

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

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**TEACHING AMERICAN HISTORY FY2010 APPLICATION PACKAGE  
CFDA # 84.215X  
PR/Award # U215X100420**

Closing Date: MAR 22, 2010

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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 e (for example, e1, e2, e3, etc.).

<b>Application for Federal Assistance SF-424</b>		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
3/22/2010		Red Clay CSD Delaware	
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		N/A	
<b>State Use Only:</b>			
6. Date Received by State:		7. State Application Identifier:	
3/15/2010		10-03-15-02	
<b>8. APPLICANT INFORMATION:</b>			
* a. Legal Name: Red Clay Consolidated School District			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
516000279		108220351	
<b>d. Address:</b>			
* Street1:		4550 New Linden Hill Road	
Street2:			
* City:		Wilmington	
County:		New Castle	
State:		DE	
Province:			
* Country:		USA	
* Zip / Postal Code:		19808	
<b>e. Organizational Unit:</b>			
Department Name:		Division Name:	
Curriculum and Instruction		Curriculum and Instruction	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>			
Prefix:		* First Name: Rebecca	
Middle Name:		N	

\* Last Name: Reed

Suffix:

Title: Supervisor of Social Studies

Organizational Affiliation:

Red Clay Consolidated School District

\* Telephone  
Number:

(302)552-3821

Fax Number:

(302)992-7827

\* Email: REBECCA.REED@REDCLAY.K12.DE.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:**

84.215X

CFDA Title:

Teaching American History FY2010 Application Package

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

012110-001

Title:

Teaching American History Grant

**13. Competition Identification Number:**

Title:

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

City of Wilmington, Towns of Elsmere and Newport, County of New Castle within

the State of Delaware

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

The Freedom Project: Turning Points and Learning Points in American History

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: Delaware 1st

\* b. Program/Project: Delaware 1st

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

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

\* b. End Date: 6/30/2013

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

a. Federal	\$ 997646
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 997646

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

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

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

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

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: Dr. \* First Name: Mervin

Middle Name:

\* Last Name: Daugherty

Suffix:

Title: Superintendent

\* Telephone Number: (302)552-3701 Fax Number: (302)992-7820

\* Email: SUPERINTENDENT@REDCLAY.K12.DE.US

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Red Clay Consolidated School Dis...

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	\$ 43,796	\$ 43,991	\$ 45,221	\$ 0	\$ 0	\$ 133,008
2. Fringe Benefits	\$ 15,647	\$ 15,755	\$ 16,199	\$ 0	\$ 0	\$ 47,601
3. Travel	\$ 3,000	\$ 3,000	\$ 3,000	\$ 0	\$ 0	\$ 9,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 80,515	\$ 74,600	\$ 74,600	\$ 0	\$ 0	\$ 229,715
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 86,335	\$ 60,413	\$ 63,752	\$ 0	\$ 0	\$ 210,500
9. Total Direct Costs (lines 1-8)	\$ 229,293	\$ 197,759	\$ 202,772	\$ 0	\$ 0	\$ 629,824
10. Indirect Costs*	\$ 18,343	\$ 15,821	\$ 16,222	\$ 0	\$ 0	\$ 50,386
11. Training Stipends	\$ 95,812	\$ 105,812	\$ 115,812	\$ 0	\$ 0	\$ 317,436
12. Total Costs (lines 9-11)	\$ 343,448	\$ 319,392	\$ 334,806	\$ 0	\$ 0	\$ 997,646

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Delaware Department of Education The Indirect Cost Rate is 8%

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Red Clay Consolidated School Dis...

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

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

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Rebecca N Reed

**Title:** Supervisor of Social Studies

**Date Submitted:** 03/19/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Red Clay Consolidated School District Address: 4550 New Linden Hill Road City: Wilmington State: DE Zip Code + 4: 19808-  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> US Department of Education	<b>7. Federal Program Name/Description:</b> Teaching American History Grant  CFDA Number, if applicable: 84.215X	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Rebecca N Reed Title: Supervisor of Social Studies Applicant: Red Clay Consolidated School District Date: 03/19/2010	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	



## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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

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

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

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : Sec 427 GEPA Narrative

File : C:\fakepath\GEPA 427 Form - Red Clay.doc

The Freedom Project addresses Section 427 in the following ways:

The Red Clay School District does not discriminate in employment, educational programs, services or activities based on race, color, national origin, sex, age, or disability in accordance with state and federal law.

The project directors will actively recruit participants, historians, book authors, and seminar leaders from diverse backgrounds, with particular focus on potential candidates from underrepresented groups.

While the district is free of any known discriminatory policies, it is possible that our efforts to seek out teacher participants who demonstrate greatest need (e.g. new teachers) may pose a barrier to older or more experienced teachers. To overcome this potential age barrier, applications will include requests for statements of need that allow participants to demonstrate need regardless of age. The statement will be used in conjunction with information about years of experience to inform selections.

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

**1. Project Director:**

Prefix:      \* First Name:              Middle Name:              \* Last Name:              Suffix:  
                  Rebecca                      N                                      Reed

Address:

\* Street1:              4550 New Linden Hill Road  
 Street2:  
 \* City:                      Wilmington  
 County:                      New Castle  
 \* State:                      DE\* Zip / Postal Code: 19808 \* Country: USA

\* Phone Number (give area      Fax Number (give area  
 code)                                      code)  
 (302)552-2831

Email Address:

REBECCA.REED@REDCLAY.K12.DE.US

**2. Applicant Experience**

Novice Applicant                       Yes               No               Not applicable

**3. Human Subjects Research**

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

Yes               No

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

Yes      Provide Exemption(s) #:

No      Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :

File :

# **Project Narrative**

## **ED Abstract Narrative**

Attachment 1:

Title: **Abstract - TAH Freedom Project** Pages: **0** Uploaded File: **Abstract -TAH Freedom Project.doc**

2010 TAH Grant Abstract

**The Freedom Project: Turning Points and Learning Points in American History**

The applicant Red Clay Consolidated School District has formed a consortium with the neighboring Christina School District (student enrollment = 32,654) in Delaware to seek support from the 2010 Teaching American History Grant Program for its TAH Freedom Project. Our project includes a partnership with the University of Delaware, the Historical Society of Delaware, and Delaware Public Archives.

The terminal goals of the Freedom Project are as follows: (1) increased American History content knowledge, (2) improved instruction in the area of American history and (3) increased student achievement in the area of American history. Intermediate goals are outlined on our project's logic map. (see Appendix 1 Logic Map)

In each of the project's three years, we will deliver 4 two-day American History workshops and 2 week-long summer institutes with field trips for two cohorts of 25 grades 3-12 teachers and administrators (50 total per year) working in professional learning communities and lesson study teams to improve traditional American history content knowledge, curriculum, resources, and teaching strategies. Year 1 topics (abbreviated) include Colonial America, American Revolution, New Nation Jefferson's Empire of Liberty (Cohort A) and Reconstruction, Changing Nation, Progressivism (Cohort B). Year 2 topics include Jefferson's Empire of Liberty, Age of Jackson, Westward Expansion (Cohort A) and Freedom's Boundaries, World War I, Age of Roosevelt (Cohort B). Year 3 topics include Slavery, Reform, Civil War (Cohort A) and Cold War, Freedom Movement, Modern America (Cohort B). Each topic will be related to the theme of freedom (see Project Narrative) in American history. Our project focuses particular attention on two causes of substandard instruction and student achievement i.e. insufficient content knowledge and both content and disciplinary misconceptions.

# Project Narrative

## Project Narrative

Attachment 1:

Title: **Project Narrative - Freedom Project** Pages: **0** Uploaded File: **Project Narrative - Freedom Project.doc**

## **Absolute Priority**

In accordance with 34 CFR 75.105(b)(2)(iv), from section 2351 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (the No Child Left Behind Act of 2001)(20 U.S.C. 6721(b), a consortium of two LEAs in Delaware including the applicant Red Clay Consolidated and Christina School Districts proposes a partnership with one institution of higher education, two museums/libraries, and one humanities organization in a Teaching American History grant project entitled the Freedom Project: Turning Points and Learning Points in American History. Our partners include the University of Delaware, the Delaware Historical Society, Delaware Public Archives, and the Gilder Lehrman Institute of American History.

### **Invitational Priority**

The Freedom Project consortium is please to respond to the Secretary's Invitational Priorities with a commitment to disseminate grant products through Open Educational Resources (OER) via the project's website. The products are described in the Project Quality section of the Project Narrative. Determinations of product quality will be made during the project's lesson study process (e.g. American history research lessons), via field testing of research lessons, metacognitive tools, primary source instructional materials developed by our museum partners, and through surveys of participants (e.g. ratings of American history books, films, teaching materials). We elaborate on the OER products in the Project Quality section of the Project Narrative.

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## Project Narrative

### Project Design

The USDOE's Teaching American History (TAH) program aims explicitly to improve instruction and achievement in the area of traditional American history that includes "significant issues, episodes, turning points in US history," the impact of the "words and deeds of individual Americans" on the course of our nation, and how the principle of "freedom...articulated in founding documents" has "shaped America's struggles and achievements ..."

Our Freedom Project responds to the Department's call by designing an American history professional development experience that focuses systematically on the theme of freedom, with attention to the words and deeds of those who advanced or challenged that freedom, and to key turning points in its evolution.

Historian Eric Foner writes that "No idea is more fundamental to Americans' sense of themselves as individuals and as a nation than freedom." (Foner 2005) Regardless of time period, freedom and the struggles to define and operationalize it thread themselves through the entire span of American history. Moreover, freedom remains America's most precious legacy.

Regrettably, the past is often taught and learned as series of disconnected episodes, in a manner analogous to studying the scenes of a play while overlooking the more important plot. Noting this pattern, history education researcher Denis Shemilt recommends that "...whatever history we decide...to teach, some time should be set aside...for the development of a conceptual framework within which...topics can be located and from which they can derive meaning." (Shemilt, 2000). The principle of freedom provides both plot and framework. Given Shemilt's call to "colligate" the past, we find attractive the manner in which Professor Foner's *The Story of American Freedom* and *Give Me Liberty* cohere American history under the banner

of freedom and will use them as the project's foundational texts, which include access to a "Digital History Center" that will provide participants with primary source documents linked specifically to freedom as well as to videotaped interviews ("Questioning Freedom") with Professor Foner on every phase of American History. We are also pleased that Professor Foner has accepted our invitation to launch the project with an overview of freedom in American history. Additionally, his *Voices of Freedom: A Documentary History* will complement our museum partners' document packets as primary source readers ("words...of individual Americans") for the project's primary source workshops. While the content of each workshop and institute will differ relative to the period of American history examined, that content will be linked seamlessly to the principle of freedom.

Our attention to freedom is also informed by a belief that those who understand its precarious footing are more cognizant of the responsibility to secure it. One rationale for our secondary focus on historical thinking (preconceptions), therefore, rests on a desire to take advantage of disciplinary affordances that equip students as developing citizens with the cognitive tools (e.g., considering sources, weighing evidence, analyzing causes & effects, distinguishing facts from interpretations) required in a democracy to safeguard that liberty.

**Format in which the project will deliver the content.**

In each of the 3 years, up to 50 grades 3-12 teachers and administrators will be selected to participate in the project. To prevent attrition and insure full impact, we propose an incentive system in which participants who remain in the project for full 3 years will receive annually enhanced stipends. Our university partners have also agreed to offer a new Teaching and Learning American History course (see Letters of Commitment in Appendices) as part of the project that will allow participants to earn graduate credits – a considerable incentive in a state

where salary increments hinge almost exclusively on continuing education. So, while the project offers the potential of reaching 150 different educators over three years, our aim will be to engage 50 US history teachers – 25 pre- and 25 post- Civil War/Reconstruction “completers” - in the kind of extended professional development that research suggests maximizes benefits (Darling-Hammond et al, 2009; National Staff Development Council, 2001; Guskey, 2000). At minimum, applicants will be required to make one-year commitments to attend workshops, a summer institute, and professional learning community/lesson study sessions as a condition for earning a stipend. Our decision to include a limited number of curriculum supervisors rests on our beliefs, supported by the National Staff Development Council (more below), that their knowledge and support is an essential component of a school culture that is fully committed to the project’s interventions. (NSDC, 2001)

The TAH Freedom Project’s Courses of Study, which include attention to the criteria for traditional American history (e.g. attention to freedom; words and deeds; significant turning points, episodes, & issues) for Cohorts A and B appear below:

<b>Year 1 Cohort A</b>	
<b>Colonial America to Civil War</b>	
<b>October 8-9, 2010</b>	<b>Workshop 1 Colonial America: Freedom’s Birth</b> <i>“No man will go from [England] to have less freedom.”</i> John Smith <b>Historian:</b> Dr. Brooke Hunter, Rider University. <b>Freedom’s Turning Points:</b> Arrival of African in Jamestown & Mayflower Compact. <b>Readings</b> (to be supplemented): Foner’s <i>Give Me Liberty</i> pp. 44-110. <b>Content Topics:</b> The Freeborn Englishman, Origins of American Slavery, Empires in Conflict, Slavery and the Empire, Battle for the Continent. <b>Museum Partner:</b> Delaware Public Archives (DPA).
<b>February 4-5, 2011</b>	<b>Workshop 2 American Revolution: Securing Liberty</b> <i>“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”</i> <b>Historian:</b> Dr. Carol Berkin, Baruch College CUNY. <b>Freedom’s Turning Point:</b> Declaration of Independence. <b>Readings</b> (to be supplemented): Eric Foner’s <i>Give Me Liberty</i> pp. 166-228. <i>The</i>

*Shoemaker and the Tea Party* by Alfred Young. **Content Topics:** The Crisis Begins, Road to Revolution, Sons & Daughters of Liberty, Coming of Independence, Democratizing Freedom, Toward Religious Liberty, Defining Economic Freedom, The Limits of Freedom. **Museum Partner:** Delaware Historical Society (DHS).

**June 27-July 1, 2011 (assuming timely award notification) Summer Institute I New Nation: Launching a Free Republic.** “*We the People of the United States, in order to...secure the Blessings of Liberty to Ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*” Preamble – United States Constitution.

**Historian:** Dr. Cathy Matson, University of Delaware. **Freedom’s Turning Points:** Bill of Rights & Sedition Act. **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp. 234-261. *Shays’s Rebellion: The American Revolutions Final Battle* by Leonard L. Richards. *Life in Early Philadelphia: Documents from the Revolutionary and Early National Periods* by Billy G. Smith. **Content Topics:** America Under the Articles, A New Constitution, Ratification Debate and Origin of the Bill of Rights, We the People. **Museum Partner:** DPA.

## Year 2 Cohort A

**October 7-8, 2011 Workshop 3 Jefferson’s Empire of Liberty.** “...*freedom of religion, freedom of the press, freedom of person...These principles form the bright constellation which has gone before us and guided our steps through an age of revolution and reformation...and should we wander from them in moments of error or alarm, let us hasten to retrace our steps...*” Thomas Jefferson – 1<sup>st</sup> Inaugural Address.

**Historian:** Dr. Francois Furstenburg, University of Montreal. **Freedom’s Turning Point:** Election of 1800. **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp. 270-298. **Content Topics:** John Adams Presidency, Sedition & the Limits of Liberty, Revolution of 1800, Louisiana Purchase, Jefferson’s Empire of Liberty, The Second War for Independence. **Museum Partner:** DHS.

**February 10-11, 2012 Workshop 4 Age of Jackson: Federal Power Threat or Safeguard of Liberty** “*The limitation of power, in every branch of government, is the only safeguard of liberty.*” Democratic Newspaper 1842.

**Historian:** Dr. Peter Kolchin, University of Delaware. **Freedom’s Turning Points:** Tariff Nullification & Indian Removal. **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp. 344-373. *The Rise of America Democracy* by Sean Wilentz. *Andrew Jackson* by Sean Wilentz. **Content Topics:** The Triumph of Democracy, Tariff Nullification Crisis, The Bank War, Indian Removal, Jackson – Dictator or Democrat? **Museum Partner:** DPA.

**June 25-29, 2012 Summer Institute II Westward Expansion.** “*The Goddess of Liberty,*” is not “*governed by geographical limits.*” Senator John Breckinridge, Kentucky.

**Historian:** Dr. Brian DeLay, University of California Berkeley. **Freedom’s Turning Point:** Mexican-American War. **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp. 456-495. *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War* by Brian DeLay. **Content Topics:** Manifest Destiny and Continental Expansion, Free Soil Appeal, Texas Revolt, Polk and Expansionism, Mexican American War, Race and Manifest Destiny. **Museum Partner:** HSD.

### Year 3 Cohort A

**October 12-13, 2012 Workshop 5 Slavery in a Land of Freedom.** *“He who has endured the cruel pangs of slavery is the man to advocate liberty.”* Frederick Douglass.

**Historian:** Dr. Peter Kolchin, University of Delaware. **Freedom’s Turning Point:** Invention of Cotton Gin. **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp. 386-414. *American Slavery* by Peter Kolchin. **Content Topics:** The Peculiar Institution, Antebellum Slavery - Organization, Control, Paternalism, Life Under Slavery, Slave Culture, Resistance to Slavery, Fugitive Slave Issue, the Missouri Question. **Museum Partner:** DPA.

**February 8-9, 2013 Workshop 6 Reform: Liberty for All.** *“The most precious legacy I can leave my child is a free country.”* Abolitionist Abby Kelley

**Historian:** Dr. Bruce Dorsey, Swarthmore College. **Freedom’s Turning Point:** Publication of “Liberator.” **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp. 422-448; *Moralists and Modernizers* by Steven Mintz. **Content Topics:** The Reform Impulse, Crusade Against Slavery, Black and White Abolitionism, Women and Freedom. **Museum Partner:** DHS.

**June 24-28, 2013 Summer Institute III Civil War: A New Birth of Freedom.** *“...from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom...”* Abraham Lincoln.

**Historian:** Dr. George Rable, University of Alabama. **Freedom’s Turning Point:** Emancipation Proclamation. **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp.502-539. *What Caused the Civil War* by Edward L. Ayers. *What This Cruel War Was Over* by Chandra Manning. *Why the North Won the Civil War* – by David Herbert Donald. *Why the Confederacy Lost* by Gabor S. Boritt. *The Confederate War* by Gary W. Gallagher. **Content Topics:** Wilmot Proviso, Compromise of 1850, Free Labor Ideology, Dred Scott, John Brown, Election of 1860, Secession Crisis & War, Causes of the War, The Coming of Emancipation, Liberty and Union, Military Turning Points – Gettysburg & Vicksburg, Rehearsals for Reconstruction, Lincoln & the Civil War in American History. **Museum Partner:** DPA.

