

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 # U215X080334

Grants.gov Tracking#: GRANT00388661

Closing Date: DEC 10, 2007

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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 c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
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* 3. Date Received: 12/10/2007	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
---	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: Princeton Board of Education	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 316006941	* c. Organizational DUNS: 068944065

d. Address:

* Street1: 25 W Sharon Road
Street2: _____
* City: Cincinnati
County: Hamilton
* State: OH: Ohio
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 45246-4322

e. Organizational Unit:

Department Name: _____	Division Name: _____
---------------------------	-------------------------

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

Prefix: Ms.	* First Name: Barbara
Middle Name: _____	
* Last Name: Crosset-Hoffmeier	
Suffix: _____	
Title: Treasurer's Office	
Organizational Affiliation: _____	
* Telephone Number: 513864-1050	Fax Number: _____
* Email: bhoffmeier@princeton.k12.oh.us	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-101007-001

* Title:

Teaching American History Grant Program CFDA 84.215X

13. Competition Identification Number:

84-215X2008-2

Title:

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

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

America's Journey: Ever Growing Freedom A professional development project for teachers of American history in the 4th, 5th and 8th grades

Attach supporting documents as specified in agency instructions.

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="999,993.00"/>
* 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="999,993.00"/>

*** 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:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

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.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Princeton Board of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	S 24,150	S 24,875	S 25,621	S 0	S 0	S 74,646
2. Fringe Benefits	S 4,378	S 4,510	S 4,645	S 0	S 0	S 13,533
3. Travel	S 0	S 0	S 0	S 0	S 0	S 0
4. Equipment	S 0	S 0	S 0	S 0	S 0	S 0
5. Supplies	S 0	S 0	S 0	S 0	S 0	S 0
6. Contractual	S 245,442	S 294,802	S 301,766	S 0	S 0	S 842,010
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 17,000	S 17,510	S 18,036	S 0	S 0	S 52,546
9. Total Direct Costs (lines 1-8)	S 290,970	S 341,697	S 350,068	S 0	S 0	S 982,735
10. Indirect Costs*	S 9,642	S 3,752	S 3,864	S 0	S 0	S 17,258
11. Training Stipends	S 0	S 0	S 0	S 0	S 0	S 0
12. Total Costs (lines 9-11)	S 300,612	S 345,449	S 353,932	S 0	S 0	S 999,993

***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(e)(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:
 Princeton Board of Education

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
- 1. Personnel
- 2. Fringe Benefits
- 3. Travel
- 4. Equipment
- 5. Supplies
- 6. Contractual
- 7. Construction
- 8. Other
- 9. Total Direct Costs (lines 1-8)
- 10. Indirect Costs
- 11. Training Stipends
- 12. Total Costs (lines 9-11)

(b)(4)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00388661

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Barbara Crosset-Hoffme	* TITLE Treasurer's Office
* APPLICANT ORGANIZATION Princeton Board of Education	* DATE SUBMITTED 12-10-2007

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
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>	
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: na</p> <p>* Address: na na</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>		
<p>6. * Federal Department/Agency:</p> <p>na</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Education</p> <p>CFDA Number, if applicable: 84.215</p>		
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>		
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: na na</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: na na</p>		
<p>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.</p>			<p>* Signature: Barbara Crosset-Hoffme</p> <p>* Name: na na</p> <p>Title:</p> <p>Telephone No.:</p> <p>Date: 12-10-2007</p>
<p>Federal Use Only:</p>			<p style="text-align: right;">Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

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 1890-0007. 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:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

2861-General_Education_Provisions_Act.doc

Mime Type

application/msword

General Education Provisions Act (GEPA), Section 427

The consortium of Princeton City School District, Middletown City School District, and Fairfield City School District along with Miami University Hamilton, will strive to remove any barriers (such as gender, race, national origin, color, disability or age) to equitable access or participation in the program *America's Journey: Ever Growing Freedom*.

Examples of steps we are taking, or could take (but are not limited to) include:

- All training will be provided in handicap accessible facilities
- The vehicles we take on field trips, and our field trip destinations, will all be handicap accessible.
- Our project Web site will follow the American with Disabilities Act (ADA) guidelines for accessibility.
- A significant portion of our American history content will be provide in audio format, which will benefit the visually impaired, poor readers, or those learning English as a second language.
- If there is a request, we can provide all of our printed material in audio format.
- If there is a request for an interpreter for any language other than English (including sign language) an interpreter will be provided.
- All the project partners will collaborate to remove any barriers which may arise that could impede equal access or participation.

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 Princeton Board of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: Barbara Middle Name: * Last Name: Crosset-Hoffmeier Suffix: * Title: Treasurer's Office
* SIGNATURE: Barbara Crosset-Hoffme * DATE: 12/10/2007

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Johanna

Moyer

* Address:

1601 University Blvd

Hamilton

OH: Ohio

45011

USA: UNITED STATES

* Phone Number:

5137853286

Fax Number:

Email:

moyerjb@muohio.edu

2. Applicant Experience:

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:

FileName

MimeType

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 4430-Abstract_04.doc

America's Journey: "Ever Growing Freedom"

A Teaching American History, December 1007

"Ever Growing Freedom" is a three-year venture among five partners to provide teachers with the content specific knowledge they need to enrich student learning about American history. It goes beyond merely presenting history content to teachers and, instead, goes into the classroom to help teachers in three high-need districts bring best practices history instruction directly to their students. Princeton City School District is the applicant and the partners are Fairfield City Schools, Middletown City Schools, the Ohio Social Studies Resource Center, and Miami University Hamilton.

Our goal is to meet the two GPRA performance indicators of improving teacher and student knowledge of history. Six objectives are proposed to accomplish this goal. This program will objectively evaluate teacher content knowledge by administering nationally validated history tests to teachers before and after their participation and similarly by testing students through Ohio State tests.

The core of our program is a three year curriculum targeted to fifty 4th, 5th, and 8th grade teachers and founded upon the recognized milestones and movements in the American experience focusing on Colonial, Revolutionary, Constitutional, and Civil War history. This will include two field trips to enrich learning and aid in recruitment and retention. The second main component of *Ever Growing Freedom*, a Lesson Plan Improvement Program, has been designed specifically to assure that the history content is brought into classrooms in the most effective way, to implement transformative structural changes in the teaching of history, and to sustain the benefits of the program beyond the life of the grant.

Project Narrative

Project Narrative

Attachment 1:

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Attachment 2:

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Absolute Priority:

Middletown City, Fairfield City and Princeton City School Districts will meet the absolute priority requirement for this grant by working in collaboration with the following:

- Institution of Higher Education: Miami University Hamilton
- Non-profit history organizations: The Michael J. Colligan History Project and the Ohio Social Studies Resource Center

Competitive Priority:

Middletown City, Fairfield City and Princeton City School Districts will meet the Competitive Preference Priority by focusing on districts needing improvement.

As demonstrated in greater detail in Section 2, Significance, the program proposed here has been crafted to fulfill the competitive preference priority of helping schools and districts that have been identified as needing improvement and corrective action. None of the three participating school districts has met any of the state standards in history and social sciences for the 5th and 8th grades, grades that are targeted by this project (along with the 4th, for which there is no test data). The content of this program will be especially important for redressing the significant shortfall at that grade level.

Over a third of the 22,000 students in these districts are considered “economically disadvantaged” (59% in one of the districts), a group that on average fails in the great majority to pass any of the grade level tests in history and social science, according to the State of Ohio School District Report Cards (see the appendix for full information). Furthermore, more than 60% of African American students in these districts fail to meet minimum standards in history

and social science. Like many regions and districts, however, certain schools among these districts are doing well and show adequate results.

This poor performance is not improving with time: all the districts have failed to make adequate yearly progress toward improvement and all have seen overall district scores decline since the previous reporting period. *Ever-Growing Freedom* has been designed to effect transformative changes in history education to turn around the disappointing state of American history instruction across the three districts.

Assessing Content Needs: In order to assess the specific content needs of the districts and teachers, in January 2006 and again in October, 2007, questionnaires were administered to a large number of teachers across half a dozen school districts in southwest Ohio. The responses were collated and analyzed by a team of individuals who had participated in previous TAH grants. In addition, over the course of several years of experience with TAH programs, the staff associated with *Ever-Growing Freedom* have developed extensive working networks with area teachers and curriculum specialists. From these varied sources a clear picture has emerged of the history content needs that teachers themselves have identified as needing particular attention. At the most general level, teachers in Ohio want above all to be well prepared in the major historical milestones addressed by the Academic Content Standards for history created by the State Board of Education of Ohio for grades 4, 5, and 8, most of which are therefore addressed in this TAH project: Native American, Colonial, Revolutionary, Constitutional, and Civil War history.

Teacher Recruitment: To address the imbalances and deficiencies of academic achievement in the participating districts, *Ever-Growing Freedom* staff have crafted a comprehensive strategy for recruiting teachers in precisely those schools that need the most help. School district curriculum specialists who have the institutional authority and detailed knowledge of personnel

that is needed to identify and recruit teachers have agreed to take part in the program as district liaisons with the full support of the school district administrations involved. They will identify and contact teachers for participation in the grant, targeting those teachers and schools that need the most intervention, based upon student test data (which is teacher-specific) and teacher preparedness and education. The stipends, travel, and professional growth credits or graduate credits associated with participation will be important inducements. In addition, the two field trips during the grant will help recruit exactly those teachers who are most in need of enrichment in American history but who are not naturally drawn to history workshops. From past experience we anticipate no difficulty recruiting teachers with an interest in history, but the initial field trip will be essential for appealing to those teachers who are not naturally drawn to what will be a very rigorous program of historical study. The same cohort of teachers will participate in all three years, so only a few new recruits may be needed each year to maintain the cohort size at 50. This recruitment plan also includes recruiting a few of the most accomplished and effective teachers from schools that are already performing well. In this way, participation in the program will not be perceived by teachers as a stigma or rebuke; instead, the program will promote cross-building and cross-district networks in which teachers can model their behavior and lesson plans on peers who have real-life classroom experience.

Implementation: These teams of teachers will be the core of the district teacher groups that will meet in the schools to implement the Lesson Plan Improvement Program component of our grant project, as described more fully below. Project staff will meet regularly during the grant period to assure that the grant provisions are being implemented.

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“Ever-Growing Freedom”: A Teaching American History Proposal, December 2007

1: Project Quality (a) Strengthening History Education: *Ever-Growing Freedom* is a

partnership of five educational institutions that targets districts and schools that have consistently failed to meet state standards of academic performance in history. The five partners, who will coordinate their activities through an executive Advisory Group, are: the applicant, Princeton City Schools; Miami University Hamilton; the Ohio Social Studies Resource Center in Columbus, Ohio; and the Fairfield and Middletown school districts. The schools are all located in southwestern Ohio. Nationally validated tests of both teachers and students will objectively measure the extent to which the program meets the GPRA indicators of improving teacher knowledge and student achievement in history. External evaluators have praised previous TAH programs conducted by Miami Hamilton, demonstrating that our partnership team has the experience to implement this program. Dr. Ronald Helms of Wright State University, an independent evaluator for the 2003 TAH program, wrote “I found all of the historian’s presentations to be of the highest caliber, and I say this having a 39-year record of state, regional, and national conference attendance and presentation. As an independent assessor, my frame of reference rates the Miami University Hamilton TAH institute 2005 historians as national quality presenters. The Hamilton teachers experienced a first class institute.”

Ever-Growing Freedom is a three year program involving a cohort of fifty teachers, and has two main components. First, it incorporates a rigorous, graduate-level history curriculum founded on recognized milestones and movements in the American journey that is combined with, second, a comprehensive Lesson Plan Improvement Program to improve the quality of instruction within schools. History content instruction and enrichment will be targeted to 4th, 5th, and 8th grades, where Ohio state test results show that students need particular help with history.

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Under the direction of experienced professors of history from Miami University and select guest presenters, participating teachers will read and discuss a variety of lively primary documents, individual biographies, and respected works by the best historians, which will give them a deeper understanding of the dynamic of liberty and democracy at the center of our nation's experience (resumes may be found in Appendix HUH??). This struggle for freedom from oppression, personal liberty, and community advancement in society has long been a vital aspect of the American story and provides a framework for integrating our subsidiary theme into the program: the creation of one, uniquely American people. To meet the prime GPRC performance indicators of improving teacher and student knowledge of history, we will objectively evaluate teacher content knowledge by administering nationally validated history tests to teachers before and after their participation and similarly by testing students through Ohio State tests. In addition, the Lesson Plan Improvement Program element of this project incorporates extensive formative assessment components. Each year, fifty teachers who successfully attend the seminars and the summer institutes will receive a \$500 stipend and two units of graduate credit.

Improving the teaching of history: The second main element of *Ever-Growing Freedom* is a Lesson Plan Improvement Program. It has been designed by the district coordinators, pedagogy professionals, and history professors associated with this application to assure that history content is brought into classrooms in the most effective way, to implement transformative structural changes in the teaching of history, and to sustain the benefits of the program beyond the life of the grant. The Lesson Improvement Program will be led by James Shively, Chair of the Department of Teacher Education at Miami University, along with his colleague Steve Thompson of the Department of Educational Leadership. In partnership with the considerable resources and experience of the Ohio Social Studies Resource Center, and seconded by the

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professional historians leading this grant program, they will implement this carefully crafted element of *Ever-Growing Freedom*, including the creation of fact-based lessons incorporating best practices methodologies, significant in-school observation of lesson plan effectiveness, teacher-directed evaluation, and formative assessment to refine and improve the classroom application of the history content of *Ever-Growing Freedom*. Based on the widely-acclaimed “Japanese Lesson Study” model for implementing and improving highly effective lesson plans, teachers under the direction of pedagogical experts and master teachers will create teams of teacher-coaches that will visit classrooms, evaluate lesson presentations, initiate teacher-led discussions of lessons, and establish permanent teacher groups that will work to continue and deepen the improvements in teacher instruction at the heart of *Ever-Growing Freedom*. The administrations of the three school districts involved, and more specifically the respective history curriculum coordinators who will serve as liaisons to *Ever-Growing Freedom*, have committed to implementing this far-reaching program in the schools with teachers participating in the grant. Successful application of the Lesson Plan Improvement Program in these pilot schools will set the stage for wider application across the districts.

1. Project Quality (b) Covering Traditional American History: The classroom teachers who participate in *Ever-Growing Freedom* will be provided graduate-level instruction in core issues of American history focusing on most of the key topics addressed in the 4th, 5th, and 8th grades: pre-contact Native American history; Colonial Era; Revolutionary Period; the Constitution; Westward Expansion; and the Civil War. Teachers will read carefully selected writings by prominent historians, participate in lectures and discussions led by experienced and accomplished history professors, and engage in detailed analysis of key documents and texts that illuminate the historical foundations of the quest for freedom and democracy at the heart of the

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American experience. Each day of the all-day academic year seminars and of the five-day summer institutes, TAH staff and guest presenters will also provide useful history content and pedagogy resources for teachers. In keeping with our successful team approach, planning and delivery of history content and pedagogy will be tightly integrated between content providers and the school district curriculum specialists working with the program. The appendix includes a sample schedule for a one-day seminar, which demonstrates the format of the content delivery. Throughout, the emphasis will be on finding and modeling practical ways for the teachers to use the rich history content they learn and apply it in their own classrooms while meeting Ohio's Academic Content Standards for US history, which are presented in appendix 4. Participating teachers will also create lesson plans, use multimedia resources, train in the use of classroom technology, and participate in field trips.

Presenting and Implementing American History: The first event of Year 1 will take place in August, 2008, before the beginning of the school year, and will be a field trip to Virginia to visit Colonial Williamsburg, Monticello, and other historical landmarks associated with Colonial and Revolutionary history; see Appendix 1 for a detailed calendar of events and Appendix 11 for a detailed syllabus of history content. Many TAH programs culminate in a field trip, but we choose to begin with one for several important reasons. Previous experience has shown that field trips are very helpful in creating bonds of friendship and collegiality among TAH participants. By starting with a field trip, we will be move more rapidly to a position that many TAH groups attain only after many months of working together. In addition, this field trip is a vital part of the teacher recruitment strategy for our program, which aims to attract precisely those teachers who are not history buffs or self-motivated in creating exceptional lesson plans in history. And, of course, the field trip will provide all the important benefits of travel to sites of historical

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significance, allowing teachers to discuss the topics and developments associated with these sites with greater confidence and knowledge. History professors and pedagogy professionals will accompany the teachers to help teachers incorporate the sites and their experiences into effective classroom lessons. In this way, the field trips will become roving seminars in American history.

As detailed in Appendix 1, during the remainder of the first year the program will consist of three all-day seminars and an intensive five-day summer institute. Because the State of Ohio history benchmarks for the 4th, 5th, and 8th grades are so similar, each session will include materials, lessons, and history content that will be directly applicable to the classroom needs of each teacher no matter the grade of instruction. Between seminar dates, the curriculum incorporates web-based interaction and discussion of historical issues and readings directed by historians and using a virtual book-club format. In addition, the Lesson Improvement Project will run continuously across the three years of the grant.

Years two and three will follow a similar program, although without a major field trip at the beginning of the year. Instead, there will be a day-drip during both years two and three to local sites. In year two this will be an excursion to the rich Native American and Colonial frontier sites around Chillicothe, Ohio, including the famed Serpent Mound. In year three the teachers will visit Waveland State Park, a former plantation near Lexington, Kentucky, that has one of the few remaining slave quarters still intact, and on the same day the teachers will visit the renowned Lexington history museum which has particularly strong frontier and antebellum collections. The entire grant program will end in summer, 2011, with two culminating activities. The first is a trip to Gettysburg, Pennsylvania, and to northern Virginia to visit sites connected to the Civil War. The prospect of this last trip will help maintain teacher interest across the three years of the grant and serve as a fitting culminating experience, solidifying the Civil War content

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presented as part of the seminars. Then, after this trip, a two-day seminar will wrap-up the history and pedagogy elements of the project and provide a forum for the presentation and refinement of the lesson plans develop in the third year. After the end of the grant period, Miami University will continue to maintain the website and listserv. The districts have also expressed strong interest in broadening the scope of the Lesson Improvement Program to other schools after having piloted the program through *Ever-Growing Freedom*.

Between the sessions and across the three years of the program, *Ever-Growing Freedom* staff will supervise and facilitate the comprehensive Lesson Plan Improvement Program for implementing best practices in classroom instruction. Like many TAH programs, we will provide the highest level of historical and pedagogical instruction, but between the content seminars *Ever-Growing Freedom* will continue to transform history education by dedicating significant resources to the creation, implementation, and evaluation of the lesson plans developed by teachers. During this time, teachers will enhance their learning through re-discussion and developing their improved content knowledge and experiences into classroom applications. The follow-up and planning time budgeted for participants will allow opportunity to transfer learnings from the seminars and field trip activities and apply them to discussions and planning toward effective history lessons. Multi grade level discussions support efforts to address the need to identify at each grade level what the essential understandings and critical social studies/history content are and how much time is appropriate for learners of that age. Teacher-teams will thus work continually between the seminars to refine and develop the history content of the seminars into classroom applications that most fit their needs. As part of this program, time will also be made available for Teacher Leader training. During the summer Institutes,

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teachers will put this training into practice by making formal presentations to the group to demonstrate and cooperatively develop these lesson plans and teaching practices.

Our surveys of teacher and district needs tell us that our teachers also want traditional American history content to be available to them and to their students through non-traditional formats. That is, the teachers want their own knowledge of US history to be enhanced through non-traditional and highly innovative methods of presentation, and they want to be able to seamlessly use any or all of this material in the day-to-day instruction of their increasingly diverse student populations – even poor readers, writers or students learning English as a second language. Toward that end, some of the history content in this program will be presented through non-traditional formats including dance (teachers will learn to do a colonial dance), music (teachers will investigate and perform African-American spirituals), role-play (teachers will all represent varying points of view at the Constitutional Convention), and multimedia DVDs and CDs.

Sharing and disseminating the results of our program with other interested educators and school districts is vital aspect of our program. The most important element in this regard is our Lesson Plan Improvement Program, which will directly reach into some half dozen school buildings across three districts to organize teachers to implement and refine the lesson plans developed during the grant. In this way, the history instruction of entire schools and districts will be affected by our program, which in turn can be a foundation for more widespread application of the model and teacher-teams created during the grant. In addition, the Web portal created for the grant will be an essential tool for this grant’s consortium of school districts and the “portal” style entry page will enhance networking between all the school systems. To help assure the

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continued benefits of the program, Miami University Hamilton has agreed to maintain this website after the grant funding period. The project Web site will include:

- Course resources for teachers, including reading lists, assignments, and all information relating to the seminars, summer institutes, field trips, and the conference.
- Materials and organizational resources for the Lesson Study Project, allowing efficient administration and dissemination of this element of the program.
- Teaching resources for teachers, including a collection of lesson plans created by the teachers as part of the program, photos of historical sites, and pedagogical strategies.
- Web resource pages with extensive links to American history sites and pedagogy information.
- A calendar of TAH events and links to all Microsoft® PowerPoint® presentations used in the summer institutes, seminars, and the conference.
- Biographical details of all instructors, teachers, and guest presenters.
- Streaming video of DVD and audio materials (as technically possible).

To encourage TAH teachers to make full use of this excellent communication tool, TAH project staff will maintain the Web site by adding new links and course materials. In addition, all project participants will be added to a TAH listserv administered by the project staff. The listserv provides an additional means of communicating program information directly to the teachers. In turn, the teachers will use the listserv to facilitate the lesson plan program, discuss seminar content between formal sessions, and communicate with the project staff or each other.

The entire program will be supervised by a Program Advisory Committee, consisting of administrators and selected teachers from each school system and faculty and staff from Miami Hamilton. Additionally, each person involved in the program teachers, school administrators,

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project staff and the independent evaluator will constantly assess the quality and the effectiveness of our program. As a result, our program will be dynamic as we respond to feedback.

1. Project Quality (c) Working in Partnership to Improve History Education: The project Advisory Group, composed of the key *Ever-Growing Freedom* staff, will work as a team to shape the implementation of the program, just as this application itself is the result of close-knit coordination among the partners. Presenters, topics, activities, and other details will be decided upon in regular Advisory Group meetings, under the overall blueprint provide by this grant proposal. Miami University Hamilton will contribute the majority of the historical and pedagogical expertise, supplemented to a large degree by the experienced staff (led by Amber Hufford) of the Ohio Social Studies Resource Center, which has made a specialty of bringing best practices into a large number of school districts in Ohio. Each of the three participating districts has committed to working closely with the grant through their Social Studies coordinators, all of whom will participate in all Advisory Group meetings, seminars, and institutes of the program and will, equally importantly, work with the Lesson Improvement team to coordinate with teachers and administrators in the schools affected.

Research Foundation Ever-Growing Freedom: Because our project moves beyond merely presenting history content, and brings the Teaching American History program directly into classrooms through the Lesson Improvement Program, it is a more complex and challenging program. For this reason, the Advisory Group has paid especially careful attention to the research and academic foundations of our activities, to assure that we have crafted the finest possible combination of history instruction and classroom implementation. The pedagogy sessions will provide teachers with techniques to help teachers integrate their newly-reinforced history content

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with sound pedagogical techniques. This will be done with special emphasis on working with original documents to: 1) Increase motivation for the subject of history by engaging students in activities that go beyond textbooks, 2) Allow students to see that history is based on inferences drawn from various sources and artifacts from the past, and 3) Develop skills necessary to understand history and meet academic standards. This pedagogy content will cover how to use technology to access primary and secondary history sources, and how to develop assessment tools that use primary and secondary sources. Possible texts for the pedagogy section include *Reading History: A Practical Guide to Improving Literacy* by Janet Allen; *Bringing Words to Life: Robust Vocabulary Instruction* by Isabel Beck *et al*, and *Questioning the Author: An Approach for Enhancing Student Engagement with Text*, also by Beck *et al*. This pedagogy instruction will demonstrate by example how the teachers could incorporate traditional American history they learned in this program into effective lesson plans; Appendix 12 contains a sample lesson plan as an example from a previous grant. The pedagogy instruction will enable teachers to feel more confident and empowered to impart history content to their students. Teachers will then put this confidence to practical use by developing their own lesson plans during the program. The sample schedule for a day-long seminar provided Appendix 2 illustrates our strategy.

More particularly, we are implementing a three-prong approach to improving teacher pedagogy and student achievement in American History. These include the following: 1) Introduction and implementation of scientifically supported research practices. This section will be accomplished through the teaching of classroom practices that have been shown to increase student achievement across a variety of classrooms and grade levels (See Marzano, Pickering,

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and Pollock, 2001 for a variety of examples). In addition, we will work with the teachers on lesson plans that will incorporate these strategies.

2) Introduction and implementation of teaching practices specific to the discipline of history. In recent years, a group of historians and educational psychologists (Weinberg (2001, Bain, 2000) have examined the problems of teaching history in U.S. public schools. They have made the argument that scientifically supported generic teaching practices alone may be useful but not adequate for the improvement of student achievement. The discipline of history employs unique methods and questions in an attempt to reconstruct the past. Weinberg (2001) points out the reading of historical documents require the student of history to consider a variety of aspects beyond the “information” in the text. Students need to consider the author of a primary source, the historical context related to the document, the intended audience for the source, date of creation, and numerous other aspects.

Bain (2000) has argued that students need to teach that history is more than the memorization of facts and that this requires us to confront student misconceptions about the discipline and the purpose of studying it. Bain has developed a variety of teaching strategies to introduce students to thinking critically about the discipline of history. He also introduces a variety of supports to guide students as they move towards the independent use of these skills in the classroom. We propose to introduce our teachers to the philosophy and practice of teaching history through these newer ideas and methods.

3). Lesson Improvement and Observation of Classroom Practice: The final piece to our approach is the employment of lesson study along with classroom observations. Teaching American History grants attempt to provide teachers with an increased understanding our traditional American History along with pedagogical strategies to use in the classroom. This

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information will only help student achievement if it put into practice in the classroom. We are proposing to develop lesson study groups as a way to improve teacher practice. We believe that by having teachers identify issues on curriculum and classroom practice that are important to them and then following that up with lessons that will be implemented and observed by peers, classroom practice can be improved. We also see this leading to the generation of new lessons which can serve as the basis for dissemination throughout the districts during the period of the TAH grant and beyond. Appendix 10 contains a list of selected research base references important for crafting the design and implementation of *Ever-Growing Freedom*.

2. Significance of the Project and Needs in the Districts

The Middletown City, Fairfield City and Princeton City School Districts have formed a consortium to provide professional development in the subject of American history for a total of approximately 50 teachers. Although these three school districts are located within approximately 25 miles of each other, they are very different in demographics, teacher preparation and student performance. Demographic data from the 2006-2007 district “Report Cards” are presented in the table below. (Appendix 8 presents the state “Report Cards”).

	Student enrollment	% White	% African American	% Hispanic American	% Economically disadvantaged	% Limited English proficiency
Fairfield	9526	79.3	11.3	3.6	11.0	3.3
Princeton	5197	37.0	49.6	6.2	46.9	5.2
Middletown	6436	73.9	17.3	3.2	58.9	2.5

The Middletown and Princeton schools serve a high proportion of economically disadvantaged students, but they have very different racial make-ups: Middletown students are primarily White, and many are of Appalachian descent; Princeton students are primarily African American. Fairfield students, on the other hand, are primarily White, and have relatively few

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economic disadvantages. While the percentage of economically disadvantaged students rose during the last five years in both Middletown and Princeton schools, in Fairfield, the percentage dropped. Interestingly, the three districts are alike in that the percentage of White students also has dropped over the last five years.

The academic performance of the school districts is varied. If the district's "designation" (using descriptions such as "Effective," "Continuous Improvement," or "Academic Watch") is converted to a five-point scale where 1 equals the best academic performance and 5 the worst, then during the last five years Fairfield schools have been 1-2, Princeton schools have been 2-3, and Middletown schools have been 3-4.

