisor, Mentor for new staff member

Teaching American History Grant: “A More Perfect Union” Coordinator, 2008

St. John's High School: 378 Main St., Shrewsbury, MA 01545, 508-842-8934
Seminar, Teacher: 1978-1994, Courses: English I, English II, Freshman World History I, World History II, U.S. History Survey, Advanced Placement U.S. History (80% of 730 students scored 3 and above on AP exam), Contemporary US History
Chair of Social Studies Department: 1988-1994
Program of Studies Planning Committee, Subcommittees on Verbal Skills and Role of Department Chairs
Steering Committee for NEASC Self-Study
Moderator of History Club: organized participation in Council for Basic Education Citizen's Bee, Framingham State College History Conference, American Legion Oratorical Contest
Moderator: Model United Nations
Coach of Track and Cross-Country: 1978-88: 5 State Sectional Cross-Country titles. Massachusetts State Track Coaches Association “Coach of the Year”: 1987, 1988, 1999
Assistant in Alumni Office: helped publish Quarterly Newsletter and work fundraising phonathons.

Assumption College: 500 Salisbury St., Worcester, MA 01615, 508-752-5615
Faculty: Center for Continuing and Professional Education 1987-1995
Courses: America and Vietnam; U.S. Since 1960; Civil War and Reconstruction

Clark University: 950 Main St. Worcester, MA 01610
Teaching Assistant: 1989-90, Courses: British Empire; The Novel and American History

RELATED EXPERIENCE

College of the Holy Cross: Assistant Track and Cross-Country Coach 1988-1994
NE Association of School and Colleges: Visiting Team Member at Bishop Stang High School
Executive Committee Member: St. John's Lay Faculty Association
Elected Town Meeting Representative: Auburn

Elected Elm Hill Water District Commissioner
Interim Chair of Town of Harwich Community Preservation Act Task Force
Town of Harwich Health Insurance Advisory Committee
Board of Directors Friends of Pleasant Bay
Harwich Public Schools Sick Bank Committee

AWARDS

National Fellow for Independent Study in the Humanities from the Council for Basic Education and the National Endowment for the Humanities, 1987
Sabbatical from St. John's High School to pursue graduate work at Clark University, 1989-90
Grants Awarded: Friends of Pleasant Bay Humanities Teaching Grant, Community Foundation of Cape Cod Technology Grants (2), Harwich Chamber of Commerce School/Community Grant, Harwich School Committee "Mini-Grant," Harwich Schools Technology Mentor Grant.
Sabbatical from Harwich Public Schools to pursue doctoral dissertation, 2008-09.
2006 Massachusetts Outstanding Teacher of American History, Daughters of the American Revolution
2006 Massachusetts and Northeast Regional Outstanding American History Teacher, Daughters of Colonial Wars
2007 Recognized on Christa's Honor Roll of Teachers at Framingham State College
Inducted to the St. John's High School Athletic Hall of Fame, 1997: Captain of Soccer, Indoor and Outdoor Track, set School Record in Mile: 4:18.8

MEMBERSHIPS

Massachusetts Teachers' Association	Cape Museum of Art
Organization of American Historians	Harwich Historical Society
John F. Kennedy Library	Friends of Pleasant Bay
Holy Cross Varsity Club	MFA Boston
Cape Cod Museum of Natural History	Friends of Brooks Free Library
Harwich Conservation Trust	Association for the Preservation of
Cape Cod	
Massachusetts Audubon Society	Sierra Club
National Council for the Social Studies	NE Historical Genealogical Society

PERSONAL INFORMATION

(b)(6)

Interests: Running 22 Boston Marathons between 1979 and 2008 with a top finish of 125th and a best time of 2 hours and 30 minutes. Participating in community and political activities. Traveling, camping, boating, hiking with family.

Biographies: Director, Pedagogical Specialist

The academic director of the seminar is **Dr. Peter Gibbon**, author of the book *A Call to Heroism: Renewing America's Vision of Greatness*, published by Atlantic Monthly Press. His articles have appeared in *Newsweek*, *The New York Times*, *The Los Angeles Times*, *The Chicago Tribune*, *The Baltimore Sun*, *The Philadelphia Inquirer*, and *The Washington Post*, and in a variety of professional journals, such as *Teachers College Record* and *The History Teacher*. Dr. Gibbon has traveled around the country talking to teachers and students in public and private schools about heroism. He has appeared on numerous television and radio programs and was a speaker at the White House Forum on History, Civics and Service in 2003. He is currently a Senior Research Fellow at Boston University's School of Education, where he teaches "The Intellectual Foundations of Education" to graduate students. In addition to his work on TAH grants, he has worked with the National Endowment for the Humanities on programs in American history education. He has recently directed two NEH Summer Institutes at BU for teachers on George Washington and Thomas Jefferson and conducted a two-year pilot test for a National American History Bee. He was for eight years a Research Associate at Harvard University's School of Education. The former Head of Hackley School in Tarrytown, New York, he has taught ancient and medieval history, European history, anthropology, American history and a variety of electives in American, English and European literature. Dr. Gibbon is a graduate of Harvard College and has a Ph.D. from Columbia University Teachers College. More information about his work can be found on his web site at <http://www.heroesinamerica.org>

The Pedagogical Specialist for the three years will be **Richard F. Houston**, a history teacher and department chair, who served at St. John's High School in Shrewsbury, Massachusetts, from 1978 to 1994 and who has been serving at Harwich, Massachusetts High School since 1994. He was recognized as the outstanding teacher of American History by the Massachusetts Chapter of the DAR and as the outstanding teacher of the Northeast Region by the Daughters of Colonial Wars. He was chosen as a national fellow for independent study in 1987 by the NEH and CBE. He has an MAT in History from Boston College and an AB in History from the College of the Holy Cross. He is currently working on his doctoral dissertation at Clark University.

Biographies: Guest Presenters

Carol Berkin received her B.A. from Barnard College and her M.A. and Ph.D. from

Columbia University where she won the Bancroft Dissertation Award. She is Presidential Professor of History at Baruch College and deputy chair of the department of history at the Graduate Center. She teaches early American and women's history. Her publications include: *A Brilliant Solution: Inventing the American Constitution*. Jonathan Sewall: *Odyssey of an American Loyalist* (1974); *Women of America: A History* (1980); *First Generations: Women of Colonial America* (1996); *Women's Voices/Women's Lives: Documents in Early American History* (1998); and *Revolutionary Mothers: Women in the Struggle for America's Independence* (2005). Carol Berkin has worked as a consultant on several PBS and History Channel documentaries, including, The "Scottsboro Boys," which was nominated for an Academy Award as the best documentary of 2000. She has also appeared as a commentator on screen in the PBS series by Rick Burns, "New York" and in the MPH series, "The Founding Fathers," both of which aired in 2000.

R. B. Bernstein, Distinguished Adjunct Professor of Law at New York Law School, has written or edited nineteen books on American constitutional and legal history, focusing on the development of the U.S. Constitution and the early Republic. His most recent book is *Thomas Jefferson* (Oxford University Press, 2003; paperback, 2005). He has been nominated three times for the Pulitzer (twice for history, once for biography), Bancroft, and Francis Parkman Prizes. His projects in progress are *The Founding Fathers Reconsidered* and *John Adams*, both for Oxford University Press. He was historical advisor to the Crossroads history and civics-education curriculum project for New York State and has served as the Scholar/Consultant for an NEH Summer Institute on Thomas Jefferson. In addition, he has worked extensively as an exhibit curator for The New York Public Library, Astor, Lenox, and Tilden Foundations; for the New-York Historical Society; and for the Library of Congress. In 1987-1990 he was historian to the New York City Commission on the Bicentennial of the Constitution and in 1989-1990 he also was research director for the New York State Commission on the Bicentennial of the Constitution. He is a graduate of Amherst College and Harvard Law School.

Michael B. Chesson was born in Richmond, spent a year in Greensboro, NC, and from third grade through high school lived in Newport News, VA. He attended The College of William and Mary, graduating in 1969 *magna cum laude* in history, with a summer job at the Richmond, Fredericksburg, and Potomac Railroad. He served in the U. S. Navy, 1970-71, and continued in the Naval Reserve, from which he retired as a captain in 2005. Before and after active duty he was a seasonal for the National Park Service at Colonial NHP (Jamestown and Yorktown), starting as a GS-4 janitor, and leaving as a GS-5 Park Ranger-Historian. Following the Navy, Chesson enrolled at The Johns Hopkins University in 1972 and began graduate work under the direction of David Herbert Donald. When he left for Harvard University, Chesson followed, receiving his Ph.D. in 1978. His first book, *Richmond After the War, 1865-1890*, based on his dissertation, was published by the Virginia State Library (now the Library of Virginia) in 1981. It was board nominated for the Pulitzer Prize, and won the Museum of the Confederacy's Jefferson Davis prize in 1982 for the best book on the Civil War era. His second book, co-edited with Professor of Romance Languages Leslie J. Roberts, University of Southern Indiana, was *Exile in Richmond: The Confederate Journal of Henri Garidel* (Charlottesville: University Press of Virginia, 2001), which won the Founders Award

from the Museum of the Confederacy in 2002 for the best edition of a primary source. Along with Virginia Tech's Bud Robertson, he is one of only two Civil War scholars to win both major awards from the Museum of the Confederacy. His third book, an edition of Dr. J. Franklin Dyer's *The Journal of a Civil War Surgeon* (University of Nebraska Press, 2003) won glowing reviews from Civil War historians, medical doctors, and historians of science. Chesson has written many articles and dozens of book reviews. Chesson has taught the Civil War and Reconstruction, American slavery, the Old South, and graduate seminars on many topics at the University of Massachusetts–Boston since 1978. He is currently Professor of History, former department chair, and its senior Americanist. He lives with his wife Jane, their two children, Mark and Virginia, and Irish terrier Mick in Belmont, Massachusetts.

Peter Kolchin, the Henry Clay Reed Professor of History at the University of Delaware, has spoken at many TAH seminars. He specializes in 19th Century U.S. history, the South, slavery and emancipation, and comparative history. His books include *First Freedom: The Responses of Alabama's Blacks to Emancipation and Reconstruction* (1972), *Unfree Labor: American Slavery and Russian Serfdom* (1987), *American Slavery, 1619-1877* (1993, revised ed. 2003), and *A Sphinx on the American Land: The Nineteenth-Century South in Comparative Perspective* (2003). Winner of the Bancroft Prize in American History, the Organization of American Historians' Avery Craven Award, and the Southern Historical Association's Charles Sydnor Award, he is currently working on a comparative study of emancipation and its aftermath in Russia and the U.S. South. In 2002, he won the Francis Alison Award, the University of Delaware's highest faculty honor. Kolchin received his B.A. from Columbia and Ph.D. from Johns Hopkins.

Mark Lytle, Professor of History at Bard College and Chair of the Environmental Studies Program, has presented at many TAH seminars. He is the author most recently of the books *America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Richard Nixon* and *The Gentle Subversive: Rachel Carson, Silent Spring, and the Rise of the Environmental Movement*. Lytle contributed the section on the 20th Century to the American history text *Nation of Nations*. He is the co-author of the *After the Fact: The Art of Historical Detection*, a book that looks at competing interpretations of historical events. He received his B.A. from Cornell and his Ph.D. from Yale.

James McPherson is the George Henry Davis '86 Professor of History Emeritus at Princeton University. Among his many publications are *Battle Cry of Freedom*, which won the 1989 Pulitzer Prize, and *For Cause and Comrades: Why Men Fought in the Civil War*. He has written 100 major articles about the Civil War and the Civil War era. He was the 2000 Jefferson Lecturer in Humanities and the 2003 President of the American Historical Association. He graduated from Gustavus Adolphus College and received his Ph.D. from Johns Hopkins.

