215X

GRANTS.GOV

Grant Application Package

Opportunity Title:	Teaching American History Grant Program CFDA 84.215X
Offering Agency:	U.S. Department of Education
CFDA Number:	84.215
CFDA Description:	Fund for the Improvement of Education
Opportunity Number:	ED-GRANTS-122308-002
Competition ID:	84-215X2009-1
Opportunity Open Date:	12/23/2008
Opportunity Close Date:	03/09/2009
Agency Contact:	Mia Howerton ED Program Specialist E-mail: mia.howerton@ed.gov Phone: 2022050147

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

*** Application Filing Name:** St. Clair County Educational Cooperativ

Mandatory Documents

Move Form to Complete

Move Form to Delete

Mandatory Documents for Submission

- Grants.gov Lobbying Form
- Disclosure of Lobbying Activities (SF-LLL)
- Faith Based EEO Survey
- ED GEPA427 Form
- ED Abstract Form
- Project Narrative Attachment Form
- Budget Narrative Attachment Form

Optional Documents

Move Form to Submission List

Move Form to Delete

Optional Documents for Submission

Instructions

1. **Enter a name for the application in the Application Filing Name field.**

- This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
- You can save your application at any time by clicking the "Save" button at the top of your screen.
- The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.

2. **Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.**

- It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.

- The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".

- To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.

- All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.

3. **Click the "Save & Submit" button to submit your application to Grants.gov.**

- Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
- Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
- The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
- You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

ORIGINAL 52

1U215 X090320

* 3. Date Received: Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: St. Clair County Educational Cooperative Board

* b. Employer/Taxpayer Identification Number (EIN/TIN): 37-1009776

* c. Organizational DUNS: 193556750

d. Address:

* Street1: 1000 South Illinois Street
Street2:
* City: Belleville
County: St. Clair
* State: IL: Illinois
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 62220

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name: Susan

Middle Name:

* Last Name: Sarfaty

Suffix:

Title: Assistant Regional Superintendent

Organizational Affiliation:

* Telephone Number: 618.825.3950

Fax Number: 618.825.3999

* Email: ssarfaty@stclair.k12.il.us

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Regional Office of Education

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-122308-002

* Title:

Teaching American History Grant Program CFDA 84.215X

13. Competition Identification Number:

84-215X2009-1

Title:

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

St. Clair County

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

People and Places: Our Story of Freedom, LIberty, and Equality

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 12

* b. Program/Project: 12

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 07/01/2009

* b. End Date: 06/30/2014

18. Estimated Funding ($):

* a. Federal	251,676.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	251,676.00

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

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

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

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

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

☐ Yes ☒ No Explanation

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

☒ ** I AGREE

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

Authorized Representative:

Prefix:

* First Name: Susan

Middle Name:

* Last Name: Sarfaty

Suffix:

* Title: Assistant Regional Superintendent

* Telephone Number: 618.825.3950

Fax Number: 618.825.3999

* Email: ssarfaty@stclair.k12.il.us

* Signature of Authorized Representative: Completed by Grants.gov upon submission.

* Date Signed: Completed by Grants.gov upon submission.

OMB Number: 4040-0004
Expiration Date: 01/31/2009

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.

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Katie		Hoerner	

Address:

* Street1: 1000 South Illinois Street
Street2:
* City: Belleville
County: St. Clair
* State: IL: Illinois
* Zip Code: 62220
* Country: USA: UNITED STATES

* Phone Number (give area code): 618.825.3932
Fax Number (give area code): 618.825.3999

Email Address: khoerner@stclair.k12.il.us

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment | Delete Attachment | View Attachment

OMB Approval No.: 4040-0007
Expiration Date: 07/30/2010

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Completed on submission to Grants.gov	Assistant Regional Superintendent
*** APPLICANT ORGANIZATION**	*** DATE SUBMITTED**
St. Clair County Educational Cooperative Board	Completed on submission to Grants.gov