The individual district performance in social studies follows this general performance pattern, but these individual scores must be placed in the shocking context of the State of Ohio performance in social studies. For instance, among the five general subject areas tested in Ohio in 2006-2007 (math, reading, writing, science and social studies), social studies consistently has the lowest average percent proficiency scores across all grades. In 5th-grade social studies, the average percent proficiency was 57.9; for 8th-grade social studies, the average proficiency was 49.3% fewer than half the 8th grade students in Ohio are proficient in social studies! None of the scores for other grades or subjects approaches that low percentage the closest is 5th-grade math at 61.2% proficiency. All other Ohio proficiency scores are higher, up to a high proficiency in 11th-grade math at 93.4 %

The breakdown by individual district for percent proficiency in social studies in 2006-2007 is:

	5 th grade	8 th grade	10 th grade	11 th grade
Ohio required score	75%	75%	75%	85%

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Ohio average score	57.9%	49.3%	76.4%	87.6%
Fairfield City Schools	74.9%	58.3%	83.7%	92.2%
Ohio districts similar to Fairfield	68.5%	57.6%	84.1%	93.5%
Princeton City Schools	56.7%	48.2%	81.0%	90.1%
Ohio districts similar to Princeton	60.9%	54.6%	78.5%	90.1%
Middletown City Schools	32.7%	35.9%	63.8%	83.3%
Ohio districts similar to Middletown	42.9%	36.7%	68.6%	83.9%

None of the three districts met the 5th grade or 8th grade Ohio required score for social studies. Fairfield and Princeton did meet the 10th and 11th grade required scores, but Middletown did not meet any required score for any grade level.

The background preparation of teachers in the districts is similar: most teachers of 5th or 8th grade history classes are certified in social studies; some hold general 1st-8th grade certifications; a smaller percentage are certified in history (in Fairfield, only 10% have history certification). The majority of teachers report having had at least two college courses in history, although they were primarily survey-type courses which do not provide adequate content raining.

When surveyed, the history teachers from the districts overwhelmingly reported struggling to: cover all the material required by the Ohio Academic Content Standards in the time allotted; incorporate technology into the classroom; create innovative, memorable lessons while using inadequate textbooks; and make history content accessible for all types of learners, including those who don't read well. Additionally, the history teachers reported that their previous in-service training contained little history content, that they value sharing and collaboration with

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other teachers but have few ways to accomplish this, and that they want to be able to make history “come alive” through interactive programming and discipline integration.

	Survey of teachers who will participate in TAH		Avg. yrs. teaching experience, all teachers in district ('02-'03 Report Card last yr. data provided)	% core academic subjects not taught by HQT ('06-'07 Report Card)
	Avg. yrs teaching any subject	Avg. yrs. teaching Am. History		
Fairfield	12	5	13	0.5
Middletown	12	8	11	1.3
Princeton	18	6	14	0.5
Ohio Average	--	--	13	3.5

This data shows that while the districts’ teachers have close to an average number of years experience teaching, they are relatively inexperienced as teachers of American history. Our survey shows the history preparation of the great majority of all these teachers consists of one or two college courses, generally of the survey-type, which do not provide adequate content training. This graduate-level *Ever Growing Freedom* program will ensure that every history teacher who participates will become a “High Quality Teacher” (HQT) of history in Ohio.

Perhaps one symptom of these ills is the fact that although all the districts offer AP history, the percentage of 11th or 12th graders taking the AP history exam averages only 1.9%. The AP History scores in Appendix 13 show that on average; approximately 12% of the test takers receive college credit, while the average score is well below 3.

2. Significance (a) Building local capacity for Improvement: Our surveys of teacher needs has given us the information needed to address the needs of teachers through the program content and format, through the development of a history teacher community, and through instruction in lesson plan improvement. The American history content-rich program for the teachers focuses on

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Ohio Academic Content Standards, and it will do so using innovative, interactive sessions that they can replicate in their own classrooms to assist all types of learners. The program format allows time for teachers to work together to integrate the material and prepare lesson plans of their own that will be rigorously evaluated and refined through lesson improvement protocols.

The 2008 community of history teachers will be established and sustained through a variety of avenues: (1) through the sessions during all three years with time for teachers to network and share ideas; (2) through the on-going TAH listserv, where the teachers will develop and maintain their community by discussing readings and classroom solutions; (3) when the 2008 community joins the existing 2003, 2005, and 2006 community of American history teachers on the listserv, the Web site, and in face-to-face meetings; (4) when the 2008 community receives all the multimedia resources created during each of the previous TAH programs; (5) when the community of history teachers participates in the Colligan Lecture Series, which is an excellent way to sustain interest in history and accessibility to history content and famous historians for both teachers and students; and (6), as noted above, through the classroom application of the Lesson Improvement Program.

2. Significance (b) Magnitude of the Improvement Outcomes: The project outlined here will demonstrably improve the teaching of history in three districts with over 22,000 students, and will demonstrably improve the teaching of . Because Miami University Hamilton has participated in previous TAH programs, we have some data on learning outcomes improvement. For example in 2006, the final year of a TAH program with Hamilton City Schools, Miami Hamilton created an American history exam based on Ohio content standards and the content provided to teachers during the TAH program. This relatively small test suggests that those

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students whose teachers had participated in a Miami Hamilton TAH program for the previous three years did better than their non-TAH counterparts.

Additional evidence, although circumstantial, comes from AP History scores. For the Hamilton City schools (began TAH with Miami Hamilton in 2003), the percentage of students who received AP History college credit jumped from less than 2% in '02, '03 and '04, to 12% in 2005. And in Middletown, (began TAH with Miami Hamilton in 2006), the percentage of students who received AP History college credit jumped from 6% or less in '03, '04, '05, and '06 to 18% in 2007. We believe these improvements are the result of Miami Hamilton TAH programs.

2. Significance (c) Improving the Quality of Instruction: *Ever-Growing Freedom* goes beyond presenting history content and bring a comprehensive strategy of history lesson improvement directly into classrooms through our Lesson Plan Improvement Program as described above. The potential for using knowledge acquired from this project is demonstrated by the case study of Nancy Taylor, a 5th grade history teacher in the Hamilton City Schools who participated in the 2003 TAH program that incorporated an earlier version of this concept. Ms. Taylor wrote “Andy and I have taught chapter 9 in our history books for several years, but this year we took a new approach to an old chapter. We told the students that they were going to make a movie and create a walking tour of Colonial times. This live version of Colonial times took much effort, but for the students to actually research and re-live these times... I just can't find the words to explain what a wonderful learning experience the students shared. This project is something our students will remember the rest of their lives. I don't think this success would have happened this year if Andy and I hadn't participated in the TAH program. The content knowledge that we have acquired with this program has given us more confidence in teaching history. The books you

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have provided have been valuable resources. The instructors at Miami have been informative and enjoyable. I have never enjoyed earning college credits like this before! Once again, I would like to thank you and the TAH program for being such a great experience. The TAH program has been a breath of fresh air to what is sometimes known as a “stuffy old subject.”

Sincerely, Nancy Taylor, Jefferson Elementary (513) 887-5120”

We know from experience, therefore, that this project has inspired teachers to use the content and interactive teaching strategies presented, and that the program really does improve the quality of instruction and student achievement.

3. Evaluation (a) Using Objective Measures of Outcomes: *Ever-Growing Freedom* fulfills the essential GPRA performance indicator of measuring both teacher and student achievement through objective, validated tests that have been proven at the state and national levels. In addition, rigorous internal and external evaluation has been built-into the entire *Ever-Growing Freedom* program from the first planning meetings for this application. To objectively measure student performance, formative evaluation will consist of a series of quizzes administered during the school year. These quizzes will be tailored to material that has been taught to teachers during the TAH program and will each consist of one extended response question similar in format to those on the Ohio Achievement Tests and six multiple-choice questions. These quizzes will be given to a random sampling of classes throughout the participating school districts, and will provide information on how students are progressing toward achieving the standards and benchmarks of the State of Ohio curriculum and to provide is with guidance for the improvement of TAH and teacher classroom practice. Summative evaluation of student achievement will be accomplished through quasi-experimental procedure in which the students who are in the classes of the participating teachers will form the experimental group. The students of other teachers

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will comprise the control group. We will use the Ohio Achievement Test as the major source of summative evaluation data. Because these tests are only administered in the Spring of each school year, we will be comparing the scores of each group on the following indices: mean scores; percentage of each group attaining passing scores each year; percentage of each group who score at one of the advanced levels on the test. We hypothesize that, compared to the control group students, a greater percentage of the students in the experimental group whose teachers are in the program will score higher and achieve a passing or exemplary score on these tests as we move through the grant period.

Objective measurement of improvement in teacher content knowledge of history will again employ a quasi-experimental design. Teachers will be assigned to the experimental and control groups based upon their participation in the TAH program. Each year will incorporate a pre-test and a post test, consisting of test items related to the topics covered that year that will be taken from nationally validated tests such as the Praxis, CLEP, and NAEP tests. We will choose test items with multiple forms in order to avoid practice effects on the examination due to multiple administrations. Because testing of teachers can raise difficult issues, anonymity of individual teachers will be guaranteed by established double-blind procedures; only aggregate data will be collected and analyzed.

3. Evaluation (b) Alignment of Project Design and Evaluation: Because of the extensive TAH experience of a number of key *Ever-Growing Freedom* staff, we know that evaluation is a critical element in assuring the effectiveness and long-term viability of this project and of the entire TAH program, as emphasized at the TAH conferences in 2006 and 2007. For this reason, *Ever-Growing Freedom* was conceived from the beginning as a comprehensive program that incorporated objective evaluation at every level: student, teacher, presenters, associated staff, and

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overall program. Education, pedagogy, and history professionals from the five partner institutions have worked as a team to consciously design an integrated package of history content, classroom implementation, and evaluation components. The table of objectives, below, also lists several performance targets for teacher improvement linked to the Lesson Plan Improvement Project. As part of that grant component, pedagogy professionals, particularly associates of the Ohio Social Studies Resource Center, one of the *Ever-Growing Freedom* partners, will use rubrics to score both lesson plan design and teacher classroom presentation in order to evaluate the implementation and effectiveness of American history classroom instruction of teachers associated with the grant.

3. Evaluation (c) Inclusion of Objectives and Outcome measures: The following table summarizes the fundamental objectives and anticipated outcomes of *Ever-Growing Freedom*.

Objective	Outcome	Evaluation
1. To increase the school districts' teachers' content knowledge American history.	Pre- and post-tests of teacher knowledge using nationally validated test items.	Quantitative: analysis of test result data.
2. To guide teachers in creating improved American history courses that reflect the Ohio Academic Content Standards.	The creation of improved content-based American history lesson plans in the school districts.	Quantitative and Qualitative: Use a scoring rubric to compare pre- and post- program lesson plans.

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3. To raise student achievement in American history.	Students will take state-administered tests at the end of their 5 th and 8 th grades.	Quantitative: state test scores for students whose teachers participate in the program will show improvement.
4. To create a durable body of American history resources for teachers of grades 4, 5, and 8.	These resources will include improved lesson plans, topic modules, primary resource tool kits, and other materials created by and for teachers.	Qualitative: Using a scoring rubric, pedagogy professionals and teachers will evaluate the materials created by teachers during the grant period.
5. To disseminate the American history professional development materials developed during this program with school districts.	American history professional development materials will be disseminated to other school districts via the project Web site and the Lesson Plan Improvement Program.	Qualitative: Independent evaluator Julieanne Phillips will evaluate whether the dissemination was completed.
6. To improve teaching quality in the American history classroom	Teachers in the grant will use methods, techniques, and ideas presented during the grant period to enhance their classroom instruction of American history.	Quantitative and qualitative: Pedagogy professionals will use a rubric to score the effectiveness of the lessons created during the grant period.

Table 1. Objectives, expected outcomes, and outcome evaluation.

3. Evaluation (d) Evaluators associated with this Program: As Evaluation Coordinator for *Ever-Growing Freedom*, Dr. Howard Epstein, Associate Professor of Educational Psychology at Miami University, has overall responsibility for the evaluation component of the grant. Dr.

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Epstein specializes in educational measurement and has, in particular, designed the methods and instruments that will measure teacher and student achievement during the grant. Dr. Epstein will be supported by Dr. James Shively, Professor of Teacher Training at Miami University, and Dr. Steven Thompson his colleague in the Department of Educational Leadership, both of whom have extensive experience with educational testing and professional development for teachers. Our external independent evaluator is Dr. Julieanne Phillips, Assistant Professor of History at Urbana University, who has extensive experience evaluating TAH programs, particularly the quality of history content and instruction. Dr. Phillips will attend all institute sessions and will administer and tabulate evaluation questionnaires for each session attended. She will issue formative assessments after each session that can guide future sessions.

3. Evaluation (e) Data Collection and Analysis: The project administrative, academic, and evaluation coordinators know the importance and necessity of maintaining and reporting precise measurements of teacher participation, number and nature of grant activities, numbers of students affected and tested, and other key output and outcome data. As noted, evaluation has been designed to provide both quantitative and qualitative data, to be as objective as possible in both data collection and analysis, and to be directly aligned with project objectives and outcomes, as demonstrated in the table of objectives. This information will be collected routinely as part of all grant activities through questionnaires, tabulation charts, and other administrative tools. An example of a scoring rubric, developed in this case for lesson plan effectiveness, can be found in the appendix. The information collected in this wide variety of ways will be analyzed statistically by Dr. Epstein and his evaluation team and will be the foundation for formative and summative evaluation. This data will be reported to the Department of Education in our annual and final performance review reports.

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4. Management Plan (a) Achieving Plan Objectives: The faculty and staff of Miami Hamilton have worked with five different school districts on three previous TAH programs. These programs have responded to the American History professional development needs of the individual districts, and each has been well received and resulted in strong external evaluations. The timelines for these projects have been followed with minor adjustments, milestones have been met on schedule, the projects are within budget, and the objectives have been met in a timely manner. The management plan from these projects, with additions and improvements, will be followed for this 2008 project. Timelines, with milestones to achieve the objectives of this 2008 program are presented in Appendix 1. An addition to the management plan for the 2008 project is the position of Project Director. This position is needed because if awarded, the 2008 project and two other TAH projects will run concurrently until September 2008. Then, from September 2008 until September 2009, the 2008 project and one other TAH project will run concurrently. The timeline presented in Appendix 1 shows how the three projects will be managed simultaneously, and how they will support each other. This management plan features the use of an Executive Council. The Council will consist of the leading representatives from the five partners and will enhance communication between the teachers and Miami Hamilton staff regarding teachers' needs. Another important aspect of this plan is a Memorandum of Understanding for teachers. This MOU will itemize and formalize the TAH program responsibilities to the teachers, and the teachers' responsibilities to the program, particularly with respect to receiving graduate credit for their participation.

4. Management Plan (b) Responsibilities of Key Personnel: **Dr. Johanna Moyer** of Miami University as **Program Director** will be the primary liaison between the partners and is responsible for all administrative matters and the organization of the in-year seminars and

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summer institutes. She was the primary developer of all Miami Hamilton's on-line hybrid history courses, and these have been the most popular of the campus' on-line offerings. Because of her demonstrated managerial expertise during the development of these on-line courses, on this project 50% of her time will be devoted to TAH administration as a university staff member.

Project Academic Directors and members of the history faculty, **Dr. Martin P. Johnson**, and **Dr. George Vascik** will ultimately be responsible for history content. They will teach one-day academic year seminars and the summer institute history content sessions, supervise the content of the curricular units prepared by teachers, and coordinate the content of field trips. Dr. Johnson will devote approximately 23% of his time while Dr. Vascik has allocated 16%. **Dr. Michael Carrafiello** and **Dr. Robert Meckley** are **Content Specialists**, responsible for helping select all topics and readings for the summer institute and academic year seminars, teaching one-day academic year seminars and the summer institute history content sessions, and coordinating the content of field trips. Dr. Carrafiello has allocated 8% of his time to this 2008 program, and will spend 25% of his time on the 2005 program (for two years). Dr. Meckley has allocated 11% of his time. With the assistance of their Administrative Assistant, **Ms. LaDonna Hoskins**, Drs. Moyer, Carrafiello, and Johnson and will coordinate mailings, publicity, and all other arrangements. Ms. Hoskins will also prepare all print program materials including reading packets, handouts, and lesson plans. **Dr. Rob Schorman** (Miami Middletown Campus), **Dr. Oleta Prinsloo** (Miami Hamilton Campus), and **Dr. Alan Winkler** (Miami Oxford Campus), will be **ad-hoc members of the history faculty**.

Evaluation of the project will be conducted both internally and externally. Internally, **Dr. Howard Epstein**, as **Evaluation Coordinator**, has designed a quasi-experimental design program for this project. Dr. Epstein is a member of Miami's Department of Educational

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Psychology, and will spend approximately 28% of his time to develop, deliver, and analyze pre-program and post-program evaluation, including student and teacher testing. Externally, **Dr. Julianne Phillips** of Urbana University will evaluate the project as a whole, and how well the project team completes its responsibilities for the Department of Education. Evaluation activities represent approximately 10% of Miami Hamilton's total direct costs.

Dr. Steven Thompson and **Dr. James Shively** are members of the Educational Leadership and Teacher Education Departments, respectively, on the Miami Oxford campus, and will spend approximately 10% of their time training the teachers evaluation and the Lesson Plan Improvement Program. **Amber Hufford**, a certified teacher with a masters in Masters in Educational Administration and Supervision, is the Ohio Social Studies Resource Center Coordinator of the Ohio Historical Society. She will share best practices regarding disseminating and evaluating the quality and standard alignment of social studies educational materials, standards-based education and backwards design lesson planning.

Project Director Amy Crouse (Princeton) will work closely with **Assistant Project Directors Carol Hallman** (Fairfield) and **Lisa Rowland** (Middletown Schools) to supervise the selection and attendance of teachers and coordinate teacher participation with principals and other personnel in the districts. Rowland, Hallman and Crouse will work with Epstein to discern teachers' needs and devise strategies for effective implementation of content-based material. They will also help design the structure and implementation of the summer institutes and academic year seminars, attend all seminars and summer institutes, liaise between the school districts' teachers and the Miami Hamilton project team, and advise the project team on integrating the Ohio Academic Content Standards into the School's curriculums. They also will

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provide resources for teachers to develop lesson plans and serve as points-of-contact for teacher feedback. The efforts for these Middletown, Fairfield and Princeton Project Directors will be approximately 30%. **Kimberly Logsdon, Web Designer/Electronic Media Developer,** will design the Web site, run the e-mail listserv, and develop a user-friendly navigation structures for history resources.

Although several of the personnel involved with this project are also involved with other TAH projects, none of the funds from the 2008 project will be used for administrative purposes for other projects, and vice versa.

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Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 4676-Mandatory_TAH_Appendix_Combined-FINAL2.pdf

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APPENDIX 1- Calendar of Events

Date	Events –Middletown, Fairfield and Princeton Schools	Events –Ongoing Hamilton, Middletown, Minon Schools	Events –Ongoing Fairfield and Northwest Schools
2008			
June	<p>Preparation for Project</p> <p>Finalize all permissions and arrangements. Begin public relations campaign in Butler and Hamilton Counties; develop informational materials for teachers and district staff. Solicit formal teacher input. Convene Executive Council; Group will meet once at least once a month or as needed to direct overall grant policies and projects. Coordinate teacher recruitment. Contact teachers.</p> <p>Confirm guest lecturer bookings for first seminars.</p> <p>Plan and book trip details (rooms, transportation, admissions, tours).</p>	<p>Record second five audio pieces on list</p> <p>Edit audio; submit for DVD production</p>	<p>Record audio pieces related to time period 1788-1836.</p> <p>Edit recording; submit for DVD production.</p>
July	<p>Introductory meeting of all teacher participants in <i>Ever-Growing Freedom</i>, including description of the entire program and preparation for first trip.</p>	<p>Year II: Five-day Summer Institute Monday-Friday, including midweek field trip.</p>	<p>Year III: Summer Institute Monday through Friday, including midweek field trip.</p>

August	<p><u>Historical Excursion to Colonial Virginia, 2008:</u> History professors and pedagogy professionals will accompany the teachers.</p> <p>August 4, Monday: Depart by bus for Williamsburg. Overnight in Williamsburg.</p> <p>August 5: Colonial Williamsburg. Overnight in Williamsburg.</p> <p>August 6: Yorktown. Overnight in Williamsburg.</p> <p>August 7: Depart for Monticello. Tour of house and grounds. Overnight in Charlottesville.</p> <p>August 8, Friday: Return to Hamilton, Ohio.</p>	<p>Year II: One-day Post-institute Evaluation Session meeting at Miami University Hamilton to conduct.</p>	<p>Year III: One-day Post-institute Evaluation Session at Miami University Hamilton</p> <p>Seminar: Pedagogy in Practice</p>
September	<p>Monthly Executive Council meeting, including post-trip evaluation; planning for first one-day seminar. Executive Council meets every month of the academic year during the project.</p> <p>Lesson Plan Improvement Group begins to implement Improvement Program.</p>	<p>Prep for Year III and one-day seminar</p>	<p>Two-day End-of-Project Conference at Miami University Hamilton, Harry T. Wilks Conference Center</p>
October	<p>Year I: Opening One-day Seminar at Miami Hamilton</p> <p>October 2008: Seminar on Pre-Columbian North America and First Contact. Inter-Seminar listserv and web-based discussion of reading topics and issues, directed by Ever-Growing Freedom staff. This continues across the entire grant period</p>	<p>Dissemination of Completed Year II Teacher Materials</p> <p>Year II lesson plans posted on Web.</p> <p>Year III: First One-day Seminar at Miami Hamilton</p> <p>Seminar:</p>	<p>Participate in Ongoing Follow up meetings in schools</p> <p>Post Year III materials on Web site</p>
2009			
February	<p>Year I: Second One-day Seminar at Miami Hamilton</p> <p>Seminar on Early Colonial History</p>	<p>Year III: Second One-day Seminar</p> <p>Seminar:</p>	

March		
April	Year I: Third One-day Seminar April 2009: Seminar on the Colonies in the Eighteenth Century	Year III: Outreach Meetings
May		Year III: Third One-day Seminar at Miami University Hamilton
June	.	Record final audio pieces Edit recording; submit for DVD production.
July	Year I: Five-day Summer Institute 2009 Monday-Friday Day 1: The Origins of the American Revolution Day 2: The Times that Try Men's Souls Day 3: Day trip to Chillicothe, Ohio and Native American and Frontier sites Day 4: Washington and Victory Day 5: First Steps of the Emerging Nation Score Lesson Improvement plans; teachers present plans for collaborative review.	Year III: Summer Institute Monday-Friday, including midweek field trip.
August	Year I: Post-institute Evaluation Session and Seminar <ul style="list-style-type: none"> One-day meeting at Miami University Hamilton to conduct a post-institute evaluation session, with input from institute instructors, administrators, teachers and consultants, guest lecturers. Include discussion of lesson plan evaluation. 	Year III: One-day Post-institute Evaluation Session meeting at Miami University Hamilton

September	<p>Year II: Dissemination of Reading Materials</p> <ul style="list-style-type: none"> • Mail reading materials and detailed outline of upcoming summer institute to teachers. • Finalize all travel and permissions. • Lesson Improvement Program prepares for Year 2 implementation.
October	<p>Dissemination of Completed Year I Teacher Materials:</p> <ul style="list-style-type: none"> • Year I lesson plans posted on Web. All lesson plans created by the teachers should be received by the program organizers and be posted on the program Web site. <p>Year II: First One-day Seminar at Miami Hamilton, 2009. Seminar on the Origins of the Constitution.</p> <p>Inter-Seminar listserv and web-based discussion of reading topics and issues, directed by Ever-Growing Freedom staff, as usual.</p>
November	
December	
2010	
February	<p>Year II: Second One-day Seminar February 2010: Seminar on the Constitutional Convention</p>
March	

Two-day End-of-Project Conference at Miami University Hamilton, Harry T. Wilks Conference Center

April	<p>Year II: Third One-day Seminar April 2010: Seminar on the Ratification of the Constitution and Early National Politics</p>
May	
June	
July	<p>Year II: Five-day Summer Institute, 2010 Monday-Friday, including midweek field trip to Waveland Plantation and the Lexington Historical Society Museum.</p> <p>Day 1: The Presidency from Washington to Jefferson Day 2: The Ohio Frontier Day 3: Day trip to Kentucky Day 4: The War of 1812 Day 5: First Stirrings of Manifest Destiny</p>
August	<p>Year II: Post-institute Evaluation Session One-day meeting at Miami University Hamilton to conduct a post-institute evaluation session with input from institute instructors, administrators, teachers and consultants, guest lecturers. Include discussion of lesson plan evaluation.</p>
September/	<ul style="list-style-type: none"> • Finalize all permissions. • Mail prospective Year III syllabus to teachers. <p>Lesson Improvement Program prepares for Third Year implementation.</p>

October	<p>Dissemination of Completed Year II Teacher Materials</p> <ul style="list-style-type: none"> • Year II lesson plans posted on Web. Distribute final Year III syllabus • Distribute Year III reading materials <p>Year III: First One-day Seminar at Miami Hamilton October 2010: Seminar on the Impending Crisis</p>
December	
2011	
February	<p>Year III: Second One-day Seminar</p> <p>February 2011: Seminar on Lincoln and A New Birth of Freedom</p>
March	
April	<p>Year III: Third One-day Seminar at Miami University Hamilton</p> <p>April 2011: Seminar on the Civil War's Legacy</p>
May	
June	<p>Year III: Summer Institute Monday-Friday</p> <p><u>Historical Civil War Pennsylvania</u> Day One: Monday: Depart by bus for Gettysburg. Overnight in Gettysburg. Day Two: Gettysburg battlefield. Overnight in Gettysburg. Day Three: Gettysburg and Historic Frederick, MD. Overnight near Washington, DC. Day Four: Washington, DC. Overnight near Washington, DC. Day Five: Return to Hamilton, Ohio.</p>

<p style="text-align: center;">July</p>	<p>Year III, July 2011: Two Day Culminating Seminars Day One: Seminar on the history of American Freedom</p> <p>Day Two: Seminar on teaching American Freedom</p> <p>This will include an evaluation session with institute instructors, administrators, and consultants. Guest lecturers who traveled to participate in program will be asked to complete a detailed evaluation form after their presentation. Teachers also will evaluate the institute. All such input should be available for this meeting. Include discussion of lesson plan evaluation.</p> <p>Interview teacher's attitudes towards, and perceived purpose of, studying history.</p>
<p style="text-align: center;">August</p>	
<p style="text-align: center;">September</p>	
<p style="text-align: center;">October 2009 to</p>	<ul style="list-style-type: none"> • Participate in ongoing follow-up meetings in schools • Post Year III materials on Web site

Appendix 2: Sample *Ever-Growing Freedom* One-Day Seminar

This represents a typical example of the variety of content and pedagogical approaches used in a one-day seminar.

Time	Topic	Remarks
8:00-8:30	Arrival and Continental Breakfast	Welcome and introductions by Administrative and Academic Directors
8:30-9:00	“What do we know about the peoples and colonization of North America?”	Discussion led by OSSRC staff and Dr. Shiveley pstein examining what teachers already know about today’s topic, modeling Donna Ogle’s KWL strategy. (“KWL,” i.e., What do you KNOW? What do you think you WILL learn? What did you LEARN?)
9:00-10:15	“The Religious Contexts of the American Colonies”	Dr. Meckley lectures and supervises small group discussions of Middleton, <i>Colonial America</i> , first half.
10:15-10:30	Break with refreshments	
10:30-11:15	“Working with Primary Documents”	Dr. Vascik presents ways to analyze and evaluate primary sources, focusing on the Mayflower Compact.
11:30-12:00	“Select electronic resources for primary documents”	OSSRC staff describe internet and library classroom resources that provides Ohio standards-related lesson plans, books, artifacts, costumes, videos, and music.
12:00-12:45	Lunch (provided)	Each table will include teachers from different districts to promote informal networking and discussion of professional and pedagogical issues.
12:45-2:00	“Eighteenth-Century Colonial America”	Dr. Meckley lectures and leads a large group discussion of Middleton, <i>Colonial America</i> , second half.
2:00-2:30	“Writing narratives from primary documents”	Dr. Carrafiello models ways teachers can have students use diaries, letters, and other sources to write historical narratives.
2:30-2:45	Break with refreshments	
2:45-3:30	“Teacher Leader Instruction: Using TAH content in the classroom”	Several TAH teachers present to their peers on the topic of a recent unit or lesson plan that employed ideas or support provided by the TAH grant.
3:30-4:00	Conclusions and evaluations	Dr. Epstein leads a discussion of the day’s history and pedagogical content focusing on the “L” part of KWL: What did you LEARN?



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(513) 785-3050 FAX

December 6, 2007

Middletown City School District
Administration Building
1515 Girard Street
Middletown, OH 45044

Dear Ms. Rowland:

The Michael J. Colligan History Project of Miami University Hamilton is pleased and proud to participate in the Middletown City, Fairfield City and Princeton City School Districts' Teaching American History Grant Program entitled "America's Journey: Ever Growing Freedom."