Darren Staloff, Professor of history at The City College of New York and Graduate Center of the City University of New York, is the author of *Hamilton, Adams, Jefferson: The Politics of Enlightenment and the American Founding* as well as *The Making of an*

American Thinking Class: Intellectuals and Intelligentsia in Puritan Massachusetts. He currently serves as chair of the department of history at City College as well as acting chair of the department of philosophy.

Bruce J. Schulman is professor of history and American studies at Boston University. He is author of *From Cotton Belt to Sunbelt* (1991); *Lyndon B. Johnson and American Liberalism* (1994); and *The Seventies: The Great Shift in American Culture, Politics, and Society* (2001), named one of the notable books of the year by the *New York Times*. A frequent contributor to the *New York Times*, the *Los Angeles Times*, and other publications, Schulman has appeared as an expert commentator on numerous television and radio programs. He is currently at work on a volume of the *Oxford History of the United States*, covering the years 1896-1929.

Sheldon M. Stern. Dr. Stern was historian at the JFK Library from 1977 to 1999, where he directed the Library's American History Project for High School Students, speaking at dozens of schools in Massachusetts. He is the author of *Averting 'the Final Failure': John F. Kennedy and the Secret Cuban Missile Crisis Meetings* and *The Week the World Stood Still: Inside the Secret Cuban Missile Crisis* in the Stanford University Press Nuclear Age Series. An authority on history education, he has written *Effective State Standards for U.S. History: A 2003 Report Card* for the Thomas B. Fordham Foundation.

The CHARMS Collaborative
Seminar on Teaching American History
A More Perfect Union: The Origins and Development of the U.S. Constitution

Daily Schedule and Syllabi

DAILY SCHEDULE FOR 2010-1012 SUMMER SEMINAR
Eight-day Seminar*

8:30	Breakfast
9:00	Lecture
12:30	Lunch
1:30	Follow up with Lecturer
2:00	Pedagogical and other activities
4:00	Adjournment

*Will spend during the first year one full day at Adams National Historical Park; during the second year, we will spend one full day at Lowell Historical Park; during the third year, we will spend one full day at the JFK Library and Museum.

Year One: 2010
Summer Seminar: The Revolution and Creation of the Constitution

Preparation for Day One:

In Book of Readings: R. B. Bernstein, "The American Revolution as a Constitutional Crisis"; review "Prologue."

In Kurland's *The Founders' Constitution*, The Declaration of Independence, pp. 9-11.

In Book of Readings: R. B. Bernstein, "The Revolution and State Constitution-Making."

In Kurland, "Thoughts on Government," pp. 107-110; Virginia Declaration of Rights, pp. 6-7; The Massachusetts Constitution of 1780, pp. 11-23.

In Book of Readings: Gordon Wood Interview from Book of Readings.

Review chapter titled "Republicanism" in Gordon Wood's *American Revolution*.

Day One

Speaker: R. B. Bernstein

Title: The Anchoring of American Law

8:30-9:00 Continental Breakfast

9:00-10:30 Part One: Becoming Independent

The first part will examine how a family quarrel within the British Empire spiraled out of control until it led to the first successful colonial revolution against a mother country. It will stress, among other things, the need to understand that the American Revolution had its roots in Anglo-American constitutional history, with colonists and mother country's polemicists disputing the meaning of the unwritten British constitution as applied to America.

10:30-11:00 Coffee Break

11:00-12:30 Part Two: An Age of Experiments in Government

The second part will focus on the Americans' efforts to restore legitimate government in a form that recognized their rejection of monarchism. It will consider the development of written constitutions and declarations of rights, the constitutional convention and the proper means of exercising the constituent power, and the quandary of relations between church and state.

12:30-1:30 Lunch

1:30-3:00 Breakout Session: "Gordon Wood's Revolution"

3:00-4:00 Discussion

Preparation for Day Two:

In Book of Readings: R. B. Bernstein, "Confederation and Constitution"; "Exploding Cigar"; "Federalist Papers as Road Map."

In Kurland, *The Articles of Confederation [1777-1781]*, pp. 23-26.

The Treaty of Paris of 1783

Northwest Ordinance

Report of the Annapolis Convention of 1786

Resolution of the Confederation Congress, 21 February 1787

James Madison, *Vices of the Political System of the United States*

In Michael Kammen's *The Origins of the American Constitution: A Documentary History*.

Review Chapter titled "Selected Letters," pp. 53-122.

In Douglass Adair's *Fame and the Founding Fathers*, Review: "Experience Must Be Our Guide", pp. 152-175; "James Madison," pp. 176-199; "Fame and the Founding Fathers," pp. 3-36.

Federalist Papers, 1 and 37; then 10, 14, 51; then 15, 69, 70, 78.

Day Two

Speakers: R.B. Bernstein, Peter Gibbon

Title: The Anchoring of American Law

8:30-9:00 Continental Breakfast

9:00-10:30 Part Three: The Making of the Constitution

This part will examine the Americans' hesitant experiments with government for the thirteen United States. First, it will consider the ramshackle Articles of Confederation, assessing the Confederation's achievements as well as its drawbacks. Second, it will explore how Americans who thought in national terms began to recognize the Confederation's weaknesses and to begin to design solutions for them. Third, it will sketch the origins of the Federal Convention of 1787 and conclude by viewing the Convention as an epitome of the American Enlightenment.

10:30-11:00 Coffee Break

11:00-12:30 Part Three Continued

12:30-1:30 Lunch

1:30-2:45 Breakout Session: "Douglas Adair's Vision"

2:45-3:00 Break

3:00-4:00 Discussion

Preparation for Day 3:

In Pauline Maier's, *American Scripture*, Chapters 1 and 2, appendices B and C.

From the Book of Readings: Merrill Jensen and John P. Kaminski et. al., eds., Documentary

History of the Ratification of the Constitution, Vol. I (Madison, 1976). 304-18 (the three documents issued by the Philadelphia convention, including the Constitution); Vol. 5 (Madison, 1998), pages 888-92, 896-98 (Acton and Carlisle through Ashfield), 904 (Bernardston and Leyden), 949-50 (Dalton), 953-55 (Fitchburgh through Gardner), 697-69 (Harvard), 995-998 (Northampton and Easthampton), 1002-03 (Paxton), 1013-14 (Richmond), 1017-23 (Sandwich), 1046-48 (Sunderland), 1055-58 (Townshend and Truro), and the map of the state with indicators of how town delegates voted that's on the volume's opening and endpapers; and Vol. VI (Madison, 2000), 1476-78 (the Massachusetts' ratification resolution).

Day Three

Speaker: R. B. Bernstein

The Founders Revisited

8:30-9:00 **Continental Breakfast**

9:00-10:30 **“The People As Sovereign: Independence and the Ratification of the Constitution”**

10:30-11:00 **Coffee Break**

11:00-12:30 **Discussion of issues based on assigned reading:**

- *Why did "the people," insofar as the documents in Appendix B of American Scripture reflect their views, support independence?*
- *Were their reasons different than those in Congress's Declaration?*
- *Why did Congress make the changes it made in the committee draft of the Declaration (see Appendix C)?*
- *With regard to the ratification of the Constitution in Massachusetts, what objections did the towns make to the proposed Constitution?*
- *Why did some persons---who favored ratification---not want the towns to instruct their delegates (see Northampton)?*
- *What was the flap in Sandwich about?*
- *What did that controversy---and the way the towns acted---have to do with the idea that "We the People" were supposed to ordain and establish the Constitution?*
- *Did Massachusetts' form of ratification sufficiently address the objections raised by some towns?*

12:30—1:30 **Lunch**

1:30-2:30 **Documentary, *Liberty: The Making of the Constitution***

2:30-4:00 **Breakout Discussion of Documentary**

Preparation for Day Four:

Readings on John Adams in *Book of Readings*.

Day Four
Trip to Adams National Historical Park

Preparation for Day Five:

Review *A Brilliant Solution* (participants read book in advance of the seminar).

Day Five
Speaker: Carol Berkin
Title: Part I: Confederation and Constitution

9:00-10:30	Problems of the Confederation
10:30-11:00	Coffee Break
11:00-12:30	Constitutional Conventions: Key Issues, Personalities of Delegates
12:30-1:30	Lunch
1:30-1:45	Projects: Richard Houston
1:45-2:45	Breakout Sessions on Projects
3:00-4:00	Documentary on Alexander Hamilton, Part I

Preparation for Day Six:

In Carol Berkin's *Revolutionary Mothers*, Chapters One and Ten.

Day Six
Speaker: Carol Berkin
Title: Part Two: Constitution and Confederation

8:30-9:00	Continental Breakfast
9:00-10:30	Who Was Left Out: Voting Requirements, Racial Discrimination
10:30-11:00	Coffee break
11:00-12:30	New Roles for Women, Women's Contributions to the Revolution
12:30-1:30	Lunch
1:30-2:45	Primary Sources Exercise
2:45-3:00	Break
3:00-4:00	Discussion

Preparation for Day Seven:

Review pp. 3-131 of Darren Staloff's *Hamilton, Adams, Jefferson: The Politics of Enlightenment and the American Founding*. Read "First Report on the Public Credit"; Federalist Papers, nos. 12, 13, 30, 31.

Day Seven

Speaker: Darren Staloff

Title: Hamilton and the New Nation

9:00-10:30	Hamilton's Reports
10:30-11:00	Coffee Break
11:00-12:30	Hamilton and Politics
12:30-1:30	Lunch
1:30-2:45	Alexander Hamilton Documentary, Part II
2:45-3:00	Break
3:00-4:00	Breakout discussion of Documentary

Preparation for Day 8:

The Election of 1800 in Book of Readings

Day Eight

Speaker: Darren Staloff

Title: The Election of 1800

Year Two: 2011

Summer Seminar: The Secession Crisis–The Civil War and Its Aftermath

Texts:

Belz, *Abraham Lincoln, Constitutionalism, and Equal Rights in the Civil War Era*

Fogel and Engerman, *Time on the Cross: The Economics of American Negro Slavery*

Kolchin, *American Slavery: 1619-1877*

McPherson, *Battle Cry of Freedom*

Perman, *Emancipation and Reconstruction 1862-1879*

Potter, *The Impending Crisis 1848-1861*

Ransom and Sutch, *One Kind of Freedom: The Economic Consequences of Emancipation*

Ratner et al., *The Evolution of the American Economy: Growth, Welfare, and Decision Making* (2nd ed., 1993): Selections in binder

Thompson, *Antislavery Political Writings, 1833-1860: A Reader*

Day One: The Constitution, Slavery, and the Nature of the Union

The framers of the Constitution attempted to realize the principles of the Declaration of Independence. Thus they established a federal union, with a government strong enough to

preserve liberty but limited so as not to endanger liberty. This effort was complicated by the existence of African slavery in America, and other sectional differences.

This discussion will address the following questions:

- *What was the nature of American slavery?*
- *What kind of government did the Constitution establish? What did the Constitution say about slavery?*
- *How did the development of the party system and antislavery movements affect the system?*

Background reading: Kolchin; Potter chs. 1-5; McPherson chs. 1-2; Belz chs. 2-3.

Documents: U.S. Constitution; Frederick Douglass; George Fitzhugh; *Corfield v. Coryell*; Massachusetts personal liberty law; Fugitive Slave Act.