### Year 1 Cohort B Reconstruction – Modern America

**October 22-23, 2010 Workshop 1 Reconstruction: What is Freedom?**

*“What is freedom? Is it the bare privilege of not being chained? If this is all, then freedom is a bitter mockery, a cruel delusion.”* Congressman James A. Garfield 1865

**Historian:** Dr. Peter Kolchin, University of Delaware. **Freedom’s Turning Point:** 13<sup>th</sup> Amendment. **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp. 548-577, *A Short History of Reconstruction* by Eric Foner., *The Fruits of Victory: Alternatives to Restoring the Union, 1865-1877* by Michael Les Benedict. **Content Topics:** The Meaning of Freedom, The Making of Radical Reconstruction, Radical Reconstruction in the South, The Overthrow of Reconstruction. **Museum Partner:** Delaware Historical Society (DHS).

**February 25-26, 2011**      **Workshop 2**      **A Changing Nation: Yearning to Breathe Free.**  
“Give me your poor, you tired, your huddled masses yearning to breathe free.” Emma Lazarus  
**Historian:** Dr. Roger Horowitz, University of Delaware. **Freedom’s Turning Points:** Statue of Liberty arrives, Sherman Anti-Trust Act, Wounded Knee. **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp. 590-624. **Content Topics:** The New Immigration, Urbanization, Industrialization, Freedom in the Gilded Age, Liberty of Contract, The Courts and Freedom, Subjugation of Plains Indians. **Museum Partner:** Delaware Public Archives (DPA).

**July 11-15, 2011**      **Summer Institute I**      **Progressive Freedom**      “Freedom today is something more than being let alone. The program of a government of freedom must in these days be positive, not negative.” Woodrow Wilson  
**Historian:** Dr. Anne Boylan, University of Delaware. **Freedom’s Turning Point:** Triangle Shirtwaist Company fire. **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp. 674-709, *America in the Progressive Era* by Lewis L. Gould, *Childhood and Child Welfare in the Progressive Era* by James Marten, *Kids at Work* by Russell Freedman, *Muckrakers* by Anne Bausum. **Content Topics:** Changing Ideas of Freedom: The Varieties of Progressivism, Industrial Freedom, Rise of Personal Freedom, Muckrakers, New Role for Government, Progressive Presidents, New Freedom and New Nationalism. **Museum Partner:** DHS.

## Year 2 Cohort B

**October 21-22, 2011**      **Workshop 3**      **Freedom’s Boundaries: At Home and Abroad**  
“Our Constitution is colored blind.” Justice John Marshall Harlan, *Plessy v Ferguson*.      “We do not intend to free the people of the Philippines. We have gone there to conquer.” Mark Twain  
**Historian:** Dr. Paul Kramer, Vanderbilt University. **Freedom’s Turning Point:** *Plessy v Ferguson* & Spanish-American War. **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp. 634-662, *The Blood of Government* by Paul Kramer, *The War of 1898: The United States & Cuba in History & Historiography* by Lois A. Perez, Jr. **Content Topics:** Decline of Black Politics, Law of Segregation, American Expansionism, Lure of Empire, A Splendid Little War, The Philippine War, Citizens or Subjects, Republic or Empire. **Museum Partner:** DHS.

**February 24-25, 2012**      **Workshop 4**      **World War I: Securing Freedom in Wartime.**  
“You came here seeking Freedom. You must now help preserve it.” Statue of Liberty Poster.  
“The revolutionary fathers...understood that free speech, a free press and the right of free assemblage by the people were the fundamental principles in democratic government... I believe in the right of free speech, in war as well as in peace.” Eugene V Debs  
**Historian:** Dr. Christopher Cappozzolo, MIT. **Freedom’s Turning Points:** Espionage Act, Rejection of Treaty of Versailles. **Readings** (to be supplemented): Foner’s *Give Me Liberty* pp. 718-753, *Uncle Sam Wants You* by Christopher Cappozzolo, *American Voices from World War I* by Adriane Ruggiero. **Content Topics:** Neutrality and Preparedness, The Road to War, The Propaganda War, The Great Cause of Freedom, Liberty in Wartime, Women’s Suffrage, Prohibition, Wilson at Versailles, Legacies of World War I. **Museum Partner:** DPA.

**July 9-13, 2012**      **Summer Institute II**      **Age of Roosevelt: Securing the Four Freedoms**  
“In the future days, which we seek to make more secure, we look forward to a world founded upon four essential human freedoms... freedom of speech and expression... freedom to

worship... freedom from want... freedom from fear." FDR January 6, 1941.

**Historian:** Dr. Kriste Lindenmeyer - University of Maryland, Baltimore County. **Freedom's Turning Points:** Election of 1932, Pearl Harbor. **Readings** (to be supplemented): Foner's *Give Me Liberty* pp. 848-885, *Down and Out in the Great Depression* by Robert S. McElvaine. *No Ordinary Time* by Doris Kearns Goodwin. **Content Topics;** The Business of America, Depression, New Deal, FDR and the Idea of Freedom, Court Packing, The New Deal in American History, Road to War, Four Freedoms, Home Front, Visions of Postwar Freedom, Japanese-American Internment, Birth of the Civil Rights Movement, Dawn of the Atomic Age. **Museum Partner:** DPA.

### Year 3 Cohort B

**October 26-27, 2012 Workshop 5 Cold War** "The concept of loyalty as conformity is a false one. It is narrow and restrictive, denies freedom of thought and conscience...What do men know of loyalty who make a mockery of the Declaration of Independence and the Bill of Rights." Henry Steele Commager, 1947.

**Historian:** Dr. Carolyn Eisenberg, Hofstra University. **Freedom's Turning Points:** McCarthy Hearings and Cuban Missile Crisis. **Readings** (to be supplemented): Foner's *Give Me Liberty* pp. 892-923. **Content Topics:** Origins of the Cold War, Freedom v Totalitarianism, Truman Doctrine & Marshall Plan, Roots of Containment, Korean War, McCarthyism, Anticommunist Politics, Cuban Missile Crisis, End of the Cold War. **Museum Partner:** DPA.

**February 22-23, 2013 Workshop 6 The Freedom Movement** "I have a dream that one day... all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty...let freedom ring." Dr. Martin Luther King.

**Historian:** Dr. Matthew Countryman, University of Michigan. **Freedom's Turning Point:** March on Washington. **Readings** (to be supplemented): Foner's *Give Me Liberty* pp. 978-1017, *Up South* by Matthew Countryman. **Content Topics:** Brown decision, The Rising Tide of Protest, March on Washington, Civil Rights Under President Johnson, New Conceptions of Freedom and Equality, The Black Movement, Rights Revolution, Legacy of the Sixties. **Museum Partner:** DHS.

**July 8-12, 2013 Summer Institute III Modern America and the Triumph of Freedom.** "Mr. Gorbachev, tear down this wall! ...The wall cannot withstand freedom." Ronald Reagan. "the great story of the twentieth Century is the triumph of freedom and free people." William Jefferson Clinton.

**Historian:** Dr. Thomas Sugrue, University of Pennsylvania. **Freedom's Turning Point:** Collapse of communism in Eastern Europe. **Readings** (to be supplemented): Foner's *Give Me Liberty* pp. 1068-1129, *The Origins of the Urban Crisis* by Thomas Sugrue, *The United States Since 1945: Historical Interpretations* by Doug Rossinow and Rebecca Lowen. **Content Topics:** The Rebirth of Conservatism, Vietnam & Watergate, The Reagan Revolution, Collapse of the Soviet Union, Globalization and its Discontents, September 11<sup>th</sup> and Responses, Freedom and the New Century. **Museum Partner:** DHS.

Despite the needs analysis conducted for this proposal, we acknowledge the likelihood that unforeseen content needs will arise during the course of the project. Our plan includes formative pre and post assessments for each workshop and institute, as well as the use of Student Response Systems (“clickers”) following presentations by historians. The results will be used to identify lingering shortcomings in participant content knowledge. The Gilder Lehrman Institute of American History will provide American history scholars who can plug the content gaps revealed by the formative assessments at three of our Project Freedom Professional Learning Community (PLC) sessions.

The Freedom Project draws on the TAH experience of our University partners as well as our own experiences with teachers’ classroom, extracurricular, and personal responsibilities in its design of a “blended” professional development approach that incorporates online, face-to-face, and paper-based learning formats with the aim of creating a more flexible approach to learning that also creates opportunities beyond the 50 participants. Face-to-face interactions include 12 weekend workshops and 6 summer institutes with field trips to topic related sites that focus on developing American history content knowledge and the ability to teach it effectively in a standards-based environment. Other face-to-face interactions include 36 PLC meetings that involve participants in American history lesson studies, historian presentations, and book/article seminars. Participants will deepen their understanding of content, historical thinking and student preconceptions through presentations and book/article seminar sessions then select, analyze, and revise American history research lessons.

Our plan also budgets reasonably for the creation of Teaching American History Resource Centers (TAHRCs) for use by all educators in both LEAs beyond the life of the grant.

The TAHRCs will contain one copy of each resource purchased for the participants as well as copies of all research lessons and other instructional tools developed as part of the project.

The Freedom Project’s website will feature videotaped sessions that allow visitors to view guided practice lesson presentations by our instructional specialist; a reader-response blog in which visitors respond to recommended readings and research lessons; a forum on which visitors can recommend and discuss American history resources and best practices; a “Ask the Historian” component that allow participants to maintain communication with the project’s guest historians; and a featured book site that draws attention to new and notable books relating to American history.

Along with the traditional features of a TAH websites such as schedules, online application, project resources, deadlines, readings etc., the Freedom Project website will also feature our American history research lessons; metacognitive tools that support historical thinking; American history preconceptions linked to grades on a progression model; and pre and post student work samples (identifiers omitted) that show changes in achievement levels resulting from our research lessons and metacognitive tools, all of which will be available through Open Educational Resources (OER).

The yearly schedule of activities for Project Freedom appears below:

Month Event	Purpose/Activities
<b>June – July</b>  <b>LEA/Partner Meeting</b>	<ul style="list-style-type: none"> <li>• Select &amp; order readings</li> <li>• Organize evaluation events.</li> <li>• Year 1: Solidify recruitment plan.</li> <li>• Year 1: Plan the project orientation</li> <li>• Year 1: Website development/online application.</li> <li>• Confirm dates &amp; presenters for the year. Reserve facilities.</li> </ul>
<b>August</b> <b>Planning &amp; Recruitment</b>	<ul style="list-style-type: none"> <li>• Recruitment.</li> <li>• Project curriculum planning.</li> </ul>

<b>September Project Staff Meeting</b>	<ul style="list-style-type: none"> <li>• External evaluator submits annual evaluation report.</li> <li>• TAH annual report submitted (assuming performance year begins July 1).</li> </ul>
<b>Participant Orientation Meeting &amp; Foner Lecture</b>	<ul style="list-style-type: none"> <li>• Year 1: Participants notified of acceptance.</li> <li>• Year 1: Organization of PLC's –participants look at student achievement data.</li> <li>• Administer pre-assessments &amp; resource survey.</li> <li>• Conduct participant needs analysis.</li> <li>• Years 2-3: Gilder Lehrman historian presentation (topic based on participant needs). Field testing summer institute research lessons.</li> </ul>
<b>October Fall Weekend Workshops</b>	<ul style="list-style-type: none"> <li>• Year 1: Overview of lesson study with Jim Hiebert.</li> <li>• Year 1: Project Theme Overview by Eric Foner -“Freedom in American History.”</li> <li>• Fall workshop readings: assigned &amp; distributed.</li> <li>• Form lesson study groups; propose meeting dates.</li> <li>• Distribute PLC meeting readings for the year.</li> <li>• Years 2-3: Bruce VanSledright workshop.</li> </ul>
<b>November TAH Professional Learning Community (PLC) Meetings</b>	<ul style="list-style-type: none"> <li>• American history content fortification. (guest historian)</li> <li>• Methods/Standards instruction. (university instructional specialist)</li> <li>• Lesson Study: select &amp; analyze research lesson. Schedule teaching, observation, &amp; revision dates.</li> <li>• Summer institute lessons posted.</li> <li>• Readings for February workshop distributed.</li> <li>• Years 2-3: research lesson showcase at state social studies conference.</li> <li>• Pre-post workshop formative assessments.</li> </ul>
<b>December TAH PLC Meeting</b>	<ul style="list-style-type: none"> <li>• Lesson study session: Continue analysis &amp; revision of research lessons; solidify teaching, observation, revision dates.</li> </ul>
<b>January TAH PLC Meeting February</b>	<ul style="list-style-type: none"> <li>• Book/article discussion – historical thinking. (university instructional specialist).</li> <li>• Attend project directors meeting. (project director)</li> <li>• Sam Wineburg workshop.</li> </ul>
	<ul style="list-style-type: none"> <li>• Lesson study: revise research lessons based on field testing.</li> <li>• Gilder Lehrman historian presentation (topic based on participant needs).</li> <li>• American history content fortification (guest historian).</li> </ul>

<b>HLP Weekend Workshop</b>	<ul style="list-style-type: none"> <li>• Methods &amp; standards instruction (university instructional specialist).</li> <li>• Primary source document workshop (museum partners).</li> <li>• Post research lessons from previous workshop.</li> <li>• Pre-post workshop formative assessments.</li> </ul>
<b>March TAH PLC Meeting</b>	<ul style="list-style-type: none"> <li>• Lesson study: select/analyze research lessons; plan teaching, observation, revision dates.</li> <li>• Research lessons from previous workshop reviewed by UD partners then posted on project website.</li> </ul>
<b>April TAH PLC Meeting</b>	<ul style="list-style-type: none"> <li>• Book/article discussion – historical thinking. (instructional specialist).</li> <li>• Gilder Lehrman historian presentation (topic based on participant needs).</li> </ul>
<b>May TAH PLC Meeting</b>	<ul style="list-style-type: none"> <li>• Lesson study: revise research lesson.</li> <li>• Summer institute readings distributed.</li> <li>• Student post assessment.</li> </ul>
<b>June Lesson Development</b>	<ul style="list-style-type: none"> <li>• Research lessons from previous workshop reviewed by UD partners then posted on project website.</li> <li>• Year 1: Bruce VanSledright workshop.</li> </ul>
<b>Last week of June; 2<sup>nd</sup> week of July Summer Institutes</b>	<ul style="list-style-type: none"> <li>• American history content fortification. (guest historian)</li> <li>• Standards and methods instruction. (instructional specialist)</li> <li>• Primary source document workshop. (museum partners)</li> <li>• Field trip.</li> <li>• Lesson study selection, analysis. Plan teaching, observations, &amp; revision meetings.</li> <li>• Teacher post-assessment.</li> <li>• Posting of lessons on project website</li> </ul>

The schedules for our weekend workshops and summer institutes follow:

Time	Activity
<b>Weekend Workshops - Friday Evening</b>	
5-6 p.m.	Registration & Dinner
6-6:30 p.m.	Workshop pre-test. Surfacing student preconceptions. (American history instruction specialist & guest historian).
6:30-8:00	American History Content (guest historian) Formative assessment: Student Response System.
8:00-8:10	Break
8:10-9 p.m.	American history content (guest historian)

<b>Weekend Workshop Saturday</b>	
8:15-9 a.m.	Registration & Breakfast
9a.m.-10:00	American History Content (guest historian).
10:00-11:00	Freedom case study (guest historian). Formative assessment: Student Response System.
11:50-12:00	Historical Thinking Primary Source Document Workshop (museum partner with guest historian & American history instructional specialist).
12-12:30	Lunch
12:30-1:30	Standards & Methods (American history instructional specialist).
1:30-2:00	Preconception Case Study (guest historian & American history instructional specialist).
2:00-2:15	Break
2:15-3:15	Lesson Study – Research Lesson Analysis
3:15-4:00	Debrief & workshop post-test.

<b>Time</b>	<b>Summer Institute Schedule</b>
<b>Monday</b>	
8:15-9:00	Registration & breakfast
9:00-9:30	Introductions & agenda (project director). Previewing the day’s content and its relation to the theme of freedom (resident historian). Review of previous learning after year 1.
9:30-10:00	Learning Points: preconceptions & misconceptions – content and disciplinary (resident historian & history instructional specialist).
10:00-12:00	Content presentation and discussion (resident historian). Formative assessment: Student Response System.
12:00-12:15	Debrief: connections between content and theme of freedom. (resident historian).
12:15- 1:00	Lunch
1:00-3:00	Content presentation and discussion continued (resident historian). Formative assessment: Student Response System.
3:15-3:30	Reflection: capturing “big ideas” – theme of freedom and student preconceptions.
3:30-4:30	Linking Content to Standards & Methods (history instructional specialist).
5:00-6:00	Dinner
<b>Tuesday</b>	
8:15-9:00	Sign-in & breakfast
9:00-9:15	Previewing the day’s content and connections to the theme of freedom.

9:15-9:30	Exploring history preconceptions & misconceptions relating to today's topic(s) – content and disciplinary.
9:30-12:00	Content presentation and Discussion (Led by resident historian). Break at logical point. Formative assessment: Student Response System.
12:00-12:15	Debrief: connections between content and theme of freedom.
12:15- 1:00	Lunch
1:00-1:30	Revisiting & addressing preconceptions in light of the content.
1:30-3:00	How to “read” historical texts/materials then create accounts. Primary source document workshop – documents relating to institute topic and theme (Led by resident historian and museum partners).
3:15-4:30	Linking Content to Standards & Methods (standards/methods specialist with historian).
5:00-6:00	Dinner
<b>Wednesday</b>	
All day	Guided field trip to site related to institute topic.
<b>Thursday</b>	
9:00-9:30	Field trip reflections/discussion (resident historian and instructional specialist).
9:30-11:45	Freedom's Turning Points: case studies (Led by resident historian). Break at logical point.
11:45-12:00	Debrief: connections between content and theme of freedom.
12:00- 12:45	Lunch
12:45-2:00	Seminar discussion: teaching and learning American history. Discussion of pre-assigned readings including content, history preconceptions, second order history concepts, & historical thinking.
2:00-3:00	Instructional tools: targeting preconceptions, misconceptions, & shifting historical thinking from novice to expert.
3:00-4:00	Lesson study: analyzing research lessons.
5:00-6:00	Dinner

<b>Friday</b>	
<b>9:00 – 10:00</b>	Content wrap-up, big ideas (Led by resident historian).
<b>10:15-12:00</b>	Lesson study: enhancing the research lesson (instructional specialist & resident historian).
<b>12:00-12:45</b>	Lunch
<b>12:45-2:30</b>	Library/computer lab: rewriting the research lesson.
<b>2:30-3:15</b>	Evaluation
<b>3:15-3:30</b>	Wrap-up: certificates, stipends, future plans.

**Partners & Rationale for their Selection.**

The University of Delaware’s Center for Teacher Education houses 35 professional staff and faculty, the Delaware Social Studies Education Project (DSSEP), and 14 Graduate or Research Assistants. DCTE offers decades of experience and proven capacity to implement multi-year and multi-million dollar local, state, and federal grants, including 4 previous TAH grants, within the State of Delaware. DCTE has established a national network of American history contacts as well as a reservoir of TAH resources. Moreover, it’s record and reputation in Delaware for administering TAH grants is unblemished. DCTE has worked with its previous LEA partners, as well as our external evaluator (CESP-RU), to deliver every project report complete and on time. We also know that external evaluators have judged DCTE and its partners in full compliance in every instance. Notably, Delaware’s TAH case manager cited the University of Delaware’s relationships with its partnering LEAs as a model at the most recent TAH Project Directors conference. Additionally, the Delaware Social Studies Education Project (DSSEP) at DCTE leads the State of Delaware’s history education efforts through its work in developing standards and standards-based curriculum as well as training the State’s lead social studies teachers. Moreover, the Delaware Department of Education relies on DCTE to develop and vet history

portions of the State's recommended curriculum and state assessment.