Specifically, I look forward to working with you and the districts' TAH team to bring the benefits of the Colligan History Project to the group whenever possible, and to engage the teachers in the activities of the Colligan History Project so they will use the Colligan History Project as a professional development resource for themselves, and also encourage their students to attend the lectures long after the TAH program has ended.

Given the tremendous impact of the previous TAH programs on local school districts, I know that this effort with Middletown, Fairfield and Princeton is destined for great success. Please let us know how we can continue to offer help and support.

Sincerely,

Michael L. Carrafiello
Assistant Dean, Miami University Hamilton
Director, The Michael J. Colligan History Project
Associate Professor of History



MIDDLETOWN CITY SCHOOL DISTRICT
 1515 Girard Avenue • Middletown, Ohio 45044-4396 513-423-0781
 513-420-4579 (fax)

Steve Price, Ed.D., Superintendent

Website: www.middletowncityschools.com

Middletown High
 601 N. Beiel Blvd.
 Middletown, Ohio 45042
 513-420-4500

Val Middle
 1415 Girard Avenue
 Middletown, Ohio 45044
 513-420-4528

Verity Middle
 1900 Johns Road
 Middletown, Ohio 45044
 513-420-4535

Amanda Elementary
 1300 Oxford State Road
 Middletown, Ohio 45044
 513-420-4542

Central Academy
 1516 First Avenue
 Middletown, Ohio 45044
 513-420-4537

Creekview Elementary
 4800 Trober Trail Drive
 Middletown, Ohio 45044
 513-420-4544

Highview Elementary
 106 S. Highview Road
 Middletown, Ohio 45044
 513-420-4566

Mayfield Elementary
 (Temporary location)
 801 Lorella Drive
 Middletown, Ohio 45044
 513-420-4549

Rosa Parks Elementary
 1210 S. Verity Parkway
 Middletown, Ohio 45044
 513-420-4552

Rosedale Elementary
 4601 Sophie Avenue
 Middletown, Ohio 45042
 513-420-4559

Wildwood Elementary
 (Temporary location)
 2701 Central Avenue
 Middletown, Ohio 45044
 513-420-4564

Adult Education
 4420 Manchester Road
 Middletown, Ohio 45044
 513-420-4520

MCSID Customer Service
 513-420-4676

December 7, 2007

Emily Fitzpatrick,
 U.S. Department of Education
 400 Maryland Avenue, SW., Room 4W206
 Washington, DC 20202

Ms. Fitzpatrick:

The Middletown City School District is strongly committed to active participation in the *Teaching American History Grant* for members of the teaching staff in the area of social studies. The project supports all district goals related to teaching and learning in the area of history. This program will assist our students by facilitating a collaborative effort between the teachers of Fairfield, Princeton, and Middletown and the professors of Miami University. This collaborative effort will address quality expectations in the areas of history studies, lesson development, and instructional best practices.

I am currently serving as the Assistant Superintendent for the Middletown City School District related to curricular issues and federal grant opportunities. Thank you for providing assistance with this outstanding, innovative program. My district looks forward to working with you for the benefit of our students and teaching staff.

Sincerely,

Evelyn Altherr
 Assistant Superintendent

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Fairfield City Schools

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December 7, 2007

Mr. Eric Sotzing, Treasurer
Middletown City School District
1515 Girard Avenue
Middletown, Ohio 45044

Dear Mr. Sotzing:

This letter will confirm the intent of the Fairfield City School District to participate in a three-year federal Teaching American History grant, if the grant is funded. This grant would provide high quality content instruction in American history to social studies teachers in grades 4, 5, and 8. It would also provide opportunities for teachers to develop lesson plans addressing the period of history from the colonial era to the Civil War. These lesson plans would be developed using a template that imbeds best practices in the teaching of history.

The grant provides a variety of opportunities that will strengthen the teaching of American history in our classrooms. These include the following:

- Access to some of the region's and nation's outstanding historians, who have respected reputations for research, publishing and teaching in American history;
- Access to educators who are respected for their ability to build student understanding of and enthusiasm for the history of the United States;
- Opportunities to build collegial relationships and a professional network of history teachers in other grade levels and school districts;
- Firsthand experiences in visiting some of the most historically significant sites, where America's history and values were forged. These include Williamsburg, Virginia, Philadelphia, Pennsylvania, Gettysburg, Pennsylvania, and Boston, Massachusetts. The opportunity to participate in focused visits to these sites, in the company of other American history teachers, will enrich teachers' understanding of how history developed "on the ground", and will expose them to a wealth of stories, lessons, and experiences to enrich the learning of history by their students.

As participants in shaping this grant, our district has addressed specific needs of both our teachers and our students. Also, we are currently concerned about the mixed performance of our students on last spring's state Social Studies Achievement Test. While many students performed well, there are many others who showed an alarming lack of understanding about the history of the United States. This deficit must be remedied, and we see that American History Grant as a powerful tool in helping us to accomplish this.

Therefore, we enthusiastically anticipate the opportunities which this grant would provide, and we pledge to provide the professional and administrative resources necessary to make it a success.

Very truly yours,

Cathy Milligan, Superintendent





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December 8, 2007

Middletown City School District
Administration Building
1515 Girard Street
Middletown, OH 45044

Dear Ms. Rowland:

Miami University Hamilton is pleased to provide services as a contractor to your Teaching American History project *America's Journey: Ever Growing Freedom*.

We are committed to providing the services described in the proposal and budget and to establish any inter-institutional agreements necessary to complete the project. Dr. Martin Johnson, Dr. Michael Carrafiello, and Dr. Johanna Moyer will work together to provide your group of districts with exceptional American history content instruction.

Sincerely,

Dr. Daniel E. Hall
Dean, Miami Hamilton

*Dr. Lon M. Stettler, Assistant Superintendent
Curriculum, Instruction & Assessment*

December 3, 2007

Ms. Lisa Rowland
Department Chair, Social Studies
Middletown High School
601 N. Breiel Blvd.
Middletown, OH 45042

Re: "Ever Growing Freedom"

Dear Ms Roland:

The Princeton City School District is committed to active participation in the Teaching American History Grant for teachers in grades 4, 5 and 8. The project supports our district's professional development goals and will greatly enhance on-going professional development opportunities in the district. This collaboration of our teachers with Miami University professors and teachers from Middletown and Fairfield provides fertile ground to explore best practices and address essential understandings at multiple grade levels in American History content. We believe this will translate into better instruction and higher achievement for our students.

Amy Crouse, Pre-K - 12 Curriculum Coordinator, will be serving as the District's project coordinator for the program. Thank you for collaborating with us in this creative and exciting endeavor. We look forward to working with you for the benefit of our students and teachers.

Sincerely,



Lon M. Stettler, Ph.D.
Assistant Superintendent - Curriculum, Instruction & Assessment

APPENDIX 4: Ohio Academic Content Standards

The following information under the headings has been excerpted from the Academic Content Standards developed by the State Board of Education of Ohio.

Definitions The following terms are used in this document:

Standard: An overarching goal or theme. A standard statement describes, in broad terms, what students should know and be able to do as a result of their studies.

Benchmark: A specific statement of what a student should know and be able to do at a specific time in his/her schooling. Benchmarks are used to measure a student's progress toward meeting a standard. Benchmarks are defined for grade bands K-2, 3-5, 6-8, 9-10 and 11-12.

Grade-level Indicator: A specific statement of the knowledge and/or skills that a student is expected to demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.

Scope and Sequence This information on the scope and sequence of standards shows why the content of this program specifically targets fifth, eighth and tenth grades, but also has relevance to seventh and ninth grades as well. Information on other grades is included for completeness' sake only.

Kindergarten: A Child's Place in Time and Space

The kindergarten year is a time for getting acquainted with the school setting and routines. Students begin to understand the importance of rules, responsibility and decision-making. They are introduced to the cultural heritage of the United States and democratic principles through the study of national symbols and holidays. They also learn about other cultures so that they can begin to form concepts about the world beyond their own classroom and community.

Grade One: Families Now and Long Ago, Near and Far

The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundations for understanding principles of government and their role as citizens.

Grade Two: People Working Together

Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago in the United States and in other parts of the world. They become familiar with biographies of people whose work has made a difference and use historical artifacts as clues to the past. They deepen their knowledge of diverse cultures and begin to understand how cooperation can help to achieve goals.

Grade Three: Communities: Past and Present, Near and Far

The local community serves as the focal point for third grade as students begin to understand how their community has changed over time and to make comparisons with communities in other places. The study of local history comes alive through the use of

artifacts and documents. They also learn how communities are governed and how the local economy is organized.

Grade Four: Ohio: Its Past, Its Location, Its Government

The state of Ohio is the focus for fourth grade. Students learn about the geography, history, government and economy of their state. They learn about issues and ways that citizens participate in Ohio's government. Students develop their research skills through individual and group activities.

Grade Five: Regions and People of North America

The fifth-grade year focuses on the geography of the continent of North America. Students learn how people came to the continent and about the land and resources that they found. Citizenship skills build as students learn about US history and the democratic government of the United States. Students continue to develop their research skills by obtaining information from multiple sources.

Grade Six: Regions and People of the World

The sixth-grade year focuses on the study of world regions. The concentration is geographic rather than historic. Students study some of the earliest people who lived in each region in order to understand how humans interacted with the environmental conditions at that time. Connections are made to present-day world regions including characteristics of governments and economic interactions.

Grade Seven: World Studies from 1000 B.C. to 1750: Ancient Civilizations Through the First Global Age

In the seventh grade, students begin the four-year historical sequence with a study of the ancient world. This study incorporates each of the seven standards into the chronology. Students learn that each historic event is shaped by its geographic setting, culture of the people, economic conditions, governmental decisions and citizen action. Students also expand their command of social studies skills and methods.

Grade Eight: U.S. Studies from 1607 to 1877: Colonization Through Reconstruction

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology. While students are studying a particular historic event in the United States they also look at its geographic settings, economic implications, developments in government and the role of citizens.

Grade Nine: World Studies from 1750 to the Present: Age of Revolutions Through the 20th Century

Ninth-grade students continue the chronological study of world history. This study incorporates each of the seven standards. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills.

Grade Ten: U.S. Studies from 1877 to the Present: Post-Reconstruction Through the 20th Century

Tenth-grade students continue the chronological study of the history of the United States with emphasis on domestic affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of

their role as citizens and continue to expand their command of social studies skills and methods.

Grade 11: Political and Economic Decisions

The focus of 11th grade is an in-depth study of the U.S. government and economy. This study incorporates all seven standards. Students study the historic roots of the political system and how it has changed over time. They continue to develop an understanding of the rights and responsibilities of citizenship, as well as personal economic responsibilities.

Grade 12: Preparing for Citizenship

The 12th grade year serves as a capstone in which students apply the knowledge and skills that they have learned during previous grades. It focuses on current events and recent history while allowing students to choose topics of particular interest. Students demonstrate skills necessary for active, effective citizenship.

Ohio K-12 Standards Relevant to this Project Although we fully support teaching history as a subject separate from social studies and the history content of this project fully reflects that approach, we feel the skills outlined in some of the Ohio social studies standards are relevant and applicable to history and will be covered by exercises during this TAH project. We therefore list them here for your reference. General descriptions of the two types of Ohio standards are as follows:

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Benchmarks These two tables present all the Ohio benchmarks in these two subjects (history and social studies) in table format for easy reference. Following the tables is a detailed description of the benchmarks and their associated indicators.

History Benchmarks

<p>By the end of the 3-5 program: A. Construct time lines to demonstrate an understanding of units of time and chronological order. B. Describe the cultural patterns that are evident in North America today as a result of exploration,</p>	<p>By the end of the 6-8 program: A. Interpret relationships between events shown on multiple-tier time lines. B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations. C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in</p>
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<p>colonization and conflict.</p> <p>C. Explain how new developments led to the growth of the United States.</p>	<p>Europe.</p> <p>D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries.</p> <p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.</p> <p>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.</p> <p>G. Analyze the causes and consequences of the American Civil War.</p>
<p>By the end of the 9-10 program:</p> <p>A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.</p> <p>B. Explain the social, political and economic effects of industrialization.</p> <p>C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.</p> <p>D. Connect developments related to World War I with the onset of World War II.</p> <p>E. Analyze connections between World War II, the Cold War and contemporary conflicts.</p> <p>F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.</p>	<p>By the end of the 11-12 program:</p> <p>A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability.</p> <p>B. Use historical interpretations to explain current issues.</p>

Social Studies Skills and Methods Benchmarks

<p>By the end of the 3-5 program:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</p>	<p>By the end of the 6-8 program:</p> <p>A. Analyze different perspectives on a topic obtained from a variety of sources.</p> <p>B. Organize historical information in text</p>
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<p>By the end of the 3-5 program:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</p> <p>B. Use a variety of sources to organize information and draw inferences.</p> <p>C. Communicate social studies information using graphs or tables.</p> <p>D. Use problem-solving skills to make decisions individually and in groups.</p>	<p>By the end of the 6-8 program:</p> <p>A. Analyze different perspectives on a topic obtained from a variety of sources.</p> <p>B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.</p> <p>C. Present a position and support it with evidence and citation of sources.</p> <p>D. Work effectively in a group.</p>
<p>By the end of the 9-10 program:</p> <p>A. Evaluate the reliability and credibility of sources.</p> <p>B. Use data and evidence to support or refute a thesis.</p>	<p>By the end of the 11-12 program:</p> <p>A. Obtain and evaluate information from public records and other resources related to a public policy issue.</p> <p>B. Critique data and information to determine the adequacy of support for conclusions.</p> <p>C. Develop a research project that</p>

3rd -5th Grade History Benchmarks and Associated Indicators

Benchmark A: Construct time lines to demonstrate an understanding of units of time and chronological order.

Indicators- Grade Five

1. Create time lines and identify possible relationships between events.

Benchmark B: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.

Indicators- Grade Five

2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.
3. Explain why European countries explored and colonized North America.
4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.
5. Explain how the United States became independent from Great Britain.

Benchmark C: Explain how new developments led to the growth of the United States.

Indicators- Grade Five

6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

3rd -5th Grade Social Studies Skills and Methods Benchmarks and Associated Indicators

Benchmark A: Obtain information from a variety of primary and secondary sources using the component parts of the source.

Indicators- Grade Five

1. Obtain information from a variety of print and electronic sources and analyze its reliability including:
 - a. Accuracy of facts;
 - b. Credentials of the source.
2. Locate information in a variety of sources using key words, related articles and cross-references.
3. Differentiate between primary and secondary sources.

Benchmark B: Use a variety of sources to organize information and draw inferences.

Indicators- Grade Five

4. Read information critically in order to identify:
 - a. The author;
 - b. The author's perspective;
 - c. The purpose.
5. Compare points of agreement and disagreement among sources.
6. Draw inferences from relevant information.
7. Organize key ideas by taking notes that paraphrase or summarize.

Benchmark C: Communicate social studies information using graphs or tables.

Indicators- Grade Five

8. Communicate research findings using line graphs and tables.

Benchmark D: Use problem-solving skills to make decisions individually and in groups.

Indicators- Grade Five

9. Use a problem-solving/decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution;
 - f. Developing criteria for judging its effectiveness;
 - g. Evaluating the effectiveness of the solution.

6th -8th Grade History Benchmarks and Associated Indicators

Benchmark A: Interpret relationships between events shown on multiple-tier time lines.

Indicators- Grade Six (not applicable to this project)

Indicators- Grade Seven

1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.

Indicators- Grade Eight

1. Select events and construct a multiple-tier time line to show relationships among events.

Benchmark B: Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.

Indicators- Grade Six (not applicable to this project)

Indicators- Grade Seven (not applicable to this project)

Indicators- Grade Eight

No indicators present for this benchmark.

Benchmark C: Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.

Indicators- Grade Six

No indicators present for this benchmark.

Indicators- Grade Seven (not applicable to this project)

Indicators- Grade Eight

No indicators present for this benchmark.

Benchmark D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries.

Indicators- Grade Six (not applicable to this project)

Indicators- Grade Seven

6. (Not applicable to this project)

7. Describe the causes and effects of European exploration after 1400 including:

- a. Imperialism, colonialism and mercantilism;
- b. Impact on the peoples of sub-Saharan Africa, Asia and the Americas.

Indicators- Grade Eight

2. Describe the political, religious and economic aspects of North American colonization including:

- a. Reasons for colonization, including religion, desire for land and economic opportunity;
- b. Key differences among the Spanish, French and British colonies;
- c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts;
- d. Indentured servitude and the introduction and institutionalization of slavery;
- e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies;
- f. Conflicts among colonial powers for control of North America.

Benchmark E: Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.

Indicators- Grade Six

No indicators present for this benchmark.

Indicators- Grade Seven

No indicators present for this benchmark.

Indicators- Grade Eight

3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:

- a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;
- b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.

4. Explain the results of important developments of the American Revolution including:

- a. A declaration of American independence;

- b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;
- c. Creation of state constitutions;
- d. Impacts on women, African-Americans and American Indians.

Benchmark F: Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.

Indicators- Grade Six

No indicators present for this benchmark.

Indicators- Grade Seven

No indicators present for this benchmark.

Indicators- Grade Eight

5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:

- a. Maintaining national security;
- b. Creating a stable economic system;
- c. Dealing with war debts;
- d. Collecting revenue;
- e. Defining the authority of the central government.

6. Explain the challenges in writing and ratifying the U.S. Constitution including:

- a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);
- b. The Federalist/Anti-Federalist debate;
- c. The debate over a Bill of Rights.

7. Describe the actions taken to build one country from 13 states including:

- a. The precedents established by George Washington, including the cabinet and a two-term presidency;
- b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank;
- c. The establishment of an independent federal court system.

Benchmark G: Analyze the causes and consequences of the American Civil War.

Indicators- Grade Six

No indicators present for this benchmark.

Indicators- Grade Seven

No indicators present for this benchmark.

Indicators- Grade Eight

8. Describe and analyze the territorial expansion of the United States including:

- a. Northwest Ordinance;
- b. The Louisiana Purchase and the Lewis and Clark expedition;
- c. Westward movement including Manifest Destiny;
- d. The Texas War for Independence and the Mexican-American War.

9. Explain causes of the Civil War with emphasis on:

- a. Slavery;

- b. States' rights;
 - c. The different economies of the North and South;
 - d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;
 - e. The abolitionist movement and the roles of Frederick Douglass and John Brown;
 - f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;
 - g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.
10. Explain the course and consequences of the Civil War with emphasis on:
- a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant;
 - b. The Emancipation Proclamation;
 - c. The Battle of Gettysburg.
11. Analyze the consequences of Reconstruction with emphasis on:
- a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson;
 - b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution;
 - c. The Ku Klux Klan and the enactment of black codes.

6th -8th Grade Social Studies Skills and Methods Benchmarks and Associated Indicators

Benchmark A: Analyze different perspectives on a topic obtained from a variety of sources.

Indicators- Grade Six

1. Use multiple sources to define essential vocabulary and obtain information for a research project including:
- a. Almanacs;
 - b. Gazetteers;
 - c. Trade books;
 - d. Periodicals;
 - e. Video tapes;
 - f. Electronic sources.

Indicators- Grade Seven

No indicators present for this benchmark.

Indicators- Grade Eight

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

Benchmark B: Organize historical information in text or graphic format and analyze the information in order to draw conclusions.

Indicators- Grade Six

2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

3. Organize information using outlines and graphic organizers.
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

Indicators- Grade Seven

1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Indicators- Grade Eight

No indicators present for this benchmark.

Benchmark C: Present a position and support it with evidence and citation of sources.

Indicators- Grade Six

5. Complete a research project that includes a bibliography.
6. Communicate a position on a topic orally or in writing and support the position with evidence.

Indicators- Grade Seven

2. Compare multiple viewpoints and frames of reference related to important events in world history.

Indicators- Grade Eight

2. Construct a historical narrative using primary and secondary sources.
3. Write a position paper or give an oral presentation that includes citation of sources.

Benchmark D: Work effectively in a group.

Indicators- Grade Six

7. Work effectively to achieve group goals:
 - a. Engage in active listening;
 - b. Provide feedback in a constructive manner;
 - c. Help establish group goals;
 - d. Take various roles within the group;
 - e. Recognize contributions of others.

Indicators- Grade Seven

3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

Indicators- Grade Eight

4. Organize and lead a discussion.
5. Identify ways to manage conflict within a group.

9th -10th Grade History Benchmarks and Associated Indicators

Benchmark A: Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments.

Indicators- Grade Nine

1. Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.
2. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution and Latin American wars for independence.

Indicators- Grade Ten

No indicators present for this benchmark.

Benchmark B: Explain the social, political and economic effects of industrialization. (Not applicable to this project)

Benchmark C: Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled. (Not applicable to this project)

Benchmark D: Connect developments related to World War I with the onset of World War II. (Not applicable to this project)

Benchmark E: Analyze connections between World War II, the Cold War and contemporary conflicts. (Not applicable to this project)

Benchmark F: Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance. (Not applicable to this project)

9th -10th Grade Social Studies Skills and Methods Benchmarks and Associated Indicators

Benchmark A: Evaluate the reliability and credibility of sources.

Indicators- Grade Nine

1. Detect bias and propaganda in primary and secondary sources of information.
2. Evaluate the credibility of sources for:
 - a. Logical fallacies;
 - b. Consistency of arguments;
 - c. Unstated assumptions;
 - d. Bias.
3. Analyze the reliability of sources for:
 - a. Accurate use of facts;
 - b. Adequate support of statements;
 - c. Date of publication.

Indicators- Grade Ten

1. Determine the credibility of sources by considering the following:
 - a. The qualifications and reputation of the writer;
 - b. Agreement with other credible sources;
 - c. Recognition of stereotypes;
 - d. Accuracy and consistency of sources;
 - e. The circumstances in which the author prepared the source.
2. Critique evidence used to support a thesis.

Benchmark B: Use data and evidence to support or refute a thesis.

Indicators- Grade Nine

4. Develop and present a research project including:
 - a. Collection of data;
 - b. Narrowing and refining the topic;
 - c. Construction and support of the thesis.

Indicators- Grade Ten

3. Analyze one or more issues and present a persuasive argument to defend a position.

11th -12th Grade History Benchmarks and Associated Indicators

Benchmark A: Explain patterns of historical continuity and change by challenging arguments of historical inevitability.

Indicators- Grade Eleven

1. Evaluate the limitations and the opportunities that result from decisions made in the past including: Electoral College; Direct election of senators; Income tax; Length of terms of elected and appointed officials.

Indicators- Grade Twelve

1. Challenge arguments of historical inevitability by giving examples of how different choices could have led to different consequences (e.g., choices made during the Civil War, choices relating to immigration policy, or choices made during the Cuban Missile Crisis).

Benchmark B: Use historical interpretations to explain current issues.

Indicators- Grade Eleven

2. Trace key Supreme Court decisions related to a provision of the Constitution (e.g., cases related to reapportionment of legislative districts, free speech or separation of church and state).

Indicators- Grade Twelve

2. Analyze primary source material to see if a historical interpretation is supported.
3. Analyze cause-and-effect relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.

11th -12th Grade Social Studies Skills and Methods Benchmarks and Associated Indicators

Benchmark A: Obtain and evaluate information from public records and other resources related to a public policy issue.

Indicators-Grade Eleven

1. Identify a current public policy issue and arguments relative to the issue.
2. Determine criteria by which arguments will be judged.
3. Identify advocacy groups and obtain public policy information they produce.
4. Adjust a research question or topic based on information obtained while conducting research.

Indicators-Grade Twelve

1. Obtain and evaluate information from public records and other resources related to a public policy issue.

Benchmark B. Critique data and information to determine the adequacy of support for conclusions.

Indicators-Grade Eleven

5. Choose a position on an issue and develop a rationale for that position.
6. Critique the conclusions drawn from survey and research data by questioning: Sample size; demographics; the sponsoring organization; logic of the conclusions reached.

Indicators-Grade Twelve

2. Construct an action plan for presenting a position to the appropriate decision-making body.
3. Research an issue or topic by gathering, recording, evaluating and interpreting

relevant data.

Benchmark C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.

Indicators-Grade Eleven

7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).

Indicators-Grade Twelve

4. Develop a research project and make formal presentations to the class and/or community members using:

- a. Key terms;
- b. Support for main ideas;
- c. Examples;
- d. Statistics and other evidence;
- e. Visual aids;
- f. Formal citation of sources.

5. Respond to questions and feedback about presentations knowledgeably and civilly.

Benchmark D. Work in groups to analyze an issue and make decisions.

Indicators-Grade Eleven

8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.

Indicators-Grade Twelve

6. Build consensus within a group by:

- a. Finding points of agreement;
- b. Identifying points individuals are willing to concede;
- c. Making sure that all voices are heard;
- d. Attempting to understand the view of others.

DR. MICHAEL L. CARRAFIELLO

Associate Professor of History
Coordinator of Social Sciences
Director, The Michael J. Colligan History Project

Miami University Hamilton
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Hamilton, OH 45011
(513) 785-3280

(b)(6)

Education

Ph.D. Vanderbilt University (1987)
M.A. Vanderbilt University (1982)
B.A. Rollins College (1981) [*magna cum laude*]

Fields of Study

Colonial America
England since 1485
Renaissance and Reformation

Current Research

"Giant: The Life and Career of Stephen A. Douglas, 1813-1861"

Selected Scholarships, Awards, and Grants

Principal Investigator for three Teaching American History projects
Academic Excellence Fund Grant, Miami University Hamilton, 2001-02
Finalist for UNC Board of Governors' Award for Teaching, 1997-98
Recipient of Robert L. Jones Alumni Teaching Award -- East Carolina University, 1996-97
Finalist for Alumni Teaching Award, 1993-94
ECU Faculty Senate Research Grant, 1994
Alumni Teaching Scholars Program -- Miami University, 1989-90
Fulbright Scholarship, 1986-87
Colonial Dames of America Prize for Graduate Research, 1982-83

Publications

Book:

- *Robert Parsons and English Catholicism 1580-1610* (Associated University Presses, 1998)

Articles in Refereed Journals:

- "English Catholicism and the Jesuit Mission of 1580-81," *The Historical Journal* 37, 4 (December 1994), 761-74.
- "Multiculturalism and the Natural Law," *Journal of the Association of Historians in North Carolina* vol. 2 (Fall 1994), 34-46.
- "*Rebus Sic Stantibus* and English Catholicism, 1605-10," *Recusant History* (May 1994), 67-78.

- "Robert Parsons and Equivocation, 1606-10," *The Catholic Historical Review* vol. LXXIX, no. 4 (October 1993), 671-80.
- "Robert Parsons' Climate of Resistance and the Gunpowder Plot," *The Seventeenth Century* vol. 3, no. 2 (Autumn, 1988), 115-34.
- "Runnymede or Rome? Thomas Copley, Magna Carta, and *In Coena Domini*," *The Maryland Historian* vol. XVI, no. 2 (Fall/Winter 1985), 59-69.

Academic Positions

Associate Professor, Miami University, 2004-
 Visiting Assistant Professor, Miami University, 1998-2004
 Assistant/Associate Professor, East Carolina University, 1990-99
 Assistant Professor, Miami University, 1988-90
 Instructor, Auburn University, 1987-88
 Instructor, Vanderbilt University, 1986

Selected Courses

Constitutional History of the United States
 World History
 Western Civilization
 Survey of American History
 Naval History
 History of England
 Twentieth-Century England

Professional and Public Memberships

Southern Historical Association [European and regular sections]
 Japanese American Citizens League
 KidsVoting Southwestern Ohio

Selected Service to the University, Profession, and the Community

Trustee, KidsVoting Southwestern Ohio, 2002-
 Member, Academic Excellence Fund Committee, Miami Hamilton, 2002-
 Member, Hamilton Campus Outreach Committee, 2003-
 Chair, Hamilton Campus Outreach Committee, 2000-2002
 Program Committee, Ohio Academy of History, 2001-2002
 Chair of Membership Committee of Southern Historical Association, 1998-99

GEORGE S. VASCIK

vascikgs@muohio.edu
www.ham.muohio.edu/~vascikgs

Miami University
Department of History
Oxford, Ohio 45056
513-529-5121

Miami University-Hamilton
1601 University Boulevard
Hamilton, Ohio 45011
513-785-3290

(b)(6)

Education

The University of Michigan, 9/77-8/88, Ph.D.

Thesis: "Rural Politics and Sugar: A Comparative Study of the National Liberal Party in Hanover and Prussian Saxony, 1871-1914."

Duke University, 9/76-5/77, M.A.

Thesis: "Anglo-Saxon Resistance to the Norman Conquest, 1066-1076."

The University of Toledo, 9/72-8/76, B.A.