Day Two: The Crisis of the Union

The issue of slavery in the territories sharpened sectional divisions, led to the breakdown of the party system and the creation of the Republican party, and finally produced the secession of eleven states in 1861.

This session will explore the southern attempt to expand slavery into the territories and abroad, the formation of the Republican party, the Supreme Court's *Dred Scott* decision, the Lincoln-Douglas debates, Lincoln's election, secession and the Republicans' response to it.

Questions to consider will be:

- *What was the basis of the Republicans' antislavery strategy?*
- *How did Lincoln interpret the founders' view of slavery, racial equality, and the nature of the union?*
- *What was the Confederate view of secession as a constitutional option?*

Background Reading: Belz, "Lincoln, Secession and Revolution: The Civil War Challenge to the Founding"; Potter; McPherson chs. 3-9.

Documents: South Carolina Declaration of Causes; *Dred Scott v. Sanford*; Lincoln-Douglas debates; Lincoln's First Inaugural.

Day Three: The Civil War

Victory in the Civil War required Lincoln to maintain the unity and dominance of the Republican party. In addition, the war facilitated monumental changes in national policy, reintroducing the Federalist-Whig agenda of economic promotion. President Lincoln also needed to prevent European powers from exploiting the rebellion to discredit republican government and expand their power in the Western Hemisphere. The war caused Republican policy to embrace emancipation and abolition.

How did the Lincoln and the Republicans maintain public support for their policies? What opposition forces challenged them? How did the American state and economy develop during the war? How did the Lincoln administration keep the great powers at bay? What were the conflicting views among and within the great powers (especially Great Britain) about the American Civil War? What problems of international law did the unclear “nature of the war” present?

Background Reading: McPherson chs. 10-28; Belz chs. 1, 4-5.

Documents: Emancipation Proclamation; Lincoln’s Second Inaugural.

Day Four: Reconstruction

After the end of the rebellion, the Republicans faced the twin tasks of restoring the Confederate states to the Union and protecting the rights of the freedmen.

- *How did they go about these tasks?*
- *How successful were they?*
- *What were the alternatives to the policies that were adopted?*
- *What political and constitutional developments and problems resulted?*

Background Reading: Perman; Belz chs. 7-9.

Documents: Proclamation of Amnesty and Reconstruction; Wade-Davis bill, veto, and manifesto; Black Codes; Civil Rights Acts; *Ex parte Milligan*; *Slaughterhouse Cases*; *Civil Rights Cases*.

Day Five: The History Of American Antislavery Political Thought

Readings: Thompson, *Antislavery Political Writings, 1833-1860: A Reader* Preface” and “Introduction” (pp.xiii-xxvii)

Frederick Douglass, “Lecture on Slavery, No. 1” (pp. 24-30)

William E. Channing, “Selections from *Slavery*” (pp. 31-38)

American Anti-Slavery Society, “Declaration of Sentiments” (pp. 41-45)

Amos Phelps, “Selections from *Slavery and Its Remedy*” (pp. 46-60)

Lydia Maria Child, “Talk About Political Party” (pp. 98-103)

Arnold Buffum, “Lecture Showing the Necessity for a Liberty Party” (pp. 107-113)

William Bowditch, “Slavery and the Constitution” (pp. 133-143)

Frederick Douglass, “The Constitution of the US: Is It Pro- or Anti-Slavery?” (pp. 144-156)

William Lloyd Garrison, “No Compromise With Slavery” (pp. 230-45)

Henry C. Wright, “No Rights, No Duties: or Slaveholders, as Such, Have No Rights; Slaves, as Such, Owe No Duties” (pp. 246-260)

Study Questions:

- *How does Douglass present the nature of slavery?*
- *On what grounds does Channing argue that it is immoral to claim that one can have property in another?*
- *What principles does the American Anti-slavery Society believe and affirm?*

- *What does the Anti-slavery Society plan to do about getting rid of slavery?*
- *How, by what means, according to Phelps, is complete and universal emancipation to be effected?*
- *According to Lydia Maria Child, what role should politics play in the Abolitionist movement?*
- *Why, according to Arnold Buffum, is a third political party -- an Abolitionist party -- needed in American politics?*
- *Is the constitution a pro-slavery or an anti-slavery document?*
- *On what grounds does William Lloyd Garrison defend his philosophy against the charge that it is “fanatical, disorganizing, reckless” and imprudent? Why does Garrison think that the Union is the means by which slavery exists and thrives? What is Garrison’s alternative to stopping the spread of slavery?*

General Theoretical Questions:

- *Is compromise ever permissible in a conflict between two antagonistic moral systems, or is it inherently corrupting?*
- *Under what conditions is compromise permissible?*
- *How much compromise is acceptable?*
- *Does moral absolutism inspire or hinder reform?*
- *Does political victory require appealing to the lowest common denominator, and, if it does, how can one do it without corrupting one’s goals?*

General Questions:

- *Should abolitionists engage in politics or should they remain faithful to moral conversion?*
- *Is an anti-slavery political movement legitimate or even helpful if a majority of citizens do not accept anti-slavery principles?*
- *Should they work within the context of the traditional two-party system or should they form a third party?*
- *If abolitionists opted for a third party, should it be a one-plank party devoted to exclusively to the abolition of slavery or should it adopt a multi-planked platform that might appeal to a larger audience?*
- *How should they respond to non-abolitionist, anti-slavery parties such as the Free-Soil party?*
- *Is the Constitution a pro-slavery or an anti-slavery document? If it is a pro-slavery document, what course of action is required of anti-slavery men? If it is an anti-slavery document, what course of action is required of anti-slavery men?*
- *What is the moral status of an abolitionist who compromises with the slave power once in a while?*
- *If slavery cannot be abolished, is it the moral responsibility of those who believe in freedom and natural rights to secede from the Union?*
- *Is violence justified in abolishing slavery?*
- *Could emancipation have been achieved without a civil war?*

Day Six: Trip to Lowell National Historical Park

Day 7: Economic Change in the Civil War Era

The Economics of Slavery and Emancipation

Part A. In the early decades of US history, slavery ended in the North, quickly in some states and gradually in others, but became more and more entrenched in the South. We examine the bases for these divergent trends. And we take a close look at the economic nature of the slave system.

Questions:

- *What accounts for the divergent North-South trends?*
- *Was slavery profitable?*
- *Was it viable in the long run (a question that is different from profitability)?*
- *Was the slave labor system economically efficient?*
- *Why was slavery mainly a rural rather an urban system?*
- *To what extent were slaves exploited? Was slavery consistent with prosperity for the southern economy?*

Background Reading: Fogel and Engerman, Prologue, chs.1, 3, 4, 6, and Epilogue.

Part B. Emancipation undermined organizational and other bases of the southern agricultural economy. Alternative organizational bases emerged, and one—sharecropping—came to dominate. Rather than prospering, the southern economy slipped far behind the rest of the US economy, and it remained that way for decades.

Questions: What organizational options were available to the post-emancipation southern economy? Why did sharecropping win out? Why, despite more freedom for African Americans, was the post-emancipation southern economy so much poorer relative to the rest of the country than it had been prior to the Civil War?

Background Reading: Ransom and Sutch, chs. 1, 3, 5, 7-9.

Day 8: Economic Change in the Civil War (cont'd)

Financial and Industrial Changes Resulting from the Civil War

In the decades after the Civil War, the US economy—despite the lag of the South—became the largest and richest in the world. The frontier disappeared as the continent became settled, and the amount of land cultivated doubled in three decades. Mass production and distribution technologies gave rise to giant enterprises; it is sometimes said that the US, unlike other nations, had big business before it had big government. These developments posed challenges for labor in the new industrial society. Railway and communication networks covered the country. And the financial system, changed substantially in the Civil War, fostered a high rate of capital formation while at the same time exhibiting an increased propensity toward deflation, periodic financial crises, and other forms of financial instability.

Questions:

- *Why was there such rapid economic expansion on all fronts after the Civil War?*
- *In what ways was this expansion a result of the war?*
- *Why was the US the first nation to develop “big business”?*

- *Did the so-called “robber barons” owe their wealth to monopoly or efficiency?*
- *What were the effects of big business on small business, labor, education, and government? What were the sources of financial instability?*

Background Reading: Ratner et al., chs 7, 8 (for pre-Civil War background) and chs 11-15.

Year Three: 2012

Summer Seminar: The Constitution and Ordered Liberty

Day One: The Constitution and the "Social Question"

Readings:

Michael Les Benedict, “Laissez-Faire and Liberty”

Michael Les Benedict, “Victorian Moralism and Civil Liberty in the Nineteenth-Century United States,” in *The Constitution, Law, and American Life* (Donald G. Nieman ed., 1992).

Samuel P. Hays, *The Response to Industrialism* (first edition, University of Chicago Press, 1957).

Focus Topics and Questions:

In the aftermath of the Civil War and Reconstruction, Americans turned their attention to the astonishingly rapid socioeconomic transformation wrought by the industrial revolution. Rural and small-town America became an urban nation and the greatest industrial power in the world. The stress and strain of this radical had profound political and constitutional effects, as statesmen wrestled with what was called “the social question.” In the last quarter of the late 19th century, the United States became even more legally and politically liberal or “laissez-faire,” with government’s role largely limited to economic promotion and distribution rather than regulation or redistribution. The crisis of the 1890s, however, marked a shift toward a more ambivalent attitude in political economy, and a gradual shift toward intervention and statism in the “progressive era.”

- *What were the principal issues and institutions in late 19th century American politics? What was the relationship between government and business?*
- *What were the main limitations on government regulation?*
- *What were the chief organizational responses to the urban and industrial revolutions?*
- *How did the crisis of the 1890s alter American political development?*

Day Two: Progressivism

Readings:

Hays, *The Response to Industrialism*

Morton White, *Social Thought in America* (Viking, 1949).

Focus Topics and Questions:

The progressive movement was a mood among middle-class professionals that order needed to be imposed on the chaotic American free enterprise system. Progressives addressed most of the same concerns as the Populists, but did so from a broader base, in a less angry, alienated, and

apocalyptic way, for many progressives were themselves products of the economic system that they sought to reform. Thus, the progressive movement was thoroughly ambivalent, and progressives frequently took opposite sides on many issues, and produced contradictory legislation with often unintended consequences. But the one unifying theme of progressivism was statism: at one level or another, progressives called for increased governmental power to deal with social problems. It was in this period that the term “liberal” was inverted from its 19th century laissez-faire to its 20th century big-government definition.

- *What were the characteristics of the progressive movement?*
- *How did the progressives’ understanding of the American Constitution differ from the founders’?*
- *What were the sources of progressive constitutional thought?*
- *How did Theodore Roosevelt and Woodrow Wilson demonstrate a new view of federal and executive power?*
- *How did the progressives expand government power?*
- *How did the federal judiciary respond to progressive socioeconomic regulation?*
- *What effect did World War One have on American government?*
- *In what ways did the 1920s extend or reject progressivism?*

Day Three: The New Deal

Readings:

Alonzo Hamby, *Liberalism and Its Challengers* (Oxford, 1992), chs. 1-4.

Focus Topics and Questions:

In the New Deal era, the American people made a commitment to federal regulation of the economy and to American leadership in world affairs. A relaxation of constitutional restraints on government power, particularly the deferential position of the Supreme Court, facilitated these changes. Under the general welfare and interstate commerce powers, Congress became an all-purpose government that largely relegated the states to administrative subdivisions. In both policymaking and quotidian operation of the government, Congress delegated vast powers to the president and the new bureaucracy.