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

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

* Name of Institution/Organization

St. Clair County Educational Cooperative Board

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	91,235.00	93,972.00	96,792.00	99,696.00	102,685.00	484,380.00
2. Fringe Benefits	28,173.00	29,104.00	30,069.00	31,061.00	32,089.00	150,496.00
3. Travel	4,806.00	57,851.00	57,999.00	58,152.00	95,410.00	274,218.00
4. Equipment	3,000.00	0.00	0.00	0.00	0.00	3,000.00
5. Supplies	19,948.00	29,830.00	37,830.00	25,830.00	21,830.00	135,268.00
6. Contractual	94,514.00	120,957.00	143,920.00	123,655.00	101,536.00	584,582.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	241,676.00	331,714.00	366,610.00	338,394.00	353,550.00	1,631,944.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	10,000.00	20,000.00	30,000.00	20,000.00	10,000.00	90,000.00
12. Total Costs (lines 9-11)	251,676.00	351,714.00	396,610.00	358,394.00	363,550.00	1,721,944.00

Indirect Cost Information** ***(To Be Completed by Your Business Office):
If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

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

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

* Approving Federal agency: ☐ ED ☐ Other (please specify): _____

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

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)?

* Name of Institution/Organization	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. Ptease read all instructions before completing form.	
St. Clair County Educational Cooperative Board		

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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

St. Clair County Educational Cooperative Board

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Susan | Middle Name:

* Last Name: Sarfaty | Suffix:

* Title: Assistant Regional Superintendent

* SIGNATURE: Completed on submission to Grants.gov | * DATE: Completed on submission to Grants.gov

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action:

- [ ] a. contract
- [X] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:

- [ ] a. bid/offer/application
- [X] b. initial award
- [ ] c. post-award

3. * Report Type:

- [X] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[X] Prime [ ] SubAwardee

*Name: St. Clair County Educational Cooperative Board

*Street 1: 1000 South Illinois Street Street 2:

*City: Belleville State: IL: Illinois Zip: 62220

Congressional District, If known: 12

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

Department of Education

7. * Federal Program Name/Description:

Fund for the Improvement of Education

CFDA Number, *if applicable:* 84.215

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: *First Name: None Middle Name:

*Last Name: None Suffix:

*Street 1: Street 2:

*City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: *First Name: None Middle Name:

*Last Name: None Suffix:

*Street 1: Street 2:

*City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Completed on submission to Grants.gov

***Name:** Prefix: *First Name: Susan Middle Name:

*Last Name: Sarfaty Suffix:

Title: Assistant Regional Superintendent **Telephone No.:** 618.825.3950 **Date:** Completed on submission to Grants.gov

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: St. Clair County Educational Cooperative Board

Applicant's DUNS Name: 193556750

Federal Program: Teaching American History Grant Program CFDA 84.215X

CFDA Number: 84.215

1. Has the applicant ever received a grant or contract from the Federal government?

   ☒ Yes ☐ No

2. Is the applicant a faith-based organization?

   ☐ Yes ☒ No

3. Is the applicant a secular organization?

   ☒ Yes ☐ No

4. Does the applicant have 501(c)(3) status?

   ☐ Yes ☒ No

5. Is the applicant a local affiliate of a national organization?

   ☐ Yes ☒ No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

   ☐ 3 or Fewer ☐ 15-50

   ☐ 4-5 ☒ 51-100

   ☐ 6-14 ☐ over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

   ☐ Less Than $150,000

   ☐ $150,000 - $299,999

   ☐ $300,000 - $499,999

   ☐ $500,000 - $999,999

   ☐ $1,000,000 - $4,999,999

   ☒ $5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.

2. Self-identify.

3. Self-identify.

4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.

5. Self-explanatory.

6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.

7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0014.** The time required to complete this information collection is estimated to average five (5) minutes 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: The Agency Contact listed in this grant application package.

OMB Control No. 1894-0005 (Exp. 01/31/2011)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Section 427 or GEPA.doc | Add Attachment | Delete Attachment | View Attachment

Section 427 or GEPA

To ensure equitable access for teachers regardless of gender, race, age, disability, national origin, or color; the grant will announce the award description and participant application process for teacher participation in multiple ways. Teachers will be notified in the county educational newsletter, "ROE Happenings", emails will be sent to eligible teachers via the St. Clair County ROE email system, all superintendents and principals will be notified and asked to share the invitation with eligible teachers and project staff will make presentations at individual district teachers' meetings. Superintendents, the IL Certification System (ITCS), and the county Teachers' directory will identify eligible applicants. Teacher selection will be made so that equitable representation can be achieved.

The training facility at the ROE is 100% handicap accessible.