Thesis: "John of Salisbury as Historian."

Professional Experience

Miami University, Associate Professor of History, 6/97 to the present. Assistant Professor of History, 9/92-6/97. Courses taught: Western Civilization to 1500; Western Civilization since 1500; The Age of Revolutions: Europe 1750-1850; Industry and Empire: Europe 1850-1914; Age of Dictators: Europe 1914-1945; The Reconstruction of Europe since 1945; The Historical Foundations of the Social Sciences: The Legacy of the Enlightenment; The Historical Foundations of the Social Sciences: The Impact of the French and Industrial Revolutions; The Age of Bismarck; The Age of Hitler; The Nuremberg Trials and their Legacies; The Holocaust and Genocide in Modern History; Honors seminar on *fin de siècle* Paris and Vienna; Honors seminar on War and Society in 20th century Europe; Senior Capstone on the Industrial Revolution in Fiction; Graduate Readings in German History; Graduate Readings on the Origins of the First World War; Graduate Readings on 19th Century Europe; Graduate Colloquium on the Industrial Revolution; Graduate Seminar on German Industrialization and Militarism. Directed independent studies on: Imperial Germany; Nazi Germany; Prussian History; the Origins of the First World War; the Holocaust; Anti-Semitism and Gender in Imperial Germany; Social and Cultural Aspects of the Industrial Revolution; Contemporary Europe, Historical Paris. Directed departmental honors theses on: Clausewitz and German Unification; National Socialist state structures; Forced Labor Policy in Nazi-Occupied Europe; Nationalism and the Disintegration of the Austrian Imperial Army.

The Ohio State University, Instructor of History, 9/90-6/92. Courses taught: Western Civilization to 1600; Western Civilization since 1600; Contemporary Europe.

The University of Toledo, Part-time Assistant Professor of History, 3/88-6/90. Courses taught: Western Civilization to 1600; Western Civilization since 1600; American History since 1865; Honors Reading Seminar.

Madonna College, Instructor of History, 9/84-12/85. Courses taught: Modern World Problems; American Diplomatic History.

The University of Michigan, Teaching and Research Assistant, 9/77-5/83.

Recent Scholarship

Book:

Fashioning the Political Man: Diederich Hahn and the Transformation of Politics in Wilhelmine Germany. (Manuscript currently under consideration by an academic press.)

Electronic Media:

The Imperial German Elections Atlas. Interactive web site sponsored by the Electronic Cultural Atlas Initiative, the University of California Berkeley.

Articles:

- "Towards an Electoral Atlas of Imperial Germany: Creating a Digital Electoral Atlas for the Prussian Province of Hanover." Article submitted to Social Science History.
- "Agrarianism in the Prussian Administrative District of Stade. What We Can Learn from Historical GIS." Article under review by the History & Computing.
- "Agrarianism in the Villages. What the Electoral Record Shows." Article under review by the German Studies Review.
- "Computer-Assisted Analysis and Plotting of Village Returns in German National Elections, 1893-1912," Journal of the American Association for History and Computing, 4/1(2001).

Reviews:

- Review of Hubertus Hiller, Jäger und Jagd. Zur Entwicklung des Jagdwesens in Deutschland zwischen 1848 und 1914 (Munster: Waxmann, 2003) on H-Net.
- Review of Dietmar Süß, Kumpel und Genossen. Arbeiterschaft, Betrieb und Sozialdemokratie in der bayerischen Montanindustrie 1945 bis 1976 (Munich: Oldenbourg, 2003) in German Studies Review.
- Review of Hans-Heinrich Müller, Franz Carl Achard. 1753 bis 1821 (Berlin: Bartens, 2002) in World Sugar History Newsletter.

Research Guides:

- "Diedrich Hahn," "Deutscher Bauernbund," "Verein deutscher Studenten," "Tivoli Program," "Hermann Wagener," and "Werner Sombart," forthcoming in The Encyclopedia of Antisemitism, Anti-Jewish Prejudice and Persecution, ed. Richard S. Levy, (Santa Barbara: ABC-Clio, 2003).
- "Count Alfred von Schlieffen," Magill's Guide to Military History, (Pasadena: Salem Press, 2001), volume 3, pp. 967-968.
- "Battle of the Marne," Magill's Guide to Military History, (Pasadena: Salem Press, 2001), volume 4, p. 1381.

Editing:

- Editorial Board, History and Computing, (Edinburgh: Edinburgh University Press, 2002-ff.).
- Pre-publication Reviewer, Europe since 1945, Talbott and Winks, Oxford University Press, 2002.
- Pre-publication Reviewer, The West: Encounters and Transformations, Lavack, Muir, Maas, and Veldman, Longman Press, 2002.

Work in progress:

Liberalism and Sugar: Party Politics and Economic Interest in the German Countryside, 1850-1918 (40,000 word manuscript solicited by the University of Michigan Press).

Recent Papers and Presentations

- "Agrarianism in the North German Marschlands: a comparative study of local political cultures in East Friesland, Oldenburg, Stade and the Ditmarschen." Paper to be presented in March 2006 at the VI International Conference of the European Social Science History Association in Amsterdam, Netherlands.
- "The Rise and Fall of Agrarian Politics in East Friesland, 1890-1903." Paper to be presented in November 2005 at the Social Science History Association conference in Portland, Oregon.
- "Mapping Soil Structures, Village Types and Market Patterns in East Friesland for the Second Half of the 19th Century" Paper presented in November 2004 at the Social Science History Association conference in Chicago, Illinois.
- "Transatlantic Perspectives on German Immigrant Communities and Culture." Session chair. Comment to be presented in November 2004 at the Social Science History Association conference in Chicago, Illinois.
- "The Imperial German Elections Atlas." To be presented to the Congress of Cultural Atlases: The Human Record, May 2004, University of California, Berkeley, Berkeley, California.
- "Local dimensions of the 'crisis of liberalism' in East Friesland as reflected in the German elections of 1881 and 1884." Paper to be presented in March 2004 at the V International Conference of the European Social Science History Association in Berlin, Germany.
- "Using GIS to analyze urban patterns in the past." Session chair. Comment to be presented in March 2004 at the XV International Conference of the European Social Science History Association in Berlin, Germany.
- "German Agrarianism and the Creation of an anti-Socialist Coalition in the 1890s." Paper presented in November 2003 at the Social Science History Association conference in Baltimore, Maryland.
- "Sophisticates or Neophytes: Charting the Campaign Behavior of Candidates in Imperial Germany Using Historical GIS." Paper presented in August 2003 at the XV International Conference of the Association for History and Computing in Tromsø, Norway.
- "Creating a Digital Electoral Atlas for the Prussian Province of Hanover." Paper presented in March 2002 at the 4th International Conference of the European Social Science History in The Hague, Netherlands.
- "Landed Wealth and Rural Indebtedness As Factors In The Upsurge Of German Agrarianism: Evidence From The Administrative District Of Stade." Poster session presented in November 2001 at the Social Science History Association meeting in Chicago.
- "An exposition of the social and economic bases of rural radicalism in fin-de-siècle Germany." Paper presented in August 2001 at the 15th International Congress of the Association for History and Computing in Poznan, Poland.
- "Computer-Assisted Analysis and Plotting of Village Returns in German National Elections, 1893-1912." Paper delivered at the 2001 meeting of the American Association for History and Computing in Indianapolis, Indiana.

DR. ROBERT C. MECKLEY

(b)(6)

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Hamilton Ohio 45011
(513) 785-3289
mecklerc@muohio.edu

Education

Miami University Oxford, Ohio

Ph.D. History - 1999

Primary Field - America and Early United States to 1865

Secondary Field - Latin America

Areas of Specialization - American Frontier and Native Americans

Dissertation: "Common Frontiers: Pemaquid & Mission San Luis, 1625-1702"

MA History - 1993

Primary Field - America and Early United States to 1865

Thesis: "Keeping Faith with Themselves: Indian Ritual and the Battle of the River Raisin"

Toledo University, Toledo, Ohio; study for sign language interpreter

Trinity Lutheran Seminary, Columbus, Ohio; Masters of Divinity - 1978

Capital University, Columbus, Ohio; BA, History and Religion - 1973

Teaching Experience

2000 - Visiting Professor, Miami University Hamilton, Hamilton Ohio

Courses taught:

America and Early US to 1865

US History 1865 to Present

World History to 1500

Colonial America

American Revolutionary Era

Native American History to 1815

Era of Lewis and Clark

Latin American History & Culture

1999 - 2000 Adjunct Professor, Xavier University, Cincinnati Ohio

Courses taught:

America and Early US to 1865

US History 1865 to Present

1997 - 2000 Adjunct Professor, Miami University, Oxford, Ohio

Courses taught:

America and Early US to 1865

US History 1865 to Present

1998 - 2000 Adjunct Professor, Indiana University East, Richmond, Indiana

Courses taught:

America and Early US to 1865

US History 1865 to Present

- 1997 Instructor, Earlham College, Richmond, Indiana
Review to prepare senior students for the Graduate Record Exam.
- 1996 - 1999 Teaching Assistant, Miami University, Oxford Ohio
America and Early US to 1865
US History 1865 to Present
World History from 1500
Western Civilization to 1500

Scholarly Presentations and Publications

- 2004 - "Robert W. Service: Yukon Historian." Midwest Association for Canadian Studies, Creighton University.
- 2002 - "Pemaquid: Frontier Capital of Colonial Maine." Ohio Academy of History; accepted for publication in OHA, *Proceedings*.
- "No Small Fish in a Big Pond: Mission San Luis in the Atlantic World." Miami University Forum.
- 1997 - "Ritual on the River Raisin - Ohio Wesleyan College, Ohio Academy of History.
- 1996 - *Robert W. Service and the Yukon Gold Rush*. Film used for public television WCTV Richmond, IN.
- 1995 - "Islands of Salvation, Beacons of Truth: Tenskwatawa and Joseph Smith." University of North Carolina at Charlotte, Seventh annual Graduate History Assoc. Forum.

Awards

- 2002 National Endowment for the Humanities Institute participant
"Space and Society in the Past: Landscape, Power and Identity in the Early Modern Atlantic World"
- 1999 Miami University, College of Arts and Sciences "Outstanding Graduate Teacher"

Academic Service

- 2002 - Mentoring Program – Miami University Hamilton; Advisor to the History Club
2001-2 - Student Services Committee - Miami University Hamilton
2000 - Review of *Nation of Nations* 3rd edition published by McGraw-Hill
1997 - Graduate Studies Committee - Miami University

Professional Associations

- Maine Historical Society
Omohundro Institute of Early American History and Culture
Society for Historians of the Early American Republic
Midwest Association for Canadian Studies
Appalachian Studies Association
Ohio Academy of History

MARTIN P. JOHNSON

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 johnsomp@muohio.edu; (513) 785-3273

PROFESSIONAL EXPERIENCE:

- Visiting Assistant Professor of History, five year contract
 Miami University of Ohio, Hamilton Campus 2005-2010
- Adjunct Professor of History
 Miami University of Ohio, Hamilton Campus 2003-2004
- Acquisitions Editor, Northern Illinois University Press, DeKalb, IL 1997-2003
- Adjunct Professor, NIU Department of History 1997-2000
- Visiting Assistant Professor of History, one year contracts
 University of Nevada, Las Vegas, NV 1993-1997
 University of Rhode Island, Kingston, RI 1992-1993
- Adjunct Instructor of History
 Bryant College, Smithfield, RI 1992
 University of Massachusetts, Boston, MA 1991
 University of Connecticut, Storrs, CT 1988
- High School History Teacher, Wheeler Country Day School, Providence, RI 1988-1991

EDUCATION:

- Ph.D, History, Brown University, Providence, RI 1993
 École des Hautes Études en Sciences Sociales, Paris 1981-1982
 A.B. with High Honors, History, University of California, Riverside, CA 1980

BOOKS:

- “My Remarks at Gettysburg’: Abraham Lincoln and the Civil War North.” In progress.
- The Dreyfus Affair: Honour and Politics in the Belle Époque.* London: Macmillan, 1999.
- The Paradise of Association: Political Culture and Popular Organizations in the Paris Commune of 1871.* Ann Arbor: University of Michigan Press, 1996.

ARTICLES AND PUBLISHED CONFERENCE PAPERS SINCE 1996:

- “Gay Lincoln? Another Look at the Evidence.” *Journal of the Abraham Lincoln Association* 27/2 (Summer 2006), forthcoming.
- “Abraham Lincoln Greets the Turning Point of the Civil War: July 7, 1863.” *Lincoln Lore* 106/3 (Fall 2004): 102-115.
- “Who Stole the Gettysburg Address?” *Journal of the Abraham Lincoln Association* 24/2 (Summer 2003): 2-19.
- “Enlightening ‘the Misguided Brothers of the Countryside’: Republican Fraternalism in the 1871 Paris Commune.” *French History* 11/4 (December 1997): 411-437.
- “Memory and the Cult of Revolution in the 1871 Paris Commune.” *Journal of Women’s History* 9/1 (Spring 1997): 39-57.

“Crime and Revolution in the French Second Republic.” *Proceedings of the Annual Meeting of the Western Society for French History* 23 (1996): 119-131.

OTHER PUBLICATIONS:

“Louise Michel,” and “Paris Commune” in *Amazons to Fighter Pilots: A Biographical Dictionary of Military Women* edited by R. Pennington. Westport, CT: Greenwood, 2003.
Book Reviews in *European Studies Journal* (Fall 1994), *H-Net Book Reviews* (June 1996), *Nationalities Papers* (June 1996), and *Social History* (May 1994).

COURSES TAUGHT:

American History to 1877 (lower division)
World Civilization I and II (lower division)
Western Civilization I and II (lower division)
Comparative World Revolutions (lower division)
World Perspectives I, to 1700 (an interdisciplinary honors course; lower division)
The American Presidency (upper division)
Early Modern Europe, 1550-1789 (upper division and graduate)
Europe in the Age of Revolution, 1648-1848 (upper division and graduate)
Europe, 1900 to 1945 (upper division and graduate)
French Revolution and Napoleon (upper division and graduate)
Modern France (upper division and graduate)
Nineteenth-Century Europe (upper division and graduate)
Twentieth Century Europe (upper division and graduate)
Advanced Studies in History (graduate)

CONFERENCES AND PAPERS SINCE 1996:

“Lincoln and his Bodyguard: Another Look at the Evidence.” Faculty Seminar Series, Miami University, Hamilton, October 2005.
““Evil-Minded Elements”: Criminals and Revolutionaries in the Second Republic.” Western Society for French History, Boston, MA, November 1998.

HONORS AND AWARDS:

Faculty Development Grant, Miami University	2005
Department of Education Presidential Academy Grant (semifinalist)	2005
Instructional Resources Grant, Miami University	2004
Whiting Foundation Fellow, University of North Carolina Press	1999
National Endowment for the Humanities Summer Seminar Fellow, “Balzac et Zola: Ethique et esthétique,” University of Massachusetts	1990
Fulbright Travel Grant	1987
Brown University Travel Scholarship	1987
Phi Beta Kappa	1980
California State Scholarship	1976-1980

Steven R. Thompson, D.Ed.

McGuffey 304K
Miami University
Oxford, OH 45056
513-529-0165
thompss3@muohio.edu

(b)(6)

EDUCATION

Harwood Institute Public Leadership School, Bethesda MD, 2004
Educational Policy Fellow, Institute for Educational Leadership, Washington, DC, 1990-91
D.Ed., Curriculum & Supervision, The Pennsylvania State University, State College, PA, 1982
Laboratory Education Intern, University Associates, CA, 1979-80
Educational Administration, University of La Verne, La Verne, CA,
B.A., School of Educational Change and Development, University of Northern Colorado, Greeley, CO,
History, Pomona College, Claremont, CA

PROFESSIONAL EXPERIENCE

Miami University, Oxford, Ohio 2003-present

Visiting Assistant Professor, Department of Educational Leadership

- Teach graduate and undergraduate classes
- Supervise internships for administrative licensure
- Develop leadership training partnerships with other educational agencies
- Serve on task force to revise principal licensure program

Cleveland State University, Cleveland, Ohio, 2005- present

Reading First Ohio Regional Consultant

- Monitor compliance with federal/state literacy grant guidelines
- Work with seven elementary schools in two districts in southwest Ohio

KnowledgeWorks Foundation, Cincinnati, OH 2002-present

The largest educational philanthropic organization in Ohio with a mission of improving access to educational opportunities throughout Ohio.

School Change Coach for the Ohio High School Transformation Initiative

- Provide school reform technical assistance to high schools in urban school districts
- Train school design teams to use small group processes for team-building, communication, decision-making and problem-solving
- Help schools convert from single large schools to small schools of fewer than 400 students
- Serve as liaison between urban high schools and the statewide OHSTI
- Advise district and school administrators regarding school transformation issues

Wright State University, Dayton, OH 2002-2003

Adjunct Graduate Faculty, Department of Educational Leadership

- Taught graduate seminars in the Teacher Leader Program
- Facilitated year-long department faculty colloquium

Institute for Development of Educational Activities, Inc., Dayton, OH 1992-2002

A 501(c)3 operating foundation founded as the educational arm of the Charles F. Kettering Foundation providing improvement and leadership development programs to k-12 schools for more than 37 years.

Program Associate (1992-95); Senior Program Associate (1995-97); President and CEO (1997-2002)

- Conducted organizational improvement training in over sixteen states in districts earning national Blue-ribbon awards and state level Baldrige-criteria quality awards
- Provided training and development services to over 1200 schools and districts nationwide
- Edited newsletter with circulation of over 15,000, authored reports, articles and training materials
- Designed, developed and managed a new internet site with over 80,000 hits in less than five years

Lewis & Clark College, Portland, OR 1987-1992
Adjunct Graduate Faculty, Educational Administration

- Taught organizational theory to novice educational leaders from the Northwest and Pacific Rim
- Developed innovative, experiential and case-based materials used in graduate leadership training

Clackamas Education Service District, Marylhurst, OR 1986-1992
Director of Curriculum, Instruction, & Evaluation

- Coordinated evaluation services for 28 school districts enrolling over 65,000 students
- Organized and delivered comprehensive training and development services for 28 school districts
- Organized and successfully submitted federal, state, and private grant proposals totaling more than \$1 million
- Supervised migrant education, vocational education, assessment, and home school programs

West Linn/Wilsonville School District, West Linn, OR 1982-1986
Curriculum Supervisor (1982-84); Principal (1984-86)

- Managed community-based program and materials development projects
- Collaborated in developing innovative personnel recruitment and selection strategies

The Pennsylvania State University, State College, PA 1977-1982
Program Development Specialist (1977-80); Assistant Director (1980-82); Assistant Professor, Graduate Faculty (1981-82)

- Developed and delivered job-embedded training and development programs for rural schools
- Supervised program development for federally-funded programs
- Taught graduate level courses throughout a multi-campus commonwealth system
- Conducted research both individually and as a member of a collaborative group

Cherry Creek School District, Englewood, CO 1970-1974
Instructional Assistant; Teacher

- Taught elementary, middle and high school students in innovative team-taught, multi-age, personalized instructional programs in a nationally recognized, award-winning school system.

SELECTED PUBLICATIONS

Thompson, Steven R. *Reconnecting Communities and Schools: the Plain Local Initiative* Bethesda, MD, The KnowledgeWorks Foundation and The Harwood Institute, 2004.

Thompson, Steven R. "Site-Based Development" in Sarah. D. Caldwell, ed. *Professional Development in Learning-Centered Schools*, Oxford, OH: National Staff Development Council, 1997.

Wood, F; J. Killian; F. McQuarrie, & Steven R. Thompson. *How to Organize a School-Based Staff Development Program*. Alexandria, VA: Association for Supervision and Curriculum Development, 1993.

Wood, F. and Steven R. Thompson. "Assumptions About Staff Development Based on Research and Best Practice." *Journal of Staff Development*. 14:4, fall 1993, pg 52-57.

Johanna B. Moyer

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email: moyerjb@muohio.edu

Education

Ph.D., (December, 1996), Syracuse University, Early Modern European History
(Dissertation: "Sumptuary Law in *Ancien Régime* France, 1229-1806")
M.A., University of Cincinnati, Medieval History
B.A., Miami University, History/Psychology

Fields of Competence

Early Modern Europe
Early Modern France (Specialization)
European Women's History
Renaissance and Reformation Europe
Medical History

Positions Held

2004-present

Visiting Faculty, History
Miami University, Hamilton

Teach first-year surveys and upper division history courses. Develop new courses. Developed on-line course for colleges' distance-learning and hybrid programs. Participated in assessment of history survey courses and promote new degree program to the university and the community at large.

2001-2003

Visiting Assistant Professor of History
State University of New York, Oswego

Taught first-year surveys and upper division history courses. Developed new courses. Taught graduate courses and supervised graduate students. Conducted writing workshops to improve student skills, advised students on curricula and career objectives, assisted in organizing classroom trips to prominent historical sites and supported student archival and library research. Developed on-line course for colleges' distance-learning and hybrid programs. Participated in assessment of history survey courses and promoted new degree program to the university and the community at large.

1999-2001

Assistant Director, College Honors Program
State University of New York, Oswego

Visiting Assistant Professor of History and Assistant Director College Honors Program. Responsible for teaching activities and also for administrative duties in college honors program. Worked with Director of honors program to revise honors thesis program and reevaluate program course work. Developed new requirements for thesis writing and submission, created new guidebook for students writing their capstone thesis as well as resources for faculty advisors. Liaison with college administrators and faculty for honors program and honors thesis program. Advocated for students with faculty and college administrators. Team taught honors thesis seminar with Director of program. Organized program events.

Courses Taught

- HIISTORY:** IIS 317, Renaissance Europe
 IIS 517 Renaissance Europe, graduate level
 IIST 316/IIS 318, Reformation Europe (Age of Reformation)
 IIS 518, Reformation Europe, graduate level
 IIST 381, Women in Pre-industrial Europe
 IIS 328, History of Women in Modern Europe (Online and traditional)
 IIS 528, History of Women in Modern Europe, graduate level
 IIST 360, Medicine, Disease and Society
 IIST 232, History of Early Christianity
 IIS 230 and 231, World Heritage
 IIST 121 and 122, Western Civilization
 IIST 121 and 122 as hybrid on-line courses for "Saturday Select" Program
 IIST 111 and 112, American History Survey as hybrid on-line courses
- HONORS:** HON 400, Honors Thesis Seminar
 HON 140 and 141, Intellectual Traditions of the West and the World

Significant Papers and Publications

- 2002, "Physician Views of Infertility in Sixteenth-Century France," SUNY Upstate Medical School's New York Colloquia for History of Science and Medicine, Syracuse, NY
- 2001, Noble Diseases: Sumptuary Law and the Professionalization of Medicine in Sixteenth-Century France, New York State Association for European History, Oneonta, NY
- 2000, "Sumptuary Law and the 'Medicalization' of Thought in Sixteenth-Century France, American Association for the History of Medicine Conference, Bethesda, MD
Being revised into article form by invitation for the *Bulletin of the History of Medicine*
- 1999, "French Sumptuary Law and the Body in Medieval Thought, 1229-1571," Arizona Center for Medieval and Renaissance Studies Conference, Tempe, AZ
- 1997, "Sumptuary Law Enactment During the Wars of Religion," Sixteenth-Century Studies Conference, Atlanta, GA

Recent Fellowships and Awards

- 2007: Part-time Teaching Award, Miami University Hamilton
- 2000: New Faculty Incentive Grant, SUNY Oswego
- 2000: United University Professions Research Grant, SUNY Oswego
- 2000: College of Arts and Sciences Research Grant, SUNY Oswego

Recent Professional and Administrative Activities

- 2007, Member, Ohio State University Medical History Research Seminar
- 2001-2003, Member, SUNY Upstate's Colloquia for History of Medicine and Science
- 2000-2003, Member, Executive Board, New York State Association for European History

James M. Shiveley, Ph.D.
Department of Teacher Education

Education History

B.S. Ed. Miami University, Comprehensive Social Studies - 1979
M.Ed, Miami University, Secondary Social Studies -1989
Ph.D., The Ohio State University - Social Studies/Global Education; Curriculum; and
Teacher Education/Professional Development - 1994

Employment and Academic Rank History

Full Professor, Miami University, 2006 - present
Associate Professor, Miami University, Oxford, Ohio 2000 - 2006
Assistant Professor, Miami University, Oxford, Ohio 1994 - 2000
Visiting Instructor, Miami University, Oxford, Ohio 1992 - 1994
Graduate Teaching Associate- duties also included teaching secondary social studies, The
Ohio State University, Columbus, Ohio 1990-1992
Adjunct Instructor- Elementary Social Studies Methods, Ohio Wesleyan University,
Delaware, Ohio 1991
Social Studies Teacher, Wilmington High School, Wilmington, Ohio, 1987 - 1990
Manager, Shaw Elevator Company, London, Ohio 1980 - 1987
Social Studies Teacher, Beavercreek High School, Beavercreek, Ohio, 1979 - 1980

Graduate Faculty Status

Level A, appointed - July, 1997; reappointed - February, 2002, August, 2006

Program with which Faculty Member is Associated

Adolescent and Young Adult (AYA), social studies, undergraduate and graduate
Middle Childhood Education (MCE), social studies and language arts
Early Childhood Education Program (ECE)

History of Special Administrative Assignments and Appointments

Chair, Department of Teacher Education, 2002 - 2007
Acting Chair, Department of Teacher Education, 2001/2002

Undergraduate and graduate courses taught

EDT 417E	Early Childhood Social Studies Methods 2004-07
EDT 622	Teaching in the Secondary School-summer 2002 - 2007
EDT 439	Middle Childhood Social Studies Methods 2003-04
EDT 433/533	Adolescent Social Studies Methods I fall 2002
EDT 434/534	Adolescent Social Studies Methods II spring 2003
EDT 417/517	Teaching Social Studies in the Elementary School, 1994 - 2001

EDT 517	Teaching Social Studies in the Elementary School, Summer 1994 , 1997, 2000
EDT 422	Studies in Educational Issues, Summer, 1995, 1996
EDT 419	Supervision of Student Teachers, 1995 1997, summer 1999, 2000
EDT 690	Independent Graduate Research, 1994-present
EDT 610	Models of Supervision, Summer, 1997 - 2000

Recent Books, Referred Journal Articles, Chapters, Others

- Shiveley J. (in press). *Using children's literature to teach the Ohio academic content standards: Grades K-5*. Columbus, OH. Ohio Council for the Social Studies.
- Shiveley J. & VanFossen P. (2001). *Using internet primary sources to teach critical thinking in political science, economics, and world issues*. Westport, CT. Greenwood Publishing Group.
- Misco, T. & Shiveley, J. (2007). Making sense of dispositions in teacher education: Arriving at democratic aims and experiences. *Journal of Educational Controversy* 2 (2), ISSN 1935-7699.
- Shiveley, J. (2004). Critical thinking and visiting websites: It must be elementary! *Social Studies and the Young Learner* 16 (4), 9-12.
- Shiveley J. (2000). Citizenship education in the elementary school. In P. Hlebowitsh (Ed.), *Annual Review of Research for School Leaders*. Mahwah, NJ. Laurence Earlbaum Publishing.
- VanFossen, P. J. and Shiveley, J. M. (2003). Trends In Internet use by social studies educators: Data from the National Council For The Social Studies annual meeting, 1995-2002. Educational Resources Information Center. ERIC Document number 473035.

Recent Presentations

- Shiveley, J. (2007, July) Assessing Internet Use in Teaching for Citizenship Education: Developing an Inventory Based on a Review of Relevant Literature. Presentation at the Ackerman Summer Institute, Purdue University, IN
- Shiveley, J. & VanFossen, P. (2004, November). Using the Internet in the social studies classroom: Theory and best practice. Paper Session: Teaching With Technology: Pedagogical Concerns and Democratic Promises. Presentation at the National Council for the Social Studies annual conference, Baltimore, MD.
- Shiveley, J. (2004, April) Social Studies Higher Education Networking, Presentation at the Ohio Council for the Social Studies annual meeting. Toledo, OH.