- *What was the constitutional basis for New Deal legislation?*
- *What constitutional problems did it pose?*
- *What was the reaction of the Supreme Court and the outcome of Roosevelt’s confrontation with it?*
- *How did the New deal affect American federalism?*
- *How did World War II affect American constitutional principles?*
- *How did the Cold War?*
- *How were the states forced to comply with national standards regarding criminal procedure, moral legislation, and other matters?*

Day Four: The Constitution and the “Culture War”

Readings:

Alvin Gouldner, *The Future of Intellectuals and the Rise of the New Class*

David Potter, “The Roots of American Alienation” and “Rejection of American Society”

Hamby, chs. 5-end.

Focus Topics and Questions:

The most significant change in the second half of the twentieth century was the great cultural revolution that climaxed in the late 1960s. An expanding set of dissident and marginalized groups and individuals who regarded themselves as victims—blacks and other ethnic minorities, women, students, the elderly, disabled, criminals, pacifists, environmentalists, and homosexuals—regarded themselves as victims, or advocates of the victimized and abused. Their claims represented, at the least, a radical extension of the traditional American principles of liberty and equality and, in some cases, a revolt against deeply engrained religious, moral, and political norms. Constitutionally, this revolt challenged the legitimacy of much of American political culture, as the New Deal liberal regime became reviled as “the establishment.” The most remarkable feature of the era was the reassertion of judicial power, as the Supreme Court recovered from its Post-Court-packing deference and became a leader, and the most hotly contested institution, in the late twentieth century “culture wars.”

- *What “new classes” did the New Deal state empower?*
- *How did the status of black Americans change from Reconstruction to World War II?*
- *What was the basis of the Supreme Court’s Brown decision?*
- *What problems did it present?*
- *What effects did it have?*
- *How did the relationship of religion and public life change after World War II?*
- *What was the basis for the adoption of affirmative action in employment, education, and voting in the 1960-70s?*
- *What were the sources of the Watergate crisis? How did the Supreme Court contribute to late 20th century “culture war”?*

Day Five: Civil Rights and the Constitution: Trip to the John F. Kennedy Presidential Library and Museum**Day Six: Cold War Revisionism****Readings:**

Robert Gabrick and Harvey Klehr, *Communism, Espionage and the Cold War*, National Center for History in the Schools, UCLA

Bruce Craig, *Treasonable Doubt: The Harry Dexter White Spy Case*, pp. 263-78

Alan Weinstein, *Perjury: The Hiss-Chambers Case* (rev. ed, 1997), pp. 449-64

Ellen Schrecker, *Many Are the Crimes, McCarthyism in America*, pp. 119-53

John Haynes, *Red Scare or Red Menace?* pp. 89-112

Martin Redish, *The Logic of Persecution: Free Expression and the McCarthy Era*, pp. 1-22

Day Seven: Cold War Revisionism, continued**Day Eight: The Culture Wars: The Constitution and Sexual Autonomy****Readings:**

Griswold v. Connecticut

Eisenstadt v. Baird

Roe v. Wade

Planned Parenthood v. Casey
 Bowers v. Hardwick
 Romer v. Evans
 Lawrence v. Texas

Focus Questions:

- *What is the basis of the right to privacy announced in Griswold v. Connecticut? Why do Justices Black and Stewart deny the existence of such a right?*
- *On what grounds did the Court extend the right to contraception to unmarried couples in Eisenstadt v. Baird? Why did Chief Justice Burger object to this decision?*
- *How does the Court justify the right to procure an abortion in Roe v. Wade? What interests does it weigh in reaching its decision? To what extent is abortion protected by the decision? What are the most important objections to the decision offered by Justices Rehnquist and White?*
- *How does the Court both save and modify Roe in Planned Parenthood v. Casey? How does the Court understand the doctrine of stare decisis and the role of the Court in American society? What criticisms of the Court's approach are offered by Justice Blackmun, Chief Justice Rehnquist, and Justice Scalia?*
- *Why does the Court decline to extend the right to privacy to protect homosexual conduct in Bowers v. Hardwick? Why does Justice Brennan disagree with the Court's view?*
- *What was the purpose of Colorado's Amendment 2? Why does the Court regard it as unconstitutional? Why does Justice Scalia regard the Court's decision as incorrect?*
- *In Lawrence v. Texas, why does the Court depart from its earlier understanding in Bowers v. Hardwick? How does the state law at issue in this case differ from that involved in the Bowers case? How does Justice O'Connor approach the issues differently from the Court? Why is Justice Scalia unpersuaded by the reasoning of the Court?*
- *In deciding cases, should members of the Court rely on their own moral reasoning or only on the text of the Constitution and our long-standing legal traditions?*
- *Is it a problem if state laws reflect moral judgments that are rooted in the population's religious beliefs?*
- *What are the consequences for the future of American democracy if the Court continues to develop its understanding of the right to privacy along the lines it has developed thus far?*
- *What would be the consequences for American democracy if the Court abandoned the right to privacy and left the controversial moral issues it embraces to the decision of state legislatures?*

EVALUATION APPENDIX

Teaching American History Grant Application



EVALUATION APPENDIX CONTENTS

I.	LOGIC MAP	2-4
II.	TEST DEVELOPMENT, COMPARISONS, QUASI-EXPERIMENTAL	5-7
III.	LESSON PLAN RUBRIC	8
IV.	SAMPLE STUDENT TESTS	9-11
V.	DOCUMENT BASED QUESTION SAMPLE	12-14
V.	SAMPLE TEACHER TESTS	15-16
VI.	TIMETABLE	17-18
VII.	EVALUATOR QUALIFICATIONS	19
VIII.	EVALUATOR VITAE	20-23

Evaluation Contact

Robert Peterson
P.O. Box 446
Little Meadows, PA 18830
607-341-7723; evaluation@grantevaluation.com

<p style="text-align: center;">INPUTS</p>	<p style="text-align: center;">OUTPUTS</p>	
	<p style="text-align: center;">Activities (annual)</p>	<p style="text-align: center;">Participation</p>
<p>Publications: extensive list of books and primary documents. See relevant appendices for entire list.</p> <p>Field Study Academies/resources: Adams National Historical Park, Lowell National Historical Park, and the John F. Kennedy Presidential Library and Museum</p> <p>Involved scholars include: Carol Berkin, Baruch College; Peter Kolchin, University of Delaware; James McPherson, Emeritus, Princeton University; Richard Bernstein, New York Law School; ; Darren Staloff, City College of New York; Michael Chesson, University of Massachusetts; Mark Lytle, Bard College; Bruce Schulman, Boston University; Sheldon Stern, former Director of Education Programs, JFK Library and Museum; Gary Fitzsimons</p> <p>Northshore Education Consortium</p> <p>National Association of Scholars</p> <p>Consortium Coordinators</p> <p>Academic Director, Dr. Peter Gibbon</p> <p>Pedagogical Specialist, Richard Houston</p> <p>Grant Evaluations, Inc., Robert Peterson, CEO, Evaluator</p>	<p>a.) 4 half day professional development sessions</p> <p>b.) Summer Seminar – 8 days</p> <p>c.) 1 paper written by each participant</p> <p>d.) 1 field experience</p> <p>e.) classroom implementation</p> <p>f.) creation of unit plans</p> <p>g.) creation of model lesson plan</p> <p>h.) efolio use</p>	<p>At least 90% of 45 participants will complete 75% or more of the total hours of professional development offered. (GPRA)</p> <p>At least 90% of participants will write three history research papers, complete 90% of assigned readings, and develop a lesson unit each year.</p> <p>100% of teachers will use project resources, readings, and/or skills in the classroom each year.</p>

OUTCOMES	
Annual	Three Years and Beyond
<p>The project will significantly improve teacher history content knowledge and instructional practices.</p> <p>The project will provide high quality, demanding and in-depth history professional development, resources, and services.</p>	<p>The project will increase student knowledge of American history.</p>

**Project Objectives (derived from Outcomes section of Logic Map)
and corresponding Performance Measures (designed to measure Project Objectives)**

<p>Project Objective 1) The project will provide high quality, demanding and in-depth history professional development, resources, and services.</p>
<p>At least 90% of 45 participants will complete 75% or more of the total hours of professional development offered. (GPRA)</p>
<p>Teachers will write three history research papers, complete 90% of assigned readings, and develop a lesson unit each year.</p>
<p>100% of teachers will use project resources, readings, and/or skills in the classroom each year.</p>
<p>As a direct result of the project, 90% of teachers will report improved instructional skills and confidence and 80% will report increased use of primary documents and biographies from the first year, to the year following participation in the program.</p>

Project Objective 2) The project will significantly improve teacher history content knowledge and instructional practices.

Teacher history knowledge will increase by at least 35% annually on a pre-post assessment of American history consisting of at least 50% validated test items, with content specific test items, for teachers who participate in at least 75% of the professional development hours offered by the project. This meets GPRA requirements.

Teacher performance on a nationally validated DBQ (document based question) essay will exceed performance of a match group of teachers by at least 25%. (see, below for sample)

The proportion of teacher research papers rated highly qualified will increase by at least 25% from the first to the final paper.

Teacher project created lesson plans will improve by at least 35% based on an objective lesson review rubric focused on document analysis and targeted historical habits of mind, when compared to lessons prior to the project.

The use of interrelated historical narrative frameworks in teacher lesson plan units will double in the year following project participation.

Project Objective 3) The project will increase student knowledge of American history

State MCAS scores for history and social studies (if test is implemented during the grant period) will increase for participating teacher classes by 15% after annual program participation.

Students of project teachers will score 15% higher than a match comparison group of students on pre and post history content tests developed with national validated test items, and report 15% higher exposure to primary sources and connecting overarching themes in history, in years 2 and 4.

Student test scores will increase by 15% on select content area test items when comparing project teachers' class scores from their first year, to the year following participation, on above tests.

Student (and Teacher) Achievement Data

Applying a **quasi-experimental evaluation design**, evaluation of core student and teacher achievement outcomes will be assessed. The impact on student achievement will be measured by assessing student knowledge change through pre and post tests of students with teachers in the TAH project group, and through comparing TAH project student achievement with students from a matched comparison group taught by non-program teachers. Teacher knowledge comparisons and testing will be done in a similar manner to students as indicated below, using higher level national assessment and certification test items and questions developed by the expert committee.

Students in this quasi-experimental study of the educational effectiveness of the district Teaching American History project will demonstrate higher achievement on course content measures than students in the match comparison group.

The evaluation will measure not only student history content knowledge achievement, but also indicators of student understanding and skills, learning resource use, and appreciation of, and interest in, American history both before and after the project interventions and with the student comparison group. This will serve to help identify the levels of change and association of specific features of the TAH project objectives with higher student achievement levels.

For example: did the project increase primary source analysis and use?; does higher student performance correlate with greater use of the certain resources (such as Cicero) by teachers and students?; do TAH project students compare and contrast historical events more than comparison students?; and, is there any correlation of this classroom activity with student history content achievement?

Comparison Group Recruitment: Experience indicates that a key factor to succeed is an aggressive recruitment plan to include the non-program comparison group of teachers and students. The evaluator has extensive experience implementing TAH quasi-experimental designs (and surveyed more than 5000 comparison students) Project staff will launch a strong recruitment effort of teachers not in the program from the region to participate in the study and the evaluator has developed the following practices:

- 1.** A streamlined and seamless student test process – tests are pencil or ink scan readable folders, packaged and delivered to the teacher with pre-paid return mailers and are designed to take no more than 25 minutes of class time;
- 2.** Complete confidentiality for teachers and classes – evaluator will not report results about individual classes (except to teacher of class if desired) or collect student identity information;
- 3.** Incentives for project teachers to refer match colleagues from any region with incentives for the referral teacher also;
- 4.** Recruitment literature explaining benefits of participation and offering complimentary class achievement reports to teachers;
- 5.** Recruitment of external districts and schools matched on

salient characteristics, and: **6.** Use of educational incentives, such as learning technology for classes, to encourage participation.