To ensure equitable access for students of participating teachers, the ROE will assist classroom teachers in developing any necessary adaptations including compliance with Special Education I.E.P.s or 504 plans. Classroom teachers will be required to include all students in his or her classroom in grant activities regardless of student gender race, color, disability, or national origin.

The ROE is an equal opportunity employer.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** finalappendix.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

RICHARD J. DURBIN
ILLINOIS

COMMITTEE ON APPROPRIATIONS

COMMITTEE ON THE JUDICIARY

COMMITTEE ON
GOVERNMENTAL AFFAIRS

SELECT COMMITTEE ON INTELLIGENCE

ASSISTANT DEMOCRATIC
FLOOR LEADER

United States Senate
Washington, DC 20510–1304

332 DIRKSEN SENATE OFFICE BLDG.
WASHINGTON, DC 20510–1304
(202) 224–2152
TTY (202) 224–8180

230 SOUTH DEARBORN, 38TH FL.
CHICAGO, IL 60604
(312) 353–4952

525 SOUTH EIGHTH STREET
SPRINGFIELD, IL 62703
(217) 492–4062

701 NORTH COURT STREET
MARION, IL 62959
(618) 998–8812

www.senate.gov/~durbin

February 23, 2009

FEB 27 2009

Dr. Alex Stein
U.S. Department of Education
400 Maryland Ave. SW
Room 4W206
Washington, D.C. 20202-5960

Dear Dr. Stein:

I am writing in support of the St. Clair County Regional Office of Education's application for a Teaching American History grant. Their proposal is entitled "People and Places: Our Story of Freedom, Liberty, and Equality.

St. Clair County's proposal will provide leading national and local historians to expand historical content knowledge of 4th to 6th grade teachers in every school district in the county, with a focus on recruiting teachers from the 23 schools in the county which are not making Adequate Yearly Progress.

St. Clair is currently in the second year of their first TAH grant program which targeted middle and high school teachers. This recent proposal will expand the influence of the grant to include elementary teachers.

Given their successful track record with the TAH program, I believe that St. Clair County's current proposal will bring high quality professional development to elementary teachers in the district. I therefore urge the Department of Education to give their proposal the most serious consideration.

Sincerely,

Richard J. Durbin
U.S. Senator

JERRY F. COSTELLO
12TH DISTRICT, ILLINOIS
www.house.gov/costello

PLEASE RESPOND TO THE
OFFICE CHECKED BELOW:

Congress of the United States
House of Representatives
Washington, DC 20515–1312

COMMITTEES & SUBCOMMITTEES:
TRANSPORTATION & INFRASTRUCTURE
AVIATION (CHAIRMAN)
RAILROADS, PIPELINES, AND HAZARDOUS MATERIALS
WATER RESOURCES AND ENVIRONMENT
SCIENCE AND TECHNOLOGY
ENERGY AND ENVIRONMENT
INVESTIGATIONS AND OVERSIGHT

February 4, 2009

Mr. Brad J. Harriman
Regional Superintendent
Regional Office of Education St. Clair County
1000 S Illinois St
Belleville, Illinois 62220

Dear Brad:

I understand the St. Clair County Regional Office of Education is applying for a Teaching American History grant from the U.S. Department of Education. I would like to offer my support for this application.

If approved, this award would fund professional development for teachers in grades 4 through 6. The proposed project, "People and Places: Our Story of Freedom, Liberty, and Equality," would bring in leading national and local historians to provide high-quality, research-based professional development. By focusing on those schools that are not meeting performance standards, this would help bridge the education gap and improve the opportunities for those students who might otherwise be further disadvantaged.

I strongly support this application for assistance under this program and encourage its serious consideration. Please do not hesitate to contact me if I can be of assistance in any other way.