Recent Service to the Profession

- Member, Ohio Department of Education Social Studies Program Model Committee, 2005.
- State Assessor and trained national assessor for the National Council for the Accreditation of Teacher Education (NCATE) Specialized Professional Association (SPA) for the Social Studies, 2002-present.
- Manuscript Reviewer *The Teacher Educator*, 2004.
- Reviewer, *The Review*, Ohio Council for the Social Studies state journal. 2002-present

Curriculum Vitae (2007-2008)
Julianne Phillips, Ph.D.
Urbana University, 579 College Way, Urbana, OH 43078
937.484.1265 (office), 937.484.1342 (fax)
jphillips@urbana.edu

Education:

M.S. in Education. Urbana University, Urbana, OH, Summer, 2007- present

Ph.D. Case Western Reserve University, Cleveland OH, 1996
Elizabeth S. Magee Fellow, 1990-1995

M.A. Cleveland State University, Cleveland OH, 1990
Ohio Board of Regents Graduate Fellow, 1989-1991

B.A. Baldwin-Wallace College, Berea OH 1989
(History, Secondary Education), *Summa Cum Laude*
Secondary Education Certification License# CL1-00-7591- Exp: 6/30/08

Current Position:

Aug 2005- Present

Assistant Professor, American History, Urbana University, Urbana, OH

Past Employment:

April 2003- Aug 2005

Coordinator, Dayton- Teaching American History Project, Dayton Public Schools/ Wright State University,
www.dps.k12.oh.us/americanhistory

Lecturer:

University of Dayton, Dayton, OH,-- 1992-1997, 2000-2002;
Wittenberg University, Springfield, OH-- 2000, 2002
Baldwin-Wallace College, Berea OH—1997-2000
Cuyahoga Community College, Parma OH—1997-2000
Edison Community College, Piqua, OH -- Summers 1992-1996

Teaching Experience:

Survey Courses: American History (1492-2006); World Civilization (Ancient through Recent Western Civilization)

Upper Level: Recent America: 1945-Present, United States Women, Colonial America, Jeffersonian/Jacksonian America, Ohio, History Research Methods, U.S. Social and Cultural History, Honors History Course, Topics in History: History v. Hollywood, Travel Course: Ohio, Pennsylvania, Washington, D.C.

Graduate level: "Lewis and Clark- Bicentennial," "Philadelphia and the Constitution" onsite in Philadelphia, PA, "Searching for Slave History" onsite at Old Salem Village, NC **Teaching**

Publications:

Manuscript: *Join the Club: Cleveland Women's Clubs and the Challenge of Social Transformation, 1902-1962.* September 2003, Under consideration by the University of Akron Press.

Encyclopedia Articles: “Lecompton Constitution,” “Northwest Ordinance,” “Eli Whitney” *Slavery in the United States: A Social, Political and Historical Encyclopedia*, Junius Rodriguez, ed. (ABC-CLIO Press, 2007).

Featured in:

"UU mythbusters investigate Lincoln train" Breanne Parcels, *Urbana Daily Citizen*. (April 28, 2007).

Awards, Honors, Recognitions

Selected for inclusion in Marquis *Who's Who in America and Who's Who in the World* (2007)

Award for Excellence in Performance – Faculty, Urbana University, April 2007

Professional Presentations:

“Getting It: New Approaches to Engaging Students in the Active-Learning Classroom”
Organization of American Historians Annual Convention, New York, NY, March 2008.

“No Time for Tea: Cleveland Women’s Clubs and the Transformation of American Values, 1945-1972”
Organization of American Historians Annual Convention, Minneapolis, MN, March 2007.

Professional Service:

Program Committee Member- Ohio Academy of History Annual Meeting, Wright State University, Dayton, OH, April 2008.

Participant- American History Test Prep Item Review Meeting. American Board for Certification of Teacher Excellence. Washington, D.C., April 2007.

Professional Memberships: American Historical Association, Buckeye Council for History Education, Organization of American Historians, Coordinating Council for Women in History, Ohio Academy of History

Amy C. Crouse

(b)(6)

Experience

2004 – present

Princeton City School District, Cincinnati, Ohio

Curriculum Coordinator

- Designed and facilitated professional development for teachers and administrators
- Spearheaded relationship-building and communication models to coordinate efforts between departments
- **Designed and facilitated regular sessions with administrators and teachers to gather and disaggregate data to inform instruction**
- Acquired grant funding totaling over \$100K for literacy improvement and the Ohio Integrated Systems Model
- Coordinated and administered the CCIP, Federal grants and programming
- Interviewed, hired and evaluated staff
- Served the HighAims Consortium as planning team secretary and Lenses on Learning facilitator
- Facilitated reading and social studies program adoptions
- **Identified opportunities for improved efficiency resulting in spending and personnel cutbacks**
- Implemented a standards-based report card
- Facilitated individual grade level acceleration plans

1997-2004

West Clermont Local Schools, Cincinnati, Ohio

1999 – 2004 Principal, Withamsville-Tobasco Elementary School

Implemented school-wide improvement in the areas of literacy, student intervention and parent involvement.

1997- 1999 Assistant Principal, Amelia Middle School

Assisted in school restructuring through the study and adoption of middle school components for school improvement.

1998 and 2000

University of Cincinnati, Cincinnati, Ohio

Adjunct Faculty, Administrative Development Academy

Participated in the training of future educational leaders.

1996-1997

Cincinnati Public Schools, Cincinnati, Ohio

Administrative Assistant for Dr. Lionel Brown, Project Succeed Academy and Central Administration

Participated in the operations of an alternative school for at-risk learners.

1995-1996

Asheville City Schools, Asheville, North Carolina

7th Grade Math and Science Teacher, Asheville Middle School

- 1994-1995** **Buncombe County School District, Asheville, North Carolina**
7th Grade Math and Science Teacher, Erwin Middle School
- 1993-1994** **District 99, Cicero, Illinois**
6th Grade Teacher, Goodwin Elementary School
- 1991-1993** **District 99, Cicero, Illinois**
Substitute Teacher

Education

- University of Cincinnati, Cincinnati, Ohio
 Master of Education: Educational Administration, 1997
 Post Masters: Superintendent Licensure Program, 2006
- Xavier University, Cincinnati, Ohio
 Post Masters: Assistant Superintendent Licensure Program, 2003
- Indiana University, Bloomington, Indiana
 Bachelor of Science: Elementary Education, 1990

Certification

- Ohio Superintendent License
 Ohio Assistant Superintendent License
 Ohio Elementary Principal License
 Ohio Teaching License (Grades 1-8)

Presentations and Publications

- White, Dr. Michael and Amy Crouse, "*Oral Fluency and Competency: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*", Ohio ASCD Journal, 2007
 White, Dr. Michael and Amy Crouse, "*Put Up or Shut Up*", Ohio ASCD Journal, 2006
 "*Using USA Today to Promote Reading Comprehension*," High Schools That Work, Columbus, Ohio, 2006
 "*Seven Keys to School Improvement*", Capital Conference, Columbus, Ohio, 2004

Professional Activities and Memberships

- Member, ASCD
 Member, International Reading Association
 "Lenses on Learning" facilitator – HighAims Consortium
 Ohio Integrated Systems Model Training Modules, SERRC – 2006-2007
 International Reading Association National Conference, Chicago, IL – 5/06
 OAASFEP Fall and Spring Conferences, Columbus, OH – 2004 – 2006
 Ohio Literacy Institute, Columbus, OH - 6/04
 Public Education Business Coalition National Study, Denver, CO - 11/03
 Harvard Institute of School Leadership, Boston, MA - Summer, 2003
 Intervention Based Assessment Training Modules, SERRC – 1999 – 2000

AMBER N. HUFFORD

THE OHIO SOCIAL STUDIES RESOURCE CENTER OHIO HISTORICAL SOCIETY

1982 Velma Ave., Columbus, OH 43211 • Phone: (614) 297-2672 • Fax: (614) 297-2546
ahufford@ohiohistory.org

EDUCATION

- Bachelors of Science in Integrated Social Studies Education
Bowling Green State University, 2001
- Masters in Educational Administration and Supervision
Bowling Green State University, 2006
- State of Ohio Teaching Certification in 7-12 Integrated Social Studies Education
- State of Ohio Principals Certification for Grades 4-12, 2007

EMPLOYMENT HISTORY

Ohio Historical Society - Columbus, OH: June 2006 – Present

The Ohio Social Studies Resource Center (OSSRC) Coordinator

- Manage the day to day operations of the OSSRC.
- Develop partnerships and collaborative programs throughout Ohio with universities, local history organizations, state agencies, school districts and education consortiums that support OSSRC mission.
- Authored and managed successful state government and foundation grants
- Constructed advisory boards of educators, curriculum directors and administrators to aid in the development of and review of social studies curricular material.
- Serve on advisory boards for the Ohio Department of Education, Ohio Council for the Social Studies and other educational organizations.
- Provided assistance and services to teachers to aid in the integration of OSSRC resource material into curricula.
- Facilitates professional development seminars and conferences for Ohio social studies teachers.
- Recruited teachers to participate in programming.
- Managed and developed content for the OSSRC's Web Resource Center (<http://www.ossrc.org>).

McComb High School (McComb SD) – McComb, OH: Sept 2003 – June 2006

Social Studies Teacher

- Lead the McComb High School Social Studies Department
- Developed an innovative curriculum to instruct individual students, small groups, and classes of 30 plus students.
- Developed and modified Social Studies Curriculum in accordance with State standards.
- Taught an integrated curriculum at the high school level with a strong focus on the recognition and accommodation of different learning styles.
- Established a comfortable, student-centered learning environment.

- Reviewed and implemented numerous classroom assessment methods and techniques to gauge adequately student learning.
- Maintained a productive learning environment by stating classroom rules, holding students accountable for their actions, and implementing consistent and fair consequences.
- Gained CRISS (Creating Independence through Student-Owned Strategies) certification.

Cinco Ranch High School (KISD) – Katy, TX: Aug 2002 – Aug 2003

9th Grade World Geography Teacher

- Developed and modified the 9th Grade Geography curriculum in accordance with State standards to teach a variety of learners the importance and impact physical and cultural geography have on human interaction throughout the world.
- Advised National Honor Society.

Briscoe Jr. High (LCISD) – Richmond, TX: December 2001 - July 2002

6th Grade World History Teacher

- Developed 6th Grade World History thematic units on world cultures and historic interaction in Africa, Asia and Oceanic countries.
- Assisted in tutoring and modifying lessons for at risk students.

PRESENTATIONS

Americorps for Literacy and Math – Columbus, OH: September 1997 – June 1998

- Assisted in teaching kindergarten and 1st grade student's interactive reading and writing methods.

Creative Instruction through Student owned Strategies (CRISS) Certified Trainer – June 2004 to present

- As a CRISS Trainer I facilitated the presentation of pedagogical research and modeled teaching techniques for teacher to use to build a curriculum that encourages student-centered teaching, independent student learning, and student achievement.

Social Studies Institute of Ohio (SSIO) Trainer – June 2005 to December 2006

- As a SSIO trainer, an Ohio Department of Education program, trained me to facilitate seminars to Ohio teachers. The seminars focused on the integration of teaching reading and writing skills within the social studies discipline.

Conference Presentation at the Ohio Council for Social Studies 2007 Annual Conference

Conference Presentation at the E-Tech Ohio 2007 Annual Conference

Conference Presentations at the Ohio Center for Law Related Education's 2006 and 2007 Conference

Appendix 6: Profiles and Roles of Key Project Personnel, and Consultants, 2008-2011

Project Administrative Director, Miami University Hamilton

Johanna Moyer, PhD, is visiting member of the History Department at Miami Hamilton. Her Ph.D. is from Syracuse University in 1996 in Early Modern European History; her M.A. is from the University of Cincinnati, and her B.A. from Miami University. Dr. Moyer has taught numerous lower and upper division courses, including teaching American history as an on-line hybrid course. She was the primary developer of all Miami Hamilton's on-line hybrid history courses, and these have been the most popular of the campus' on-line offerings. Because of her demonstrated managerial expertise during the development of these on-line courses, on this project 50% of her time will be devoted to TAH administration as a university staff member.

Roles and Responsibilities for the Project Administrative Director

- Coordinate creation of all materials and matters related to the in-year seminars and summer institutes
- Act as primary liaison between the school districts and Miami Hamilton.
- Assist in the teaching of the one-day academic year seminars and the summer institutes
- Coordinate mailings, publicity, and all arrangements for all activities
- Monitor budget and complete reporting responsibilities

Project Academic Directors, Miami University Hamilton

Martin P. Johnson, PhD is a Visiting Assistant Professor of History at Miami University Hamilton. He is the author of two books and several scholarly articles on both European and American History. He teaches US History, World History, and Western Civilization and is currently teaching a new course on the American Presidency. He has been an NEH Summer Seminar Fellow and received funding from the Whiting Foundation and the Fulbright Travel Grant program. As a former high school history teacher, Dr. Johnson has invaluable classroom teaching experience at the grade-level of the TAH participants. He is currently writing a book on the presidency of Abraham Lincoln. He also has administrative experience on a previous TAH program and a currently-running Congressional Academies program history summer camp.

George S. Vascik, PhD, is Associate Professor of History at Miami University. A graduate of the University of Toledo and the University of Michigan, he has taught both American and European History. A political and economic historian, Vascik's research interests have recently led him into the field of Historical GIS, where he is working on a collaborative project with the Institute for European History in Mainz, Germany. His articles and reviews have appeared in numerous scholarly journals, and he has been a participant in two NEH summer institutes. He also is an active member of numerous professional societies, including the Social Science History Association, the European Social Science History Association and the Association for History and Computing. He is on the editorial board of the latter society's journal, History and Computing. A popular, rigorous and innovative instructor, Vascik has worked with Hamilton City Schools on the renovation of their European history AP curriculum. Dr. Vascik was the Project Administrative Director for the very successful 2003 TAH grant with the Hamilton City schools, and is currently Project Administrative Director for the 2005 TAH grant with Fairfield

and Northwest Public Schools. To provide the best possible administrative service for this 2008 grant, Dr. Vasick and Dr. Johnson will be administration mentors to Dr. Moyer.

Roles and Responsibilities of the Project Academic Directors

- Select of all topics and readings for the summer institute and academic year seminars--are ultimately responsible for history content.
- Teach one-day academic year seminars and the summer institute history content sessions
- Supervise the *content* of the curricular units prepared by teachers
- Coordinate the *content* of field trips
- Provide an active and visible example of a historian at work
- Mentor Project Director in Federal grant administration

Project Content Specialists, Miami University Hamilton

Bob Meckley, PhD received a BA from Capital University, a MDiv from Trinity Lutheran Seminary, and an MA and PhD in history from Miami University. His primary field is Colonial American history specializing in Native American and Frontier history. His secondary field is Latin American history. He served as Adjunct Professor at Xavier University and Indiana University East. Bob has served as Visiting Associate Professor at Miami University Hamilton for the past five years and as Assistant Director of the Michael J. Colligan History Project for two years. He has taught American History survey courses and upper level courses on Colonial America; the Era of the American Revolution; Native American History to 1850; and the Lewis and Clark Expedition. Bob serves as advisor to the Miami Hamilton History Association and the Appalachian Studies Committee. During his time at Miami Hamilton he presented a paper titled *Pemaquid: Capital of Colonial New England* to the Ohio Academy of Historians and one on *Robert W. Service: Historian of the Klondike Gold Rush* to the Midwest Association for Canadian Studies. Bob also participated in a National Endowment for the Humanities Institute titled "Space and Society in the Past: Landscape, Power and Identity in the Early Modern Atlantic World."

Michael L. Carrafiello, PhD, is Associate Professor of History and Director of the Michael J. Colligan History Project on the Hamilton Campus of Miami University. A Fulbright Scholar, Dr. Carrafiello has a field in and has published in Colonial American history, and he worked with Don Doyle, Sam McSeveney, Paul Conkin, and Dewey Grantham, among others, at Vanderbilt University. At Miami Hamilton, Dr. Carrafiello teaches American History, World History, and Western Civilization. He has published a book and a number of journal articles, including one in *The Historical Journal*. He has also received departmental and university-wide teaching awards. Dr. Carrafiello was the Project Administrative Director for the very successful 2003 TAH grant with the Hamilton City schools, and is currently Project Administrative Director for the 2005 TAH grant with Fairfield and Northwest Public Schools. To provide the best possible administrative service for this 2006 grant, Dr. Carrafiello will be a **Co-Director** with, and mentor to, Dr. Johnson, so that the 2005 and 2006 grants each have an actively participating administrator.

Roles and Responsibilities of the Project Academic Directors

- Help select all topics and readings for the summer institute and academic year seminars
- Teach one-day academic year seminars and the summer institute history content sessions
- Supervise the *content* of the curricular units prepared by teachers

- Coordinate the *content* of field trips
- Provide an active and visible example of a historian at work

School District Project Directors

Lisa Rowland, Middletown City

Lisa Rowland has served as an educator in Ohio for 19 years, filling the position as a high school social studies teacher. Lisa received her B.A. In Education with a comprehensive social studies degree from Miami University in Oxford, Ohio in 1985, and her Masters in Teachers Education from Marygrove in Michigan in 1999. Lisa is currently the social studies department chair, also currently serving as her department's Professional Learning Community (PLC's) facilitator.

Carol Hallman, Fairfield City

Carol Hallman has served as an educator in Ohio for 32 years, filling positions as a high school social studies teacher, K-12 curriculum leader, and K-8 school principal. Carol received her B.A. and M.A.T. from The College of Wooster in Wooster, Ohio in the early 1970s, and her Ph.D. in Educational Leadership from Miami University (Ohio) in 1990. In addition to coursework required for degrees, Carol has taken extensive coursework in history, methods of teaching social studies, educational issues, and school reform. Currently, Carol is serving as the Secondary Curriculum Coordinator for the Fairfield City Schools, with responsibilities related to instruction, testing, staff development, and the secondary English as a Second Language program for grades 7 to 12.

Amy Crouse, Princeton City

Amy Crouse has been the Princeton City Curriculum Coordinator since 2004. Before that, she served as Assistant Principal or Principal for 8 years for elementary schools in Ohio, and taught in math and science classrooms for six years. She has a BS in Elementary Education from Indiana University Bloomington (1990) and an MEd in Educational Administration from the University of Cincinnati (1997). She has also obtained Ohio licensure to be an Assistant Superintendent and a Superintendent.

Roles and Responsibilities of the School District Project Directors

- Oversee the implementation and coordination of all project initiatives in their Districts.
- Acts as chief resource person and coordinator for the school district with regard to the project.
- Supervises the selection, attendance and involvement of teachers.
- Coordinates teacher participation with principals and other personnel in the district offices.
- Helps to design the *structure* and implementation of the summer institutes and academic year seminars.
- Implements Lesson Improvement Program with other grant staff.
- Works to make sure that the work of the project is aligning with the district's curricular focus.
- Acts as liaison between the school district teachers and Miami University Hamilton project team.
- Advises the Miami University project team on how the Ohio Academic Content Standards in history are translated in the school district's curriculum.

- Provides resources for teachers to develop curriculum plans.
- Serves as a communication center for teacher feedback on success of curriculum plans.
- Attends all seminars and summer institutes.

Pedagogical Experts

James M. Shiveley, Ph.D. is a full professor in the Department of Teacher Education at Miami University, Oxford Ohio. He served as Chair of the Department of Teacher Education from 2002 – 2007; he has a book in press titled *Using children’s literature to teach the Ohio academic content standards: Grades K-5* for the Columbus, Ohio Council for Social Studies. He has also authored many other refereed journal publications, book chapters, presentations, and others. His degrees include:

- B.S. Ed. Miami University, Comprehensive Social Studies - 1979
- M.Ed, Miami University, Secondary Social Studies -1989
- Ph.D., The Ohio State University - Social Studies/Global Education; Curriculum; and Teacher Education/Professional Development - 1994

Steve Thompson, PhD is Visiting Assistant Professor in the Department of Educational Leadership at Miami University in Oxford, Ohio. As a classroom teacher, Steve taught in multi-age elementary classrooms, middle school social studies teams, and in a small alternative high school. He worked as a Staff Development Specialist with secondary schools in the Pomona Schools in Los Angeles County and as a Program Manager in a Teacher Corps project at The Pennsylvania State University training teachers for rural Appalachian schools. His administrative experience also includes work as an elementary school principal in West Linn, Oregon and as Director of Curriculum Instruction, and Evaluation at the Clackamas County Education Service District near Portland Oregon. He worked for ten years as a staff member of the Institute for Development of Educational Activities (IIDEA) in Dayton, Ohio including as its President. Since 2002, Steve has worked with the Ohio High School Transformation Initiative of the KnowledgeWorks Foundation coaching large high schools converting to smaller, more personalized schools. While at Miami University, he has taught leadership classes and participated in the University’s partnership initiatives. Steve attended Pomona College, the University of Northern Colorado, LaVerne University, and completed his doctorate at The Pennsylvania State University.

Amber Hufford is the Ohio Social Studies Resource Center (OSSRC) Coordinator for the Ohio Historical Society in Columbus, OH. In this position, some of her duties include:

- Developing partnerships and collaborative programs throughout Ohio with universities, local history organizations, state agencies, school districts and education consortiums that support OSSRC mission.
- Providing assistance and services to teachers to aid in the integration of OSSRC resource material into curricula.
- Facilitating professional development seminars and conferences for Ohio social studies teachers.

Prior to this, she was a middle school and high school social studies teacher for six years. She holds a BS in Integrated Social Studies Education from Bowling Green State University (2001), a Masters in Educational Administration and Supervision, Bowling Green State University (2006) and a Ohio Principals Certification for Grades 4-12 (2007).

Roles and Responsibilities of the Pedagogical Experts

- Assists teachers with implementing content and teaching strategies
- Implement Lesson Improvement Program.
- Advises the Miami University project team on how the Ohio Academic Content Standards in history are translated in the school district's curriculum.
- Gather and analyze formative evaluation data.
- Provides resources for teachers to develop curriculum plans.
- Attends all seminars and summer institutes.

Evaluation Director

Howard Epstein, PhD, is Associate Professor of Educational Psychology at Miami Hamilton and a methodological and assessment specialist. He received a master's degree from The Ohio State University in 1971 and a PhD in Developmental and Educational Psychology in 1975 at Ohio State. Dr. Epstein teaches courses in the areas of Educational Measurement, Educational Psychology, and Special Education at Miami Hamilton.

Roles and Responsibilities

- Provides expertise in strategies of teaching, implementation of those strategies, and assessment of results of those strategies
- Devises means for assessing teachers' increased understanding of American history through a nationally validated test
- Devises means for quasi-experimental assessment of student achievement in American history to demonstrate TAH program effectiveness
- Works with curricular specialist to improve proficiency and standardized test scores
- Consults with independent evaluators on progress of program and possible improvements

Web and Artistic Designer, Ms. Kimberly Logsdon (Miami University Hamilton/Avalanche Design, LLC)

Ms. Logsdon brings extensive graphic communications experience to the program. Her education includes Graphic Design Technology, Web Design, Programming and e-Commerce, as well as Business Administration. Drawing from a client base of major universities, corporations, small businesses, and charitable organizations, she creates graphic communications (print, web, PowerPoint, or digital media) that best fit her clients' needs. Ms. Logsdon has received multiple awards for her work including the prestigious Matrix Award from the Association for Women in Communication.

Roles and Responsibilities

- Collaborates with the Art Director to design and maintain the Web site
- Develops assembles multimedia content for Web site
- Develops model lesson plans in PowerPoint for inclusion on the Web site.

Administrative Assistant to the Directors, Ms. LaDonna Hoskins, Miami University Hamilton Special Events Assistant

In her role as Administrative Assistant to the Michael J. Colligan History Project Director, Ms. Hoskins will assist Drs. Carrafiello, Johnson, Moyer, Vascik and Meckley with special events coordination and clerical activities associated with the program.

Ad hoc Instructors

Allan M. Winkler, Ph.D., is Distinguished Professor in and former Chair of the Department of History at Miami University. Winner of three Fulbright Scholarships and two University-wide teaching awards, Dr. Winkler is one of the country's leading experts on recent American history. His most recent publications include *Home Front, USA: America during World War II* (1986; 2nd ed., 2000), *Life under a Cloud: American Anxiety about the Atom* (1993; paperback 1999), and *The Cold War* (2000). He has also co-authored two major college textbooks on American history, published dozens of articles, and made hundreds of presentations in this country and across the globe, including the countries of Kenya, Finland, and the Netherlands. He has served as consultant to dozens of public organizations, including the United States Holocaust Memorial Council.

Oleta Prinsloo, PhD, received her PhD from University of Missouri at Columbia in African America history, where she worked with OAH distinguished lecturer Wilma King. She is currently a Visiting Assistant Professor of History at Miami Hamilton.

Rob Schorman, PhD received his B.A. degree in English from the University of Michigan, and M.A. and Ph.D. degrees in American History from Indiana University. He joined the Miami Middletown faculty in 2001, where he teaches a variety of American history courses plus a course on Representations of History in Film and Video.

Schorman's research focuses on the cultural history of the United States in the late nineteenth and early twentieth centuries, particularly the histories of visual culture, popular culture, mass communications, and technology. He is the author of several scholarly articles and a historical monograph, *Selling Style: Clothing and Social Change at the Turn of the Century*, published in 2003 by the University of Pennsylvania Press. He is currently working on a book that will reconsider the history of American advertising from 1890 to 1930. He was one of two recipients of the 2005-2006 Miami University Middletown Excellence in Teaching Award.

External Independent Evaluator

Julianne Phillips, Ph.D., is Assistant Professor, American History, Urbana University, in Urbana, OH. She has a Ph.D. from Case Western Reserve University, Cleveland OH, 1996, and was the Elizabeth S. Magee Fellow, from 1990-1995. She earned an M.A. at Cleveland State University, Cleveland OH, in 1990 and was Summa *Cum Laude* at Baldwin-Wallace College, Berea OH 1989 where she earned a BA in History and Secondary Education. From April 2003- Aug 2005 Dr. Phillips acted as the Coordinator for the Dayton- Teaching American History Project, Dayton Public Schools/ Wright State University. In April 2007, she was a participant in the American History Test Prep Item Review Meeting of the American Board for Certification of Teacher Excellence in Washington, D.C.

Roles and Responsibilities

- Meets with project staff prior to the first meeting with teachers to discuss program.
- Attends all academic year seminars and summer institute meetings between project staff and teachers.
- Interviews a sample of teachers at each seminar/meeting to assess the effectiveness of our project.
- Creates survey instruments to survey teachers at the end of each session.
- Inspects the project team's assessment instruments.
- Examines all project team lesson plans and give insights that will make them more effective.
- Inspects all teacher lesson plans and give insights that will make them more effective.
- Collaborates and produce a report for the August post-mortem meeting every year.
- Delivers a final evaluation report.

APPENDIX 7: About The Michael J. Colligan History Project

The Colligan History Project is a joint undertaking of Miami University Hamilton and the Colligan Fund of the Hamilton Community Foundation. It is made possible by the generous bequest of Michael J. Colligan, a prominent local businessman and amateur historian.

The principal goal of the Project is to make the appreciation and study of history accessible and enriching for all members of the university, the schools, and the community at large.

Since the Project began in 2000, it has logged 10,500 attendees to history events, and interest in the programs has continued to grow: in 2000, the mailing list for the Project contained 200 names; in 2005, the list contains 1834 names. Under Dr. Carrafiello's direction, the Colligan History Project has created a vitalized "history community" in Hamilton, Ohio.

Innovative leadership and quality programming have been key to the Project's success. Each year, Dr. Carrafiello selects a theme for the year's films and presentations. The theme for 2005-06 will be "History's Ideas, Innovations and Inventions" and presenters will include author and scholar Stephen Knott on "Inventing America: The Remarkable Life and Career of Alexander Hamilton." The Project also partnered with various school districts during 2003 and 2005 TAH grants and initiated local school involvement in Kids Voting USA.

Past presentations have been made by current top historians and history-makers, including:

- Renowned Holocaust expert and author Christopher Browning
- Eisenhower Institute founder and president Susan Eisenhower
- Pulitzer Prize winner and Harriet Beecher Stowe scholar Joan Hedrick
- Winston Churchill granddaughter Celia Sandys
- Internationally acclaimed Lewis and Clark chronicler Gary Moulton
- Sole surviving Nuremberg interrogator and former Ambassador John Dolibois

In addition to these programs, The Colligan History Project has instituted the following annual awards to honor historians and teachers:

- *John E. Dolibois History Prize*, given for substantial and sustained efforts to promote the teaching of and learning about history in the community and throughout the nation. Professor James Billington, Librarian of Congress, has been named the recipient of the 2005 prize.
- *Jim Blount History Educator Award* for outstanding history teachers in Butler County, Ohio. Named for longtime Hamilton historian Jim Blount, two awards will be given annually: one to a history teacher in grades K-6, and one to a history teacher in grades 7-12. The award honors those educators who exemplify the commitment to and achievement in history education epitomized in Mr. Blount's life and career.