Comparison Group - Students of teachers in the program group will be compared with a group students with teachers not involved in the project who are matched on salient characteristics (e.g. years of teaching experience, college or university history educational background, courses and grade level taught, and student demographic factors – school lunch/aid formulas, population, risk and need factors). Classes will be matched based on key teacher and student demographic and performance related factors.

Quasi-Experimental Design – In addition to ratio level data, both nominal and ordinal forms of data will be included in the analysis. Pre and post test data for the program and comparison groups of students will be analyzed using multivariate hierarchical linear modeling. This allows for analysis of the power and relative importance and predictive value of various key characteristics, including program and non-program intervention elements, and demographic characteristics. The degree to which not only program participation and other characteristics impact predicting student and teacher performance related to traditional American history, but also the impact of relevant contextual variables, can be assessed. This can assist with fostering greater understanding of what features of this particular Teaching American History project are associated with stronger student achievement for replication and program improvement.

Statistical analysis will use SPSS or STAT type programming. Depending on the number of cases and level of data, types of analysis include – cross tabular comparisons using both parametric and non-parametric techniques; multiple regression; hierarchical linear modeling; and/or structural equation modeling.

Data Collection – Teachers are sent sealed packets with paid return mailers and administer tests in class. This process has been successful for the more than 15,000 tests returned to date and teachers are assured complete confidentiality of their class results to encourage unbiased test application.

Data Collection Instrument: Tests developed are age appropriate. Data is collected directly from the participating teachers and classes of their students. The content knowledge tests are drawn from numerous sources of nationally validated questions (e.g. SAT; AP; NAEP; state assessments) and national survey questions (e.g. Gallup; Roper). Past experience with more than 15,000 student tests indicate that prior release of some of the questions is not a significant issue as performance on these items matches performance on new items, and the odds of a student being exposed to a single questions from the hundreds released is low. Priority test items selected are those aligned with the American history content taught and existing or newly implemented state standards and framework.

Any applicable state standardized assessment test item scores acquired from the project and match group of students also will be compared and utilized as part of the achievement comparison process for tested grades.

Objective performance measures of changes in knowledge, understanding, and appreciation for students will be developed in a customized fashion to meet the varying content decisions among the program and non-program teachers.

Test Development: Validated student and teacher core history content test items were reviewed and rated by a committee of top university history, assessment, and curricula experts in January 2009. The evaluator's current assessment tools (taken by more than 15,000 students) were derived from existing nationally validated questions from tests referred to as test item sources at US DOE conferences (i.e. NAEP, AP, SAT, NY Regents, CA, TX and other state and national tests) and professor developed items (see sample in appendix). This allows for comparison of project students with match comparison groups, and comparison of individual test items with national findings. While these tests have successfully demonstrated student and teacher achievement, the data collected to date can now be studied to better target test items.

The expert committee reviewed past test item findings and test validity, examined the hundreds of test items in the evaluator data base and national/state assessments, and selected and developed core test items based upon national and state standards, and the sequential content of NAEP and national history standards. A key focus is to identify measures of both the historical content covered by the TAH grant and the historical skills and areas emphasized by the Fellowship project – such as the role of key historic figures and the ability to compare and contrast ideas and eras; or the ability to identify the core ideas or essence of an era, or skill using primary documents.

The teacher test used for comparison with non-Fellowship teachers also uses nationally validated test items from the above federally referred to sources and will items were reviewed and revised by the expert panel. The Fellowship history content tests for each colloquia, field trip, and summer institute are developed with test items derived directly from the presenting history professors and teachers providing the content and related national test items.

LESSON PLAN and CLASS OBSERVATION ANALYSIS

Lesson plans and class observations will be rated on numerous levels, using an objective custom lesson review rubric focusing on key changes expected from Project participation. **The final rubrics will be developed with input from the Project Director and leaders, and content specialists consistent with project management goals for lesson plan development.** For example, through exposure to the project, lesson plan changes may include stronger emphasis on higher order thinking and historical analysis skills such as comparing and contrasting and identifying overlapping themes and main ideas. Another change may be in the use of biography or primary resources. These changes would be evident both by comparing lessons pre and post Project intervention and by comparing Project teacher lesson plans with the plans of comparison non-Project teachers

Existing research based quality lesson plan rubric items also will be assessed – such as quality of the planned student assessment, clarity and alignment of lesson objectives with lesson assignments and activities, and state standards.

A blind review process is used (reviewers are unaware if lesson is pre or post, project or comparison) with a standardized rubric and professional education reviewers. A *partial sample* (actual rubric will be developed) of issues that such a rubric may focus on is provided below.

TO WHAT EXTENT WILL STUDENTS

<i>A. Compare and contrast differing sets of ideas.</i>	<ol style="list-style-type: none"> 1. Students not involved in such thinking 2. Opportunity for students to be involved was superficial 3. Adequate involvement of students 4. Substantial involvement of students
<i>B. Consider multiple perspectives.</i>	
<i>C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas</i>	
<i>D. Identify the author or source of the historical document or narrative and assess its credibility.</i>	

THE DEGREE TO WHICH THE ASSESSMENT TASK ASKS THE STUDENT TO

<i>A. Identify issues and problems in the past.</i>	<ol style="list-style-type: none"> 1. Students not involved in such thinking 2. Opportunity for students to be involved was superficial 3. Adequate involvement of students 4. Substantial involvement of students
<i>B. Marshal evidence of antecedent circumstances.</i>	
<i>C. Identify relevant historical antecedents.</i>	
<i>D. Evaluate alternative courses of action.</i>	
<i>E. Differentiate between historical facts and historical interpretations.</i>	

The following provides *examples* of a few pages from data instruments from prior TAH grants. THESE ARE NOT NECESSARILY ACTUAL TESTS FOR THIS FELLOWSHIP AND ARE NOT FULL SURVEY INSTRUMENTS – THESE ITEMS MEASURE STUDENT HISTORY CLASS PRACTICES AND INTEREST AND APPRECIATION LEVELS. ACTUAL TESTS USED WILL BE TAILORED TO THE FELLOWSHIP GOALS BASED ON CONTENT TAUGHT.

Thinking about your class that taught history, as class progressed from the beginning to the end of the course

	Decrease over time	Increase over time	Not change
Did reliance on the text book ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did computer and interactive resource use ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did multi-media web use in class ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your interest in history class ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your awareness of how history relates to the world today ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your understanding of why historical events took place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your use of primary source material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much do you agree with the following statements: Most students in my history class ...

	Strongly Agree	Agree	Disagree	Strongly Disagree
Are bored in history class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoyed at least one history project this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relate history to life today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What portion (if any) of the following documents did you read this year?

	Read it all	Half or more	Several paragraphs	A paragraph or less	None - did not read
"I Have a Dream" Dr. King speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gettysburg Address	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Declaration of Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
US Constitution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This school year, which of the following classes did you like the best?

Math English

Science Social Studies/Government/History

I AM IN THE

7th grade 10th grade

8th grade 11th grade

9th grade 12th grade

I AM

Black Hispanic Native American

White Asian Other

I AM

MALE

FEMALE

A second page of content questions were administered

Which group had the most influence on the ideas stated in the Declaration of Independence and U.S. Constitution?

- political leaders of Spain and Portugal writers of the Renaissance
 religious leaders of the medieval period philosophers of the Enlightenment

Match the correct time period during which the corresponding event took place.

	1450-1500	1540-1590	1600-1650	1740-1790	1800-1850	1850-1860	1880-1920	1920-1960	1960-1990
World War I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana Purchase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Columbus discovers America	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World War II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamestown Colony Founded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vietnam War	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defeat of Spanish Armada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korean War	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Declaration of Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civil War	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following documents established the division of power between state and federal government?

- A. The Articles of Confederation C. The Declaration of Independence
 B. The Constitution D. The Marshall Plan

What were both the Magna Carta and the English Bill of Rights designed to do?

- A. limit the power of the monarch C. accept the theory of divine rights
 B. provide for religious freedom D. give commoners the right to vote

A Hollywood producer is making a movie on the American revolution and assigns you to do research to ensure accuracy, which of the following references would be a primary source that you could use?

- The movie "The Patriot" with Mel Gibson An encyclopedia article on the revolution
 An American history school textbook A letter written by an American revolution soldier

What is a nation's paidea?

- The value it assigns to new ideas That which defines a people or makes a nation what it is
 The payments made to the International Monetary Fund The net worth of its wages

When the United States entered the Second World War, one of its allies was

- Germany Japan the Soviet Union Italy

Who won the French-Indian War?

- The French The Indians The British The Spanish

The following provides partial *examples* of data instruments from 2007 TAH grants. THESE ARE NOT NECESSARILY ACTUAL TESTS FOR THIS FELLOWSHIP AS THE TESTS USED WILL BE TAILORED TO THE FELLOWSHIP GOALS BASED ON CONTENT TAUGHT AND TEACHER AND STUDENT SKILLS TARGETED.

PLEASE CAREFULLY FILL IN THE ANSWER BLOCK AND DO NOT MARK ANY OTHER PART OF THE PAPER. Thank You - Elementary 2006

	YES	NO
Did you do any fun things this year to learn about the past in Social Studies?	<input type="checkbox"/>	<input type="checkbox"/>
Did history lessons get better as the year went on?	<input type="checkbox"/>	<input type="checkbox"/>
Did your class do any CD rom or web history lessons in class?	<input type="checkbox"/>	<input type="checkbox"/>
Do you remember any special history project that you did?	<input type="checkbox"/>	<input type="checkbox"/>
If you had a choice, would you choose to learn about history in class?	<input type="checkbox"/>	<input type="checkbox"/>

HOW MUCH DO YOU AGREE WITH THE NEXT SENTENCES?

	Not At All	A Little	Some	A Lot
I want to learn more about past times and people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is boring for most students in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I did a history project that I liked this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies was one of my best classes this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like learning about what happened in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is boring to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I AM

<input type="checkbox"/> Under 8 years old	<input type="checkbox"/> 9 years old	<input type="checkbox"/> 11 years old	<input type="checkbox"/> 13 years old
<input type="checkbox"/> 8 years old	<input type="checkbox"/> 10 years old	<input type="checkbox"/> 12 years old	<input type="checkbox"/> Older than 13

I AM IN THE

<input type="checkbox"/> 3rd Grade	<input type="checkbox"/> 4th Grade	<input type="checkbox"/> 5th Grade	<input type="checkbox"/> 6th Grade	<input type="checkbox"/> 7th Grade
------------------------------------	------------------------------------	------------------------------------	------------------------------------	------------------------------------

How much do you like history?