The historians selected to present the Freedom Project's history content were selected based on discussions with our University partners. They serve on the faculty at the University of Delaware (UD) and at various universities around the nation; have extensive experience teaching undergraduates, graduates, and teachers; and boast an array of teaching and publication awards such as Eric Foner's Bancroft Award, Parkman Prize, and Presidential Award for Outstanding Teaching at Columbia; George Rable's Lincoln Prize and Douglas Southall Freeman Southern History Award; Peter Kolchin's Bancroft, Avery Craven, and Alison Award (University of Delaware's highest teaching award); Matthew Countryman's OAH Liberty Legacy Foundation Award; Tom Sugrue's Bancroft Prize & Dunn Teaching Award; Christopher Capozzello's OAH Louis Pelzer Memorial Award; Paul Kramer's OAH James A. Rawley Award; and Anne Boylan's Daniel P. Roselle Award. Additionally, each of the historians has served effectively as either workshop or institute historians on other Teaching American History projects for which the University of Delaware served as partners. In sum, the Freedom Project will offer the services of reputable scholars who possess both deep content knowledge as well as an understanding of how to craft presentations that are considerate of the project's grades 3-12 US history teachers (see Appendix 2 About Our Historians). These guest historians offer letters of commitment to deliver the American history content at our workshops and institutes. (see Appendix 3 Letters of Commitment)

Similarly, we have workshop commitments from scholars at the top of their fields in the areas of historical thinking in elementary and secondary settings (e.g. Bruce VanSledright, University of Maryland and Sam Wineburg, Stanford University) and lesson study (James

Hiebert, University of Delaware). Each has agreed to conduct workshops relating to their research and our project including student preconceptions, historical thinking, and lesson study.

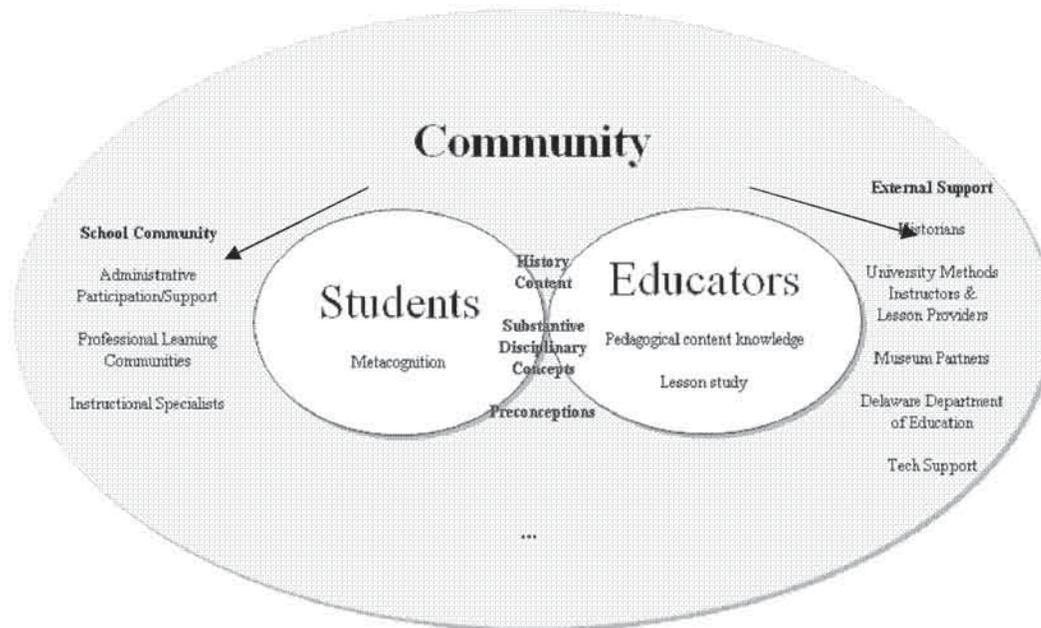
We at the Red Clay and Christina School Districts firmly believe that there are circumstances in which professional development is best provided locally and this is especially true with regards to understanding and teaching the nuances of state standards. Consequently, we have recruited Delaware's most knowledgeable and experienced history standards and methods expert as well as its most experienced Teaching American History grant administrator (Fran O'Malley – former Delaware State Teacher of the Year and State History Teacher of the Year) as well the two “museums” that house the State's largest collections of private and public primary source documents i.e. the Delaware Historical Society and Delaware Public Archives - both of which have experience and resources vetted over seven years in other TAH projects. Notably, the Society of American Archivists awarded its Hamer Kegan Award to Delaware Public Archives for its Delaware/American history primary source lesson kits. Our museum partners will alternate their presentations between workshops and institutes based on the strengths of their collections relative to the session topics.

We offer details on the responsibilities of each partner under the Management Plan and Budget Narrative.

## **Project Design**

Given the dual goals of the Teaching American History Grant program that include improved instruction and increased student achievement, the conceptual framework (see Figure 1) for our Freedom Project draws upon what we know about student learning and professional development vis-à-vis the National Research Council's *How Students Learn: History in the*

*Classroom* (students) and the National Staff Development Council’s standards for staff development (teachers). Figure 1 illustrates our project’s framework. A description follows.



**Figure 1:** TAH Freedom Project’s Conceptual Framework

The three principles of *How Students Learn* that “are particularly important for teachers to understand and be able to incorporate in their teaching” include: engaging student preconceptions, developing a deep foundation of factual knowledge *and* second-ordered disciplinary concepts, and incorporating metacognitive approaches to instruction “that can help students learn to take control of their own learning.” (Donovan and Bransford, 1-2) The Freedom Project’s coherent plans for professional and curriculum development are framed around these research-based principles of learning and offers. Part of our rationale for selecting our community partners is their proven capacities to support efforts to develop a sustained program in American history that actualizes these principles.

Our project views teachers as learners as well as educators. Logically, advancements in student learning hinge upon the depth of their teachers’ knowledge of content & concepts, but

also upon their understanding of the preconceptions that students bring to history classrooms. The Freedom Project will provide participants with deep content knowledge via a focus on major eras of American history as well as more focused case studies of selected turning points in the evolution of freedom. Participants will be required to read portions of Foner's *Give Me Liberty* text that align with each workshop/institute prior to arriving. Nationally renowned historians will then spend a significant portion of the workshop/institute time reinforcing and expanding upon the American history content as well as its connection to the project's theme i.e. freedom. Our museum partners, who have considerable experience working continuously as partners on four previous TAH grants, will contribute packets of primary source documents for every workshop/institute topic and work with historians in primary source workshops aimed at deepening content knowledge and disciplinary understandings.

Consistent with *How Students Learn* and our project framework, the Freedom Project addresses the challenges associated with students' content and disciplinary preconceptions. Students enter history classrooms with preconceptions and misconceptions surrounding content (e.g. Emancipation Proclamation freed all of the slaves) and history as a discipline (see Appendix 4 for examples). If left unattended, such preconceptions "can act as barriers to learning" as students assume they already know the content and nature of history. Quality history instruction should acknowledge and target these preconceptions. (Donovan and Bransford, 2005) Building on our theme of freedom, one objective of the project will be freeing students of these "barriers" to learning.

Unfortunately, "several studies have investigated the extent to which teachers' understanding of...history is consistent with that of historians, and each of these cases has found that teachers typically have little acquaintance with such disciplinary concerns..." Consequently,

“a critical task for teacher educators,” and one undertaken by our Freedom Project, will be “attending to teachers’ disciplinary understanding.” (Barton & Levstik, 2004)

Despite their importance, preconceptions remain a largely unattended aspect of American history instructional planning. Systematic efforts to uncover what students think they know (incorrectly in many circumstances) about the content and the discipline with strategic follow-up in the form of instructional interventions are sorely needed.

Our proposal honors the TAH grant program’s call for “innovative, cohesive models of professional development,” by systematically identifying and targeting specific student disciplinary preconceptions & misconceptions uncovered in the literature (the “Learning Points” in our project’s subtitle) or revealed through probes built into our project, then organizing them along a progression model that equips teachers with the understandings and tools to counter these “barriers” systematically in grades 3, 4, 5, 8 and 11 when American history is taught in our districts. The tools will include “research lessons” revised in our project’s workshops and professional learning communities, as well as metacognitive tools that move students toward more expert modes of historical thinking. Metacognitive tools include Anticipation Guides and Reflection Guides that have been under development by our partners at the University of Delaware since the summer of 2009 (see Appendix 5 for samples).

The Freedom Project also embraces lesson study with its focus on analyzing and revising promising “research lessons” based on student work. Our university advisors, who have partnered on TAH grants in which teachers struggled to develop high quality lessons and units, recommended lesson study as a more effective intervention aimed at increasing content knowledge and improving instruction. Lesson study offers a number of affordances. Rather than asking teachers most in need of TAH support (e.g. newer teachers, those lacking history degrees)

to engage in the time consuming task of creating lessons from scratch that often lack in quality, our lesson study approach will provide teachers with solid baseline lessons that offer paper forms of professional development i.e. that educate the teachers as well as the students. Moreover, lesson study builds a culture of collaboration and improvement as communities of teachers analyze, field-test, observe, then revise the lessons based on student work. In the end, we are poised to sustain project benefits via a permanent repository of exemplary, research-based lessons from which current and future non-participating teachers can draw. Our university instructional specialist has agreed to tape his professional development presentations that provide guidance on implementing the lessons and have them posted on the project website to allow for extended, online professional development of non-participants.

We are pleased that UD Professor James Hiebert, who co-introduced lesson study to the States along with Jim Stigler of UCLA in their book *The Teaching Gap*, will provide guidance for the project. Acting on recommendations from Professor Hiebert, we will also use Catherine C. Lewis's *Lesson Study: A Handbook of Teacher-Led Instructional Change* as our manual for the project's lesson studies.

The research lessons for the project will be drawn from a number of sources including a sizable bank of TAH lessons and units developed and edited in previous TAH projects by our university and museum partners, others developed by the Delaware Department of Education for Delaware's Recommended Curriculum, and those found on respected websites such as History Matters, Edsitement, Smithsonian Source, Historical Scene Investigation, and Gilder Lehrman Institute. We will also be drawing from the DBQ Project and History Unfolding lessons.

Lesson study begins with a problem. (Lewis, 2002) The Freedom Project's problems will be drawn from *disciplinary* preconceptions uncovered in the literature by our University

partners and from *content* preconceptions that participants uncover via interactions with students. While we have begun gathering content preconceptions, we do not pretend to have identified all. Rather, we see one of the significant contributions of our project being the systematic unearthing of American history content preconceptions. At the beginning of every unit, participants will elicit prior knowledge about each topic. Common misconceptions will be collected for each grade level and inform research lesson development and our progression model. Participants will work collaboratively with our university partners and guest historians during the project's lesson study sessions to identify lessons from our pool that offer promise for countering the targeted misconceptions.

While quality instruction cannot occur in the absence of deep content knowledge, it is insufficient. What distinguishes our most effective teachers is their “distinctive body of knowledge for teaching that lies at the intersection of content and pedagogy,” - what Lee Shulman calls “pedagogical content knowledge.” (Barton & Levstik, 2004) As Bruce VanSledright suggests, “history teachers need to possess deep knowledge of their discipline and robust understandings of how to teach it.” (VanSledright, 2002) Consequently, our project also features methods presentations led by an accomplished History and State Teacher of the Year at every workshop and institute. .

From the standpoint of professional development, the Freedom Project consortium acknowledges the importance of school culture within our framework. Standards developed by the National Staff Development Council advise that “Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district” and provide a “common focus and clear direction.” Moreover,

these communities are strengthened “when...administrators... participate” and “everyone’s attention and learning” is focused “on a small number of high priority goals.” (NSDC, 2001) Consequently, the Freedom Project limits its terminal goals to those established for the 2010 TAH grant competition and commits to including a limited number of administrators as participants (others will be notified of project events and may attend without stipends etc.). As building level curriculum leaders and teacher-evaluators, administrators are uniquely positioned to ensure the implementation of project reforms. But, their leadership hinges upon their understanding of American history and its importance in the curriculum.

The RFP for the 2010 TAH grant competition asks applicants to describe the extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The State of Delaware embarked recently on an effort to insure alignment to state standards and raise levels of student achievement by designing a statewide Recommended Curriculum (DRC) that is in early stages of development. Districts were given the choice of demonstrating alignment via their own curriculum or by joining the DRC pilot. Aiming to align instruction as narrowly as possible to the state standards, the Red Clay and Christina School districts joined the DRC pilot. Under the pilot agreement, our districts are working collaboratively with the Delaware Department of Education to field test and contribute instructional resources to the DRC. Notably, the DRC includes units, lessons, and assessments that are being developed for every grade level as well as for specific courses in American history. In terms of our TAH Freedom Project, existing DRC lessons will serve as part of our pool of research lessons that will become part of the Freedom Project lesson studies. We also view this grant and our involvement in the DRC as an opportunity to contribute high quality

research lessons in American history and strengthen both district and state programs to teach traditional American history as a separate subject within elementary & secondary school curricula. (see Delaware Department of Education's letter of support in Appendices)

Recently, the Red Clay school board highlighted its commitment to reform by issuing Policy 7001 that calls for revising the district's current curriculum to guarantee that students are meeting the rigor of the state standards in history. Additionally, both the Red Clay and Christina School districts have hired full time social studies instructional specialists who are deeply committed to supporting our numerous teachers of American history.

This past March, Delaware earned a position as a finalist for federal Race to the Top funds, due in large part to evidence of the rigor of its standards and assessments, including those established for history. In sum, our TAH Project Freedom is part of a comprehensive effort to improve teaching and learning vis-à-vis rigorous academic standards for students.

### **Need for the Project**

The Red Clay school district features American history classes/courses in grade 4, 5, 8, & 11. There are 25 American history teachers at the high school level, 15 at the middle school level, 60 in grades 4-5 and 30 special education teachers who teach American history in self-contained or infusion settings.

Meanwhile, the Christina school district features American history classes/courses in grade 3, 5, 8, & 11. There are 10 American history teachers at the high school level, 11 at the middle school level, 72 in grades 3-5 and 36 K-12 special education teachers who teach American history in self-contained or infusion settings.

With student enrollments of 15,674 and 16,980, the Red Clay and Christina School districts are the largest in the State of Delaware. Both districts' Adequate Yearly Progress (AYP)

ratings are “Below Target” and both are under “Academic Watch.” Altogether, fifteen schools within the two districts are “Below Target” in terms of AYP including 7/32 elementary schools, 4/9 middle schools, and 4/7 high schools.

Surveys conducted specifically for this proposal on a sample of Project Freedom consortium American history teachers reveal that only 16% (28 out of 171) of the respondents who teach American history possess an undergraduate degree in history or history education while less than 1% (6 out of 171) possess an advanced degree in that subject. Our survey also found that 60% (103/171) of the responding American history teachers have not taken a course relating to United States history since earning their undergraduate degree. Moreover, 37% (63/171) have not participated in a single American history professional development session since graduation. We conclude that an overwhelming number of students in consortium school districts are taught by American history teachers who lack sufficient content knowledge to teach their students well.

Data collected from the State’s student achievement program - the Delaware Student Testing Program (DSTP) - for the grades 3-11 schools in our districts reveal a compelling need for curriculum improvements, sustained professional development, and an infusion of resources into American history education. The most recently administered state social studies tests (DSTP) indicated that, on average, students in the partnering districts and in 3 out of the 4 grade clusters where testing occurs failed to earn a score of 50% or higher on the history portion of the test. The exception involved scores for grades K-3. The same state test results show that the average history score for all students in the two districts remained flat or *declined* in grades 6 & 8. While scores in grade 11 rose insignificantly (+.15), the 11<sup>th</sup> grade history average is actually lower than in grades 6 and 8. On average, 47.58% of the students in the partnering districts are still falling “below the [state] standard” in the grade clusters for which data were collected and in

which United States history is taught and tested. Additionally, 16 out of 29 schools in our consortium's districts are "Below Target" in terms of meeting Adequate Yearly Progress. Unlike many other states, Delaware factors history scores into School Improvement calculations.

In its 2002 report on the NAEP assessment of United States History, the United States Department of Education's National Center for Education Statistics (NCES) reported that increasing the amount of time spent on social studies correlated directly with higher average scores on the U.S. History assessment (U.S. Department of Education, 2002).

Four subjects – reading, mathematics, language arts, and science - dominate the elementary curriculum to such a degree that social studies in Delaware is "undervalued and underrepresented" (Houser, 1995). Little has changed in the years since Houser's reported his findings. Moreover, history is just one of four social studies "strands" that competes with civics, economics, and geography for precious little instructional time at all grade levels under the Delaware State Social Studies Standards and Testing Program. The problem associated with time compounds at each grade level. Students entering middle and high school lack the prior knowledge that allows their teachers to attend to the more sophisticated content and standards that are needed to raise levels of achievement on state and national tests.

Nearly 100% (two skipped the question) of the grades 3-12 American history teachers who responded to the survey conducted for this proposal indicated that they lacked sufficient resources to teach one or more areas of American history effectively. Our belief (supported by surveys conducted by our partners on their other TAH grants) is that, given the content, resources, and resulting confidence and enthusiasm, teachers in all classrooms will devote more time to teaching American history. It is also our belief that increased time spent teaching

American history in the elementary school will result in secondary teachers being able to attend to the deeper historical understandings that demand their attention.

A serious challenge facing our districts stems from the recent economic downturn and the significant reductions in state professional development funding. In response to its state budget crisis, Delaware cut funding for professional development days from 8 to 3, a move that eliminated professional development opportunities in the area of American history as the remaining days are now directed toward subjects deemed more important like reading, math, and science. Our hope for TAH funding stems partly from a deep concern over the impact of these cuts and a profound belief that our students deserve teachers who are constantly improving from professional development.

A notable gap that offers an opportunity is the unfinished Delaware Recommended Curriculum, which emphasizes American history at grades 4, 5, 8 and one course in high school (districts can implement this course at any grade). We see the Project Freedom research lessons/resources as significant contributions to the DRC that will enhance American history instruction in our districts and beyond.

Our Freedom Project contains interventions that address the major shortcomings in American history education in the consortium districts. Moreover, it establishes ambitious but reasonable intermediate and terminal goals that, when reached, will result in significant improvements in teacher content knowledge, instruction, and student achievement.