Princeton City School District

2006-2007 SCHOOL YEAR REPORT CARD

25 W Sharon Rd, Cincinnati, Oh 45246-4322 Hamilton County

CURRENT SUPERINTENDENT:

Aaron K. Mackey
(513) 771-8560



The designations are *Excellent, Effective, Continuous Improvement, Academic Watch* or *Academic Emergency*.

Number of State Indicators Met Out of 30	22
Performance Index Score (0 - 120 points)	92.9
Adequate Yearly Progress (AYP)	Not Met
District Improvement Status	Improvement Year 4

Ohio report cards use multiple measures to determine each school's designation. To earn one of the 30 indicators for 2006-07, at least 75% of students tested must score proficient or higher on a given assessment. Any result at or above the state standard is shown in bold.

STATE INDICATORS	PERCENTAGE OF STUDENTS AT AND ABOVE THE PROFICIENT LEVEL		
	Your District 2006-2007	Similar Districts ¹ 2006-2007	State 2006-2007
3rd Grade Achievement	<i>The state requirement is 75 percent</i>		
1. Reading	82.8%	85.2%	78.3%
2. Mathematics	87.7%	90.2%	84.5%
4th Grade Achievement	<i>The state requirement is 75 percent</i>		
3. Reading	79.0%	84.7%	80.0%
4. Mathematics	79.0%	82.1%	75.9%
5. Writing	86.1%	86.9%	82.3%
5th Grade Achievement	<i>The state requirement is 75 percent</i>		
6. Reading	79.7%	83.8%	80.0%
7. Mathematics	58.4%	65.7%	61.2%
8. Science	63.8%	72.5%	68.0%
9. Social Studies	56.7%	60.9%	57.9%
6th Grade Achievement	<i>The state requirement is 75 percent</i>		
10. Reading	79.4%	82.9%	77.7%
11. Mathematics	73.3%	78.4%	74.0%
7th Grade Achievement	<i>The state requirement is 75 percent</i>		
12. Reading	78.8%	82.5%	77.5%
13. Mathematics	78.5%	76.0%	71.2%
14. Writing	84.6%	86.1%	81.1%
8th Grade Achievement	<i>The state requirement is 75 percent</i>		
15. Reading	77.4%	84.3%	80.2%
16. Mathematics	67.6%	75.3%	71.5%
17. Science	54.0%	66.3%	62.7%
18. Social Studies	48.2%	54.6%	49.3%
10th Grade Ohio Graduation Tests	<i>The state requirement is 75 percent</i>		
19. Reading	88.7%	89.6%	86.9%
20. Mathematics	82.4%	83.8%	81.2%
21. Writing	93.8%	91.6%	89.2%
22. Science	75.1%	74.9%	72.4%
23. Social Studies	81.0%	78.5%	76.4%
11th Grade Ohio Graduation Tests²	<i>The state requirement is 85 percent</i>		
24. Reading	92.5%	94.8%	92.8%
25. Mathematics	89.7%	90.8%	88.8%
26. Writing	94.2%	95.1%	93.4%
27. Science	82.6%	85.5%	83.6%
28. Social Studies	90.1%	90.1%	87.6%
Attendance Rate	<i>The state requirement is 93 percent</i>		
29. All Grades	94.9%	95.0%	94.1%
2005-06 Graduation Rate	<i>The state requirement is 90 percent</i>		
30. District	96.3%	93.9%	86.1%

¹ Similar Districts are based on comparing demographic, socioeconomic and geographic factors.
² Results for 11th grade students who took the tests as 10th and 11th graders.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2006-2007

The table below shows the percentage of students proficient or above in your district based on federal AYP requirements. To meet the federal AYP requirements, every student group must be at or above the annual goals or make improvement over last year. Graduation or attendance goals must be met for the district as a whole.

- Reading Participation Goal: **Met**
- Reading Proficiency Goal: **Not Met**
- Attendance Goal: **Met**
- Mathematics Participation Goal: **Met**
- Mathematics Proficiency Goal: **Not Met**
- Graduation Goal: **Met**

AYP Goals Met in Your District for the 2006-2007 School Year

Student Group	Reading: Grades 3-8 & OGT (Grade 10)		Mathematics: Grades 3-8 & OGT (Grade 10)	
	% Tested Goal: 95%	Weighted Difference from Goal	% Tested Goal: 95%	Weighted Difference from Goal
African-American	99.6	2.4	99.5	10.1
American Indian/Native Alaskan	NR	NR	NR	NR
Asian/Pacific Islander	100	17.8	100	35.7
Hispanic	98.7	-2	98.1	11.1
Multi-Racial	99.1	9	99.1	21.9
White	99.9	21.1	99.9	33.1
Economically Disadvantaged	99.3	-0.6	99.1	8.9
Limited English Proficient	98.4	-9.5	98.4	7.3
Students with Disabilities	99.8	-20.1	99.8	-8.4
All Students	99.6	9.8	99.6	19.9

NR = Not Required for AYP due to student group size below minimum number for statistical reliability. The minimum student group size is 30, except "students with disabilities," which has a minimum group size of 45.

-- = No data reported

PERFORMANCE INDEX SCORE

The Performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grades 3-8 and 10. The most weight is given to the advanced students (1.2), and the weights decrease for each performance level. This creates a scale of 0 to 120 points, with 100 being the goal. Looking at the Performance Index Score over time shows trends in district achievement.

Performance Index Score Calculations for the 2006-2007 School Year

Grades 3-8 and 10 for All Tested Subjects	Performance Level Across All Tested Grades (Includes all students in the district for a full academic year)	Percentage	x	Weight	=	Points
Calculation	Untested	0.4	x	0.0	=	0.0
	Limited/Below Basic	7.7	x	0.3	=	2.3
	Basic	16.8	x	0.6	=	10.1
	Proficient	36.4	x	1.0	=	36.4
	Accelerated	24	x	1.1	=	26.4
	Advanced	14.7	x	1.2	=	17.6
Your District's Performance Index Score						92.9

Performance Index Score Over Time	2006-2007	2005-2006	2004-2005
	92.9	95.3	91.4

STATE AND FEDERALLY REQUIRED DISTRICT INFORMATION

YOUR DISTRICT'S PERCENTAGE OF STUDENTS AT AND ABOVE THE PROFICIENT LEVEL

	African-American	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-racial	White	Non-disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtd	Econ. Disadvtd	Limited English Proficient	Female	Male
3rd GRADE ACHIEVEMENT														
Reading	73.0	--	90.0	70.4	90.9	95.8	90.3	45.1	--	96.4	71.8	68.0	88.1	78.2
Mathematics	80.9	--	100.0	88.9	100.0	93.3	93.8	56.9	--	94.9	81.8	88.0	90.9	84.8
4th GRADE ACHIEVEMENT														
Reading	67.1	--	93.3	81.8	72.2	92.5	85.6	47.5	--	90.3	67.8	79.2	81.7	76.3
Mathematics	67.7	--	86.7	77.3	72.2	93.2	85.9	45.9	--	86.9	71.2	70.8	80.0	78.0
Writing	80.5	--	93.3	90.9	88.9	91.0	91.4	60.7	--	91.4	80.8	87.5	91.4	80.8
5th GRADE ACHIEVEMENT														
Reading	71.5	--	NC	61.5	84.2	92.7	86.7	46.9	--	91.5	68.6	50.0	83.6	75.6
Mathematics	42.5	--	NC	46.2	73.7	78.1	63.5	34.4	--	76.3	41.5	40.0	61.4	55.1
Science	48.6	--	NC	38.5	78.9	85.4	68.1	43.8	--	84.7	44.1	30.0	67.7	59.7
Social Studies	39.1	--	NC	50.0	68.4	78.1	62.8	28.1	--	78.5	36.2	40.0	61.9	51.1
6th GRADE ACHIEVEMENT														
Reading	71.6	--	NC	53.8	87.5	91.9	83.4	51.2	--	87.7	71.4	50.0	84.0	75.3
Mathematics	63.9	--	NC	38.5	75.0	88.6	77.5	43.9	--	83.3	63.7	50.0	78.2	69.0
7th GRADE ACHIEVEMENT														
Reading	70.9	--	NC	68.4	84.6	91.0	84.0	56.5	--	89.9	67.9	50.0	80.4	77.4
Mathematics	67.7	--	NC	73.7	92.3	91.7	83.3	58.0	--	89.4	67.9	78.6	79.2	77.9
Writing	76.7	--	NC	73.7	92.3	96.2	90.5	59.4	--	92.7	76.6	78.6	89.9	80.0
8th GRADE ACHIEVEMENT														
Reading	71.6	--	NC	45.5	73.3	87.9	83.2	49.2	--	87.6	63.9	50.0	77.1	77.7
Mathematics	58.7	--	NC	45.5	66.7	81.1	74.3	34.9	--	78.0	53.8	40.0	63.7	71.3
Science	37.8	--	NC	36.4	53.3	78.0	58.2	33.3	--	67.5	36.1	20.0	46.9	60.6
Social Studies	35.3	--	NC	27.3	33.3	69.7	53.0	25.4	--	59.8	32.9	20.0	43.6	52.7
10th GRADE OHIO GRADUATION TESTS														
Reading	86.5	--	88.2	91.7	NC	93.5	94.5	57.4	--	91.6	83.7	NC	95.1	83.3
Writing	92.1	--	88.2	91.7	NC	97.8	96.4	80.0	--	98.0	86.5	NC	97.3	90.8
Mathematics	75.8	--	88.2	83.3	NC	92.8	87.9	52.5	--	88.8	70.9	NC	85.7	79.4
Science	66.8	--	82.4	75.0	NC	87.7	78.4	56.7	--	83.5	60.3	NC	75.8	74.4
Social Studies	74.3	--	82.4	75.0	NC	92.0	86.6	50.0	--	87.9	68.8	NC	84.1	78.3
11th GRADE OHIO GRADUATION TESTS														
Reading	91.2	--	NC	58.3	NC	97.5	96.1	67.9	--	95.7	86.3	43.8	92.3	92.8
Writing	93.8	--	NC	58.3	NC	98.1	97.2	73.6	--	96.4	89.9	43.8	95.2	93.2
Mathematics	86.4	--	NC	58.3	NC	96.2	93.1	66.0	--	93.8	81.4	43.8	90.4	88.9
Science	76.1	--	NC	41.7	NC	94.4	86.7	54.7	--	89.8	68.3	31.2	79.9	85.4
Social Studies	87.3	--	NC	50.0	NC	97.5	93.9	64.2	--	93.5	83.5	43.8	90.0	90.3

NC = Not calculated. Used if fewer than 10 students in student group. -- = No data reported

YOUR DISTRICT'S STUDENTS 2006-2007

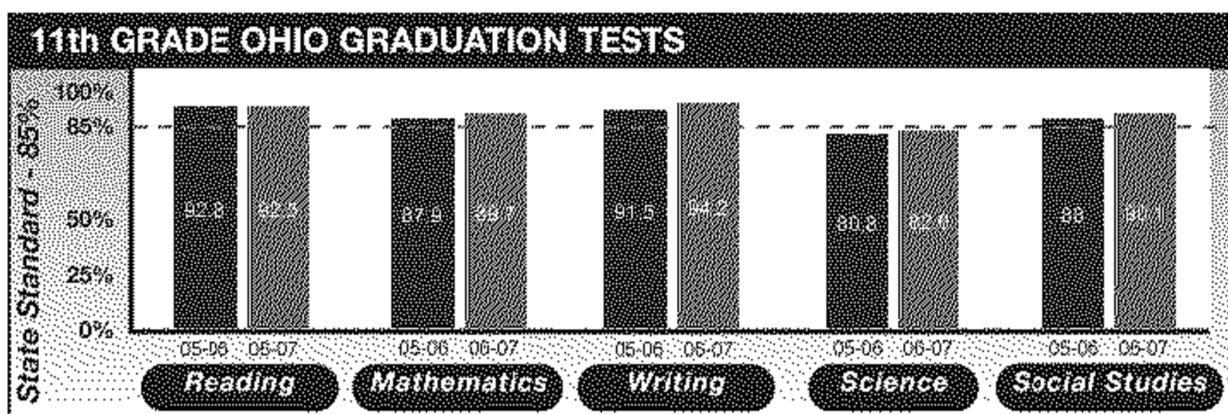
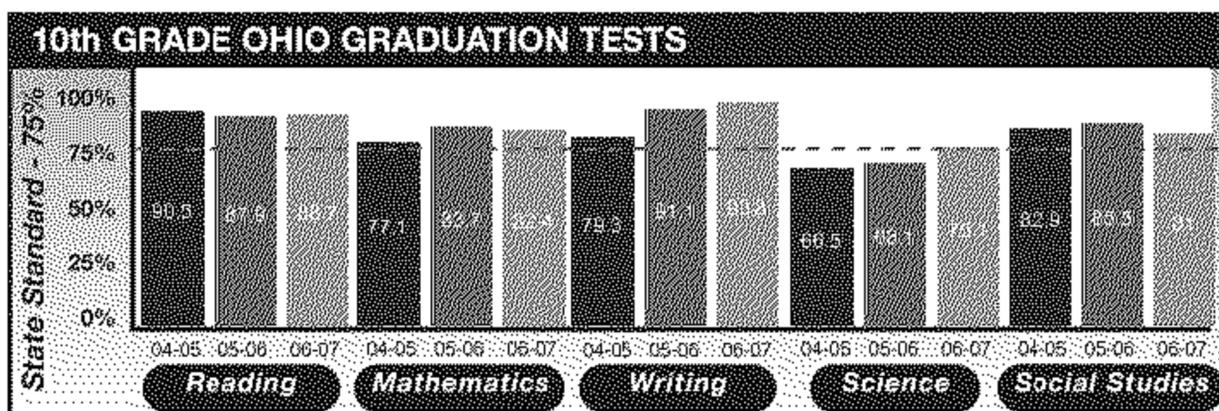
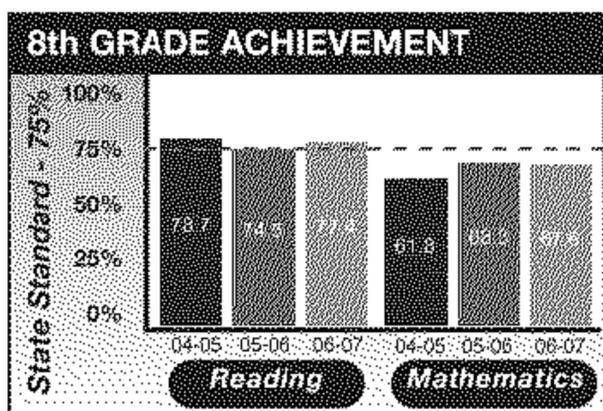
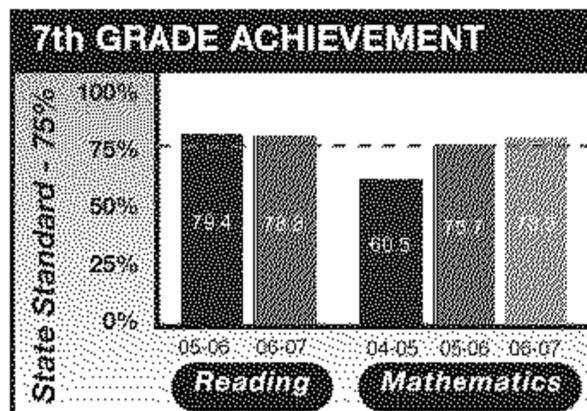
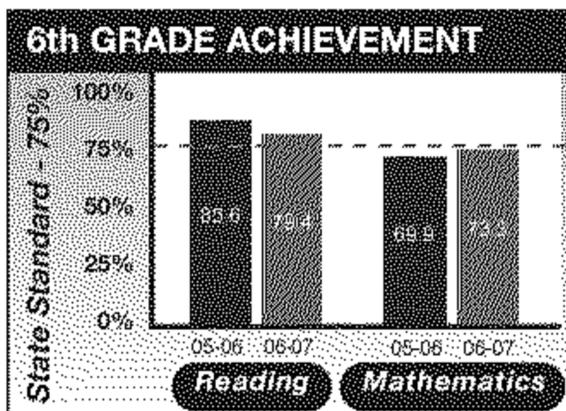
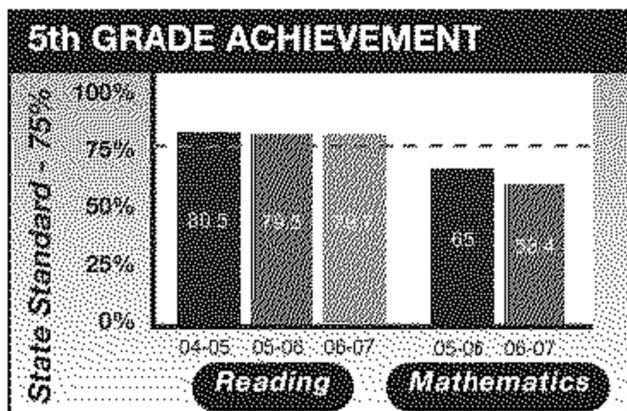
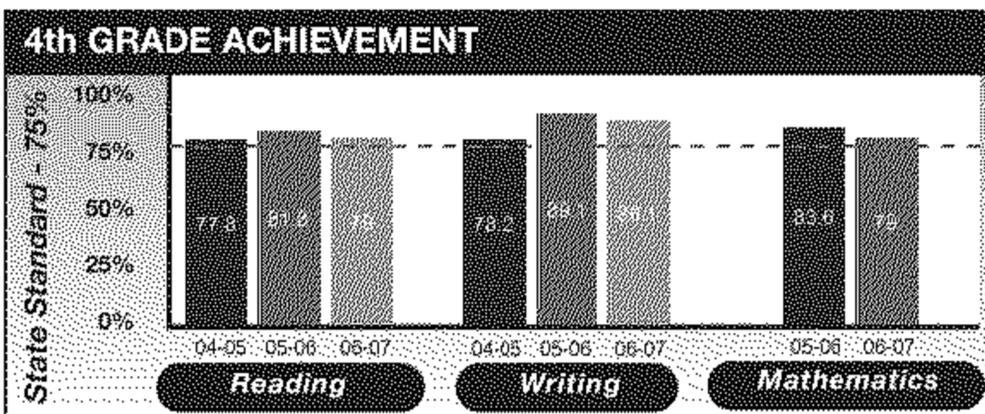
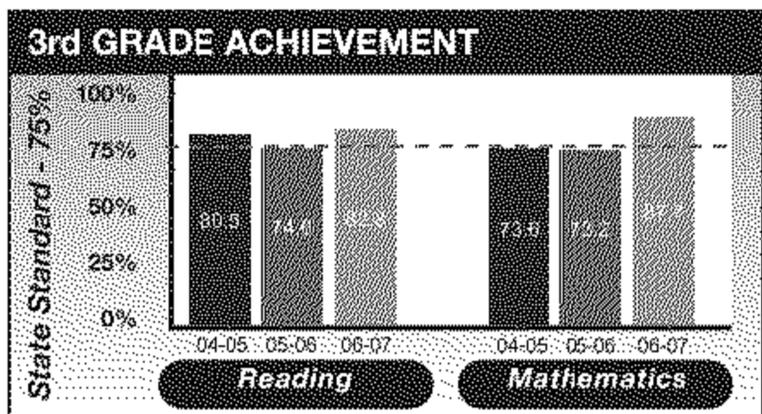
Average Daily Student Enrollment	Percentage									
	African-American	American Indian or Native Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
5197	49.6	NC	2.8	6.2	4.4	37.0	46.9	5.2	14.8	NC

FEDERALLY REQUIRED DISTRICT TEACHER INFORMATION

	Percentage	
	At least a Bachelor's Degree	At least a Master's Degree
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	99.3	65.3
	District	State
Percentage of Core Academic Subject Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	0.5	3.5
Percentage of Core Academic Subject Elementary and Secondary School Classes Taught by Properly Certified/Licensed Teachers	95.7	98.7
Percentage of Core Academic Subject Elementary and Secondary School Classes Taught by Teachers with Temporary, Conditional, or Long-Term Substitute Certification/Licensure	0.1	0.1

YOUR DISTRICT'S ASSESSMENT RESULTS OVER TIME

All students in the school for a full academic year are included in the results.



CLASS OF 2006 MEASURES OF A RIGOROUS CURRICULUM

MEASURE	2005-06 Graduates	Data Source
Graduation Rate	96.3%	EMIS
Mean ACT Score	20.9	ACT Corp., EMIS
Percent of Graduates participating in ACT	50.0%	ACT Corp., EMIS
Mean SAT Score		College Board, EMIS
Percent of Graduates participating in SAT	42.9%	College Board, EMIS
Percent of Graduates graduating with Honors Diploma	17.8%	EMIS
Number of Graduates participating in an AP test	190	College Board
Percent of Graduates with a AP score of 3 or above	53.7%	College Board, EMIS
Number of Graduates taking at least one Tech Prep Course	0	EMIS
Number of Graduates taking at least one PSEO course	0	EMIS
Percent of Graduates participating in an academic core curriculum*	NC%	EMIS

*Academic Core Curriculum consists of participation in 4 units each, Math and English; 3 units each, Science and Social Studies, 5 units of Electives; 1/2 unit each, Health and Physical Education

Middletown City School District

2006-2007 SCHOOL YEAR REPORT CARD

1515 Girard Ave, Middletown, Oh 45044-4364 Butler County

CURRENT SUPERINTENDENT:

Stephen C. Price
(513) 423-0781



The designations are Excellent, Effective, Continuous Improvement, Academic Watch or Academic Emergency.

Number of State Indicators Met Out of 30	6
Performance Index Score (0 - 120 points)	82.5
Adequate Yearly Progress (AYP)	Not Met
District Improvement Status	Improvement Year 4

Ohio report cards use multiple measures to determine each school's designation. To earn one of the 30 indicators for 2006-07, at least 75% of students tested must score proficient or higher on a given assessment. Any result at or above the state standard is shown in bold.

STATE INDICATORS	PERCENTAGE OF STUDENTS AT AND ABOVE THE PROFICIENT LEVEL		
	Your District 2006-2007	Similar Districts ¹ 2006-2007	State 2006-2007
3rd Grade Achievement	<i>The state requirement is 75 percent</i>		
1. Reading	66.0%	73.0%	78.3%
2. Mathematics	68.5%	80.1%	84.5%
4th Grade Achievement	<i>The state requirement is 75 percent</i>		
3. Reading	70.3%	74.3%	80.0%
4. Mathematics	62.0%	69.1%	75.9%
5. Writing	74.6%	76.3%	82.3%
5th Grade Achievement	<i>The state requirement is 75 percent</i>		
6. Reading	68.9%	71.6%	80.0%
7. Mathematics	40.8%	49.4%	61.2%
8. Science	46.9%	54.1%	68.0%
9. Social Studies	32.7%	42.9%	57.9%
6th Grade Achievement	<i>The state requirement is 75 percent</i>		
10. Reading	63.4%	70.1%	77.7%
11. Mathematics	57.5%	66.7%	74.0%
7th Grade Achievement	<i>The state requirement is 75 percent</i>		
12. Reading	67.6%	68.6%	77.5%
13. Mathematics	55.3%	61.1%	71.2%
14. Writing	66.4%	72.4%	81.1%
8th Grade Achievement	<i>The state requirement is 75 percent</i>		
15. Reading	69.1%	72.7%	80.2%
16. Mathematics	57.1%	61.4%	71.5%
17. Science	44.0%	48.8%	62.7%
18. Social Studies	35.9%	36.7%	49.3%
10th Grade Ohio Graduation Tests	<i>The state requirement is 75 percent</i>		
19. Reading	80.7%	82.0%	86.9%
20. Mathematics	69.0%	74.9%	81.2%
21. Writing	80.9%	85.1%	89.2%
22. Science	60.8%	62.0%	72.4%
23. Social Studies	63.8%	68.6%	76.4%
11th Grade Ohio Graduation Tests²	<i>The state requirement is 85 percent</i>		
24. Reading	92.4%	90.5%	92.8%
25. Mathematics	85.6%	86.1%	88.8%
26. Writing	91.8%	91.7%	93.4%
27. Science	79.4%	77.7%	83.6%
28. Social Studies	83.3%	83.9%	87.6%
Attendance Rate	<i>The state requirement is 93 percent</i>		
29. All Grades	93.6%	93.9%	94.1%
2005-06 Graduation Rate	<i>The state requirement is 90 percent</i>		
30. District	80.5%	82.1%	86.1%

¹ Similar Districts are based on comparing demographic, socioeconomic and geographic factors.
² Results for 11th grade students who took the tests as 10th and 11th graders.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2006-2007

The table below shows the percentage of students proficient or above in your district based on federal AYP requirements. To meet the federal AYP requirements, every student group must be at or above the annual goals or make improvement over last year. Graduation or attendance goals must be met for the district as a whole.

- Reading Participation Goal: **Met**
- Mathematics Participation Goal: **Met**
- Reading Proficiency Goal: **Not Met**
- Mathematics Proficiency Goal: **Not Met**
- Attendance Goal: **Met**
- Graduation Goal: **Met**

AYP Goals Met in Your District for the 2006-2007 School Year

Student Group	Reading: Grades 3-8 & OGT (Grade 10)		Mathematics: Grades 3-8 & OGT (Grade 10)	
	% Tested Goal: 95%	Weighted Difference from Goal	% Tested Goal: 95%	Weighted Difference from Goal
African-American	99.1	-16.4	98.9	-10.8
American Indian/Native Alaskan	NR	NR	NR	NR
Asian/Pacific Islander	NR	NR	NR	NR
Hispanic	99.1	-20.1	100	-19.2
Multi-Racial	100	0.1	99.5	4.8
White	99.4	2	99.4	6.8
Economically Disadvantaged	99.3	-10.6	99.2	-6.2
Limited English Proficient	99	-25.3	100	-20.1
Students with Disabilities	98.6	-28.8	98.9	-20.2
All Students	99.3	-1.9	99.3	3

NR = Not Required for AYP due to student group size below minimum number for statistical reliability. The minimum student group size is 30, except "students with disabilities," which has a minimum group size of 45.

-- = No data reported

PERFORMANCE INDEX SCORE

The Performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grades 3-8 and 10. The most weight is given to the advanced students (1.2), and the weights decrease for each performance level. This creates a scale of 0 to 120 points, with 100 being the goal. Looking at the Performance Index Score over time shows trends in district achievement.