<input type="checkbox"/> I like history more than other subjects	<input type="checkbox"/> I like history the same as other subjects	<input type="checkbox"/> I like history less than other subjects
--	--	--

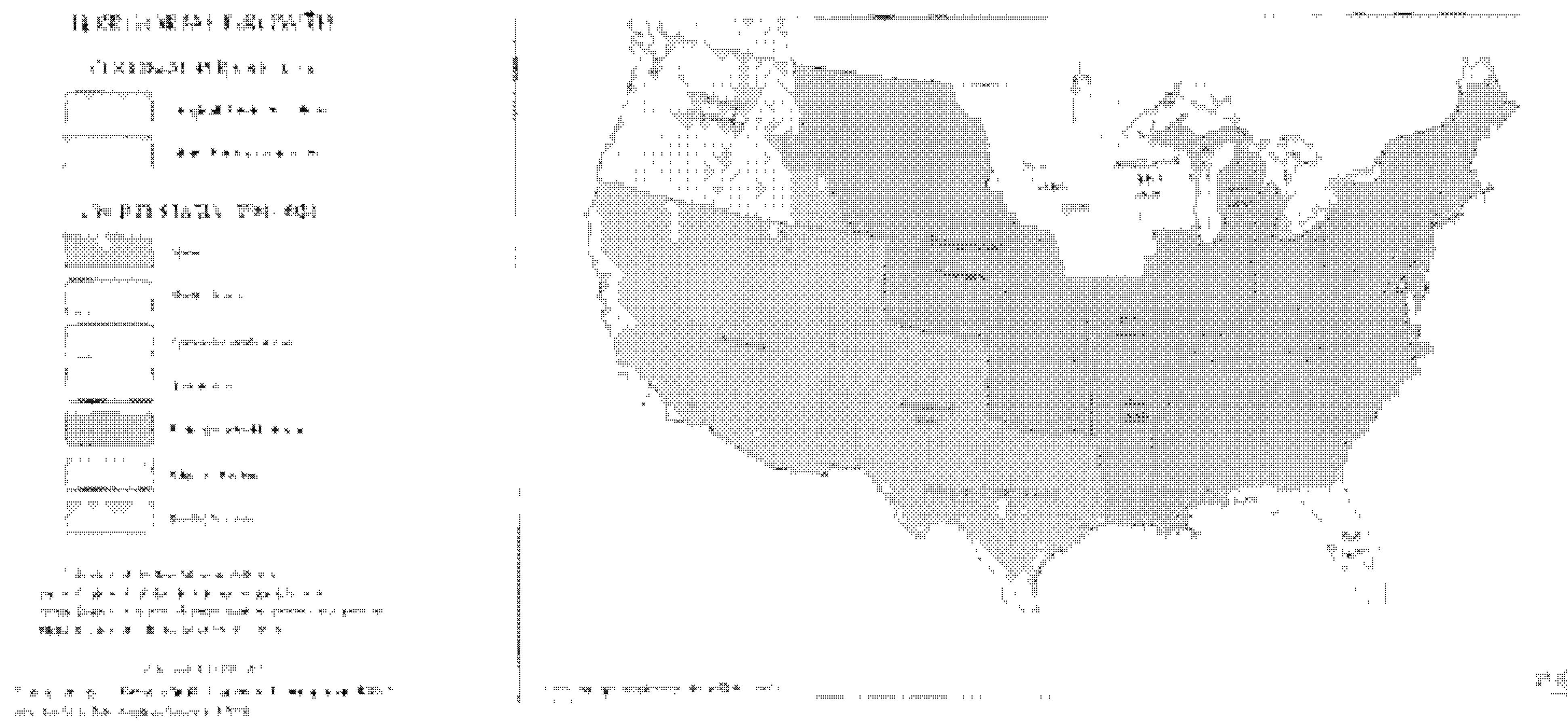
HOW MUCH DO YOU AGREE WITH THE NEXT SENTENCES?

	Not At All	A Little	Some	A Lot
Learning history was better this year than last year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History lessons involved students more this year than last year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE OF A DOCUMENT BASED QUESTION- EXAMPLE OF DOCUMENT BASED AP TYPE QUESTION

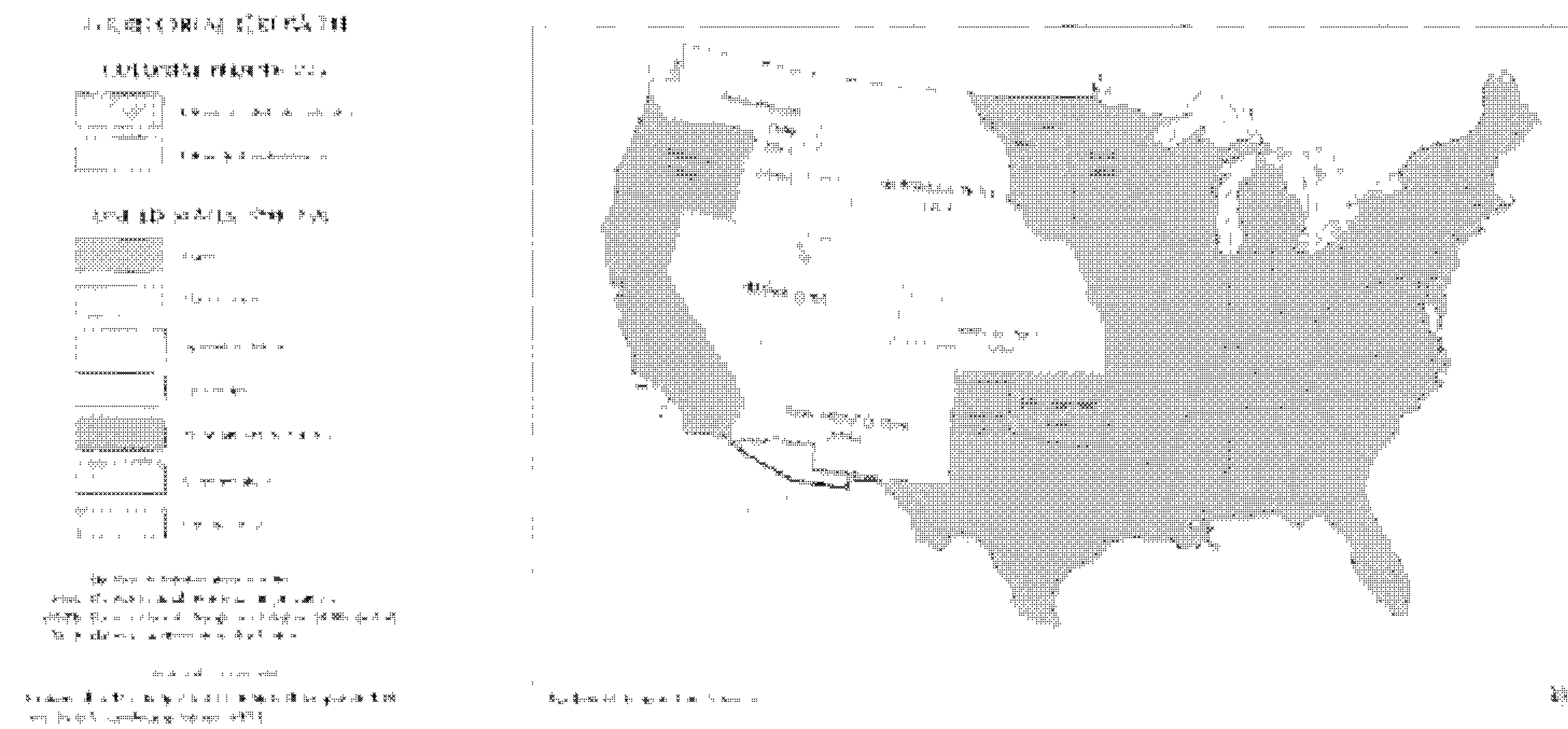
The Civil War was a product of westward expansion. Assess the validity of this statement using the documents and your knowledge of the time period 1840 and 1860. Considering the period between 1840 and 1860 and the documents provided, analyze the effects of westward expansion on American society.

Document A Source: http://www.lib.utexas.edu/maps/united_states/us_terr_1840.jpg
http://www.lib.utexas.edu/maps/united_states/us_terr_1860.jpg



http://www.lib.utexas.edu/maps/united_states/us_terr_1840.jpg

United States 1860



Document B

Section of the Lecompton Constitution, Source: <http://www.multied.com/documents/lecompton.html>

ARTICLE VII. SLAVERY.

SECTION I. The right of property is before and higher than any constitutional sanction, and the right of the owner of a slave to such slave and its increase is the same, and as inviolable as the right of the owner of any property whatever.

SEC. 2. The legislature shall have no power to pass laws for the emancipation of slaves without the consent of the owners, or without paying the owners previous to their emancipation a full equivalent in money for the slaves so emancipated. They shall have no power to prevent emigrants to the State from bringing with them such persons as are deemed slaves by the laws of any one of the United States or Territories, so long as any person of the same age or description shall be continued in slavery by the laws of this State; Provided, That such person or slave be the bona-fide property of such emigrants: And provided also, That laws may be passed to prohibit the introduction into this State of slaves who have committed high crimes in other States or Territories. They shall have power to pass laws to permit the owners of slaves to emancipate them, saving the rights of creditors, and preventing them from becoming a public charge. They shall have power to oblige the owners of slaves to treat them with humanity, to provide for them necessary food and clothing, to abstain from all injuries to them extending to life or limb, and, in case of their neglect or refusal to comply with the direction of such laws, -to have such slave or slaves sold for the benefit of the owner or owners.

23. Free negroes shall not be permitted to live in this State under any circumstances.

Document C Source: Polk, James K. On the election of 1844 and the Oregon compromise line

The election of the 1844 was virtually a referendum on westward expansion, the Democrats championing “the re-annexation of Texas” and the reoccupation of Oregon.” Combining belligerency and tact, Polk arrived at a compromise with Great Britain that set the forty-ninth parallel as the northern boundary of the Oregon Territory, thus securing an excellent harbor on the northwest coast.....His aggressive war policy provoked the Wilmot Proviso aimed at excluding slavery from the territories taken from Mexico. Although the proviso was not passed by the Senate, the principle that Congress could exclude slavery from the territories became the focus of the Republican party.

Document D Source: Roger B. Taney—March 1857

The words "people of the United States" and "citizens" are synonymous terms, and mean the same thing. They both describe the political body who ... form the sovereignty, and who hold the power and conduct the Government through their representatives.... The question before us is, whether the class of persons described in the plea in abatement [people of African ancestry] compose a portion of this people, and are constituent members of this sovereignty? We think they are not, and that they are not included, and were not intended to be included, under the word "citizens" in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States. On the contrary, they were at that time considered as a subordinate and inferior class of beings, who had been subjugated by the dominant race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the Government might choose to grant them.

Document E

Document F

Source: Stephen Douglas's popular sovereignty (1854)

“Withdraw the slavery question for the political arena, and remove it to the states and territories, each to decide for itself, such a catastrophe can never happen. Then you will never be able to tell, by any senator's vote for or against and measure, from what state or section of the Union he comes. Why, then, can we not withdraw the vexed question for politics? Why can we not adopt the [popular sovereignty] principle of the [Kansas-Nebraska] bill as a rule of action in all new territorial organizations? Why can we not deprive these agitators of their vocation, and render it impossible for senators to come here upon bargains on the slavery question? I believe that the peace, the harmony, and perpetuity of the union require us to go back to the doctrines of the revolution, to the principles of the constitution, to the principles of the compromise of 1850, and leave the people, under the constitution, to do as they may see proper in respect to their own internal affairs.”

Document G Source: Alexander Mackay on the trans-continental railroad

This is what we have effected by tapping the west. We have united it to us by bonds of iron, which it cannot, we would have identified its political sentiment without own. We have made the train one by our canals, or railroads, and our electric telegraphs, by making the Atlantic more necessary to the west than gulf; in short,” said he, “by removing the Alleghenies.”