Sincerely,

Jerry F. Costello
Member of Congress

JFC/dm

☐ 2408 RAYBURN HOB
WASHINGTON, DC 20515
TEL: (202) 225-5661
FAX: (202) 225-0285

☐ 144 LINCOLN PLACE CT., STE. 4
BELLEVILLE, IL 62221
TEL: (618) 233-8025
FAX: (618) 233-8765

☐ 2060 DELMAR AVE., STE. B
GRANITE CITY, IL 62040
TEL: (618) 451-7065
FAX: (618) 451-2126

☐ 250 WEST CHERRY ST.
CARBONDALE, IL 62901
TEL: (618) 529-3791
FAX: (618) 549-3768

☐ 6787 STATE ST., STE. 102
E. ST. LOUIS, IL 62203
TEL: (618) 397-8833
FAX: (618) 397-7065

☐ 1330 SWANWICK ST.
CHESTER, IL 62233
TEL: (618) 826-3043
FAX: (618) 826-1923

☐ 201 E. NOLEN ST.
W. FRANKFORT, IL 62896
TEL: (618) 937-6402
FAX: (618) 937-3307

Brad J. Harriman
Regional Superintendent

Susan Sarfaty
Assistant Superintendent

Regional Office of Education
St. Clair County

February 9, 2009

Dr. Alex Stein
TAH Program
U.S. Department of Education
Washington, D.C.

Dear Dr. Stein:

The St. Clair County Regional Office of Education (ROE is applying for the 2009 TAH Program in conjunction with several partners. This four-year grant will serve teachers in St. Clair County. The purpose of this grant is to help teachers develop a deeper understanding and appreciation of traditional American history to improve instruction. Please accept my signature below as support of this grant application. This grant does not require a match by my district. The project developed by the ROE will limit the number of days teachers attend workshops during student attendance days to no more than three per year. Substitute reimbursement will be part of the grant. Other professional development will take place during non-school time.

Thank you.

District Superintendent	Millstadt C.C. #160 District Name & Number
District Superintendent	Belleville THSD 201 District Name & Number
District Superintendent	Grant 110 District Name & Number
District Superintendent	Cahokia CUSD #187 District Name & Number
District Superintendent	Wolf Branch #113 District Name & Number
District Superintendent	New Athens #60 District Name & Number

1000 South Illinois St., Belleville, IL 62220-2537, Phone: 618/825-3900, Fax 618/825-3999, TDD: 618/825-3997

District Superintendent	District Name & Number
Gina Degobrano	Harmony Emge # 175
Gary K Burke	Whiteside #115
M [illegible]	Belleville #118
Nancy P. Silva	O'Fallon D #90
Daniel Zorman	O'Fallon D #203
Randy Parks	Brooklyn UD #188
[illegible]	Shiloh 85
[illegible]	E. St. L., #189
[illegible]	Dupo, 196
Dr Steven York	Smithton CCSD130
[illegible]	Marissa 40
[illegible]	FCHSD 77
Rob R Davis	FCCSD 90
Harry Cavanaugh	Lebanon CUSD 9
Mark [illegible]	High mound 116

Mahrad J. Lytton District Superintendent	Pontiac-Wm Holliday 105 District Name & Number
Lawrence A. Hosek District Superintendent	Belle Valley 119 District Name & Number
Suzette Lambert District Superintendent	Signal Hill 181 District Name & Number
Steve Cosgrich District Superintendent	Central #104 District Name & Number
John H. McGovern District Superintendent	Wasco Union ESD #13. District Name & Number
[illegible] District Superintendent	St. Libory CSD 30 District Name & Number

Jason Stacy

Assistant Professor, U.S. History
Department of Historical Studies, Box 1454
Southern Illinois University Edwardsville, 62026
Peck Hall 0204
618-650-3966
jstacy@siue.edu

Education

Ph.D., History, Loyola University Chicago, May 2006
M.L.A., University of Chicago, 2001
M.A., History, Southern Illinois University, Carbondale, 1994
B.S., History, Southern Illinois University, Carbondale, 1992

Courses Taught

American Cultural History, American Intellectual History (Colonial to Present), American Masculinity, Exile's Return in American Literature, History of England, Historical Methods, Plato and Political Dissent in Democratic Athens, Social Science Pedagogy, U.S. History (Colonial to Present), Western Philosophy, World History

Publications

Leaves of Grass 1860: The 150th Anniversary Edition, ed. Iowa Whitman Series. Iowa City: University of Iowa Press, (under contract).

Walt Whitman's Multitudes: Labor Reform and Persona in Whitman's Journalism and the First Leaves of Grass, 1840-1855, New York: Peter Lang Publishing, 2008.