Performance Index Score Calculations for the 2006-2007 School Year

Grades 3-8 and 10 for All Tested Subjects	Performance Level Across All Tested Grades (Includes all students in the district for a full academic year)	Percentage	x	Weight	=	Points
Calculation	Untested	0.5	x	0.0	=	0.0
	Limited/Below Basic	15.3	x	0.3	=	4.6
	Basic	23.9	x	0.6	=	14.4
	Proficient	35.1	x	1.0	=	35.1
	Accelerated	17.3	x	1.1	=	19
	Advanced	7.8	x	1.2	=	9.4
Your District's Performance Index Score						82.5

Performance Index Score Over Time	2006-2007	2005-2006	2004-2005
	82.5	84.8	80.5

STATE AND FEDERALLY REQUIRED DISTRICT INFORMATION

YOUR DISTRICT'S PERCENTAGE OF STUDENTS AT AND ABOVE THE PROFICIENT LEVEL

	African-American	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-racial	White	Non-disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtd	Econ. Disadvtd	Limited English Proficient	Female	Male
3rd GRADE ACHIEVEMENT														
Reading	51.7	--	NC	50.0	74.3	68.0	72.0	38.4	--	83.6	55.7	41.7	67.6	64.2
Mathematics	51.7	--	NC	64.3	68.6	71.2	74.7	39.5	--	83.1	60.0	58.3	70.8	65.9
4th GRADE ACHIEVEMENT														
Reading	50.0	--	NC	65.0	79.4	73.6	76.2	45.9	--	83.8	62.3	56.2	72.6	68.1
Mathematics	45.9	--	NC	60.0	66.7	64.7	67.8	38.1	--	75.1	54.2	62.5	63.7	60.3
Writing	67.6	--	NC	70.0	78.1	75.8	79.0	56.2	--	83.7	69.2	68.8	81.2	68.4
5th GRADE ACHIEVEMENT														
Reading	52.4	NC	NC	40.0	57.9	73.5	74.9	46.7	--	80.4	62.3	NC	73.7	63.8
Mathematics	28.6	NC	NC	0.0	42.1	44.2	43.5	30.6	--	54.3	32.9	10.0	40.2	41.4
Science	29.8	NC	NC	0.0	36.8	52.2	48.6	40.7	--	62.0	38.2	10.0	44.4	49.6
Social Studies	19.0	NC	NC	0.0	21.1	37.2	32.7	32.4	--	46.2	24.8	0.0	31.3	34.2
6th GRADE ACHIEVEMENT														
Reading	47.2	NC	NC	26.7	56.2	70.0	68.7	37.8	--	78.4	54.8	16.7	65.7	61.2
Mathematics	37.8	NC	NC	20.0	46.9	65.0	62.7	32.5	--	74.0	47.9	16.7	59.4	55.6
7th GRADE ACHIEVEMENT														
Reading	45.8	--	NC	50.0	77.3	72.8	74.7	31.1	--	87.9	55.0	54.5	73.5	61.9
Mathematics	37.3	--	NC	16.7	54.5	60.8	59.7	32.4	--	78.2	41.1	27.3	56.2	54.3
Writing	47.0	--	NC	50.0	68.2	71.5	73.6	29.7	--	86.2	54.1	63.6	78.9	54.3
8th GRADE ACHIEVEMENT														
Reading	57.4	NC	NC	61.5	68.4	72.9	75.9	43.0	--	81.3	61.8	50.0	75.6	63.1
Mathematics	47.5	NC	NC	38.5	73.7	59.9	62.3	37.0	--	69.2	49.8	25.0	58.5	55.8
Science	25.7	NC	NC	38.5	57.9	48.9	45.1	40.0	--	60.4	34.2	25.0	38.9	48.8
Social Studies	25.7	NC	NC	23.1	42.1	39.0	37.1	31.0	--	52.7	25.7	8.3	35.6	36.1
10th GRADE OHIO GRADUATION TESTS														
Reading	79.5	--	NC	58.3	92.3	81.5	86.7	50.7	--	85.4	75.7	53.8	83.1	78.5
Writing	80.8	--	NC	58.3	100.0	81.1	87.5	48.6	--	85.8	75.6	53.8	87.2	75.2
Mathematics	61.5	--	NC	41.7	84.6	71.3	75.9	34.8	--	76.4	61.2	38.5	64.8	72.7
Science	53.8	--	NC	25.0	69.2	63.5	65.0	40.0	--	67.0	54.2	23.1	58.2	63.0
Social Studies	62.8	--	NC	41.7	69.2	64.7	69.1	37.7	--	70.8	56.5	38.5	61.9	65.6
11th GRADE OHIO GRADUATION TESTS														
Reading	88.9	--	NC	NC	NC	93.5	97.1	62.5	--	95.7	87.5	NC	94.8	89.6
Writing	84.1	--	NC	NC	NC	93.5	96.1	64.6	--	94.3	88.2	NC	94.8	88.4
Mathematics	76.2	--	NC	NC	NC	87.7	91.5	47.9	--	90.5	78.5	NC	86.9	84.0
Science	61.9	--	NC	NC	NC	83.4	84.3	47.9	--	85.7	70.1	NC	78.5	80.4
Social Studies	74.6	--	NC	NC	NC	84.8	87.9	54.2	--	88.1	76.4	NC	83.2	83.4

NC = Not calculated. Used if fewer than 10 students in student group. -- = No data reported

YOUR DISTRICT'S STUDENTS 2006-2007

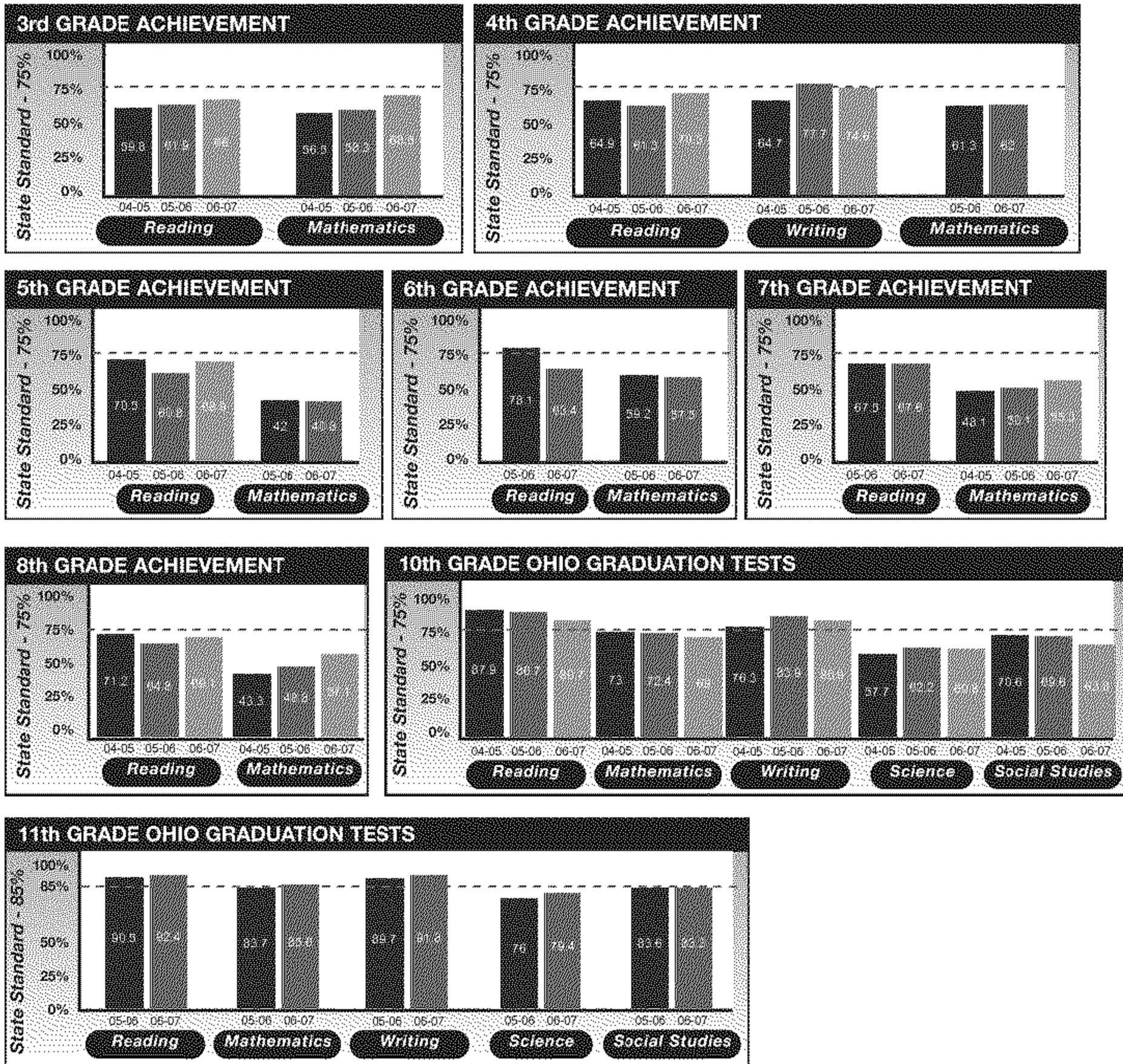
Average Daily Student Enrollment	Percentage										
	African-American	American Indian or Native Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant	
6436	17.3	NC	0.4	3.2	5.1	73.9	58.9	2.5	18.2	NC	

FEDERALLY REQUIRED DISTRICT TEACHER INFORMATION

	Percentage	
	At least a Bachelor's Degree	At least a Master's Degree
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	97.7	56.7
	District	State
Percentage of Core Academic Subject Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	1.3	3.5
Percentage of Core Academic Subject Elementary and Secondary School Classes Taught by Properly Certified/Licensed Teachers	99.7	98.7
Percentage of Core Academic Subject Elementary and Secondary School Classes Taught by Teachers with Temporary, Conditional, or Long-Term Substitute Certification/Licensure	0.6	0.1

YOUR DISTRICT'S ASSESSMENT RESULTS OVER TIME

All students in the school for a full academic year are included in the results.



CLASS OF 2006 MEASURES OF A RIGOROUS CURRICULUM

MEASURE	2005-06 Graduates	Data Source
Graduation Rate	80.5%	EMIS
Mean ACT Score	20	ACT Corp., EMIS
Percent of Graduates participating in ACT	44.2%	ACT Corp., EMIS
Mean SAT Score		College Board, EMIS
Percent of Graduates participating in SAT	10.8%	College Board, EMIS
Percent of Graduates graduating with Honors Diploma	21.1%	EMIS
Number of Graduates participating in an AP test	74	College Board
Percent of Graduates with a AP score of 3 or above	36.5%	College Board, EMIS
Number of Graduates taking at least one Tech Prep Course	38	EMIS
Number of Graduates taking at least one PSEO course	37	EMIS
Percent of Graduates participating in an academic core curriculum*	NC%	EMIS

*Academic core curriculum consists of participation in 4 units each, Math and English; 3 units each, Science and Social Studies, 5 units of Electives; 1/2 unit each, Health and Physical Education

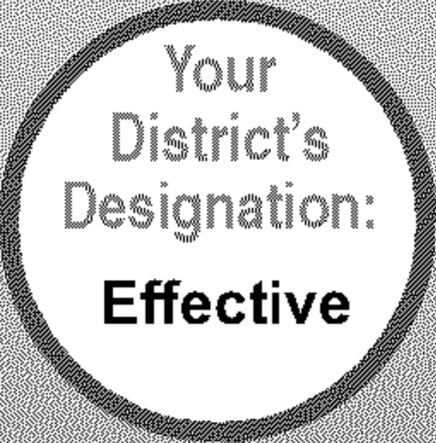
Fairfield City School District

2006-2007 SCHOOL YEAR REPORT CARD

211 Donald Dr, Fairfield, Oh 45014-3006 Butler County

CURRENT SUPERINTENDENT:

Catherine D. Milligan
(513) 829-6300



The designations are Excellent, Effective, Continuous Improvement, Academic Watch or Academic Emergency.

Number of State Indicators Met Out of 30	27
Performance Index Score (0 - 120 points)	99.2
Adequate Yearly Progress (AYP)	Not Met
District Improvement Status	At Risk

Ohio report cards use multiple measures to determine each school's designation. To earn one of the 30 indicators for 2006-07, at least 75% of students tested must score proficient or higher on a given assessment. Any result at or above the state standard is shown in bold.

STATE INDICATORS	PERCENTAGE OF STUDENTS AT AND ABOVE THE PROFICIENT LEVEL		
	Your District 2006-2007	Similar Districts ¹ 2006-2007	State 2006-2007
3rd Grade Achievement	<i>The state requirement is 75 percent</i>		
1. Reading	87.8%	87.4%	78.3%
2. Mathematics	92.3%	90.9%	84.5%
4th Grade Achievement	<i>The state requirement is 75 percent</i>		
3. Reading	86.2%	87.2%	80.0%
4. Mathematics	86.6%	84.0%	75.9%
5. Writing	86.2%	88.3%	82.3%
5th Grade Achievement	<i>The state requirement is 75 percent</i>		
6. Reading	88.0%	87.5%	80.0%
7. Mathematics	74.0%	69.3%	61.2%
8. Science	83.6%	78.1%	68.0%
9. Social Studies	74.9%	68.5%	57.9%
6th Grade Achievement	<i>The state requirement is 75 percent</i>		
10. Reading	86.8%	84.8%	77.7%
11. Mathematics	88.6%	81.8%	74.0%
7th Grade Achievement	<i>The state requirement is 75 percent</i>		
12. Reading	89.1%	85.6%	77.5%
13. Mathematics	83.5%	79.7%	71.2%
14. Writing	91.6%	88.8%	81.1%
8th Grade Achievement	<i>The state requirement is 75 percent</i>		
15. Reading	87.1%	86.9%	80.2%
16. Mathematics	83.1%	79.6%	71.5%
17. Science	75.1%	71.5%	62.7%
18. Social Studies	58.3%	57.6%	49.3%
10th Grade Ohio Graduation Tests	<i>The state requirement is 75 percent</i>		
19. Reading	93.4%	92.5%	86.9%
20. Mathematics	89.9%	88.2%	81.2%
21. Writing	94.2%	94.2%	89.2%
22. Science	79.4%	80.4%	72.4%
23. Social Studies	83.7%	84.1%	76.4%
11th Grade Ohio Graduation Tests²	<i>The state requirement is 85 percent</i>		
24. Reading	96.3%	96.6%	92.8%
25. Mathematics	92.9%	94.0%	88.8%
26. Writing	96.6%	96.8%	93.4%
27. Science	87.0%	90.5%	83.6%
28. Social Studies	92.2%	93.5%	87.6%
Attendance Rate	<i>The state requirement is 93 percent</i>		
29. All Grades	96.1%	95.2%	94.1%
2005-06 Graduation Rate	<i>The state requirement is 90 percent</i>		
30. District	98.5%	93.7%	86.1%

¹ Similar Districts are based on comparing demographic, socioeconomic and geographic factors.
² Results for 11th grade students who took the tests as 10th and 11th graders.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2006-2007

The table below shows the percentage of students proficient or above in your district based on federal AYP requirements. To meet the federal AYP requirements, every student group must be at or above the annual goals or make improvement over last year. Graduation or attendance goals must be met for the district as a whole.

- Reading Participation Goal: **Met**
- Reading Proficiency Goal: **Not Met**
- Attendance Goal: **Met**
- Mathematics Participation Goal: **Met**
- Mathematics Proficiency Goal: **Met**
- Graduation Goal: **Met**

AYP Goals Met in Your District for the 2006-2007 School Year

Student Group	Reading: Grades 3-8 & OGT (Grade 10)		Mathematics: Grades 3-8 & OGT (Grade 10)	
	% Tested Goal: 95%	Weighted Difference from Goal	% Tested Goal: 95%	Weighted Difference from Goal
African-American	99.5	7.7	99.5	14.9
American Indian/Native Alaskan	NR	NR	NR	NR
Asian/Pacific Islander	100	16.1	100	34.6
Hispanic	99.5	0.2	99.5	13.5
Multi-Racial	98	16.5	99	21.5
White	99.8	19.4	99.7	33.4
Economically Disadvantaged	99.7	5.7	99.5	16.7
Limited English Proficient	100	-4.2	100	11.3
Students with Disabilities	98.9	-9.9	98.8	4.8
All Students	99.7	17.3	99.6	30.3

NR = Not Required for AYP due to student group size below minimum number for statistical reliability. The minimum student group size is 30, except "students with disabilities," which has a minimum group size of 45.

-- = No data reported

PERFORMANCE INDEX SCORE

The Performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grades 3-8 and 10. The most weight is given to the advanced students (1.2), and the weights decrease for each performance level. This creates a scale of 0 to 120 points, with 100 being the goal. Looking at the Performance Index Score over time shows trends in district achievement.

Performance Index Score Calculations for the 2006-2007 School Year

Grades 3-8 and 10 for All Tested Subjects	Performance Level Across All Tested Grades (Includes all students in the district for a full academic year)	Percentage	x	Weight	=	Points
Calculation	Untested	0.3	x	0.0	=	0.0
	Limited/Below Basic	3.6	x	0.3	=	1.1
	Basic	11.9	x	0.6	=	7.1
	Proficient	36	x	1.0	=	36
	Accelerated	28.8	x	1.1	=	31.7
	Advanced	19.4	x	1.2	=	23.3
Your District's Performance Index Score						99.2

Performance Index Score Over Time	2006-2007	2005-2006	2004-2005
	99.2	100	97.3

STATE AND FEDERALLY REQUIRED DISTRICT INFORMATION

YOUR DISTRICT'S PERCENTAGE OF STUDENTS AT AND ABOVE THE PROFICIENT LEVEL

	African-American	American Indian or Nat. Alaskan	Asian or Pacific Islander	Hispanic	Multi-racial	White	Non-disabled Students	Students with Disabilities	Migrant	Non-Econ. Disadvtd	Econ. Disadvtd	Limited English Proficient	Female	Male
3rd GRADE ACHIEVEMENT														
Reading	78.9	NC	NC	67.6	85.3	90.3	91.7	55.7	--	90.1	72.0	61.1	90.3	85.4
Mathematics	85.5	NC	NC	70.6	88.2	94.6	94.6	73.4	--	93.7	82.8	69.4	92.5	92.2
4th GRADE ACHIEVEMENT														
Reading	73.4	--	83.3	63.0	90.5	89.2	90.6	53.2	--	87.4	78.7	60.0	85.8	86.5
Mathematics	64.6	--	91.7	66.7	85.7	91.0	91.1	53.2	--	89.2	71.3	70.0	86.1	87.1
Writing	73.4	--	83.3	59.3	85.7	89.6	90.1	57.1	--	87.8	76.6	60.0	90.6	82.1
5th GRADE ACHIEVEMENT														
Reading	80.3	NC	86.7	92.0	90.0	88.6	92.8	53.8	--	89.7	74.4	78.1	91.8	83.9
Mathematics	59.2	NC	80.0	68.0	66.7	76.2	76.9	53.3	--	76.7	52.4	62.5	73.7	74.4
Science	70.4	NC	93.3	76.0	83.3	85.2	87.1	58.9	--	85.4	69.5	78.1	84.8	82.3
Social Studies	60.6	NC	73.3	60.0	80.0	77.0	78.2	51.7	--	77.9	51.2	56.2	77.3	72.4
6th GRADE ACHIEVEMENT														
Reading	73.4	--	93.3	63.0	89.5	89.2	90.5	63.5	--	88.0	79.2	66.7	89.9	83.6
Mathematics	78.1	--	93.3	70.4	70.0	91.1	93.0	60.8	--	90.0	79.2	70.0	91.6	85.4
7th GRADE ACHIEVEMENT														
Reading	78.0	NC	90.9	52.4	85.2	92.4	93.9	62.7	--	90.6	77.2	64.7	90.3	87.8
Mathematics	63.7	NC	90.9	52.4	70.4	88.3	89.3	51.4	--	85.4	67.9	64.7	82.8	84.2
Writing	82.2	NC	90.9	71.4	81.5	94.3	94.2	76.4	--	93.4	76.9	76.5	94.4	88.5
8th GRADE ACHIEVEMENT														
Reading	80.0	--	NC	84.2	81.0	88.8	92.9	60.6	--	88.5	76.2	68.4	90.3	83.8
Mathematics	67.8	--	NC	73.7	72.7	86.0	89.1	55.6	--	84.9	69.4	63.2	81.7	84.6
Science	51.1	--	NC	63.2	52.4	79.9	80.7	49.2	--	77.4	57.6	57.9	74.3	75.9
Social Studies	38.2	--	NC	36.8	40.9	62.6	63.9	33.1	--	60.7	40.0	10.5	57.5	59.2
10th GRADE OHIO GRADUATION TESTS														
Reading	85.9	--	100.0	81.0	90.5	94.8	96.1	76.0	--	94.3	81.8	71.4	95.9	90.9
Writing	90.6	--	90.9	85.7	95.2	95.0	96.0	82.5	--	94.6	88.7	78.6	96.7	91.6
Mathematics	72.9	--	90.9	85.7	81.0	92.6	93.1	69.2	--	90.4	83.3	71.4	89.0	90.9
Science	60.0	--	81.8	47.6	76.2	83.1	83.6	52.0	--	80.3	67.9	21.4	79.7	79.2
Social Studies	70.6	--	90.9	61.9	85.7	86.0	87.6	58.3	--	84.6	71.7	35.7	82.8	84.6
11th GRADE OHIO GRADUATION TESTS														
Reading	90.5	NC	87.5	86.4	100.0	97.5	99.1	80.0	--	96.4	95.8	83.3	98.1	94.6
Writing	91.9	NC	100.0	90.9	100.0	97.1	99.4	80.0	--	96.8	93.8	94.4	99.2	94.1
Mathematics	82.4	NC	100.0	81.8	100.0	94.3	97.7	64.9	--	93.1	89.6	88.9	93.3	92.6
Science	70.3	NC	87.5	72.7	94.4	89.2	91.6	60.4	--	87.6	79.2	66.7	85.2	88.8
Social Studies	82.2	NC	87.5	81.8	100.0	93.7	95.9	70.6	--	92.7	85.4	77.8	91.4	93.1

NC = Not calculated. Used if fewer than 10 students in student group. -- = No data reported

YOUR DISTRICT'S STUDENTS 2006-2007

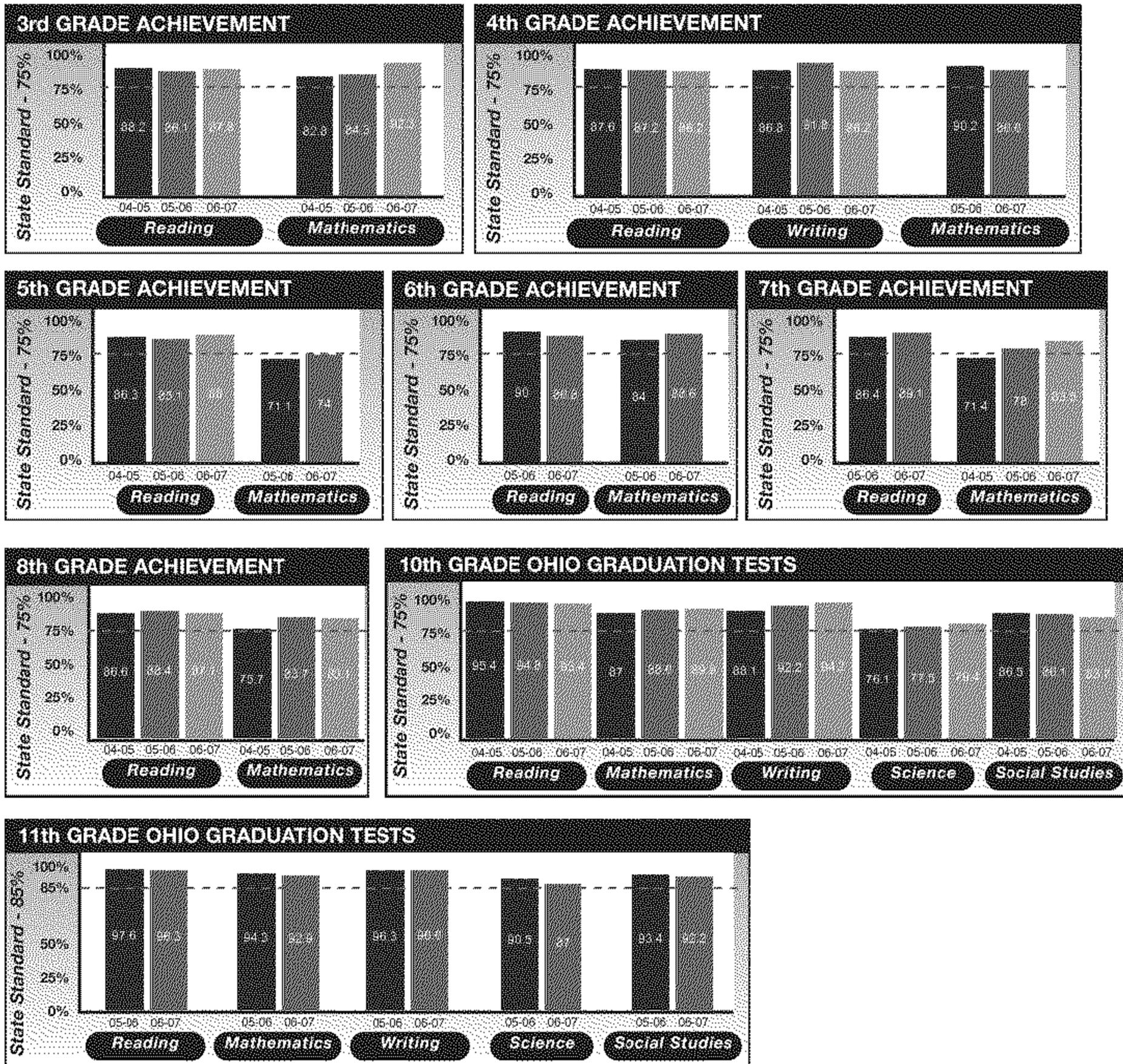
Average Daily Student Enrollment	Percentage									
	African-American	American Indian or Native Alaskan	Asian or Pacific Islander	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Migrant
9526	11.3	0.1	1.7	3.6	3.8	79.3	11.0	3.3	13.6	NC

FEDERALLY REQUIRED DISTRICT TEACHER INFORMATION

	Percentage	
	At least a Bachelor's Degree	At least a Master's Degree
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	98.2	58.6
	District	State
Percentage of Core Academic Subject Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	0.5	3.5
Percentage of Core Academic Subject Elementary and Secondary School Classes Taught by Properly Certified/Licensed Teachers	100.0	98.7
Percentage of Core Academic Subject Elementary and Secondary School Classes Taught by Teachers with Temporary, Conditional, or Long-Term Substitute Certification/Licensure		0.1

YOUR DISTRICT'S ASSESSMENT RESULTS OVER TIME

All students in the school for a full academic year are included in the results.



CLASS OF 2006 MEASURES OF A RIGOROUS CURRICULUM

MEASURE	2005-06 Graduates	Data Source
Graduation Rate	98.5%	EMIS
Mean ACT Score	22.1	ACT Corp., EMIS
Percent of Graduates participating in ACT	65.2%	ACT Corp., EMIS
Mean SAT Score		College Board, EMIS
Percent of Graduates participating in SAT	33.1%	College Board, EMIS
Percent of Graduates graduating with Honors Diploma	26.6%	EMIS
Number of Graduates participating in an AP test	103	College Board
Percent of Graduates with a AP score of 3 or above	68.9%	College Board, EMIS
Number of Graduates taking at least one Tech Prep Course	93	EMIS
Number of Graduates taking at least one PSEO course	0	EMIS
Percent of Graduates participating in an academic core curriculum*	NC%	EMIS

APPENDIX 9: Proposed Lesson Plan Assessment Rubric for Middletown City, Fairfield City, and Princeton City Schools

Proposed Rubric Criteria	Rubric Score	Lesson Plan Score
Section One: Alignment with State of Ohio Standards		
1. Lesson Plan is Aligned with Ohio State Academic Standard		
Lesson Plan is aligned with all relevant state standards	3	
Lesson Plan is aligned with most of the relevant state standards	2	
Lesson is aligned with only a few of the relevant state standards	1	
Lesson Plan is aligned with none of the relevant state standards	0	
Section Two: Historical Knowledge		
1. Lesson Plan identifies and sequences historical events appropriately		
Lesson correctly identifies relevant events in a historical chronology	3	
Lesson correctly identifies most events in a historical chronology	2	
Lesson has a number of errors in historical chronology	1	
Lesson has a too many errors; historical sequence is confusing	0	
2. Lesson Plan demonstrates and addresses historical themes appropriately		
The lesson identifies the major historical themes and accurately relates them to relevant factual information	3	
The lesson plan identifies some of the major themes and relates them to the relevant factual information	2	
The lesson plan identifies only a single theme and does not adequately relate the this theme to the relevant factual information	1	
The plan does not clearly identify any relevant historical themes	0	
3. Lesson Plan uses a variety of relevant primary and secondary sources		
An appropriate number of both primary and secondary sources are identified in the plan	3	
The plan uses a variety of primary and secondary sources but is lacking in one or the other	2	
The plan lacks an appropriate number of either primary or secondary sources	1	
The number and quality of primary and secondary sources is inadequate for this lesson plan	0	
4. Lesson Plan presents a variety of interpretations and perspectives relevant to the standards addressed		
Lesson Plan identifies and offers at least two different historical interpretations and perspectives which are relevant to the issues under study and integrates them into the lesson	3	
Lesson Plan identifies and offers at least two different historical interpretations and perspectives but is somewhat unclear about how they will be integrated into the classroom lesson	2	
Lesson Plan identifies only one specific historical interpretation or perspective and integrates into the classroom lesson	1	

Lesson Plan does not present a clear historical interpretation or perspective for integration into the lesson	0	
5. Lesson Plan is factually accurate		
Lesson Plan is factually accurate	3	
Lesson Plan contains a few factual errors	2	
Lesson Plan contains a number of factual errors	1	
6. Lesson Plan presents the era from a variety of persons and/or groups		
Plan presents a comprehensive accounts of history which includes the viewpoints of important groups and individuals (For example, the American Revolution would include Patriots, Tories, British, slaves, Native Americans, and relevant foreign countries)	3	
Plan includes viewpoints of a number of different groups but is not comprehensive	2	
Plan includes only a few of the relevant groups or persons addressed in the lesson plan	1	
Lesson Plan only addresses the viewpoint of a single group and small number of individuals	0	
Section Three: Historical Analysis and Interpretation		
1. Lesson Plan		
The lesson plan presents a thorough analysis of the major historical issues underlying the historical content presented to the students	3	
The lesson plan addresses some of the major historical issues	2	
The lesson plan presents a cursory analysis of historical issues	1	
The lesson plan does address historical issues	0	
2. Lesson Plan calls for the student application of historical knowledge		
Lesson plan provides opportunity for students to apply historical knowledge through argument and evidence in all relevant areas	3	
Lesson plan provides opportunity for students to apply historical knowledge in some of the important areas	2	
Lesson plan provides student limited opportunity to apply historical knowledge	1	
Lesson Plan provides no opportunity for students to apply historical knowledge	0	
3. Lesson plan offers students the opportunity to use a variety of primary and secondary sources to make inferences about historical issues		
Students are provided a variety of primary and secondary sources and are required to make judgments regarding historical issues	3	
Students are provided some primary and secondary sources with which to make judgments regarding historical issues. Selection is not a comprehensive or balanced as a 3 points selection	2	
Students are only provided a few primary selections with which to make judgments regarding historical issues	1	
There is no evidence of students being asked to make historical judgments based upon primary and secondary sources	0	
Section Four: Student Assessment		

1. Student Assessment Plan		
Assessment method(s) chosen are designed to match desired outcome of student understanding and knowledge	3	
Assessment methods chosen are appropriate but leave out some desired student outcome	2	
Assessment methods do not match all of the appropriate outcomes	1	
Assessment methods are inappropriate and are not clearly defined	0	

APPENDIX 10: Selected research base references important for crafting the design and implementation of *Ever-Growing Freedom*

Bain R.B. (2000). Into the Breach. In P.N. Stearns, P. Seixas & S.Wineburg (Eds.), *Knowing, Teaching & Learning History: National and International Perspectives* (pp. 331-353). New York: New York University Press.