### **Management Plan**

The Red Clay and Christina School districts will work with the University of Delaware in the administration of the grant. As noted above, we chose the university because of its unblemished record and reputation working with LEAs on 4 previous grants. In each of those

grants, evaluations found increased knowledge of content and standards, increases in student achievement, improved instruction, and exceptional ratings for delivery of resources and quality of sessions. (see Appendix 8 Testimonials)

The specific responsibilities of key staff include:

(1) The Project Director & American History Instructional Specialist (Mr. Fran O'Malley, past History and State Teacher of the Year, Director of DSSEP, and veteran Teaching American History grant project, workshop, and assessment director) will work in partnership with the partnering LEAs to (a) administer and attend the professional development programs - Summer Institutes, workshops, PLC meetings, lesson studies; (b) oversee the project evaluation in collaboration with our external evaluator CESP-Rutgers; (c) supervise the administrative assistant; (d) provide leadership of the grant's administrative staff; (e) coordinate with the content and museum experts to ensure the coherent delivery of quality staff development and resources; (f) provide expertise in content, standards-based instruction, and instructional strategies to enhance curriculum and instructional development; (g) coordinate publication of project's curriculum & professional development products with the webmaster, and (h) work with our external evaluator to coordinate evaluation activities and prepare project reports. (2) The Budget Director (Dr. Carol Vukelich, Director of DCTE and Hammonds Professor in Teacher Education) will administer the project's budget and provide general support to the project staff. (3) the Records Analyst/Administrative Assistant (Diane Salvatore, Administrative Assistant in DCTE) will assist the historians and workshop/institute directors with gathering and packaging pre-institute reading materials for prompt distribution to participants; maintaining project records; coordinating the project's logistical work (e.g. order resources, arrange field trips, meals & lodging for participants, staff and speakers);

assisting in the collection of curriculum products from teachers and arrange for their editing and posting on the project website. (4) Website Host: The University of Delaware's Office of Educational Technology (OET) will host, create, and manage the Project Freedom website and provide technological support for the project. Website construction will begin upon notification of award. Updates will be posted regularly and in accordance with the project timeline.

Responsibilities of Partners. (1) District. *The Red Clay Consolidated School District* will act as principal LEA for this project & is the LEA submitting this grant. The Christina School District will be its partner. The partnering districts will be responsible for recruiting teachers, hosting workshops and PLC meetings, and ensuring teacher/administrative participation at the orientation, summer institutes, workshops, lesson studies, and PLC meetings. The districts will also work with their grant partners to develop & implement the Project Freedom lesson plans; and will participate in the external evaluation & assessment procedures associated with the project. (2) University of Delaware. The University of Delaware will administer the funds for this project, as requested by the Red Clay & Christina School Districts. DCTE will work with the districts to organize & coordinate all professional and curriculum development meetings associated with the project, prepare the required reports, administer the grant funds, and work with OET to provide technology support for the project (including hosting, creating, and managing the Freedom Project website). (3) Museums & Humanities Organizations. The Delaware Historical Society and Delaware Public Archives will create primary source packets with instructional & historical thinking strategies for the workshops and institutes; will co-facilitate the primary source document workshops at our weekend workshops and summer institutes; and will offer face-face and online access to their collections and facilities. The Gilder

Lehrman Institute of American history will provide historians for 3 guest presentations per year & serve as a content consultant on the project. (4) The Center for Effective School Practices (CESP) at Rutgers University will serve as the independent external evaluator & work with the project staff to implement the evaluation plan for the project, including pre & post testing and classroom observations. CESP will write the evaluation component of the annual & final reports.

Every partner on this project fully understands the extent of their commitments and accepts the financial arrangements associated with those commitments. We elaborate on our implementation plan to meet project objectives in our Evaluation Plan and Budget Narrative. Additional benchmarks, milestones, and interim markers for the project are described at the end of the Evaluation Section (pp. 43-44).

## **Project Evaluation**

The Freedom Project's evaluation plan was prepared by our external evaluator - the Center for Effective School Practices at Rutgers University (CESP-RU).

### Summative Objectives to be Evaluated

1. By June 30, 2113, teachers who have completed at least 75 percent of the professional development hours offered by the project will have increased their average score on a pre-post assessment of American history content knowledge (a) by at least 15 percent for Cohort B and 23% for Cohort A (based on baseline teacher pretest data from previous TAH projects. Cohort B draws more secondary teachers with stronger backgrounds, higher baseline scores); and (b) by at least 50 percent more than teachers who have not participated in the project.
2. By June 30, 2113, 75 percent of randomly selected teachers who have completed at least 75 percent of the professional development hours offered by the project will evidence increased use of pedagogical practices encouraged by the project.

3. By June 30, 2113, students of teachers who have completed at least 75 percent of the professional development hours offered by the project will have increased their average score on a pre-post assessment of American history (a) by at least 48% percent (based on an average baseline score of 35.18 % correct and an average 4% gain per workshop/institute in previous grants), and (b) by at least 20% percent more than students whose teachers have not participated in the project.

#### Additional Areas to be Evaluated

4. Formative assessment of adequacy of efforts to achieve summative objectives (see below).
5. Fidelity of implementation of project.

#### Evaluation Methodology

- 1. By June 30, 2113, teachers who have completed at least 75 percent of the professional development hours offered by the project will have increased their average score on a pre-post assessment of American history content knowledge (a) by at least 15 percent for Cohort B and 23% for Cohort A (based on baseline teacher pretest data from previous TAH projects. Cohort B draws more secondary teachers with stronger backgrounds, higher baseline scores); and (b) by at least 50 percent more than teachers who have not participated in the project.**

*Sources of Data.* To measure changes in teacher content knowledge, the evaluators will conduct a quasi-experimental study using a causal-comparative design. This design entails formation of two groups of teachers, one consisting of those volunteering to participate in the project and the second of a comparison group of non-participating teachers, with matching

characteristics (e.g., school, grade, experience, academic degree, academic major, assignment, gender, and race) to the maximum extent possible.

For summative purposes, evaluators will use content from Praxis, NAEP, AP, CLEP and New York Regents tests and State of Delaware History Standards to construct equivalent assessments that they will administer to participating and non-participating teachers prior to the first professional development workshop in Year 1 and at the end of Year 3 (evaluators have access to a pool of suitable items used in a previous TAH project). For formative purposes, evaluators will administer an equivalent assessment for participating teachers at the end of Years 1 and 2 and mini-assessments of participating teachers' content knowledge before and after each workshop and institute. Evaluators will develop different versions of assessments for elementary and secondary teachers or for various chronological periods, as necessary.

All data for participating teachers will be collected online during regularly scheduled Teaching American History workshops/institutes using a unique identifying number for each teacher. Data for non-participating teachers will be collected in their classrooms. No personally identifiable data will be requested for either group of teachers, and the link between names and unique identifiers will be kept in a secure location at all times.

*Analysis.* For the summative evaluation, evaluators will compute average scores on pre- and post-tests for teachers in each group and compare the increase in the participating teacher average with (a) the same group's baseline average, and (b) the increase in the non-participating teacher average; summative evaluation results will be reported in August 2013. For year-end formative evaluations, evaluators will compute average scores for participating teachers and compare them to benchmark projections for the same group; results will be reported no later than August of each year. For workshop and institute formative evaluations, evaluators will compute

pre- and post-test average scores for participating teachers and report results within seven business days.

**2. By June 30, 2113, 75 percent of randomly selected teachers who have completed at least 75 percent of the professional development hours offered by the project will evidence increased use of pedagogical practices encouraged by the project.**

*Sources of Data.* To measure changes in instruction, the evaluators will use the case study method to examine how teachers are incorporating instructional practices encouraged in the project's professional development activities, or, if they are not incorporating such practices, why not.

For summative purposes, expert classroom observers will visit classes of 12 randomly selected participating teachers prior to the first professional development activity in Year 1 and of 8 of these teachers (allowing for attrition of four teachers and selecting at random if more than eight remain) after the last professional development activity in Year 3. For formative purposes, evaluators will also observe classes of the initial 12 participating teachers at the end of Years 1 and 2.

This part of the evaluation will include one quantitative and two qualitative components. The quantitative component will use a five-point rubric to describe level of instruction in terms of six criteria: historical content, Delaware benchmarks/standards addressed, historical text use, student prior knowledge, lesson materials, and student understanding. The qualitative components will include a brief description of the lesson, focusing on such factors as lesson structure, materials, and percentages of students on task, and an interview with the teacher, focusing on goals and challenges of the lesson and implementation or lack of implementation of pedagogical practices encouraged by the project.

Classroom observers will establish inter-rater reliability before conducting observations and will conduct visits with the least possible distraction to teachers and students. They will document all data using a unique classroom identification number; no video or audio tapes will be made during classes, and no student names will be recorded.

*Analysis.* Evaluators will summarize quantitative and qualitative data describing instructional practices of teachers before and after professional development, summarize teachers' comments about their pedagogy, and draw conclusions about each teacher's increased use of pedagogical practices encouraged by the project. Because budget considerations restrict observation to relatively small numbers of teachers, evaluators will not attempt to generalize findings to the entire group of participating teachers. Summative evaluation results will be reported in August 2013; formative results will be reported no later than August of each year.

**3. By June 30, 2013, students of teachers who have completed at least 75 percent of the professional development hours offered by the project will have increased their average score on a pre-post assessment of American history (a) by at least 48 percent, and (b) by at least 20 percent more than students whose teachers have not participated in the project.**

*Sources of Data.* To measure changes in student achievement, the evaluators will again conduct a quasi-experimental study using a causal-comparative design. Here the comparison group will consist of students of the matched, non-participating teachers.

Evaluators will utilize a pre- and post-test design. For summative purposes, evaluators will use content from Praxis, NAEP, and New York Regents tests and State of Delaware History Standards to construct equivalent assessments, which they will administer to participating and non-participating students at the beginning and end of Year 3 (multi-year evaluation is

impossible because no students will receive instruction in the same period of American history for more than one of the project's three years). For formative purposes, evaluators will administer an equivalent assessment for participating and non-participating students at the beginning and end of Years 1 and 2. Evaluators will develop different versions of assessments for elementary and secondary students or for various chronological periods, as necessary.

Assessments will be similar to pre- and post-tests that have been used successfully in similar projects in Delaware. Items will assess content knowledge, historical thinking and process knowledge. No student names or identifying information will be collected. All data will be aggregated to the classroom level.

*Analysis.* For summative and formative evaluations, evaluators will compute average scores on pre- and post-tests for students in each group and compare (a) participating students' post-test averages with their pre-test averages, and (b) the increase in participating and non-participating student averages. They will then compare these results to yearly benchmarks or project objectives, as appropriate. Summative evaluation results will be reported in August 2013; formative results will be reported no later than August of each year.

**4. Are project strategies being implemented in a way that is likely to achieve summative objectives?**

Components of formative evaluation are discussed under the three objectives above.

**5. Is the project being implemented as designed?**

*Sources of Data.* Evaluators will interview key project personnel each year of the grant to determine the degree to which all components of the proposed project plan (e.g., recruitment, workshops, summer institutes, review of student work, and partner collaboration) were implemented. Evaluators will also review relevant documentation pertaining to each component,

such as agendas, attendance records, and budgets, and collect output data, including numbers of workshops, numbers of teachers attending workshops, and numbers of students impacted.

*Analysis.* Evaluators will compare each year's proposed and actual implementation in narrative and tabular form. Results will be reported in August of each year.

### **Methodological notes**

*Qualitative Data Analysis.* Evaluators will use many qualitative data sources in both formative and summative evaluation and will ensure the validity of findings by using multiple data sources (observation and document data). To ensure accuracy, they will record all data electronically and code them using the constant comparative analytic method. Evaluators will generate categories within each data source and develop ordered matrices to facilitate analyses across data sources.

*Quantitative Data Analysis.* Evaluators will also use many quantitative data sources in both formative and summative evaluation, most of which will be presented using descriptive statistics, such as frequencies and measures of central tendency, and graphical displays, such as bar charts or histograms.

A detailed evaluation scope of services appears in the Budget Narrative.

*Human Subject Review Board.* Because the purpose of this evaluation is to determine how well the program is being implemented and how it might be improved, Human Subjects Review Board approval will not be needed. To protect confidentiality of participating teachers and students, a unique numerical identifier will be assigned to each participant and used in all analyses. The evaluators will never see names of any students; teacher names will be matched to unique numerical identifiers and will be kept in a locked file at all times. No identifying

information will be presented in any reports. All data collected will be destroyed upon project leadership's acceptance of the final report.

### Additional Benchmarks and Interim Markers

We establish the following benchmarks relating to the goals of our proposal:

- September 2010: All 50 participant slots will be filled. Every slot opened as a result of attrition will be filled in subsequent years. Attrition within a given year will never exceed 90% (based on partner's TAH data and likelihood of unforeseen life events).
- Each year, the project will deliver 3 American history research lessons – 1 per workshop/institute topic - for each grade (3, 4, 5, 8, 11) represented by the Project Freedom participants and where American history is taught.
- Reviewed American history research lessons will be posted no later than four months after each workshop and institute.
- Recalling that participants will experience only two workshops during the course of each school year (summer institutes to follow), and based on our partners experience in previous grants, the percentage of correct scores for “completers” on the teacher content knowledge test will rise an additional 5% each year for Cohort B (total = 15%); and an additional 7% 8%, and 8% in years 1-3 for Cohort A (total = 21%) relative to baseline scores.
- Student scores of participants on the project post tests will rise an additional 12% each year of the grant. Based on previous grant data that suggests a 4% value added for each workshop and institute when baseline pre-test score averaged 35.18% correct responses.
- Using the project rubric, the Freedom Project American history research lessons developed each year will earn highest ratings from our external evaluators in the areas of content, methods, and alignment to standards.

- American history instruction will show significant improvements each year as measured by our external evaluator using the project’s observation rubric.
- Participants will report *significant* improvements in the quantity and quality of resources for teaching American history at the end of each grant year.
- Each year, American history content preconceptions will be identified and posted for every workshop and institute topic offered in the grant.

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# Project Narrative

## Appendix

Attachment 1:

Title: **Appendices - TAH Freedom Project** Pages: **0** Uploaded File: **Appendices - TAH Freedom Project.pdf**

# Appendices

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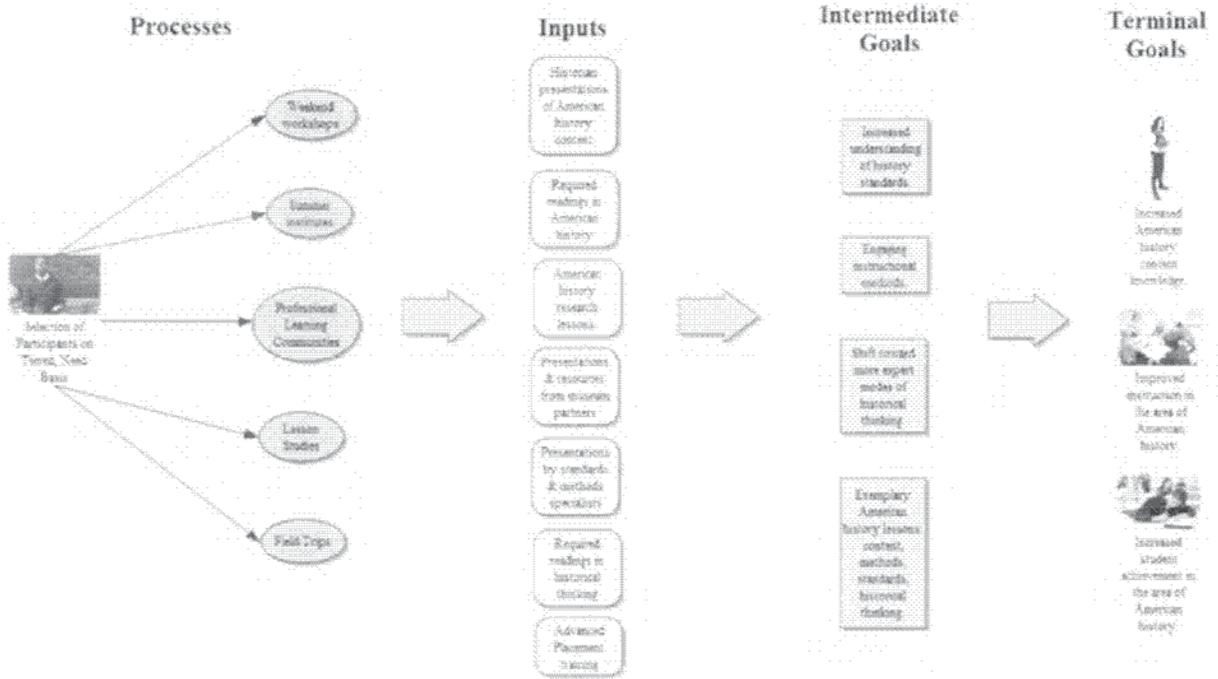
# Appendix 1

## Project Freedom Logic Map

Appendix I

# TAH Freedom Project

## Logic Map



# Appendix 2

## About Our Historians/Presenters

## Appendix 2 About Our Historians

Carol Berkin is Presidential Professor of History at Baruch College & the Graduate Center, City University of New York. She is the author and editor of several books, including *A Brilliant Solution: Inventing the American Constitution*; *Revolutionary Mothers: Women in the Struggle for America's Independence*; and *Clio in the Classroom: Teaching American Women's History* ed. with Margaret Crocco and Barbara Winslow. She is a frequent contributor to television documentaries on early American and Revolutionary Era history and is a member of the Board of the National Council for History Education, and the Board of the Gilder-Lehrman Institute of American History.

Anne Boylan: professor of history at the University of Delaware specializes in 19th-century United States history, including social history and women's history. Her books are *Sunday School: The Formation of an American Institution, 1790-1880* (1988), and *The Origins of Women's Activism: New York and Boston, 1797-1840* (2002), which was awarded a Certificate of Merit from the American Association for State and Local History. She is currently working on a history of women's rights for the Oxford University Press "Pages from History" series.

Christopher Capozzola (Ph.D Columbia) an associate professor of history at MIT who specializes in the political and cultural history of the United States from 1861 to 1945. His first book *Uncle Sam Wants You: The Politics of Obligation in America's First World War* was published by Oxford University Press. An article based on his research won the Louis Pelzer Memorial Award of the Organization of American Historians and Biennial Article Prize - Society for Historians of the Gilded Age and Progressive Era.

Matthew J. Countryman is Associate Professor of History and American Culture at the University of Michigan and the author of *Up South: Civil Rights and Black Power in Philadelphia*. *Up South* is the 2006 winner of the Organization of American Historian's Liberty Legacy Foundation Award for the best book on any aspect of the struggle for civil rights in the United States. He is a graduate of Yale University and holds a Ph.D. in History from Duke University.

Brian DeLay (Ph.D., Harvard) is Assistant Professor – University of California, Berkeley. Specializes in nineteenth-century United States and Mexican history. His dissertation (now a book) "*The War of a Thousand Deserts: Indian Politics in the Era of the U.S.-Mexican War*," has won awards from Harvard University and Phi Alpha Theta/Westerners International. DeLay's recognitions include Organization of American Historians Distinguished Lecturer, 2008-2011, W. Turrentine Jackson Prize for best first book, Western History Association, 2009; James Broussard Best First Book Prize, Society for Historians of the Early American Republic, 2008; and Finalist, Francis Parkman Prize from the Society of American Historians, 2008.