"Showing Their Condition: Walt Whitman and Ethical Aesthetics in the 'Sun-Down Papers.'" *The Mickle Street Review: an Electronic Journal of Whitman and American Studies*. Camden, NJ: Rutgers Univ., 19/20 (2008) (peer review).

"Dialectic for U.S. History (with apologies to Professor Hegel)" *Journal of the Illinois Council for the Social Sciences*, 67 (Fall 2007), 11-18 (peer review).

"Strangers Across the Hall: Comparing the DBQ and Synthesis Questions," *AP English Language and Composition Special Focus: Using Sources*, Steven Heller, ed., Princeton, New Jersey: The College Board, 2007, 61-68 (editorial review).

"'I do not think we can keep universities open with bayonets': The May 1970 Riots at Southern Illinois University," *Journal of Illinois History*, Winter 2006, 9(4): 283-306 (peer review).

"Containing Multitudes: Whitman, the Working Class, and the Music of Moderate Reform," *Popular Culture Review* (13:2) 2002, 137-54. (2002) (peer review).

Reviews

Extended Review for *American Literature*, forthcoming Spring 2009:
Philip F. Gura, American Transcendentalism: A History, New York: Hill and Wang 2007.

Sean Ross Meehan, Mediating American Autobiography: Photography in Emerson, Thoreau, Douglass, and Whitman, Columbia: University of Missouri Press, 2008.

Gilbert H. Muller, William Cullen Bryant: Author of America, Albany: State University of New York Press, 2008.

Michael Robertson, Worshipping Walt: The Whitman Disciples, Princeton, N.J.: Princeton University Press, 2008.

Rosemary Feurer. *Radical Unionism in the Midwest, 1900-1950.* Urbana: The University of Illinois Press, 2006, *Journal of the Illinois State Historical Society*, 2007 100(1), 64-66.

Robert M. S. McDonald, *Thomas Jefferson's Military Academy: Founding West Point*, H-USA, H-Net Reviews, January, 2007.

Peter G. Tsouras, ed, *Dixie Victorious: An Alternate History of the Civil War*, H-USA, H-Net Reviews, January, 2007.

Milette Shamir, *Inexpressible Privacy: The Interior Life of Antebellum American Literature*, H-Amstdy, H-Net Reviews, July, 2006.

Herbert Bergman, et al, eds., *The Complete Writings of Walt Whitman: The Journalism 1846-1848*, New York: Peter Lang, *American Literature* (77:1) 2005, 183-4. (2005).

Juried Conference Papers

"Across the Pedagogical Divide: Bridging Secondary School and University Classrooms," with Catherine Forslund (Rockford College), Kirsten Gardner (UT-San Antonio), Thomas Jordan (SIUE), James Sabathne (Rockford-Auburn H.S.), American Historical Association Annual Meeting, January 2-5, 2009.

"'Insidious Traitors from Abroad': Walt Whitman and the Irish-Catholics during the Maclay Bill Debate of 1842," American Studies Association Annual Conference, Oct. 16-19, 2008.

"Cahokia: A Prehistoric City and Ways to Teach the Pedagogy of Field Trips," Illinois Council for the Social Studies, Lisle, Illinois, October 4, 2007.

"Twin Studies Across the Hall: Comparing the DBQ and Synthesis Questions on the AP U.S. History and AP Language and Composition Exams," AP Annual Conference, Las Vegas, Nevada, July 11-14, 2007.

"Incubators of Democracy: Walt Whitman and the Public Schools", Western Social Science Association, Calgary, Alberta, April 12-13, 2007.

"Walt and Boz: The Influence of Charles Dickens on Walt Whitman's Early Journalism" American Journalism Historians Association, Wichita, Kansas, October 11-14, 2006. (double-blind peer review)

"Walt Whitman and Editorial Objectivity at the New York Aurora", Mid-America Conference on History, Fayetteville, Arkansas, September 14-16, 2006.

"Naked Labor: Walt Whitman and the Unaffected Mechanic (1840-1855)" Organization of American Historians Midwest Regional Conference, Lincoln, Nebraska, July 6-8, 2006.

"Tips for Success in AP U.S. History", with Steve Armstrong and Tim O'Reilly, National Council for the Social Sciences National Conference, Chicago, Illinois, November 14-16, 2003.

"Containing Multitudes: Whitman, the Working Class, and the Music of Moderate Reform" New England Popular Culture Association, New London, New Hampshire, November 2002.