Marzano, R.J., Pickering, D.J. & Pollock, J.E. (2001). *Classroom Instruction that works: Research-based Strategies for Increasing Student Achievement*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

National Research Council. (2002). Studying classroom teaching as a medium for professional development. Proceedings of a U.S Japan workshop. Hyman Bass, Zalman P. Usiskin and Gail Burrill (Eds.) Mathematical Sciences Education board, Division of Behavioral and Social Sciences and Education, and U.S. National Commission on Mathematics Instruction, International Organizations Board. Washington, D.C.: National Academy Press.

Stigler, J.W. & Hiebert, J. (1999). *The Teaching Gap: best Ideas from the World's Teachers for Improving Education in the Classroom*. New York, New York: The Free Press.

Wineburg, S. (2001). *Historical Thinking and Other Unnatural Acts*. Philadelphia, Pennsylvania: Temple University Press.

Appendix 11: Details of History Content for *Ever-Growing Freedom*

Year One: Freedom in a New Land (1492-1783)

Narrative texts:

Facing East from Indian Country, by Daniel Richter; *American Colonies: The Settling of North America*, by Alan Taylor; *The Ohio Frontier: Crucible of the Old Northwest, 1720-1830*, by Douglas S. Hurt; *The Glorious Cause: The American Revolution*, by Robert Middlekauff.

Primary documents and controversies:

Envisioning America: English Plans for the Colonization of North America, 1580-1640, edited by Peter C. Mancall; *The World Turned Upside Down: Indian Voices from Early America*, edited by Colin G. Calloway; and *How Did American Slavery Begin?* edited by Edward Countryman.

Essential questions and benchmarks:

Examine the cultures and life-ways of the earliest inhabitants of North America, and particularly the cultures of the Ohio River Valley.

Examine the failure of the Jamestown colony and the introduction of slavery.

Discuss the founding of Plymouth Plantation and the colonies in New England.

Discuss the Proclamation of 1763 and the “fencing in” of the colonies and consider America’s position in the British Empire after that date.

Analyze the foundations of democratic practices in British North America, including the New England town meeting and colonial assemblies.

Explain the rise of the Patriot movement and its major milestones from 1763 to 1776, culminating in the Declaration of Independence.

Explore the role of immigrant groups (particularly Irish and Germans), native peoples, women, African-Americans, and the working class during the Revolution.

Consider the impact of war and military service in the forging of the new nation.

Assess the role of key individuals in the struggle for independence, especially George Washington.

Describe Ohio's transition from territory to state with emphasis on the Northwest Ordinance as the foundation for the future growth of the United States.

Year Two. Freedom in a New Nation (1783-1820)

Narrative texts:

Original Meanings, by Jack Rakove; *Jefferson vs. Hamilton: Confrontations That Shaped a Nation*, edited by Noble E. Cunningham, Jr.; *A Leap in the Dark: The Struggle to Create the American Republic*, by John E. Ferling; *Mr. Jefferson's Lost Cause: Land, Farmers, Slavery and the Louisiana Purchase*, by Roger G. Kennedy; *Ohio: A History of a People*, by Andrew Cayton.

Primary documents and controversies:

Declaring Rights: A Brief History with Documents, edited by Jack N. Rakove; *The Federalist Papers*, by Alexander Hamilton, James Madison and John Jay; *Creating an American Culture, 1775-1800: A Brief History with Documents*, edited by Eve Kornfeld.

Essential questions and benchmarks:

Discuss the call for reform and the views of Alexander Hamilton and James Madison and the creation: Federalists and Antifederalists and the ratification of the Constitution.

Discuss the first divisions in the first Congress: Federalists vs. Republicans and Hamilton vs. Jefferson.

Examine the election of 1800 and its role in the political development of the American Republic.

Consider the role of Native Peoples before and during the War of 1812.

Describe the War of 1812 and the Hartford Convention in 1812.

Discuss *The Treaty of Ghent* and the *Monroe Doctrine*.

Analyze the economics and politics of the westward movement before 1820, including the key role of the Louisiana Purchase.

Examine the changes in the Ohio River Valley during the Early National Period.

Year Three. A New Birth of Freedom (1820-1877)

Narrative texts:

The Missouri Compromise and Its Aftermath: Slavery and the Meaning of America, by Robert Pierce Forbes; *Manifest Destiny and the Coming of the Civil War, 1840-1861*, by Don Fehrenbacher; *The Illustrated Battle Cry of Freedom*, by James M. McPherson; *Half Slave, Half Free*, by Bruce Levine; *Lincoln's Constitution*, by Daniel Farber.

Primary documents and controversies:

American Frontiers: Cultural Encounter and Continental Conquest, by Gregory Nobles; *Freedom's Journey: African American Voices of the Civil War*, edited by Donald

*America's Journey:
Ever Growing Freedom*

Yacovone and Charles Fuller; *The Struggle against Slavery: A History in Documents*, edited by David Waldstreicher; *Abraham Lincoln, Slavery, and the Civil War: Selected Writings and Speeches*, edited by Michael P. Johnson.

Essential questions and benchmarks:

Consider the expansion of U. S. territory beginning with the Missouri Compromise to the debate over Texas and the Mexican-American War.

Describe the political and social issues raised by the spread of slavery.

Examine the abolitionist movement and key leaders such as Frederick Douglass, from the Missouri Compromise to Harper's Ferry.

Discuss the role of the election of 1860 in precipitating secession, focusing on the central figure of Abraham Lincoln.

Analyze the origins of the Emancipation Proclamation.

Describe main campaigns of the Civil War and particularly the turning points of Vicksburg and Gettysburg.

Discuss the Gettysburg Address as announcement of the nation's New Birth of Freedom.

Describe the movement to protect the rights of the freed people, including the 13th, 14th, and 15th amendments.

Consider the political struggle over Reconstruction and the impeachment of Andrew Johnson.

APPENDIX 12: Lesson Plan Corresponding to Multimedia for Teachers

Stand and be Counted!

The Trial of Anne Hutchinson



Anne Hutchinson on trial, wood engraving after Edwin Austin Abbey, 19th century
The Granger Collection, New York

Grades 8-10

Time Allotment

One 45 minute class period.

Overview

Women in the 1600s had no independence from their husbands and fathers. Women's relationships with men were very tightly regulated and controlled. It was very suspicious to the people of the time for Anne Hutchinson to hold meetings or assemblies in her home, especially with men other than her husband and father in attendance. Women in the 1600s were regarded as the intellectual, emotional, and political inferiors of men. Men were to instruct women, not the other way around. It was particularly offensive to Massachusetts society that Mrs. Hutchinson seemed to be telling men what to do and think. Some like Mr. Endicott and the Governor thought that it was ungodly, and perhaps even the work of the devil.

Subject Matter

Social Studies/American History

Learning Objectives

Students will be able to:

- Identify 3 potential issues (assembly, women's rights, and courts) that are eventually addressed in the U.S. formative documents.
- Understand the events/conditions leading to the discussion about the role of religion in developing colonies.

Standards

Ohio Department of Education Academics Content Standards

K-12 Social Studies

Grade 8

People in Societies

Interaction # 1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.

Government

Rules and Laws #6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on: Freedom of religion, speech, press, assembly and petition

Materials

Per Class:

- Enactment of trial on *Sounds from American History* CD

Per student:

- Activity sheet #1

Grades 9-10

History

Enlighten #1. Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.

Media Components:

CD

Audio CD containing an enactment of trial of Anne Hutchison (produced for TAH-Miami University Hamilton, 2005.) The CD is titled *Sounds from American History*. Copies of this CD are also available at The Lane Public Library in Hamilton and Fairfield, The Middletown Public Library, the Mason Public Library, and The Public Library of Cincinnati and Hamilton County.

Websites

http://pbskids.org/wayback/civilrights/features_hutchison.html

This web site presents a commentary of Anne Hutchins Trial and places it in a discussion of religious freedom. It includes link to the PBS central history program “the \American Experience”.

<http://personal.pitnet.net/primarysources/hutchinson.html>

This website presents the entire trial proceedings.

<http://www.greatwomen.org/women.php?action=viewone&id=84>

This website present a bibliography of additional sources and highlights here role in equality for women.

Prep for Teachers

1. Prepare CD for play, test speakers and start point.
2. Copy page 9 of this lesson on an overhead transparency.
3. Duplicate Learning Activity Worksheets #1 on page 6 of this lesson. (Learning Activity #1 functions as a **Focus For Media Interaction** for the audio clip). Answers and possible discussion extensions are included. (page 7-8)

Introductory Activity

To tap into prior student knowledge/experience of the religion and the sexist. Display the overhead you made of Anne Hutchinson’s trial.

Begin the class with showing the overhead and asking:

- What time period do you think this. (Point out the date on your class timeline)
- What do you think is happening?
- What do you know about the folks pictured?

Learning Activity

Step 1- Make sure that all students have a copy of activity #!

Step 2- Tell the class that they are now going to hear an 8 minute audio clip of the trial of Anne Hutinson She is the woman in that painting we explored. (See website

<http://www.greatwomen.org/women.php?action=viewone&id=84>

For additional background).

FOCUS for Media Interaction. On your activity sheet there are 4 questions that relate to what you are to hear. Jot down your answer as you listen. We will discuss each as we as we listen. Play CD. Start with music and stop when you hear "nor fitting for your sex":

Provide a Focus for Media Interaction by having students make note of (highlight/underline) each "speaker" mentioned. And to listen for the answers for Learning Activity #1 as they listen to the clip and write their responses.

Check for time for their response –offer to play the section over.

Step 3-Listen to the clip (Pause/Stop when you hear “Who teaches in the men's meetings none but men, do not women sometimes?”

Check for time for their response –offer to play the section over.

(Repeat)

Step 4- Listen to the clip (Pause/Stop when you hear “Who teaches in the men's meetings none but men, do not women sometimes?”

Step 5- Listen to the clip (Pause/Stop when you hear "So to me by an immediate revelation"

Step 6- Listen to the clip (Pause/Stop when you hear, "Mrs. Hutchinson, the sentence of the court."

Step 7- Discuss their responses (see teacher version of activity #1 comments)

Step 8- Play entire enactment with out stopping.

Step 9- Break group into heterogeneous groups and assign the discussion questions at the bottom of the activity sheet.

Step 10- Have groups report out.

Culminating Activity

Assign an essay for the students to write an essay using Anne Hutchinson to discuss the religious or free speech environment prior to the nation's Bill of Rights. How does this show the transition apparent in the Enlightenment era?

Cross-Curricular Extensions

Potential cross-curricular can be found in visual arts , the study of radio plays and making characters from voice alone and technology about use of sound enhancing software.

Community Connections

Invite a person from the area that has gone to jail to demonstrate for or against a principle.

Student Materials

- Learning Activity Worksheets #1

Special Adaptations

- Provide students with a printed version of the script. For use by less capable/slower "listeners" to use.
- Have gifted students do Internet research on various related topics of your choosing: Anne as a girl, Anne's education, who else has stood and been counted, etc.

Activity Sheet #1

When *Mr. Winthrop, governor* (male voice) says "nor fitting for your sex": QUESTION: What did the Governor mean when he said that Mrs. Hutchinson's meetings were not "fit" for her sex?

When Mr. Endicott (male voice) says "Who teaches in the men's meetings none but men, do not women sometimes?" QUESTION: Why was Mr. Endicott worried that women might be teaching men in Mrs. Hutchinson's home?

When the female voice of Anne Hutchinson says, "So to me by an immediate revelation" QUESTION: Why was this line so offensive to the men and ministers of the Massachusetts Bay colony?

When *Mr. Winthrop, governor* (male voice) says: "Mrs. Hutchinson, the sentence of the court. . . ." QUESTION: Why banishment?

Discussion questions:

In small groups discuss the following questions.

- How might you feel if treated that way?
- Anne Hutchinson voice is strong even with all the intimidation. Why do you think that is?
- What makes you stand for what you believe?
- Why might there be differences in how Anne's story affects people?

Activity #1 Teacher's comments

Questions and Comments for Focus questions:

"nor fitting for your sex":

QUESTION: What did the Governor mean when he said that Mrs. Hutchinson's meetings were not "fit" for her sex?

COMMENT: Women in the 1600s had no independence from their husbands and fathers. Women's relationships with men were very tightly regulated and controlled. It was very suspicious to the people of the time for Anne Hutchinson to hold meetings or assemblies in her home, especially with men other than her husband and father in attendance.

"Who teaches in the men's meetings none but men, do not women sometimes?"

QUESTION: Why was Mr. Endicott worried that women might be teaching men in Mrs. Hutchinson's home?

COMMENT: Women in the 1600s were regarded as the intellectual, emotional, and political inferiors of men. Men were to instruct women, not the other way around. It was particularly offensive to Massachusetts society that Mrs. Hutchinson seemed to be telling men what to do and think. Some like Mr. Endicott and the Governor thought that it was ungodly, and perhaps even the work of the devil.

"So to me by an immediate revelation"

QUESTION: Why was this line so offensive to the men and ministers of the Massachusetts Bay colony?

COMMENT: Anne Hutchinson was saying that God could talk directly to women without the intervention of ministers or other men. This was deeply offensive to most men of the time, and for two reasons. First, most men, including those at the trial, did not think that God spoke directly to or through women. Second, ministers and most men thought that immediate revelation was very rare and that to claim it in that way that Mrs. Hutchinson had might well be a sign that the devil was at work in her.

"Mrs. Hutchinson, the sentence of the court. . . ."

QUESTION: Why banishment?

COMMENT: Anne Hutchinson was a woman ahead of her time. With hindsight, it's clear that the men at this trial both distrusted and feared her. In Massachusetts in the 1600s, it was thought that the best way to deal with unpopular and what were assumed to be dangerous ideas and people was to get rid of them by sending them away. That was the case with Mrs. Hutchinson, who left Massachusetts for what would become Rhode Island.



APPENDIX 13 – AP US history scores: Middletown City, Fairfield City, and Princeton City Schools

School	Testing year	Number students testing	AP Score 1	AP Score 2	AP Score 3	AP Score 4	AP Score 5	% Receiving college credit (score of 4 or 5)	Mean score
Fairfield	2003	27	3	17	5	2	0	7	2.2
	2004	18	0	3	9	4	2	33	3.3
	2005	ND	ND	ND	ND	ND	ND	ND	ND
	2006	29	3	13	8	4	1	17	2.6
	2007	18	2	6	5	1	4	28	2.9

School	Testing year	Number students testing	AP Score 1	AP Score 2	AP Score 3	AP Score 4	AP Score 5	% Receiving college credit (score of 4 or 5)	Mean score
Middletown	2003	4	0	2	2	0	0	0	2.5
	2004	44	17	17	9	1	0	2	1.9
	2005	34	23	8	1	2	0	6	1.5
	2006	38	18	13	5	2	0	5	1.8
	2007	17	5	6	3	3	0	18	2.2

School	Testing year	Number students testing	AP Score 1	AP Score 2	AP Score 3	AP Score 4	AP Score 5	% Receiving college credit (score of 4 or 5)	Mean score
Princeton	2003	45	9	28	6	2	0	4	2.0
	2004	6	2	2	1	1	0	17	2.2
	2005	7	2	2	2	1	0	14	2.3
	2006	4	0	2	2	0	0	0	2.5
	2007	ND	ND	ND	ND	ND	ND	ND	ND

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 4032-Mandatory_TAH_4_Budget_Justification_Final_02.doc

Ever-Growing Freedom: Narrative Budget Justification

Attached here is the complete budget for the TAH project proposed here for the consortium of Fairfield, Middletown, and Princeton school districts in Ohio. This budget is in four parts, including: the budget for the fiscal agent, Middletown City Schools; budgets for the two other school districts as a subcontract to Middletown City Schools; and a subcontract budget for Miami University, which also includes the budgeted funds for the fifth partner in *Ever-Growing Freedom*, the Ohio Social Studies Resource Center in Columbus, Ohio.

The three school districts each have designated a “School District Project Director” who will act as lead liaisons from their respective district to the project.

The budget is relatively straightforward, but we would like to clarify the allocation of duties among the principal Miami Hamilton participants: During the first year of the grant, and the first year only, this program would overlap with another TAH program with other districts that is also administered by Miami University Hamilton. In addition, academic leaves, administrative appointments, and other personnel matters mean that several persons on the staff of *Ever-Growing Freedom* cannot be fully available during every year of the program. For this reason, some staff will devote more time to one year and less to another, and so will receive compensation unequally across the three grant years. Our combined experience with TAH programs gives us confidence that we know and can fulfill the requirements of the demanding and rigorous program outlined in this proposal.

The extensive and widely experienced Miami Hamilton team committed to this project includes, among others, a Project Administrator [Moyer], two Academic Directors [Johnson and Vascik], and two Content Specialists [Carrafiello and Meckley]. All are fully accredited members of the Miami University faculty and all hold Ph.D.'s in history. They have considerable experience in the teaching and administration of federal and other kinds of public history programs, and they are known and respected in the school districts of southwestern Ohio.

Although there is no cost sharing required for the Teaching American History program, we show on the Miami University Hamilton budget the significant expenses that the university will share in undertaking *Ever-Growing Freedom*.

PRINCETON CITY SCHOOL BUDGET

	Year 1	Year 2	Year 3	Total 3 years
PERSONNEL (Rates are incremented 3% per year)				
Project Director, Princeton: Amy Crouse (75 days @ \$322/day - incremented 3%/yr.)	\$24,150	\$24,875	\$25,621	\$74,646
Subtotal Personnel	\$24,150	\$24,875	\$25,621	\$74,646
FRINGE BENEFITS				
18.13% for Princeton personnel	\$4,378	\$4,510	\$4,645	\$13,533
Subtotal Fringe Benefits	\$4,378	\$4,510	\$4,645	\$13,533
STIPENDS for TEACHERS				
Stipends for Summer Institute Participants/Coaches 17 x \$100/day for 5 days/yr. (incremented 3%/yr.)	\$8,500	\$8,755	\$9,018	\$26,273
Substitute teachers for 4 seminars/academic year 17 x \$125/day for 4 days/yr.	\$8,500	\$8,755	\$9,018	\$26,273
Subtotal Stipends	\$17,000	\$17,510	\$18,036	\$52,546
SUBTOTAL DIRECT COSTS	\$45,528	\$46,895	\$48,302	\$140,725
CONTRACTUAL				
Miami University subcontract (see separate subcontract budget)	\$147,102	\$193,509	\$197,433	\$538,044
Fairfield subcontract (see separate subcontract budget)	\$49,170	\$50,647	\$52,166	\$151,983
Middletown subcontract (see separate subcontract budget)	\$49,170	\$50,647	\$52,166	\$151,983
Subtotal Contractual	\$245,442	\$294,802	\$301,766	\$842,010
TOTAL DIRECT COSTS	\$290,970	\$341,697	\$350,068	\$982,735
INDIRECT COSTS				
8% Subtotal Direct Costs	\$3,642	\$3,752	\$3,864	\$11,258

8% of first \$25,000 of each Subcontract	\$6,000	\$0	\$0	\$6,000
TOTAL INDIRECT COSTS	\$9,642	\$3,752	\$3,864	\$17,258
TOTAL COSTS	\$300,612	\$345,449	\$353,932	\$999,993

FAIRFIELD CITY SCHOOL SUBCONTRACT BUDGET

Category and Computation	Schools Year 1	Schools Year 2	Schools Year 3	Total 3 years
PERSONNEL (Rates are incremented 3% per year)				
Project Director and Curricular Specialist, Fairfield: Carol Hallman (75 days @ \$322/day - incremented 3%/yr.)	\$24,150	\$24,875	\$25,621	\$74,646
Subtotal Personnel	\$24,150	\$24,875	\$25,621	\$74,646
FRINGE BENEFITS				
18.13% for Fairfield personnel	\$4,378	\$4,510	\$4,645	\$13,533
Subtotal Fringe Benefits	\$4,378	\$4,510	\$4,645	\$13,533
STIPENDS for TEACHERS				
Stipends for Summer Institute Participants/Coaches 17 x \$100/day for 5 days/yr. (incremented 3%/yr.)	\$8,500	\$8,755	\$9,018	\$26,273
Substitute teachers for 4 seminars/academic year 17 x \$125/day for 4 days/yr.	\$8,500	\$8,755	\$9,018	\$26,273
Subtotal Stipends	\$17,000	\$17,510	\$18,036	\$52,546
TOTAL DIRECT COSTS	\$45,528	\$46,895	\$48,302	\$140,725
INDIRECT COSTS				
8% Subtotal Direct Costs	\$3,642	\$3,752	\$3,864	\$11,258
TOTAL INDIRECT COSTS	\$3,642	\$3,752	\$3,864	\$11,258
TOTAL COSTS	\$49,170	\$50,647	\$52,166	\$151,983

MIDDLETOWN CITY SCHOOL SUBCONTRACT BUDGET

Category and Computation	Schools Year 1	Schools Year 2	Schools Year 3	Total 3 years
PERSONNEL (Rates are incremented 3% per year)				
Project Director and Curricular Specialist, Middletown: Lisa Rowland (75 days @ \$322/day - incremented 3%/yr.)	\$24,150	\$24,875	\$25,621	\$74,646
Subtotal Personnel	\$24,150	\$24,875	\$25,621	\$74,646
FRINGE BENEFITS				
18.13% for Middletown personnel	\$4,378	\$4,510	\$4,645	\$13,533
Subtotal Fringe Benefits	\$4,378	\$4,510	\$4,645	\$13,533
STIPENDS for TEACHERS				
Stipends for Summer Institute Participants/Coaches 17 x \$100/day for 5 days/yr. (incremented 3%/yr.)	\$8,500	\$8,755	\$9,018	\$26,273
Substitute teachers for 4 seminars/academic year 17 x \$125/day for 4 days/yr.	\$8,500	\$8,755	\$9,018	\$26,273
Subtotal Stipends	\$17,000	\$17,510	\$18,036	\$52,546
TOTAL DIRECT COSTS	\$45,528	\$46,895	\$48,302	\$140,725
INDIRECT COSTS				
8% Subtotal Direct Costs	\$3,642	\$3,752	\$3,864	\$11,258
TOTAL INDIRECT COSTS	\$3,642	\$3,752	\$3,864	\$11,258
TOTAL COSTS	\$49,170	\$50,647	\$52,166	\$151,983

MIAMI UNIVERSITY SUBCONTRACT BUDGET

Category and Computation	Miami Univ.			Total 3 Years
	Year 1	Year 2	Year 3	
1. PERSONNEL (Rates are incremented 3% per year)				
(1) Project Administrative Director, Martin Johnson (FT/MU) 1.5mos./yr. @ \$3,920/mo. 1 course release time yrs 2 and 3	\$0 \$0	\$5,880 \$4,800	\$6,056 \$4,800	\$11,936 \$9,600
(2) Project Administrative Co-Director, Michael Carrafiello (FT/MU) 1/195 annual salary x 15 days/yr. (\$347/day) 1 course release time per semester in yr. 2 and 3	\$0 \$0	\$5,205 \$4,800	\$5,361 \$4,800	\$10,566 \$9,600
(3) Project Academic Director, Robert Meckley (FT/MU) 1mos./yr. @ \$4,209/mo.	\$0 \$0	\$4,209 \$0	\$4,335 \$0	\$8,544 \$0
(4) Project Academic Co-Director, George Vascik (FT/MU) 1.5mos @ \$7201/mo 1 course release time per semester in yr. 3	\$0 \$0	\$10,802 \$4,800	\$11,126 \$4,800	\$21,928 \$9,600
(5) Evaluation Coordinator, Howard. Epstein (FT/MU) 3mos./yr.1; 2mos./yr.2 @ \$4250/mo. 1 course release time per semester in yr. 1 and 2	\$12,750 \$4,800	\$8,500 \$4,800	\$0 \$0	\$21,250 \$9,600
(6) Web and Artistic Designer, Kimberly Snow Logsdon	\$4,500	\$4,500	\$4,500	\$13,500
(7) Teacher Leader Specialist -- Steve Thompson (FT/MU) \$3000/yr. 1; \$4,000/yr. 2 and 3	\$3,000	\$4,000	\$4,000	\$11,000
(8) Ad-hoc Instructors -- Rob Schorman (MU/FT), Alan Winkler (FT/MU) \$1,000/yr. each	\$2,000	\$2,000	\$2,000	\$6,000

(9) Ad-hoc Instructor -- Oleta Prinsloo (MU/FT) \$500/yr.	\$500	\$500	\$500	\$1,500
(10) Teacher Leader Specialist - James Shively (FT/MU) \$5000/yr	\$5,000	\$5,000	\$5,000	\$15,000
Subtotal all personell above	\$32,550	\$69,796	\$57,278	\$159,624
(11) Program Director - Johanna Moyer 10 mos @ \$1420 in yr. 1 Yr 2 and 3??	\$14,200	\$14,626	\$15,065	\$43,891
(12) Student Assistant 100 hr./yr. @ \$7.70/hr.	\$770	\$793	\$817	\$2,380
	\$47,520	\$85,215	\$73,160	\$205,895
2. FRINGE BENEFITS				
35% Miami personnel full time (FT/MU)	\$11,393	\$24,429	\$20,047	\$55,868
1.7% Miami student (SW/MU)	\$13	\$13	\$14	\$40
Subtotal Fringe Benefits	\$11,406	\$24,442	\$20,061	\$55,909
Total Personnel Costs	\$58,926	\$109,657	\$93,221	\$261,804

3. TRAVEL

(1) Teacher Trip to Williamsburg, PA Year 1 Teacher Trip to Chillicothe, OH Year 1	\$21,500 \$3,100			\$21,500 \$3,100
(2) Teacher Trip to Lexington, KY, Year 2		\$6,550		\$6,550

(3)Teacher Trip to Civil War Sites, PA, Year 3				\$25,750	\$25,750
(4) Trip to DC for TAH administrators	\$2,200	\$2,200	\$2,200	\$2,200	\$6,600
	\$26,800	\$8,750	\$27,950	\$63,500	
4. EQUIPMENT					
Not applicable.					
5. SUPPLIES					
(1) Instructional Materials 50 x \$122/person/yr.	\$6,100	\$6,100	\$6,100	\$18,300	
(4) Photocopies 50 x \$10.34.	\$517	\$517	\$516	\$1,550	
	\$6,617	\$6,617	\$6,616	\$19,850	
6. CONTRACTUAL					
(1) Independent Evaluator Dr. Juliann Phillips,(Urbana University) @3,000 per year	\$3,000	\$3,000	\$3,000	\$9,000	
(2) Pedagogical Expert Amber Hufford (OH Social Studies Resource Center) @ \$2500/yr.	\$2,500	\$2,500	\$2,500	\$7,500	
	\$5,500	\$5,500	\$5,500	\$16,500	
7. CONSTRUCTION					
Not applicable					
8. OTHER					
(1) Lunch/refreshments for: Summer Institute 5 days x 50 people x \$15/day Academic Year Seminars 4 days x 50 people x \$10/day	\$3,750 \$2,000	\$3,750 \$2,000	\$3,750 \$2,000	\$11,250 \$6,000	