Bruce Dorsey (Associate Professor & Chair, Swarthmore College) teaches courses in U.S. history ranging from the American Revolution and the American Civil War,

including Radicals and Reformers in America. His first book, *Reforming Men and Women: Gender in the Antebellum City* (Cornell University Press, 2002), was awarded the Philip S. Klein Prize by the Pennsylvania Historical Association. He recently completed a two-volume primary-source reader in U.S. history, devoted entirely to documents on the cultural history of America, entitled *Crosscurrents in American Culture* (Houghton Mifflin, 2009).

Carolyn Eisenberg, Ph.D. is a professor of U.S. foreign policy at Hofstra University and a fellow at the NYU International Center for Advanced Studies. She is the author of *Drawing the Line: the American Decision to Divide Germany, 1944-49* and is currently writing a book on Richard Nixon, Henry Kissinger and the Vietnam War, to be published by W.W. Norton. Her research and teaching interests include United States History, Twentieth Century Policy, and Richard Nixon.

Sara Evans Distinguished McKnight University Professor is a Professor Emerita of history at the University of Minnesota. She earned her Ph.D from the University of North Carolina, Chapel Hill, She is described as one of the foremost scholars of feminist studies in the United States, and is attributed with creating the field of women's history. She has authored seven books, one of which, *Born for Liberty*, has been published in nine languages. Her first book, *Personal Politics*, is still considered a classic in the field after 25 years.

Eric Foner DeWitt Clinton Professor of History, specializes in the Civil War and Reconstruction, slavery, and 19th-century America. He is one of only two persons to serve as President of the Organization of American Historians, American Historical Association, and Society of American Historians. He has also been the curator of several museum exhibitions, including the prize-winning "A House Divided: America in the Age of Lincoln," at the Chicago Historical Society. He is currently working on a book, "The Fiery Trial: Abraham Lincoln and American Slavery." Awards include John Jay Award for Distinguished Professional Achievement, Columbia College Alumni Association, 2007; Presidential Award for Outstanding Teaching, Columbia University, 2006; and the Silver Gavel Award, American Bar Association, 2005.

Francois Furstenberg teaches U.S. history at the Université de Montréal, where he holds the J. W. McConnell Family Foundation Chair of American Studies. He is the author of *In the Name of the Father: Washington's Legacy, Slavery, and the Making of a Nation*. During the academic year, 2009-2010, he is the Gilder Lehrman Fellow in American History at the Dorothy and Lewis B. Cullman Center for Scholars and Writers at the New York Public Library. While there, he is working on a book that connects French and U.S. history during the age of the French Revolution.

Jim Hiebert (UD), Ph.D. (University of Wisconsin) is the Robert J. Barkley Professor of Education at the University of Delaware, where he teaches in programs of teacher preparation, professional development, and doctoral studies. Hiebert co-authored *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the*

*Classroom*; served on the National Research Council; was director of the mathematics portion of the TIMSS 1999 Video Study; and served on the editorial boards for *American Educational Research Journal*, *Cognition and Instruction*, *Elementary School Journal*, *Journal of Educational Psychology*, and *Journal of Mathematical Behavior*.

Roger Horowitz is Associate Director of the Center for the History of Business, Technology, and Society at the Hagley Museum and Library and adjunct associate professor of history at the University of Delaware. His books include *Putting Meat on the American Table: Taste, Technology, Transformation* (Baltimore: Johns Hopkins University Press, 2005) and *"Negro and White, Unite and Fight!" A Social History of Industrial Unionism in Meatpacking, 1930-1990*, (Urbana, IL: University of Illinois Press, 1997). He also produced the documentary film, *A Separate Place: The Schools P.S. du Pont Built*, on Delaware's segregated schools.

Brooke Hunter teaches early American history at Rider University including courses on the American Revolution, Native Americans, and the environment at Rider University. Her recent publications include "Creative Destruction: The Hessian Fly in Revolutionary America," in Cathy D. Matson, ed., *The Economy of Early America: New Directions* (Penn State Press, 2006) and "Wheat, War, and the American Economy during the Age of Revolution," *William and Mary Quarterly* (July 2005).

Peter Kolchin - the Henry Clay Reed Professor of History at the University of Delaware, specializes in nineteenth-century U.S. history, the South, slavery and emancipation, and comparative history. Dr. Kolchin's books include *Unfree Labor: American Slavery and Russian Serfdom* (1987), *American Slavery, 1619-1877* (1993, revised ed. 2003), and *A Sphinx on the American Land: The Nineteenth-Century South in Comparative Perspective* (2003). Kolchin is the winner of numerous awards and honors, including the Bancroft Prize in American History, the Organization of American Historians' Avery Craven Award, the Southern Historical Association's Charles Sydnor Award, and the University of Delaware's Francis Alison Award (UD's highest faculty honor).

Paul Kramer PhD, (Princeton University) is associate professor of history at Vanderbilt University. His first book, *The Blood of Government: Race, Empire, the United States and the Philippines*, received the Organization of American Historians' James A. Rawley Prize and the Society for Historians of American Foreign Relations' Stuart L. Bernath Book Prize. He is co-editor of Cornell University Press's series "The United States in the World: Transnational Histories, International Perspectives."

Kriste Lindenmeyer Professor of History and Chair of the History Department at the University of Maryland Baltimore County. Her publications range from articles to books including *The Greatest Generation Grows Up: American Childhood and Youth in the 1930s*; *A Right to Childhood: The U.S. Children's Bureau and Child Welfare, 1912-1946*, to *Ordinary Women, Extraordinary Lives: Women in American History*. Professor Lindenmeyer was Fulbright Senior Scholar at Martin-Luther-Universität Halle-Wittenberg for 2004-2005, is a past president of H-Net, and past-president of the Society for the History of Children and Youth.

Cathy Matson – Professor of History at the University of Delaware and Director of Graduate Studies. Teaches courses in early America, Revolutionary America, U.S. Historiography, and the Atlantic World at all levels. Currently, she serves as the Director of Graduate Studies. Among her publications are *"Merchants and Empire: Trading in Colonial New York City"* (1998, Johns Hopkins University) and *"A Union of Interests: Economy and Politics in Revolutionary America"* (with Peter Onuf, 1990, Univ. of Kansas), and *"The American Experiment,"* a textbook now in its second edition. Matson also directs the Program in Early American Economy and Society from the Library Company of Philadelphia.

George C. Rable is the Charles G. Summersell Chair in Southern History at the University of Alabama. He has served as the President of the Society of Civil War Historians. His books include: *Fredericksburg! Fredericksburg!* (University of North Carolina Press, 2002), which won the Lincoln Prize, the Society for Military History Distinguished Book Award in American Military History, the Jefferson Davis Award, the Douglas Southall Freeman History Award and was a History Book Club selection; *The Confederate Republic: A Revolution Against Politics* (University of North Carolina Press, 1994), which was a History Book Club selection; *Civil Wars: Women and the Crisis of Southern Nationalism* (University of Illinois Press, 1989), which won the Julia Cherry Spruill Prize and the Jefferson Davis Award.

Thomas J. Sugrue is Edmund J. and Louise W. Kahn Professor of History and Sociology at the University of Pennsylvania. A specialist in twentieth-century American politics, urban history, and race relations, Sugrue is author of *The Origins of the Urban Crisis* (Princeton University Press, 1996), which won the Bancroft Prize in American History, the Philip Taft Prize in Labor History, the President's Book Award of the Social Science History Association, and the Urban History Association Award for Best Book in North American Urban History and was selected a Choice Outstanding Academic Book, an American Prospect On-Line Top Shelf Book on Race and Inequality, and a Lingua Franca Breakthrough Book on Race. Princeton University Press selected *The Origins of the Urban Crisis* as one of its 100 most influential books of the past one hundred years. His courses have been selected "Hall of Fame Classes" by the Penn Course Review and he won the 1998 Richard Dunn Teaching Award in the Department of History.

Bruce Van Sledright, Ph.D (Michigan State University), is professor and head of the History/Social Studies Education program at the University of Maryland, College Park. Author of *In Search of America's Past Learning to Read History in Elementary School*, VanSledright has contributed across his career to the research literature on teaching and learning history. In addition, he has been conducting TAH grant project evaluations since the inception of the TAH program earlier this decade. He is a past recipient of the *President's Award* for Service to the National Council for Social Studies, as well as the *Harry J. Carman Award* from the Middle States Council for the Social Studies for outstanding achievement in social studies research of professional excellence.

Sam Wineburg (Stanford University) is a Professor of Education at Stanford University. His areas of research include the development of historical consciousness among

adolescents, the creation of Web-based environments for learning and teaching history, and Promoting Argumentation Through History and Science. His publications include: *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple, 2001) – winner of the Frederic W. Ness Book Award; and *Knowing, Teaching, and Learning History: National and International Perspectives* (with Peter Stearns and Peter Seixas) (New York: NYU, 2001).

# Appendix 3

## Letters of Commitment



March 18, 2010

**RED CLAY CONSOLIDATED  
SCHOOL DISTRICT**

**Mervin B. Daugherty, Ed.D.**  
*Superintendent*

**Administrative Offices**  
Linden Park  
4550 New Linden Hill Road  
Wilmington, Delaware 19808

**Office of the Superintendent**

Office (302) 552-3772  
Fax (302) 992-7830

Mr. Alex Stein  
Office of Innovation and Improvement  
Teaching American History Program  
400 Maryland Avenue, S.W., Room 4W206  
Washington, D.C., 20202-5960

Dear Mr. Stein:

On behalf of the Red Clay Consolidated School District, I am pleased to express our full commitment to the implementation of the FY 2010 Teaching American History grant project entitled the Freedom Project. Through the consortium and plan that we have pieced together with the Christina School District and our partners at the University of Delaware (UD), Delaware Historical Society (DHS), Delaware Public Archives (DPA), and the Gilder Lehrman Institute of American History (GLI), our goals to improve instruction and raise levels of student achievement in the area of American history through an extended program of professional and curriculum development that promises to impact nearly 33,000 students in 49 schools within the Freedom Project consortium.

If funded, the Red Clay Consolidated School District and its Freedom Project partners will deliver a professional development package that includes lesson studies, weekend workshops, summer institutes, and professional learning community meetings that address key events and turning points in American history and that our teachers have identified as integral to their professional responsibilities and needs. Additionally, we pledge to use funds to provide our teachers with the kinds of resources that make exemplary teaching possible and to strengthen our programs in traditional American history. In other words, we aim to put a highly qualified teacher who is equipped with the very best resources in every American history classroom.

The Red Clay Consolidated School District does not discriminate on the basis of race, creed, color, national origin, religion, sex, sexual orientation, age, marital status, handicap, veteran status, domicile, genetic information, or any legally protected characteristic. Inquiries should be directed to Debra Davenport, Human Resources, at 302-552-3783.

We believe that our close partnerships with UD, DHS, DPA, and GLI insure access to the types of expert and documentary resources that are needed to improve instruction in the area of American history. This partnership also places us firmly in a position of achieving the ultimate goal of the project which is raising levels of student achievement.

To summarize, the Red Clay Consolidated School District fully commits itself to the consortium, partnerships, professional development, and evaluation plan associated with the project and expresses its deepest gratitude for the opportunity to apply.

Please do not hesitate to contact me should you have any questions regarding the proposal or our commitment.

Sincerely,

  
Mervin B. Daugherty, Ed.D.



Drew Educational Support Center

600 N. Lombard Street  
Wilmington, DE 19801  
(302) 552-2600

FAX: (302) 429-3944  
TDD Relay Service: (800) 232-5470  
e-mail: lylesm@christina.K12.de.us

March 18, 2010

Mr. Alex Stein  
Office of Innovation and Improvement  
Teaching American History Program  
400 Maryland Avenue, S.W., Room 4W206  
Washington, D.C., 20202-5960

Dear Mr. Stein:

On behalf of the Christina School District, I am pleased to express our commitment to a partnership with the Red Clay School District on the implementation of the FY2010 Teaching American History grant project entitled, "The Freedom Project". Through this partnership Christina School District and Red Clay School District will convene a consortium of cultural and academic institutions that includes the University of Delaware (UD), Delaware Historical Society (DHS), Delaware Public Archives (DPA) and the Gilder Lehrman Institute of American History (GLI).

Our consortium partners are committed to using their expertise to assist in advancing our goals to:

- improve instruction
- raise levels of student achievement in the area of American History
- extend opportunities for professional development and support with curriculum development to American History teachers
- provide a systematic approach to impact the teaching and learning of American History in the two largest school districts in the State of Delaware

If funded, the Christina School District and its Freedom Project partners will deliver a professional development package that includes lesson studies, weekend workshops, summer institutes, and professional learning community meetings that address key events and turning points in American History. The funds for this project will be utilized to provide our teachers with the kinds of resources that make exemplary teaching and learning possible. Our focus will be on strengthening our programs in traditional American History through our vision of "Expect Excellence—Everyday, for Every Child, in Every Class."

**Marcia V. Lyles, Ed.D., Superintendent**

*The Christina School District is an equal opportunity employer. It does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, disability, age or Vietnam Era veteran's status in employment or its programs and activities*

Mr. Alex Stein  
Page 2  
March 19, 2010

We believe that a close partnership with the Red Clay School District, UD, DHS, DPA, and GLI will ensure access to the types of expertise that includes primary resources that are needed to improve instruction in the area of American History. We are confident that this partnership will firmly advance the ultimate goal of the project which is raising levels of student achievement.

In closing, the Christina School District is fully committed to the consortium, the partnerships, the professional development plan and the evaluation plan associated with the project.

Please do not hesitate to contact Vilicia Cade, Director Secondary Curriculum and Professional Development at [cadev@christina.k12.de.us](mailto:cadev@christina.k12.de.us) for secondary school matters and Heather Bordas, Director of Elementary Curriculum and Professional Development at [bordash@christina.k12.de.us](mailto:bordash@christina.k12.de.us) for elementary school matters should you have any questions regarding the proposal or our commitment.

In closing, I would like to formally express our gratitude for the opportunity to apply and look forward to hearing from you in the near future.

For Every Child,



Marcia V. Lyles,  
Superintendent

MVL:VC:cam



COLLEGE OF EDUCATION & PUBLIC POLICY

DELAWARE CENTER FOR  
TEACHER EDUCATION

University of Delaware  
Newark, DE 19716-2947  
Ph: 302/831-3000  
1-877-3-D-Teach  
Fax: 302/831-2708

March 16, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

The University of Delaware's Delaware Center for Teacher Education (DCTE) offers its enthusiastic support and commitment to the Red Clay and Christina School Districts' 2010 Teaching American History grant proposal entitled Freedom Project. DCTE intends to serve as a partner with the Freedom Project consortium to help administer and implement the project, provide professional development for teachers of American history, improve instruction, build an exemplary American history curriculum, and raise levels of student achievement in American history.

DCTE has successfully managed scores of grants over the last three decades and pledges its sizeable staff and resources to see that the Freedom Project's Teaching American History grant is faithfully and effectively implemented as described in the proposal, and more specifically in the Management Plan. Our past work with Teaching American History grants puts us in a position to execute the grant effectively and with the benefits of experience from the outset.

Specifically, DCTE is committed to working in collaboration with the Red Clay and Christina administrators and educators to:

- (a) administer the professional development programs - Summer Institutes, workshops, PLC/lesson study sessions;
- (b) oversee the project evaluation and budget;
- (c) supervise the administrative assistant; and
- (d) provide leadership of the grant's administrative staff;
- (e) coordinate with the content and museum experts to ensure the coherent delivery of quality staff development;
- (f) provide expertise in content, standards-based instruction, and instructional strategies to enhance curriculum and instructional development;
- (g) coordinate with the webmaster the publication of Freedom Project curriculum products, and

(h) work with the external evaluator (CESP-Rutgers) to prepare and submit annual reports.

DCTE also has an ongoing working relationship on campus with the Department of History, including work on other Teaching American History grants, and will work with its faculty as well as the grant's other museum partners to insure the delivery of scholarly content in the area of American history.

Again, DCTE is proud to offer its full support and commitment to the Freedom Project.

Sincerely,



Carol Vukelich  
Director, DCTE



DELAWARE CENTER FOR  
TEACHER EDUCATION

DELAWARE SOCIAL STUDIES  
EDUCATION PROJECT

University of Delaware  
Newark, DE 19716-2947  
Ph: 302-831-8413  
1-877-UD-Teach  
Fax: 302-831-2708

March 19, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
400 Maryland Ave., SW  
FB-6, Room 4W222  
Washington, DC 20202

Dear Mr. Stein:

It is with great enthusiasm that I write this letter to express my commitment to serve as the Project Director & Instructional Specialist for the proposed 2010 Freedom Project's Teaching American History initiative that is intended to serve the Red Clay and Christina School districts in Delaware over the next three years. As the project's Director I understand my roles to be:

- (a) assist the Red Clay and Christina School Districts with the administration and implementation of the professional development programs in the grant, including the timely submission of annual and final reports;
- (b) coordinate with the workshop & institute content instructors & museum experts, to ensure the delivery of quality workshops and seminars;
- (c) provide expertise in content, standards-based instruction, and instructional strategies to enhance the teaching of American history and students' learning;
- (d) review and offer feedback on research lessons developed by project participants;
- (e) coordinate with the webmaster on the publication of research lessons, source materials, and other project products;
- (f) work with the Records Analyst/Staff Assistant (Diane Salvatore, Administrative Assistant in the Delaware Center for Teacher Education) to assist the Red Clay School district in administering the project's budget and provide general support to the project staff including the acquisition and mailing of texts, and arrangement of meals and accommodations for participants and staff
- (g) collaborate with the project's external evaluator (CESP-Rutgers) on every aspect of the project evaluation, including the timely submission of evaluation reports.

Having been named Delaware's History (1995) and State (1997) Teacher of the Year, served as an instructional specialist on four previous Teaching American History grants, co-Director on two grants, and having taught United States history for 23 years before leaving for my current position, I believe that I can make a significant contribution to the Freedom Project districts' effort to improve instruction and increase levels of student achievement in the area of American history.

Please feel free to contact me if you have any questions regarding my roles or commitment to this project.

Sincerely,

  
Mr. Fran O'Malley  
Director, Delaware Social Studies Education Project



COLLEGE OF EDUCATION & PUBLIC POLICY

OFFICE OF  
EDUCATIONAL TECHNOLOGY

Pearson Hall  
University of Delaware  
Newark, Delaware 19716-1128  
PH: 302/831-8162  
FAX: 302/831-7089

March 15, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

The University of Delaware's Office of Educational Technology (OET) is pleased to partner with the Red Clay and Christina School Districts' on their 2010 Teaching American History Freedom Project. OET will provide support for the online presence of the project, including web design development and technology support. As part of the effort, OET will work with the Project Freedom partners to post...