Document H Letter from Edward Bridgman Source: Kansas, Tuesday, May 27, 1856

Since I wrote the above the Pottawatomie company has returned to O. as news came that we could do nothing immediately, so we returned back. On our way back we heard that 5 men had been killed by Free State men. the men were butchered -- ears cut off and the bodies thrown into the river[.] the murdered men (Proslavery) had thrown out threats and insults, yet the act was barbarous and inhuman whoever committed by[.] we met the men going when we were going up and knew that they were on a secret expedition, yet didn't know what it was. Tomorrow something will be done to arrest them. there were 8 concerned in the act. perhaps they had good motives, some think they had, how that is I don't know. The affairs took place 8 miles from Osawatomie. The War seems to have commenced in real earnest. horses are stolen on all sides whenever they can be taken....

TEACHER PRACTICES SURVEY SAMPLE -

Your Name: (Responses are kept strictly confidential and no individual reports released by independent evaluation firm)

General Teacher Baseline

NAME _____

Please indicate your agreement/disagreement with the statements below:	Strongly agree	Agree	Disagree	Strongly disagree
Students can meaningfully discuss the fundamental ideas that shaped national identity and institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students understand how to find and use primary sources in history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students connect historical events and see the broader themes of history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you use the following resources in the classroom?

	Daily	Weekly	Monthly	Less than monthly	Not at all
The text book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web based or CD Lessons or materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debates about historical issues and themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary Source Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self created new history teaching materials, lessons or curriculum modules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials or ideas derived from last year's Teaching American History sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What portion of the following documents have your students read?

	All	Half or more	Several paragraphs	One paragraph	Less than a paragraph	None
Declaration of Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preamble to US Constitution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
US Constitution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have you ever used the binary palette approach to teaching history? Yes No

How satisfied are you with the capacity of your current curriculum to convey overarching historical themes and continuity?

Very satisfied	Satisfied	Somewhat satisfied	Unsatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Quite a bit	Just some	Very little
How confident are you in your ability to convey history as a "conversation across time" about the most important issues to confront mankind and about how this conversation continues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what extent do your students grapple with the issues and ideas that historical figures were confronted with?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To what extent do your students learn multiple perspectives and interpretations of history to contrast with text book accounts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the level of emphasis that your current lesson plans and curricula place on the following student outcomes: (5=very high emphasis; 4= high; 3=moderate; 2=low; 1=not emphasized)

	1	2	3	4	5
Student knowledge of historical chronology.					
Student ability to compare and contrast historical ideas and epochs.					
Student knowledge of a founding American standard/proposition by which to judge U.S. political institutions, events and actions.					
Student understanding of the multiple causality of historical events					
Student ability to identify questions and disputes among Founders on the nation's principles					
Student ability to identify key evidence in interpreting historical issues					
Student ability to use documents as springboards to discuss historical and current issues.					

Have you ever used "Weblessons Online" as a classroom resource?

Yes No

How many years have you been teaching?

First year	1	2	3	4	5	6-9	10+
------------	---	---	---	---	---	-----	-----

What grade do you teach?

1-6	9-10
7-8	11-12

Did you major or minor in history?

No	History Major	History Minor
----	---------------	---------------

What prior TAH events did you attend last year (Sept. 06-Aug. 07)?

Colloquia and summer institute	Summer institute only	None - this is first year attending
--------------------------------	-----------------------	-------------------------------------

	Strongly agree	Agree	Disagree	Strongly disagree
My depth of knowledge on the American Revolution significantly increased last year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed new methods to engage students in history more last year than before that.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recently made significant changes in how I teach history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student use of primary sources increased last year in history class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TIMETABLE FOR EVALUATION AND DATA COLLECTION

Year 1

EVALUATION TIME TABLE

- Identify and classify key characteristics of teachers and students for analysis and match group identification.
- Review and establish available data records and collection process and types
- Pre-test students
- Hold seminars Pre and post test evaluations, review of teacher activity and plans for review and research days.
- Review findings and needs with Project leadership

Summer –
Fall 2009

Winter
2009-10

- Hold seminars; Pre and post test evaluation, review of teacher work product and plans consistent with grant. Review and research day reporting
- Post test students; Develop and improve the student test.
- Obtain process performance data for classroom implementation

Spring 2010

- Develop evaluation instrument for Field experience; collect remaining information from teachers' evaluations, Pre and Post test of teachers and students;
- Identification and collection of test units and model lesson plans; establish coding and quantification process for data.
- Administer student test.

Summer
2010

- Run 1st year evaluation data analysis and develop report; Pre and post test of summer seminar participants; review, quantify and code teachers' test units and model lesson plans, efolios and other evidence of classroom activities.
- Discuss formal evaluation suggestions for improvements.
- Share evaluation results with the project director and provide assistance in completing the grants APR
- Verify teacher GPRA completion rates

Year 2 EVALUATION TIME TABLE

- Fall 2010
- Refine 2009-2010 evaluation schedule, instruments, and plan with district TAH leadership; Record use and application of last year evaluation results and recommendations.
 - Identify and classify key characteristics of teachers and students for analysis and match group identification.
 - Hold seminars; Pre and post test evaluation, review of activity and plans consistent with grant.
- Winter 2010/ 2011
- Hold seminars and review and research days; Pre and post test evaluation, review of test units and lesson plans consistent with grant design.
 - Identification and collection of test units and model lesson plans; establish coding and quantification process for data
- Spring 2011
- Develop evaluation instrument for field experience; collect remaining information from teachers' evaluations and evidence of "classroom" activities to date.
- Summer 2011
- Pre and post test of summer institute review, quantify and code teachers' test units and lesson plans
 - Discuss formal evaluation suggestions for improvements.
 - Share evaluation results with the project director and provide assistance in completing the grants APR
 - Review final scores, attendance and participation results for GPRA

REPEAT PROCESS FOR YEARS 3-5 WITH COMPREHENSIVE CUMULATIVE REPORT IN YEARS THREE AND FIVE AND STUDENT RE-TESTING IN YEAR 3.

PROFESSIONAL CAPACITY AND EXPERIENCE

Grant Evaluations, Inc. (GEI) has special expertise in the design, implementation, analysis and reporting of Teaching American History (TAH) educational programs, curricula, professional development, and student performance evaluations. Our evaluation designs have contributed to competitive federal awards to more than 30 districts nationwide, including national Presidential and Congressional Academies. The U.S. Department of Education invited GEI (formerly Evaluation Solutions) to present evaluation findings and strategies at two national TAH conferences, including the January, 2009 event in NYC.

GEI has 13 years experience with an extensive network of experts to draw upon to ensure that demands are met in a timely and comprehensive fashion. GEI takes pride in individual service tailored to TAH project needs and brings an economy of scale with a large data bank of data instruments and question types to draw from to meet local needs. GEI actively participates and interacts with project directors, instructors, teachers, and staff. Our firm formats annual reports to meet federal DOE reporting requirements, greatly simplifying the federal reporting process for TAH project directors.

Our contracts are all from word of mouth recommendations of satisfied customers. We show up and do live interactive testing at many of the professional development sessions scheduled. This year GEI will survey approximately 25,000 student and more than 500 teachers. GEI has always met client deadlines and all work is custom designed around the goals and objectives of individual projects.

Technological resources include a huge bank of tested data instrument surveys, questions, and research. GEI owns Scantron printing and form reading equipment for survey design and analysis; has high capacity output printing in house; and, owns electronic instant response devices and software for surveying/testing up to 150 persons interactively with related statistical software and computer hardware. GEI has ongoing relationship with needed subcontractors for large tasks, including top telephone survey and test printing and scanning operations.

The principal researcher, Robert Peterson, has extensive experience administering and evaluating large education and human service programs and advising charitable donors and grant recipients on evaluation matters. The firm also works contractually with university and college statisticians and experts.

GEI works closely with educational administrators and teachers to ensure that data collection instruments and methods match project goals and objectives. For example, GEI surveyed hundreds of teachers to identify what program impact was anticipated as a result of TAH program participation, and then developed measures to quantify and measure teacher expected results.

GEI has performed long and short term evaluations and most of the projects currently underway include three year cumulative data analysis and reporting. GEI reports are user friendly and customized to match the intended purpose for its target audience. GEI is an independent research firm and is the evaluator for the national Presidential Academy for teaching American history and the national Congressional Academy for students.

Robert E. Peterson

(b)(6)

PROFESSIONAL EXPERIENCE

President, Grant Evaluation, Inc. (formerly Evaluation Solutions); P.O. Box 446, Little Meadows, PA 18830; 570-623-3333; 1995-current

- President and founder of evaluation firm performing program evaluation, and fiscal accountability review for national programs of non-profit and government organizations.
- Designed and implemented major complex evaluations, including:
 - * Completed 30 student and teacher outcome and process evaluations nationwide for diverse district Teaching American History grants;
 - * Evaluation design, implementation and ongoing analysis of Department of Education national Presidential Academy history grant, and the Congressional TAH program;
 - * Designed and implemented numerous new Teaching American History grant programs utilizing quasi-experimentation design;
 - * Designed and carried out Five Year inner city youth follow up Study of the National Foundation for Teaching Entrepreneurship - a youth high school business entrepreneurship preparation program;
 - * Performed three national evaluations of the constitutional law curriculum for the national Bill of Rights Institute, including both teacher and student studies
 - * Performed three statewide high school senior surveys on history and government knowledge
 - * Evaluation of youth development training and conference for the largest international non-profit drug and violence prevention program;
 - * Evaluation of youth development program of Brazil, Chile, and Argentina youth;
 - * Evaluation of a County community underage drinking prevention grant project from the U.S. Center for Substance Abuse Prevention
 - * Consultant on philanthropic evaluation of classical music development program;
- Lecturer and author on professional program evaluation for foundations and charitable donors
- Peer reviewer for U.S. Department of Justice grants.

Director, International Division, PRIDE Youth Programs (PYP); 2001-current; PRIDE Youth Programs, 2301 South Evergreen, Newaygo, MI (800-668-9277)

- Administer evaluation plans, instruments, and analysis for PRIDE Youth Programs and develop parenting component.
- Direct and manage international prevention operations, funding, and programs for PYP drug prevention program; including evaluation, budget, development, training programs and international outreach;
- Coordinate operations with international government and non-government organizations; oversaw youth drug prevention training and programs in Brazil and Chile;

Director, Office of Drug Control Policy, State of Michigan; Lansing, Michigan; 1991-1995

- Administered, regulated, and developed \$150 million in competitive substance abuse federal grants to community non-profit organizations and education, health, and law enforcement agencies; established tight compliance and performance standards and training with low state agency overhead levels. Managed and developed staff, budget, grants, contracts and compliance.
 - Developed RFP and competitive grant guidelines and priorities
 - Established grant review criteria and teams

- Directed grant awards and monitoring systems
- Administered federal grant awards to state
- Established coordinated statewide program evaluation system including:
 - Developed statewide evaluation criteria and standards through team building with project directors and staff for numerous federal and state funded programs in education, health, and enforcement;
 - Published first ever state evaluation guidebook bringing together professional evaluators, project directors, and grant administrators;
 - Led development of state evaluation data instruments with electronic paperless system
 - Established grant technical assistance program and procedures
 - Oversaw evaluation analysis and reporting and 300,000 student statewide survey youth.
- Established and managed nation's first office to consolidate numerous federal and state drug prevention, enforcement, education, and health programs, policies, agencies, and contract funding in a single agency.