- videotaped sessions that allow visitors to view guided practice lesson presentations by our instructional specialist;
- a reader-response blog in which visitors respond to recommended readings and research lessons;
- a forum on which visitors can recommend and discuss American history resources and best practices;
- a "Ask the Historian" component that allow participants to maintain communication with the project's guest historians;
- and a featured book site that draws attention to new and notable books relating to American history.

Additionally, OET will develop a project website that features schedules; online applications; deadlines; reading assignments; American history research lessons; metacognitive tools that support historical thinking; and pre and post student work samples that show changes in achievement levels resulting from research lessons and metacognitive tools.

The web and other electronic means will be used for sharing information and projects throughout the project. We look forward to taking this opportunity to utilize the web to share your project's successes globally and to model for the participants best practices in using the web to extend the project's reach in ways they could use in their own classrooms.

Sincerely,

Joseph Kempista, Director  
Office of Educational Technology

AN EQUAL OPPORTUNITY UNIVERSITY

# THE GILDER LEHRMAN INSTITUTE of AMERICAN HISTORY

## Memorandum of Understanding – Freedom Project Consortium

The Gilder Lehrman Institute of American History (GLI) is pleased to participate in this Teaching American History Grant application with **The Freedom Project Consortium**. This memorandum of understanding covers GLI participation from September 2010-August 2013, and will take effect only if and when **The Freedom Project Consortium** is awarded a Teaching American History Grant from the U.S. Department of Education to fund the project.

### Content & Scholars

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

### Partnership Services & Resources

**The Freedom Project Consortium** has chosen to partner with the Gilder Lehrman Institute for three years, at a minimum total remittance to GLI of \$22,500 in three annual amounts of \$7,500 (**Year 1: 2010-2011, Year 2: 2011-2012 and Year 3: 2012-2013**).

### School District Responsibilities

**The Freedom Project Consortium** will provide the following:

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

### Staff Development and Resources

<b>Year One (2010-2011)</b>	
<b>Three Half-Day Staff Development Workshops</b> GLI will work with The Freedom Project Consortium to plan three half-day historian talks for participants in the TAH cohort, focused on topics to be determined according to teacher needs. GLI will provide one expert historian for each workshop.	\$7,500
<b>Year Two (2011-2012)</b>	
<b>Three Half-Day Staff Development Workshops</b> GLI will work with The Freedom Project Consortium to plan three half-day historian talks for participants in the TAH cohort, focused on topics to be determined according to teacher needs. GLI will provide one expert historian for each workshop.	\$7,500
<b>Year Three (2012-2013)</b>	
<b>Three Half-Day Staff Development Workshops</b> GLI will work with The Freedom Project Consortium to plan three half-day historian talks for participants in the TAH cohort, focused on topics to be determined according to teacher needs. GLI will provide one expert historian for each workshop.	\$7,500
<b>Total Years One – Three (2010-2013)</b>	<b>\$22,500</b>

### Conclusion

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

\_\_\_\_\_  
The Freedom Project Consortium

\_\_\_\_\_  
Date



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

\_\_\_\_\_  
March 17, 2010

\_\_\_\_\_  
Date

505 Market Street  
Wilmington, Delaware 19801

Ph: 302-655-7161  
Fax: 302-655-7844

**Delaware**  
HISTORICAL SOCIETY

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

March 12, 2010

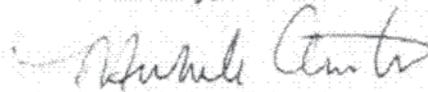
Dear Mr. Stein:

The Delaware Historical Society is pleased to offer its enthusiastic support for the FY2010 Teaching American History grant proposal entitled Project Freedom and looks forward to working with the Red Clay and Christina School Districts.

My colleagues have actively supported and participated in several Teaching American History grants in the role of museum partner by developing primary source packets with instructional ideas linked to each project topic. We have also led primary source document workshops at the project's professional development sessions, which include two workshops and one institute each year. Our holdings are available to the teachers to pursue their own research as well. We commit fully to the same services should the TAH Project Freedom grant be awarded. Collaboration between the Delaware Historical Society and local schools and historical agencies is now an established and valued practice. Our proximity to the partnering districts insures the building of strong relationships that are sustained over time.

With this new proposal you can be assured the Delaware Historical Society's staff members will make ourselves and our resources available for the various workshops and institutes associated with the project. The staff will be full partners and collaborators with teachers in Project Freedom. We will share the common goal of improving teachers' understanding of American history and will provide ongoing support for the teachers' instructional and curricular needs.

Sincerely,



Michele Anstine  
Chief Program Officer  
Delaware Historical Society

March 16, 2010

Dr. Francis J. O'Malley  
181 Graham Hall  
University of Delaware  
Newark, DE 19716-7380

Dear Dr. O'Malley:

The Center for Effective School Practices (CESP) is pleased to submit the attached proposal for consideration by the Teaching American History Grant Program. With this letter, CESP is committing to serve as external evaluator for the Teaching American History Grant project in the Red Clay and Christina School Districts, Delaware, as outlined in our proposal. The evaluation will be conducted from the award of the grant, approximately October 1, 2010, to the end of the grant, approximately September 2013. The evaluation will examine implementation of the project plan in terms of:

- 1) increased American history content knowledge of teachers;
- 2) changes in pedagogical practices of teachers;
- 3) increased American history content knowledge of students;
- 4) adequacy of efforts to achieve summative objectives; and
- 5) fidelity of implementation of the project.

Specific evaluation plans, including a calendar of activities, are described in our proposal.

The contact person for this evaluation is:

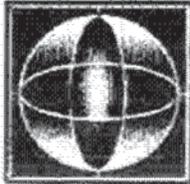
Philip E. Mackey, PhD, Research Scientist  
Center for Effective School Practices  
Rutgers University  
80 Cottontail Lane-Suite 410  
Somerset, NJ 08873  
732-564-9100  
732-564-9099 (fax)  
<http://cesp.rutgers.edu>

Thank you for your consideration of our proposal. I will be pleased to respond to any questions you may have.

Best regards,



Claudia Burzichelli  
Founder & Executive Director



## DELAWARE PUBLIC ARCHIVES

March 11, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

Delaware Public Archives (DPA) is pleased to offer its enthusiastic support for the FY2010 Teaching American History grant proposal entitled Project Freedom and looks forward to working with the Red Clay and Christina School Districts.

Delaware Public Archives has actively supported and participated in several TAH grants in the role of museum partner by developing primary source packets with instructional ideas linked to each topic covered in the project and by leading primary source document workshops at the project's professional development sessions. DPA commits fully to the same services should the TAH Project Freedom grant be awarded. Collaboration between Delaware Public Archives and local schools is now an established and valued practice. Our proximity to the partnering districts insures the building of strong relationships that are sustained over time.

With this new proposal you can be assured DPA's staff will make ourselves and our resources available for the various workshops and institutes associated with the project. The staff will be full partners and collaborators with teachers in Project Freedom. We will share the common goal of improving teachers' understanding of American history and will provide ongoing support for the teachers' instructional and curricular needs.

Sincerely,

Thomas M. Summers  
Manager, Outreach Services  
Delaware Public Archives



## DEPARTMENT OF EDUCATION

The Townsend Building  
401 Federal Street Suite 2  
Dover, Delaware 19901-3639  
DOE WEBSITE: <http://www.doe.k12.de.us>

Lillian M. Lowery, Ed.D.  
Secretary of Education  
Voice: (302) 735-4000  
FAX: (302) 739-4654

March 18, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

It gives me great pleasure to offer my enthusiastic support for the Red Clay and Christina School Districts' 2010 Teaching American History grant application entitled the Freedom Project. The Delaware Department of Education is working closely with both districts on the development and implementation of the Delaware Recommended Curriculum (DRC), which includes attention to American history in grades 4, 5, 8, and high school.

Red Clay and Christina have chosen their partners wisely, as the University of Delaware has been our most knowledgeable and reliable partner in the development and review of State Standards, Clarifications documents, the DRC, and the Delaware Comprehensive Assessment System. The Project Freedom partnership promises to ensure that the Red Clay and Christina School districts' American history program will feature deep content as well as tight alignment to Delaware's Standards.

The Delaware Department of Education looks forward to including the Project Freedom American history research lessons in the pool of resources that feed into the DRC. I pledge my support to the development of lessons that align to the Delaware standards and the project in general.

Please do not hesitate to contact me should you have any questions about my letter or support.

Sincerely,

Preston Shockley  
Education Associate, Social Studies



COLLEGE OF HUMAN SERVICES, EDUCATION & PUBLIC POLICY

SCHOOL OF EDUCATION

Willard Hall  
University of Delaware  
Newark, Delaware 19716-2022  
Ph: 302/831-2573  
Fax: 302/831-4110

March 15, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

The University of Delaware's School of Education is pleased to offer support for the Red Clay and Christina School Districts' 2010 Teaching American History grant application by offering a 3 graduate credit Teaching and Learning American History (TLAH) course annually should the application be awarded. This course would be tailored specifically for the Freedom Project. The TLAH course will build upon the content and assignments described in the proposal's Courses of Study, with additional readings and assignments to be determined by the course instructor.

We appreciate the opportunity to be included in this project.

Sincerely,

A handwritten signature in cursive script that reads "Gail S. Rys".

Gail S. Rys, Ph.D.  
Director of Graduate Programs  
School of Education

February 23, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to take the lead on the American Revolution: Securing Freedom institute planned for March of 2011.

My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive and I look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history.

Please do not hesitate to contact me should you have any questions.

Sincerely,



Carol Berkin  
Presidential Professor of History  
Baruch College & The Graduate Center, CUNY



COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF HISTORY

236 John Mearns Hall  
University of Delaware  
Newark, DE 19716-2547  
Tel: 302/831-2171  
Fax: 302/831-1638

February 23, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue SW, Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to take the lead on the Progressive Era Freedom summer institute planned for July, 2011.

I have had a good deal of experience in working with Teaching American History projects involving Delaware school districts and the University of Delaware, including serving as History Professional Development specialist on two grants. These experiences have been extremely positive; I look forward to participating in continued efforts to improve instruction and raise levels of student achievement in the area of American history. In addition, I will be happy to field content-related questions following the institute, as a means of providing support and professional collegiality to the participants.

Please do not hesitate to contact me should you have any questions about this letter or about my commitment to the proposal.

Sincerely yours,

  
Anne M. Boylan  
Professor of History

8 P

UNIVERSITY OF DELAWARE

Massachusetts Institute of Technology

HISTORY FACULTY

Building E51  
77 Massachusetts Avenue  
Cambridge, Massachusetts 02139-4307  
(617) 253-4965  
FAX: (617) 253-9406  
URI: <http://web.mit.edu/history/teawaf/>

March 17 2010

Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue SW Room 4W206  
Washington DC 20202

Dear Mr. Stein:

Fran O'Malley of the University of Delaware Center for Teacher Education has invited me to serve as a guest historian for the Freedom Project in Delaware that is currently under proposal with the Teaching American History program for FY2010. The proposed project is ambitious, exciting, and an outstanding way to engage K-12 teachers in the richness of the American past, and I am delighted to join.

Specifically, I have been asked to take the lead on the World War I and the Crisis of Freedom institute planned for March of 2012. This workshop will give me an opportunity to draw on my research in the World War I era and my past experience as a K-12 teacher to explore a crucial period in U.S. history.

My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive and I look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history. I'm particularly excited about the idea of continuing our conversations after the end of the workshop by fielding content-related questions, building on my experience working with online workshops for secondary educators.

If you have any questions, please contact me at (617) 452-4960 or by email at [capozzola@mit.edu](mailto:capozzola@mit.edu).

Sincerely,



Christopher Capozzola  
Associate Professor of History

## Program in American Culture



Mar. 15, 2009

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to provide American history content knowledge at the Freedom Movement weekend workshop planned for February of 2013.

My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive and I look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history.

Please do not hesitate to contact me should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Matthew Countryman', written over a horizontal line.

Matthew Countryman  
Associate Professor of History and American Culture



DEPARTMENT OF HISTORY

610-328-8133  
FAX 610-328-8171

February 23, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to take the lead on the Reform institute planned for March of 2013. I also agree to field content-related questions following the workshop as an additional support for it's participants.

I have had a very positive experience working with Teaching American History projects involving Delaware school districts and the University of Delaware in the past, and I look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history.

Please do not hesitate to contact me should you have any questions.

Sincerely,

Dr. Bruce Dorsey  
Professor and Chair  
Department of History



# HOFSTRA UNIVERSITY.

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Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

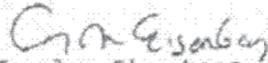
I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to take the lead on the Cold War institute planned for November of 2012.

My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive and I look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history.

I also agree to field content related questions following the workshop as an additional support for participants.

Please do not hesitate to contact me should you have any questions.

Sincerely,

  
Carolyn Eisenberg  
Professor of History,  
Hofstra University

COLUMBIA UNIVERSITY  
IN THE CITY OF NEW YORK

DEPARTMENT OF HISTORY

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

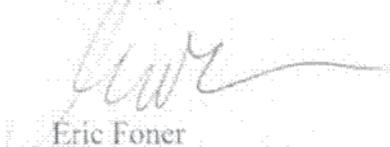
Dear Mr. Stein:

I write to express my intent to present an overview of the theme of freedom in United States history for the proposed Teaching American History program's FY2010 Freedom Project in Delaware in September of 2010.

As one who has taken part in numerous Teaching American History programs over the years, I am an enthusiastic supporter of these projects, which promote better teaching of American history by bringing to teachers the fruits of the most up-to-date scholarship. Certainly, the idea of freedom and how it has changed over the course of American history is a central theme in our past and one to which I have devoted a good deal of attention in my career. I look forward to sharing my insights with these teachers.

Please do not hesitate to contact me should you have any questions.

Sincerely



Eric Foner  
DeWitt Clinton Professor of History

# The New York Public Library

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Fifth Avenue and 42nd Street, New York, New York 10018-2788 • www.nypl.org

*The Dorothy and Lewis B. Cullman Center for Scholars and Writers*

phone: (212) 930-0088 fax (212) 930-0040

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

February 23, 2010

Dear Mr. Stein:

I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. I have been asked to take the lead on the Jefferson's Empire of Liberty institute planned for November of 2011, and am delighted to accept.

My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive: the students were extremely enthusiastic and engaged, and the organizers both committed and dynamic—indeed, I came away having learned some useful pedagogical lessons to apply to my own teaching!

I view this sort of project as among the most useful part of my own work, and am delighted to be able to participate in disseminating cutting-edge historical research to elementary and high school teachers. I very much look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history.

Please do not hesitate to contact me should you have any questions.

Sincerely yours,



Francois Furstenberg  
J.W. McConnell Family Foundation Chair in  
American Studies, Université de Montréal;  
Gilder-Lehrman Fellow, Cullman Center for  
Scholars and Writers at the New York  
Public Library, 2009-2010



COLLEGE OF EDUCATION & PUBLIC POLICY

SCHOOL OF EDUCATION

Willard Hall  
University of Delaware  
Newark, Delaware 19716-2922  
PH: 302/831-2573  
Fax: 302/831-4110  
www.udel.edu/education

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I write to express my intent to serve as a guest presenter on the topic of lesson study for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Should the grant be awarded, this presentation will take place at the project's orientation meeting in the Fall of 2010.

I became intrigued with the potential of lesson study as a professional development process when I and Jim Stigler investigated the teaching practices of several higher achieving countries as part of the Third International Mathematics and Science Study (TIMSS). It became clear that U.S. educators had as much to learn about *how* teachers developed their expertise as about the kind of expertise they displayed. I'm pleased to support this project by providing participants with several personal insights into the power of teachers working together, studying the details of their own teaching, as path toward improved classroom practices.

Please do not hesitate to contact me should you have any questions.

Sincerely,

James Hiebert  
Robert J. Barkley Professor

AN EQUAL OPPORTUNITY UNIVERSITY



# Hagley MUSEUM AND LIBRARY

March 8, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to take the lead on the Gilded Age: Yearning to Breathe Free institute planned for March of 2011.

My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive and I look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history.

Please do not hesitate to contact me should you have any questions.

Sincerely,

Dr. Roger Horowitz  
Associate Director  
Center for the History of Business, Technology, and Society  
Hagley Museum and Library  
PO Box 3630  
Wilmington DE 19807  
rh@udel.edu

History Department  
2083 Lawrenceville Road  
Lawrenceville, NJ 08648-3099



Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

February 23, 2010

Dear Mr. Stein:

I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to take the lead on the Colonial America: The Birth of Freedom institute planned for November of 2010.

My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive and I look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history.

I also agree to field content related questions following the workshop as an additional support for participants. Please do not hesitate to contact me should you have any questions.

Sincerely,

Dr. Brooke Hunter

Associate Professor  
History Department  
609-896-5378  
bhunter@rider.edu

34



COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF HISTORY

216 John Manton Hall  
University of Delaware  
Newark, DE 19716-2547  
Ph: 302/831-2374  
Fax: 302/831-1538

24 February 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I am writing to express my willingness to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to take the lead in the following three institutes:

- "Reconstruction" (November, 2010);
- "The Age of Jackson: Federal Power" (March, 2012);
- "A House Divided: Slavery in a Land of Freedom" (November, 2012).

I would also be glad to field content-related questions following the workshops as an additional support for the participants.

My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive, and I look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Peter Kolchin  
Henry Clay Reed Professor of History



HARVARD UNIVERSITY

WARREN CENTER FOR STUDIES IN AMERICAN HISTORY

Executive Director, 2010-2011

100 Divinity Avenue, Cambridge, MA 02138

617-495-6200 • Fax: 617-495-6201

www.warrencenter.org

3/15/10

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to provide American history content knowledge at the Freedom's Boundaries: At Home and Abroad weekend workshop planned for October of 2011.

My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive and I look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history.

Please do not hesitate to contact me should you have any questions.

Sincerely,

Paul A. Kramer  
Department of History  
Vanderbilt University  
Fellow, Warren Center, Harvard University

# UMBC

AN HONORS UNIVERSITY IN MARYLAND

Department of History  
University of Maryland, Baltimore County  
1000 Hilltop Circle  
Baltimore Maryland, 21250

PHONE: 410-455-2312  
FAX: 410-455-1045  
VOICE/TTY: 410-455-3233  
<http://www.umbc.edu/history/>

February 23, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

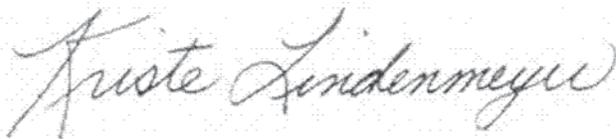
Dear Mr. Stein:

I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to take the lead on the Westward Expansion institute planned for July of 2012.

My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive and I look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history.

Please do not hesitate to contact me should you have any questions.

Sincerely,



Prof. Kriste Lindenmeyer, Chair  
Department of History



COLLEGE OF ARTS AND SCIENCE

DEPARTMENT OF HISTORY

236 John Storer Hall  
University of Delaware  
Newark, DE 19716-2541  
Ph: 302/833-2571  
Fax: 302/833-1538

February 16, 2010

TO: Fran O'Malley, Director  
University of Delaware  
Delaware Social Studies Education Project  
Delaware Center for Teacher Education

FROM: Cathy Matson, Professor  
University of Delaware  
History Department

Dear Fran,

I am delighted that you will be applying for a Teach American History Grant for the Summer of 2011, and honored that you have asked me to participate in such an important workshop topic as the history of American freedom. I accept your invitation to contribute on the topic of freedom in the early nation and the founding years of the republic, and I look forward to working with you and your team in shaping a valuable experience for Delaware's school districts.

Sincerely,

  
Cathy Matson, Professor of History

THE UNIVERSITY OF  
**ALABAMA**  
ARTS & SCIENCES

February 23, 2010

Mr. Alex Stein  
Teaching American History Grant Program United States Department of  
Education 400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to take the lead on the Civil War: A New Birth of Freedom institute planned for July of 2013. I also agree to field content related questions following the workshop as an additional support for participants.

My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive and I look forward to continuing our efforts to improve instruction and raise levels of student achievement in the area of American history. This is important work, and the good people at the University Delaware do a great job and are a joy to work with.

Please do not hesitate to contact me should you have any questions.

Sincerely,



Dr. George C. Rable  
Charles Summersell Chair  
in Southern History





# Penn Arts & Sciences

Department of History  
208 College Hall  
Philadelphia, PA 19104-6379  
Tel. 215.898.0293 Fax 215.573.2089  
e-mail: [tsugrue@sas.upenn.edu](mailto:tsugrue@sas.upenn.edu)  
<http://www.history.upenn.edu/faculty/sugrue.shtml>

**Thomas J. Sugrue**  
*David Boies Professor of History and  
Professor of Sociology*

February 23, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I write to express my intent to serve as a guest historian for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. Specifically, I have been asked to take the lead on the Contemporary Freedom institute planned for July 2013. In addition, I am committed to fielding content-related questions online from institute participants after the workshop is complete.

I am enthusiastic about Delaware's proposal. My experience working with Teaching American History projects involving Delaware school districts and the University of Delaware has been very positive. Their program is exceptionally well-run and introduces teachers to some of the most important themes in American history. I look forward to continuing to support Delaware's efforts to improve instruction and raise levels of student achievement in the area of American history.

Please do not hesitate to contact me should you have any questions.

Yours sincerely,

Thomas J. Sugrue

March 8, 2010

Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I write to express my intent to serve as a guest presenter on the topic of historical thinking for the proposed Teaching American History program's FY2010 Freedom Project in Delaware. If this grant is awarded, I will deliver 3 workshops: one in June of 2011, one in September of 2012 and 2013. My focus will be on historical thinking with attention to student preconceptions and misconceptions and ways of teaching history through, around, with, and over them.

Yours,



Bruce VanSledright  
University of Maryland



Mr. Alex Stein  
Teaching American History Grant Program  
United States Department of Education  
400 Maryland Avenue, SW  
Room 4W206  
Washington, DC 20202

Dear Mr. Stein:

I write to express my intent to serve as a guest presenter on the topic of historical thinking and new forms of assessing historical thinking for the proposed Teaching American History program's FY2010 Freedom Project in Delaware.

I have already worked with the Delaware program, and found it to be one of the best structured and thorough of the programs with which I am familiar.

Please do not hesitate to contact me should you have any questions.

Sincerely,

Sincerely,

A handwritten signature in black ink, appearing to read "Sam Wineburg".

Sam Wineburg  
Professor of Education  
Professor of History (By Courtesy)  
Director, Stanford History Education Group

# Appendix 4

## Sample History Preconceptions

#### **Appendix 4**

### **Historical Thinking: Disciplinary Preconceptions (and Misconceptions)**

- Eyewitnesses tell us truthfully what happened.
- Knowing about the past depends on eyewitness reports. “We can’t know about the past because we weren’t there.”
- There is a “given past”
- Change automatically involves progress– leads to a condescending view of those who lived in the past...a “deficit past.” People in the past were not as smart as we are.
- Causes are always special events. If a special event did not happen, nothing happened.
- Causes are discrete entities, acting independently of one another.
- History is just known. The question of how we know about the past does not enter novice minds.
- Students count sources to decide what to believe – the majority wins.
- Once bias is detected in a source, it is rendered useless and jettisoned.
- The reliability of a source is a fixed property. It is always reliable under all circumstances.
- Secondary sources are less reliable than primary sources.
- Accounts of the past written well after an event are always less reliable – an idea generalized from primary sources to evidence based accounts pieced together by historians.
- Any source that dates back to the time of an event is a primary source.
- What makes a “true story” is that all the component singular factual statements within the story are true.
- It is impossible to choose between conflicting accounts. One opinion/interpretation is just as good as another.
- A true account is a copy of the past.
- Different or conflicting stories of the past arise when historians make mistakes; or when part of the story has not yet been found; or when people deliberately distort the truth.
- There is “one best story.”
- You need to be able to see for yourself. If you weren’t there to see for yourself, then you need access to someone who was.
- Contact could be maintained with the eyewitness by means of knowledge handed down through generations.
- If a person is “from the time,” this automatically means that he or she was in a position to know.
- Historical data is to be taken at face value.
- Modern ways of thinking can be used to explain why people in the past acted as they did.

Sources: Donovan & Bransford (2005); Lee & Ashby (2000); Seixas, (1996); Stearns, Seixas, Wineburg (2000); VanSledright (2002); vonHeyking (2004); Wineburg (2001).

# Appendix 5

## Sample History Metacognitive Tools

**Appendix 5**  
**Sample Reflection Tools**  
**Reading Historically**

Directions: Place a check in the box that describes how often you did each of the things listed in the left hand column.

	Not Much	A Little	Most of Time	Always
I asked questions of (interrogated) the text				
I looked for causes				
I looked for information about the author				
I formed mental pictures				
I asked myself what other interpretations there might be				
I looked for changes over time				
I compared this reading to what I already knew about the topic				
I raised questions that were not addressed in the reading				
I determined the author's point of view				

**Sample Reflection Tool 2**  
**Historical Thinking: Visual Evidence**

Directions: Place a check in the box that describes how often you did each of the things listed in the left hand column.

	Not Much	A Little	Most of Time	Always
I tried to figure out <b>who</b> created the image.				
I thought about the <b>biases</b> of the person who created the image.				
I tried to infer the <b>point of view</b> of the person who created the image.				
I tried to figure out <b>when</b> the image was created.				
I looked for things that seemed <b>similar</b> to what I read in <i>documents</i> .				
I looked for things that seemed <b>different</b> from what I read in <i>documents</i> .				
I <b>compared &amp; contrasted</b> the <i>visuals</i> to determine how they were similar or different.				
I thought about which visuals seemed <b>accurate</b> and which seemed <b>inaccurate</b> .				

**Sample Reflection Tool 3**  
**Anticipation/Response Guide**

Directions: in the left-hand column labeled *Answer Before Instruction*, place the letter "A" next to any statement with which you agree. Do not write in the right hand columns until your teacher tells you to.

Pre	Topic: History	Post
<b>Answer before instruction.</b>		<b>Response after Lesson.</b>
	History is the study of facts about the past.	
	History textbooks have the correct answers to questions that people may ask about the past.	
	If there are differences between what one history textbook says and what another history textbook says, one of the textbooks is wrong.	
	It does not matter who writes a history book as long as the author is a historian.	
	We know what happened long ago because of what eyewitnesses tell us happened.	
	Primary sources tell us what actually happened in the past.	

# Appendix 6

## Sample Project Rubric

**Appendix 6**  
**Sample Freedom Project Rubric: Research Lessons.**

Construct	Scoring Tool		
<b>Historical Content</b>	<b>1</b> Content appears incomprehensible or substantially inaccurate.	<b>2</b> The unit embodies and offers the prospect of conveying accurate, and coherent content knowledge.	<b>3</b> The unit embodies and offers the prospect of conveying deep, accurate, and coherent content knowledge.
<p><i>Guiding Question:</i> To what extent does the lesson embody and offer the prospect of conveying deep, accurate, and coherent content knowledge in the scope of American history covered during the workshops and summer institute?</p> <p>Feedback:</p>			
<b>Benchmarks (“standards”) Addressed</b>	<b>1</b> The unit either does not address or align with the expectations embedded within the targeted Delaware history benchmark.	<b>2</b> The unit partially addresses or aligns with the expectations embedded within the targeted Delaware history benchmark.	<b>3</b> The unit thoroughly addresses or aligns with the expectations embedded within targeted Delaware history benchmark.
<p><i>Guiding Question:</i> To what extent does the lesson address and align with the Delaware history benchmarks that have been developed for the targeted grade cluster?</p> <p>Feedback:</p>			
<b>Methods</b>	<b>1</b> Methods are unrelated to the goals of the unit or are inappropriate for students.	<b>2</b> Methods are aligned with the goals and are appropriate to the students.	<b>3</b> Methods, activities, or materials are aligned with the goals and are likely to generate enduring understandings through a process of active and engaging construction.
<p><i>Guiding Question:</i> To what extent do the methods featured in the lesson offer the prospect of promoting an active and engaging construction of enduring understandings?</p> <p>Feedback:</p>			
<b>Preconceptions</b>	<b>1</b> Lesson fails to address an American history preconception.	<b>2</b> Lesson identifies a preconception but fails to address it effectively.	<b>3</b> Lesson identifies and effectively addresses an American history preconception.
<p><i>Guiding Question:</i> To what extent does the lesson address one or more American history preconceptions?</p> <p>Feedback:</p>			

# Appendix 7

## Abbreviated Resumes of Project Staff

## Appendix 7 Abbreviated Staff Resumes

### Francis J. O'Malley

University of Delaware  
Newark, DE 19716

- Present Employment**
- Director, Delaware Social Studies Education Project, Delaware Center for Teacher Education, University of Delaware.
  - Curriculum Specialist, Democracy Project; Institute for Public Administration – University of Delaware.
- Employment History**
- US History Teacher/Coordinator, Talley Middle School (1991-2001)
  - Padua Academy – 1979-1991 US History Teacher/Chair.
- Education**
- Currently pursuing an EdD in Curriculum and Instruction at the University of Delaware. Concentration: historical thinking.
  - Master's of Instruction Degree: Constitutional Studies under a James Madison Fellowship, University of Delaware (2000).
  - B.S. Saint Joseph's University, 1977.
- Sample Awards, Honors, Recognitions**
- 2008 Middle States Council for the Social Studies Award of for service and dedication to advancing social studies education in the Middle States region. February 29, 2008.
  - 2008 We the People/Lewis Huffman Civics Education Award for the State of Delaware for dedicated service to civics education.
  - President's Award. Middle States Council for the Social Studies.
  - 2003 Nominee, University of Delaware Excellence in Teaching Award.
  - 1997 Delaware State Teacher of the Year.
  - 1997 "Order of Excellence" Recognition (Delaware State Board of Education).
  - 1995 Delaware History Teacher of the Year (University of Delaware's Department of History).
  - 1995 James Madison Fellowship (National Award, \$24,000 for Graduate Studies Related to the Constitution).
  - 1993 Fullbright Summer Fellowship for Study in China.
  - 1991 Harry J. Carman Gold Medal Award for "Outstanding Achievement in Social Studies Research, Teaching and Other Recent Professional Excellence" (Middle States Council for the Social Studies).
  - 1988 Delaware Teacher-Historian (Delaware Council for the Social Studies).
- Grant Work**
- 2002 Teaching American History Grant with Christina & Milford School Districts. \$947,547. Workshop director.
  - 2004 Teaching American History "ReadHistory" Grant with Indian River and Red Clay School Districts. \$942,277. Workshop director, instructional specialist, internal evaluator.

- 2005 Teaching American History "Historical Literacy Project I" Grant with Colonial and Brandywine School Districts. \$991,113. Project director, instructional specialist.
- 2008 Teaching American History Grant "Historical Literacy Project I" Grant with Caesar Rodney, Appoquinimink, Lake Forest, Smyrna, and Woodbridge School Districts. Project Director, instructional specialist. \$988,196
- Teacher Quality Enhancement Grant. United States Department of Education. Social Studies Coordinator.

**Major Fellowships/  
Institutes**

- 1995 James Madison Fellowship.
- 1994 U.C.L.A Summer Institute (National Endowment for the Humanities) "The United States Constitution: American Political Ideas and Their Historical Context."
- 1993 Fulbright-Hays Summer Seminar Abroad (China, Hong Kong and Taiwan) "China: Transformation and Change."
- 1989 Monticello-Stratford Hall Summer Seminar (University of Virginia) "Leadership in Revolutionary Virginia."
- 1988 NEH Summer Constitution Institute (Catholic University).
- 1987 and 1990 Wake Forest University's "Special Projects in Citizenship Education" Summer Institutes.

**Professional Organizations  
and Activities**

- Delaware 150th Civil War Commemoration Planning Committee (2010).
- Chair, Education Development Committee – Kalmar Nyckel Foundation. 2009-present.
- Advisory Committee, Delaware Department of Education's Recommended Curriculum & Delaware Comprehensive Assessment System. 2009-present.
- Advisory Board, United States Department of Education Teacher Quality Enhancement Grant Project. University of Delaware. 2006-Present.
- Design Team, Delaware Department of Education Recommended State Curriculum Committee. 2004
- Proposal Evaluation Committee. "Social Studies: The Heart of the Curriculum." 2005 National Council for the Social Studies Annual Conference. Kansas City.
- Delaware Council for the Social Studies, President (2000-2004).
- Social Studies Coalition of Delaware, Co-Founder & Executive Secretary (Present).
- Selection Committee, Delaware State Teacher of the Year Program.
- Application Selection Committee, James Madison Memorial Fellowship Foundation (1999-2000).
- Review Panel for National Civics Standards (1994).
- Delaware Curriculum Frameworks Commission for Social Studies Standards (1991-1995). Developed Delaware history standards
- Executive Board for National History Day (1993-94).

# PHILIP E. MACKEY

(b)(6)

## EDUCATION

B.A. in Psychology, University of Pennsylvania  
Ph.D. in American History, University of Pennsylvania

## PROFESSIONAL EXPERIENCE

1987 - Present. **Consultant to non-profit organizations, governmental agencies, corporations and school districts.** Consulting areas: research, evaluation, grant writing, writing, editing. Clients include U.S. Department of Education Regional Educational Laboratory Mid-Atlantic; New Jersey Department of Education; Rutgers Center for Effective School Practices; Liberty Science Center; The Business Roundtable; New Jersey State Chamber of Commerce; Pennsylvania Partnerships for Children; Robert Wood Johnson Foundation; Geraldine R. Dodge Foundation; Princeton Area Community Foundation; Merck Institute for Science Education; Association for Children of New Jersey; New Jersey Mathematics Coalition; New Jersey State Systemic Initiative for Mathematics and Science; Education Law Center; Public Education Institute; Network for Family Life Education; New Jersey Performance Assessment Alliance; Rutgers Center for Historical Analysis; Rutgers University Program in Middle Eastern Studies; Rutgers Center for Policy Research in Education; Rutgers Center for Mathematics, Science, and Computer Education; the Rutgers Latin American Program; Rutgers Institute on Education Law and Policy; Stevens Institute of Technology; and many school districts.

### Selected accomplishments:

- In 1995-2010, helped raise over 30 million dollars for K-12 education-related organizations
- Led U.S. Department of Education Regional Educational Laboratory studies of curriculum and dropout prevention in Mid-Atlantic states, 2009-10
- Played leading role in Rutgers Center for Policy Research in Education study of resource allocation in New Jersey schools, 2008-09
- Managed court-ordered assessment of Abbott district professional development activities and practices for the New Jersey Department of Education, 2007
- Led six-month research project to identify best practices of New Jersey schools for the National Center for Educational Accountability, 2006
- Analyzed input and outcome data to identify highest performing New Jersey schools for

New Jersey Chamber of Commerce's annual Benchmark Schools Awards, 2005-2008

- Conducted major evaluations of the Geraldine R. Dodge Foundation's Principals' Center for the Garden State and Frontiers of Veterinary Medicine programs
- Wrote:

*New Jersey's Public Schools: A Biennial Report to the People of New Jersey* (2006, 2004, 2002, 2000), four editions of a book published by the Rutgers Center for Effective School Practices

"Foundations," article in *World Book Encyclopedia*, 1999

*Are We Measuring Up? A Baseline Report on Trends in New Jersey Mathematics Education* (1997), a report to the public and policymakers from the New Jersey Mathematics Coalition (new edition in progress)

*Your Public Schools: What You Can Do To Help Them* (1993), a guide to citizen involvement in education (co-author: Barbara Hansen)

*The Condition of Education in New Jersey* (1992), a guide for policy-makers and citizens interested in understanding and reforming public schools

*The Givers Guide: Making Your Charity Dollars Count* (1990), chosen by *Library Journal* as one of top reference works of the year

1979 - 1987. **Director of Management Information/Senior Staff Researcher, New Jersey School Boards Association.** Duties: recruiting, training, supervising and evaluating staff of 14; preparing and administering annual budget of \$2.5 million; providing policy, information and computer services to the association and the 600 school districts it serves.

1977 - 1979. **Assistant Director of Governmental Relations, New Jersey School Boards Association.** Duties: planning and carrying out lobbying activities aimed at state and federal legislatures and administrative agencies; planning and developing computerized system to track legislation and lobbying activities.

## PUBLICATIONS

Fourteen books and over 25 articles on education, American history, sociology, and charitable giving. Complete list available upon request.

## Condensed Resume

NAME:  
HOME ADDRESS:

(b)(6)

BUSINESS ADDRESS:

College of Human Services, Education and Public Policy  
Delaware Center for Teacher Education  
University of Delaware  
Newark, Delaware 19716  
Phone: (302) 831-1657

### EDUCATIONAL EXPERIENCES

<u>Degree</u>	<u>Place</u>	<u>Graduation</u>
Ph.D. in Curriculum and Instruction/Early Childhood Education	Southern Illinois University Carbondale, Illinois	June 1972
M.S. in Early Childhood Education	Southern Illinois University Carbondale, Illinois	June 1970
B.S. in El. Ed. with Kindergarten	Bemidji State University Bemidji, Minnesota	December 1967

### PROFESSIONAL EXPERIENCES

<u>Title</u>	<u>Place</u>	<u>Duties</u>	<u>Date</u>
Hammonds Professor in Teacher Education and Director, Delaware Center for Teacher Education	School of Education College of Human Services, Education and Public Policy University of Delaware Newark, Delaware	Teaching: Emergent Literacy; Writing in Elementary and Middle Schools Co-Director: Delaware Writing Project	1996 -
Associate Professor			1977-1996
Assistant Professor			1972-1977
Instructor	Dept. of Elementary Ed. Southern Illinois University Carbondale, Illinois	Teaching: Elementary School Methods Parent Involvement Children's Literature	1971 - 1972

## GRANTS

The Discourse of Science: Integrating Literacy and Science Instruction.  
Dwight D. Eisenhower Professional Development Program Title II.  
Funded: 1996 - 2002 (\$61,522).