Attorney at Law; 1277 Taylor Road, Owego, New York 13827; 1989-1991

- Developed program evaluation criteria and consultation for multi-state Civil RICO project and consultant to National Association of Attorneys General and State of Pennsylvania.
- Represented and negotiated law/policy interests of chief legal officers of all states to White House, federal agencies, congress, and state/local groups.
- Developed and wrote more than 40 state and federal statutes, dealing with substance abuse issues; develop numerous substance abuse prevention recommendations adopted in several national drug strategies; served on national drug prevention boards;
- Instructor, advisor, and lecturer to schools, companies, law firms, consultants, and business associations. Oversaw Fortune 500 CEO corporate drug conference and client follow-up.

Pennsylvania Office of Attorney General; Strawberry Square, 16th Floor, Harrisburg, Pennsylvania 17120; Attorney General Roy Zimmerman ; 1986 - 1989

Senior Deputy Attorney General to Attorney General, 1988 - 1989

- Evaluated performance of drug law enforcement agents and attorneys for state attorney general and reviewed national strike force team performance;
- Coordinated multi-state litigation and relations on legal issues of national significance including narcotics, asbestos litigation, and consumer issues;
- Developed major substance abuse legislative package, and developed state drug prevention, enforcement, and legislative program commended in President's 1990 national drug strategy.

Executive Director, Attorney General's Drug Initiative, Attorney General Leroy Zimmerman, 1986 - 1989 (same address and contact information as above)

- Founder and Supervisor of grant proposals resulting in over \$1 million in new funds to office; developed model drug initiative in Pennsylvania cited by two U.S. Presidents. Created nation's first competitive community drug grant program, including evaluation criteria.
- Executive advisor to Attorney General on broad range of substance abuse related legal, legislative, budgetary and policy concerns. Special expertise in evaluating and directing multi-state and national legal matters, oversaw state interaction on drug issues.
- Advocate for state substance abuse interests to the White House, federal government and major multi-agency boards, groups, and task forces. Chief liaison to National Attorneys General Association and Executive Working Group.

United States Department of Justice; EOUSA, Washington, D.C. 20530; on IPA assignment 1985 - 1986

- Developed new nationwide U.S. Attorney drug initiative and researched and wrote DOJ drug prevention resource and training manual. Coordinator with national non-profit drug prevention groups and interagency task forces;
- Special IPA appointee to Special Counsel managing new national Law Enforcement Coordinating Committee (LECC) program - federal, state, and local enforcement coordinating bodies in all federal judicial districts. Direct and monitor 42 LECC field coordinators nationwide and establish administrative and technical procedures and policy.
- Developed legal training institutes and seminars on complex legal topics (i.e. drugs, RICO, and money laundering) for prosecutors and investigators, author of manuals/handbooks, co-edited newsletter.

EDUCATION

State University of New York at Buffalo; Buffalo, New York

Joint J.D./PhD. Law Program; 1980 - 1984; Major: Social Science Law and Policy Studies

- **J.D., cum laude**, Faculty of Law and Jurisprudence; February, 1984

Class rank - top 10%, (top 2% LSAT)

Moot Court Board - 1982; State and Local Government Law Certificate (2/84)

- **Ph.D. (all but dissertation)**, School of Management, Center for Policy Studies

All Ph.D. course work and qualifying exams completed - December, 1983; focus on program evaluation.

- **State University of New York at Binghamton, Harpur College; Binghamton, New York; Major: Rhetoric, May, 1980** "Outstanding Academic Performance" honors, SUNY Binghamton Foundation Scholarship

AWARDS AND FELLOWSHIPS

For Substance Abuse Work:

Governor John Engler, State of Michigan Certificate of Special Tribute; 1995

U.S. National Guard, National Merit of Honor; 1994

DEA Drug Enforcement Administration Award; 1995

PRIDE of Newaygo; Recognition Award for Service to Youth; 1995

Grand Lodge Order of Elks; National Commendation Award; 1995

Attorney General Achievement Certificate for Outstanding Service; 1988

U.S. Attorney General Letter of Commendation; 1985

Member: American Evaluation Association, Organization of American Historians, National Council for History Education

BAR ADMISSIONS

New York State: Appellate Division (4th Dept.) of State Supreme Court, 1984

Commonwealth of Pennsylvania: Supreme Court of Pennsylvania, 1987

Federal: Western District of New York, 1985

PUBLICATIONS

Robert E. Peterson, *How to Get Evaluation Done*, chapter in Evaluating Success , guidebook by the Philanthropy Roundtable, Washington, D.C., 1998.

Robert E. Peterson, *The Measure of Success*, presentation paper on evaluating program success for foundations, Philanthropy Roundtable Annual Meeting, San Diego, CA, 1997.

Robert E. Peterson, *National Evaluation of Entrepreneurship Training*, and *Evaluation Report of the National Foundation for Teaching Entrepreneurship in New York City, Washington, D.C., and Wichita, Kansas*, for Charles G. Koch Foundation and David H. Koch Foundation, Research & Evaluation for Philanthropy, New York, 1998.

Robert E. Peterson, *Drug Enforcement Works!* - A comprehensive evaluation research book on the impact of drug enforcement in the United States, (Drug Facts, New York), 1996; 1997.

Robert E. Peterson, *DARE - Answering the Critics*, research report analyzing evaluation of the DARE education program, published in Opposing Viewpoints - The War on Drugs, Greenhaven Press, CA, 1998.

Articles:

Op-ed and Letters: *New York Times*; *Los Angeles Times*; *Detroit Free Press*; *Detroit News*; *Washington Times*; *Miami Herald*; *Philadelphia Inquirer*; *Lansing State Journal*; *others*; numerous community and anti-drug state publications.

INSTRUCTOR AND LECTURER

Presenter at 2009 and 2006 US Department of Education Teaching American History Project Managers Meeting; National and international lecturer, instructor, speaker, and debater on program evaluation and substance abuse prevention.

Lecturer: Charitable foundations – Philanthropy Roundtable; Non-profit organizations; South America, Ireland, England, prevention conferences; legislators; American bar Association; International PRIDE Conference; National physician and health organizations; U.S. Department of Justice, National Institute on Drug Abuse, White House Conference for a Drug-Free America; National organizations - Mayors, State and County Officials, Attorneys General, Small Businesses; Colleges, Universities, Elementary and Secondary Schools; Police Agencies, Academies and Professional Associations; Churches and Youth and Community Groups in states across the nation.

OFFICIAL BOARDS AND APPOINTMENTS

Governor Designee: Chairman, Governor's Criminal Justice Advisory Council; State contact for U.S. Department of Education and Justice Department anti-drug grants; Governor representative: Michigan DARE Advisory Board; Coalition for a Greater, Safer Detroit; and Governor's Drug Exposed Infant Task Force.

Attorney General Designee: White House Conference for a Drug-Free America, 1987 - 1988; National Association of Attorneys General, 1986 - 1989; Executive Working Group for Prosecutorial Relations, 1986 - 1989; Pennsylvania Commission on Crime and Delinquency, 1986 - 1988.

Other: Drug Prevention Network of the Americas; International Drug Task Force of DFAF; Harvard Working Group of State Drug Control Executives (1991-92); Regional state alternate of National Drug Free Schools and Communities National Steering Committee; National Criminal Justice Association; Drug Resource Committee, National Association of Attorneys General, 1987; Alternative Drafting Committee, National Conference on Uniform State Laws Controlled Substances Act, 1988. Attorney and advisor: Mission and Relief Services in Liberia/Guinea West Africa.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-Budget_Narrative.doc**

CHARMS Budget Narrative

The **CHARMS Collaborative**, the project’s applicant LEA, will rely on institutional partner the National Association of Scholars (NAS) in Princeton for project administration, with the exception of payment of training stipends. The NAS, through the project’s academic director, will provide a detailed annual report of expenses for this program as well as an annual assessment report to the Executive Director of CHARMS. The budget below represents the details of what is to be spent for the three-year *A More Perfect Union* Seminar on Teaching American History.

I. Personnel

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	Total
Academic Director: Dr. Peter Gibbon Gibbon will devote 12 hours/week each year, plus full-time on project during summer seminar plus 6 Competitive Preference meetings.	\$126,000	\$126,000	126,000	\$378,000
Project administration: National Association of Scholars	\$39,000	\$39,000	\$39,000	\$117,000
CHARMS Collaborative Administrative Overhead	\$32,000	\$32,000	\$32,000	\$96,000
Pedagogical Specialist –Richard Houston	\$16,000	\$16,000	\$16,000	\$48,000
Administrative Assistant to the Academic Director	\$12,000	\$12,000	\$12,000	\$36,000
3 Consortium Coordinators @ \$5,000	\$15,000	\$15,000	\$15,000	\$45,000

II. Fringe Benefits

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	Total
Fringe benefits for Director (20%)	\$7,800	\$7,800	\$7,800	\$23,400

III. Travel and Room and Board

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Total</u>
Totals for Travel and Room and Board	\$24,347	\$24,947	\$24,847	\$74,141
A0500Travel for 8 Summer Seminar Lecturers + 3 School-Year Meeting Lecturers Travel for two staff to annual meeting of TAH Grant program	\$3,500 \$3,000	\$3,500 \$3,000	\$3,500 \$3,000	\$10,500 \$9,000
Field Trips to Lowell Historical Park, Adams National Historical Park, and the JFK Library and Museum . Fees: Adams National Historical Park (\$1,000); Lowell National Historical Park (\$1500); JFK Museum and Library (\$1,500). All include museum planning time and on-site staff time, docent functions. Transportation: \$800, \$900, \$800.	\$1,800	\$2,400	\$2,300	\$6,500
Summer Seminar Lodging for 8 Lecturers Lecturers: 10 nights per year @ \$124 per night,	\$1,240	\$1,240	\$1,240	\$3,720
Summer Seminar Meals for Lecturers and Participants: 8 days @ \$20.00 per person (continental breakfast + lunch) for 45 teachers + 5 staff/lecturers. 8 x \$20.00 x 50 = \$8,000 per year One Opening dinner @30.00 for 45 teachers + 5 staff/lecturers. 50 x 30.00 = \$1,500 per year Beverages, snacks at \$8.50 per person for 3 school-year meetings for 50 people @ \$8.50 x 3 x 50 = \$1,275 per year Dinners for guest lecturers + 1 staff @\$30 per person dinner for 9 nights x 2 people = \$540 per year Rental Fee for Facilities 8 summer days, 1 school-year evening, 3 school-year afternoons @291 per day = \$3,492	\$14,807	\$14,807	\$14,807	\$44,421

IV. Supplies

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	Total
Totals for Each Year	\$18,750	\$18,750	\$18,750	\$56,250
Seminar Reading Materials For each participant and instructor (50): \$200 in books; \$35 for a readings packet (500 pages double-sided and bound). 50 x \$235 = \$11,750	\$11,750	\$11,750	\$11,750	\$35,250
Brochures, mailing, phone, staff expenses, office rental, and Seminar supplies	\$7,000	\$7,000	\$7,000	\$21,000

V. Contractual

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	Total
Total Contractual	\$45,000	\$42,000	\$42,000	\$129,000
Website Development and Management	\$9,000	\$6,000	\$6,000	\$21,000
Seminar Lecturers Each professor will be given an honorarium of \$1000/day, or \$8,000/8-day institute. Lecturers meetings during school year @ \$1,000 per day for 3 days	\$11,000	\$11,000	\$11,000	\$33,000
Project Evaluation	\$25,000	\$25,000	\$25,000	\$75,000

IV. Training Stipends

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Total</u>
Stipends for Seminar Participating Teachers	112,500	112,500	112,500	\$337,500
1/200 x \$50,000 (avg. salary) x 10 days (8 full and 4 half) x 45 teacher participants				

V. Total Federal Funds

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Total</u>
Total Federal Funds	\$324,060	\$321,360	\$321,310	\$998,291