Delaware Writing Project. National Writing Project.  
Funded: Since 2001 (\$20,000-\$53,000/annually)

Engage for Success. U.S. Department of Education.  
Funded: 2002-2007 (\$1,469,252)

Teacher Quality Enhancement Grant. U.S. Department of Education.  
Funded: 2004-2009 (\$1,997,000)

Early Reading First Grant. U.S. Department of Education.  
Funded: 2005-2008 (\$3,300,655); 2007-2010 (\$3,621,606); 2009-2012 (\$3,674,921)

Teachers for a Competitive Tomorrow. U.S. Department of Education  
Funded: 2008-2013 (\$941,824)

## ELECTED POSITIONS

President, Delaware Association for the Education of Young Children, 1977-1978.  
President, Delaware Association for Childhood Education, 1982-1984.  
Secretary, University Faculty Senate, 1986-1987.  
Vice-President, University Faculty Senate, 1987-1988.  
Member of Executive Board, Association for Childhood Education International, 1987-1990.  
President-elect, Association for Childhood Education International, 1992-1993.  
President, Association for Childhood Education International, 1993-1995.  
Past President, Association for Childhood Education International, 1995-1996.  
President, Literacy Development of Young Children Special Interest Group,  
International Reading Association, 2001-2002

## AWARDS

Excellence in Undergraduate Teaching Award, College of Education, 1975.  
University Excellence-in-Teaching Award, 1985.  
College of Education Distinguished Faculty Award, 1991.  
Order of Excellence Award, Delaware State Board of Education, June 8, 1995.  
Merit Award, Delaware State Superintendent, June 8, 1995.  
Ratledge Award, University of Delaware, November 14, 2005.  
Chaired Professorship, 2001-

## PUBLICATIONS

### Books

Vukelich, C., Christie, J., & Enz, B. (2009 2nd Ed.). *Helping young children learn language and literacy*. Boston, MA: Allyn & Bacon.

Christie, J. F., Enz, B., & Vukelich, C. (2010, 4<sup>th</sup> Ed.). *Teaching language and literacy: Preschool through the elementary grades*. Reading, MA: Addison Wesley/Longman Publishing Company.

Vukelich, C. & Christie J. (2009, 2<sup>nd</sup> Ed.). *Building a foundation for preschool literacy: Effective instruction for children's reading and writing development*. Newark, DE; International Reading Association.

Justice, L.M. & Vukelich, C. (Eds.). (2008). *Achieving EXCELLENCE in Preschool Literacy Instruction*. New York: The Guilford Press.

## Joseph H. Kempista Jr.

113 Pearson Hall, University of Delaware  
Newark, Delaware 19716  
Phone (302) 831-8162  
kempista@udel.edu

### **CURRENT POSITIONS:**

Director, Office of Educational Technology, University of Delaware  
President, Elany Arts Inc., Wilmington, Delaware

### **EMPLOYMENT**

Director, Office of Educational Technology  
University of Delaware, Newark, DE (May 2009 – Present)  
Manage and support the IT infrastructure for the College of Education and Public Policy at the University of Delaware. Design, develop, and maintain multiple websites for education and community based projects. Teach workshops on effective uses of technology, web design, and social media.

President / Chief Production Officer,  
Elany Arts Inc., Wilmington, DE (Aug. 2001 – Present)  
President and creative account director of graphic design and iPhone Application agency. Coordinate and oversee a group of freelance web artists to deliver high quality print and web graphic design work to corporate clients. As well as oversee iPhone Application development projects for paid download through the iTunes App store.

Web Designer, Office of Educational Technology  
University of Delaware, Newark, DE (March 2003 – May 2009)  
Design, develop, and maintain multiple websites for education and community based projects. Teach workshops on effective uses of technology and web design.

Technology Lead Teacher,  
Mount Pleasant Elementary School, Wilm., DE (Aug. 1999 - Aug. 2002)  
Management of grant related responsibilities and goals including: website upkeep, library and computer lab scheduling, and computer lab classroom instruction. Planned and instituted onsite staff development in technology. Collaborated with the lab coordinator, librarian, and ITL to provide instructional technology for the school. Core supervisor over hardware, software, and network issues along with general server maintenance. Coordinated building level planning, implementation, and staff development of curriculum integration of technology consistent with district and state direction. Liaison to district office instructional personnel in order to foster program development among all of the district's schools.

Middle School Math Teacher,  
Caesar Rodney Junior High School, Dover, DE (Sept. 1997 - Aug. 1999)  
Developed, prepared, and implemented creative lessons. Taught various methods of math and instructed students on individual and group levels while incorporating the use of technology in several units. Worked with a middle school team of teachers developing interdisciplinary lessons. Organized and facilitated a school-wide math competition and administered delegation of some responsibilities to various faculty members.

### **EDUCATION**

Bachelor of Science in Education,  
Elementary and Middle School Math,  
University of Delaware (May 1997)

Certifications: Standard Elementary Teacher 1-8 Certificate  
and a Middle-Level Math Certificate (Sept. 1997)

# Appendix 8

## Testimonials

## Appendix 8 Testimonials

“Throughout the course of my career, I have participated in many terrific teacher workshops or classes and I can honestly state that the University of Delaware's Teaching American History program was the best professional experience that I have had. My content knowledge was expanded through the use of historians who were experts in their fields. I learned literacy methods which I was able to incorporate with the State Standards in my classroom. Even as I veteran teacher, I learned some excellent teaching methodology. Finally, my students have benefitted not only from my improved lessons but through the teaching resources as well. This was a terrific experience and I count myself lucky to have participated in it.”

*Jeanmarie Leonard  
Brandywine High School*

“The Teaching American History grant program has been the most beneficial professional development program that I have ever been involved in. The historians, resources, and lesson ideas I have been exposed to throughout this program have had a significant impact on my teaching. My content knowledge has been expanded more than I could ever have imagined. I was able to "teach" the content before but now I feel like I can really connect to the content and develop more meaningful lessons and activities for my students. As a result, their understanding of history has truly been expanded.”

*Melissa Stillwell  
Townsend Elementary School*

“I participated in the University of Delaware's Teaching American History project last year [2008-2009]. It was a phenomenal experience. I learned history in a thorough manner from multiple perspectives using primary resources. I had never learned history in this manner before. I finally understood how to teach my students to become historians not just fact memorizers.”

*Andrea Rashbaum  
Oliver B. Loss Elementary School*

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Budget Narrative - Freedom Project** Pages: **0** Uploaded File: **Budget Narrative - Freedom Project.doc**

## BUDGET NARRATIVE

The Red Clay Consolidated School District, the applicant LEA for this grant, in partnership with the Christina School District has requested the assistance of the University of Delaware in the financial administration of this grant.

### Overall Project Leadership Costs

1. *Project Director* (Francis O'Malley, Delaware Social Studies Education Project Director). Administers the professional development programs in the grant including workshops, institutes, and professional learning communities. Serves as a content and teaching strategy expert for the workshops & institutes and works with the external evaluator to facilitate evaluation activities. Supervises records analyst/administrative assistant and prepares project reports. ((b) salary supplement)

	Stipend	Fringe Benefits (32.3%)
Year One:	\$14,353	\$ 4,636
Year Two:	\$14,784	\$ 4,775
Year Three:	<u>\$15,228</u>	<u>\$ 4,919</u>
Total cost for three years:	\$44,365	\$14,330

2. *Budget Director* (Carol Vukelich, Delaware Center for Teacher Education Director). Administers the budget. Supervises the Workshop/Seminar Director. Oversees grant implementation. Supervises, with Project Director, the Records Analyst/Administrative Assistant ((b) salary supplement)

	Stipend	Fringe Benefits (32.3%)
Year One:	\$ 7,775	\$ 2,511
Year Two:	\$ 8,009	\$ 2,587
Year Three:	<u>\$ 8,249</u>	<u>\$ 2,664</u>
Total cost for three years:	\$24,033	\$ 7,762

3. The *Records Analyst/Administrative Assistant* will maintain the grant's financial records and provide general secretarial support for the project staff. Assists with all workshops, seminars, PLC meetings, and Summer Institutes (25% position).

	Salary	Fringe Benefits (50.6%)
Year One:	\$ 8,202	\$ 4,150
Year Two:	\$ 8,448	\$ 4,275
Year Three:	<u>\$ 8,701</u>	<u>\$ 4,403</u>
Total cost for three years:	\$25,351	\$12,828

4. *Technology Support [Joe Kempista]*. Office of Educational Technology develops and maintains website. Provides teachers and instructors with technical assistance. ((b) salary)

	Salary	Fringe Benefits (32.3%)
Year One:	\$ 9,466	\$ 3,058
Year Two:	\$ 9,750	\$ 3,149
Year Three:	<u>\$10,043</u>	<u>\$ 3,244</u>
Total cost for three years:	\$29,252	\$ 9,451

5. *Independent Evaluator.* (Center for Effective School Practices): External evaluation of project (see Evaluation Plan in Project Narrative). Submits report on September 15 of each year. Evaluation services include instrument development, data collection & analysis; travel; supplies & equipment. Detailed scope of services below.

Year One:	\$20,835
Year Two:	\$13,913
Year Three:	<u>\$17,252</u>
Total cost for three years:	\$52,000

6. Travel expenses for 2 staff members to attend/present the Teaching American History conference. Required expenditure – must be built into proposals.

Year One:	\$ 2,000
Year Two:	\$ 2,000
Year Three:	<u>\$ 2,000</u>
Total cost for three years:	\$ 6,000

7. Local travel expenses for project staff to workshops, institutes, PLC meetings, schools, and districts.

Year One:	\$ 1,000
Year Two:	\$ 1,000
Year Three:	<u>\$ 1,000</u>
Total cost for three years:	\$ 3,000

8. *Museum Partners* (Historical Society of Delaware; Delaware Public Archives) - \$2,000 per museum per year. (18-50 minute presentations)

Year One:	\$ 4,000
Year Two:	\$ 4,000
Year Three:	<u>\$ 4,000</u>
Total cost for three years:	\$12,000

## Summer Institute Costs

1. *Resident Historian Instructors* will conduct (shared planning with Project Director) six Summer Institutes over three years (2 resident instructors each summer/1 per Summer Institute, \$5,500/instructor)

Year One:	\$11,000
Year Two:	\$11,000
Year Three:	<u>\$11,000</u>
Total cost for six institutes:	\$33,000

2. Summer Institute Field Trips: One per year per cohort = 2 day trips. Includes cost of bus (\$900) and admission to sites (\$8 for 50 participants + 4 staff). (Field trip to Washington, DC to visit National Archives.)

Year One:	\$ 2,232
Year Two:	\$ 2,232
Year Three:	<u>\$ 2,232</u>
Total cost for six Institutes	\$ 6,696

3. Graduated stipends for 50 teachers' participation in One Summer Institute (25 teachers/institute) and two workshops (plus an orientation/showcase meeting) over the course of a calendar year (150 teachers over 3 years).

Year One:	\$ 65,000 (\$1,300 per participant)
Year Two:	\$ 75,000 (\$1,500 per participant)
Year Three:	<u>\$ 85,000 (\$1,700 per participant)</u>
Total cost for six Institutes:	\$225,000

4. Resources, materials, and supplies including photocopying, lesson development resources, textbook, one institute topic history book, markers, binders, poster paper for 50 teachers attending Summer Institutes (1 institute/teacher), (150 teachers, each attending one institute over 3 years)--\$300 per teacher

Year One:	\$15,000
Year Two:	\$15,000
Year Three:	<u>\$15,000</u>
Total cost for six Institutes:	\$45,000

5. Facility fees 2 Summer Institutes each year.

Year One:	\$2,400
Year Two:	\$2,400
Year Three:	<u>\$2,400</u>
Total cost:	\$7,200

6. Meals for 25 teachers plus 5 staff per institute —six institutes, each One week in length/2 per summer. (5 breakfasts, 5 lunches, 4 dinners per institute including service charges)

Year One:	\$30,000
Year Two:	\$30,000
Year Three:	<u>\$30,000</u>
Total cost for six Institutes:	\$90,000

### School Year Workshops

[50 teachers will each attend two workshops, 25 teachers at each pair of workshops; 4 content workshops will be offered each year, plus an orientation session and an end-of-year project review session]

1. *Guest Historians – Content Instructors*: will conduct 4 Two-day Content Workshops each year (12 over the three years/four Content Workshops at \$2,300/instructor – inclusive of travel).

	Stipend
Year One:	\$ 8,000
Year Two:	\$ 8,000
Year Three:	<u>\$ 8,000</u>
Total cost for workshops:	\$24,000

2. *American History Instructional Specialist* will co-teach with the Content Instructors at four Content Workshops each year (12 workshops over 3 years), plus participate in the End-of-Year Project Review (\$3,000/year).

	Stipend	Fringe Benefits (32.3%)
Year One:	\$ 3,000	\$ 969
Year Two:	\$ 3,000	\$ 969
Year Three:	<u>\$ 3,000</u>	<u>\$ 969</u>
Total cost for workshops is	\$ 9,000	\$2,907

3. Materials and supplies, including xeroxing, lesson development resources, textbook, workshop history books, markers, binders, poster paper for 50 teachers per year to attend 2 Content Workshops/year, 25 teachers/workshop (12 total across the 3 years) @ \$200/teacher.

Year One:	\$10,000
Year Two:	\$10,000
Year Three:	<u>\$10,000</u>
Total cost for 12 workshops:	\$30,000

4. American History Resource Center. One copy of each resource for American History Resource center at each of the two partnering school districts. \$500 x 2 per year for 3 years

Year One:	\$1,000
Year Two:	\$1,000
Year Three:	<u>\$1,000</u>
Total:	\$3,000

5. Facility fees for 4 workshops and 1 End-of-Project session/year (orientation not included) for a total of 12 workshops and three End-of-Project sessions.

Year One:	\$1,200
Year Two:	\$1,200
Year Three:	<u>\$1,200</u>
Total cost for workshops:	\$3,600

6. Food for 50 teachers— 1 breakfast (\$12 per person), lunch (\$16 per person), dinner (\$25 per person) per workshop x 12 workshops; each teacher attends 2 workshops per year; 50 teachers plus 5 staff. Includes service charges.

Year One:	\$15,000
Year Two:	\$15,000
Year Three:	<u>\$15,000</u>
Total cost for 15 workshops:	\$45,000

#### **Afterschool Professional Learning Community Meetings**

1. Stipends – 50 teachers at \$50 each x 6 meetings per year.

Year One:	\$15,000
Year Two:	\$15,000
Year Three:	<u>\$15,000</u>
Total cost for 15 workshops:	\$45,000

2. Substitute costs: 50 teachers x \$80 per half day x 4 times per year. Allows teachers to observe presentations of research lessons as part of lesson study.

Year One:	\$16,000
Year Two:	\$16,000
Year Three:	<u>\$16,000</u>
Total:	\$48,000

Historical Thinking Presentations: Sam Wineburg and Bruce Vansledright. Lead 1 full day (Wineburg) and 3 half-day (VanSledright) workshops on historical thinking. Facility fees (\$350 per day x 4 days) plus meals (4 breakfasts, 1 lunch x 50 people).

Presenter Fees (Total)	\$14,000
Facility Costs (total)	\$ 1,400
Meals	<u>\$ 2,750</u>
Total	\$18,150

Year 1 Orientation Meeting – (includes presenter, facility and meal costs - \$8 per person breakfast; \$15 per person lunch x 55 people including participants and staff).

		Fringe Benefits (32.3%)
Presenter Fees (Eric Foner)	\$5,000	
(Jim Hiebert)	\$1,000	\$ 323
Facilities	\$ 500	
Food	<u>\$1,265</u>	
Total	\$7,765	\$ 323

**Gilder Lehrman Institute of American History Partnership.** GLI will provide 3 historians per year for 3 American history content presentations as part of the Project Freedom Professional Learning Community meetings and will provide ongoing advice regarding the content and resources for the project.

Year One:	\$ 7,500
Year Two:	\$ 7,500
Year Three:	<u>\$ 7,500</u>
Total:	\$22,500

**Advanced Placement US History Training:** provides for 4 teachers (two from each LEA) per year to attend the AP American History summer institute in Wilmington, DE. \$895 registration fee.

Year One:	\$ 3,580
Year Two:	\$ 3,580
Year Three:	<u>\$ 3,580</u>
Total:	\$10,740

**Graduate Tuition Support:** supports Project Freedom participants who enroll in graduate level American history courses at the University of Delaware.

Year One:	\$10,000
Year Two:	\$10,000
Year Three:	<u>\$10,000</u>
Total:	\$30,000

## **Fringe Benefits**

Fringe Benefits @ 50.6%

Year One:	\$ 4,150
Year Two:	\$ 4,275
Year Three:	<u>\$ 4,403</u>
Total:	\$12,828

Fringe Benefits @ 32.3%

Year One:	\$11,496
Year Two:	\$11,480
Year Three:	<u>\$11,796</u>
Total:	\$34,772

Total Direct Cost: \$947,260 (\$629,824 + Participant Costs \$317,436)

Year One:	\$343,449
Year Two:	\$319,392
Year Three:	\$334,805

Total Indirect Cost: \$50,386 (8% on non-participant costs)

Year One:	\$18,343
Year Two:	\$15,821
Year Three:	\$16,222

**GRAND TOTAL:**     \$997,646

## **External Evaluator Scope of Services**

Year 1: Fall 2010-Summer 2011

<b>Task</b>	<b>Number of Days</b>
Meet with partners to develop collaborative vision	1.5
Assist in development of student pre-post tests	1.5
Assist in development of teacher pre-post tests	1.5
Classroom observer training	1
Assist in development of teacher observation rubric	1
Conduct classroom observations (baseline and year-end)	12
Conduct fidelity of implementation interviews	1
Analyze student achievement data	2
Analyze teacher knowledge data	4
Analyze teacher observation data	4

Analyze Year 1 fidelity of implementation data	2
Write annual report	3
<b>TOTAL</b>	<b>34.5</b>

Year 2: Fall 2011-Summer 2012

<b>Task</b>	<b>Number of Days</b>
Assist in revising student pre-post tests	1
Assist in developing/revising teacher pre-post tests	1
Classroom observer training	.5
Conduct classroom observations	6
Conduct fidelity of implementation interviews	1
Analyze student achievement data	2
Analyze teacher observation data	2
Analyze teacher knowledge data	3
Analyze Year 2 fidelity of implementation data	2
Write annual report	3
<b>TOTAL</b>	<b>21.5</b>

Year 3: Fall 2012-Spring 2013

<b>Task</b>	<b>Number of Days</b>
Assist in revising student pre-post tests	1
Assist in developing/revising teacher pre-post tests	1
Classroom observer training	.5
Conduct classroom observations	4
Conduct fidelity of implementation interviews	1
Analyze student achievement data	2
Analyze teacher knowledge data	3
Analyze teacher observation data	3
Analyze Year 3 fidelity of implementation data	2
Write final report	5
<b>TOTAL</b>	<b>22.5</b>