Public Presentations

"The Poet and the President: Whitman and Lincoln as Allies Across the Political Divide," Illinois Humanities Council, Ongoing Circuit to Illinois Civic Institutions.

"Whitman, Lincoln, and Emancipation," *Forever Free, Abraham Lincoln's Journey to Emancipation*, traveling exhibit organized by the Huntington Library and the Gilder Lehrman Institute of American History in cooperation with the American Library Association Public Programs Office and the National Endowment for the Humanities, SIUE Lovejoy Library, November 4, 2007.

"Three Walt Whitmans in the New Market Economy," *SIUE Dialogue with Senior Citizens Program*, February 2007.

Editorial Positions

Editor-in-Chief, *Journal of the Illinois Council for the Social Studies*, July 2008-Present

Review Board Member, *International Journal of Teaching and Learning in Higher Education*, 2007-Present.

Editorial Consultant, *The American Spirit: United States History as Seen by Contemporaries, Volume I: to 1877, Volume II: 1877 to Present*, 12th edition, New York: Houghton Mifflin Company, 2008.

Editorial Consultant, *America: Past and Present*, 8th edition, New York: Longman, 2007.

Editorial Consultant, *A.P. U.S. History Preparation*, 5th edition, New York: D&S Marketing Systems, Inc., September, 2006.

Editorial Consultant, *AP U.S. History Examination Teacher's Manual: Multiple Choice and Free Response Questions with DBQ*, 5th edition, New York: D&S Marketing Systems, Inc., September, 2006.

Honors

Summer Research Fellowship, SIUE, Graduate School, 2007 ($4000), 2008 ($4000), 2009 ($4000)
Graduate School Nominee for NEH Summer Stipend, 2008, 2009
History Department Nominee for Dissertation of the Year, Loyola University, 2006
Outstanding Teacher Award-The University of Chicago, 2004, 2005
Influential Teacher Award, Stevenson High School, 2001, 2002, 2003, 2004, 2005, 2006
Comprehensive exams and dissertation defense passed with distinction, 2003/2005
Open Society Fund grant recipient for teaching position in Lithuania, 1994-1996

Community Service (select)

Reviewer, Teaching American History Grant, U.S. Department of Education, 2008

Board Member, Region 5, Illinois Council for the Social Studies, Planning Committee for Annual ICSS Conference, 2007

College Board Reader, Table Leader, Exam Leader, Senior Reviewer A.P. U. S. History, 2000-Present

Katherine M. Hoerner
1 Castle Pointe Dr.
Belleville, IL 62223
618-398-4281
khoerner@stclair.k12.il.us

Experience

Social Studies Teacher at Belleville East High School: 1997-present
2555 West Blvd.
Belleville, IL 62221
618-222-3700
www.bths201.org

- I have taught American Studies, U.S. History, Civics, Psychology, Honors Psychology, and Honors U.S. History
- Designed and implemented curriculum within department
- Chairperson of National Honor Society
- Varsity volleyball coach
- Member of the Student Assistance Team
- Assistant girls basketball coach
- Original member of the Fish committee
- Internal Review Team
- Renaissance Teacher of the Year Committee
- Secretary of American Federation of Labor Local 434
- Member of the Lancer Improvement Association

Teaching Awards:

- Who's Who Among America's Teachers 2004-2007.
- Who's Who of American Women 2005
- Finalist for Southern Illinois University Excellence in Teaching Award 2005

St. Clair County Regional Office of Education: 2007-present
1000 S. Illinois St.
Belleville, IL 62220
www.stclair.k12.il.us

- Social Studies liaison between St. Clair County schools and the Regional Office
- Plan and coordinate social studies workshops and seminars
- Submit and organize appropriate forms with regard to budget, registration, and other administrative tasks
- Serve as a resource for area teachers

Project Director for Teaching American History Grant: 2007-present

- Coordinate all activities for the "The Impact of America's Wars on Democracy, Social Reform, and America's Identity"
- Attend historical and pedagogical conferences to improve history education for self and teachers
- Research historical topics and pedagogy
- Plan and present workshops
- Manage budget and financial obligations of grant

Adjunct Professor at St. Louis University: 2008-present

- Instruct U.S. history to high school students
- Coordinate dual credit for students seeking high school and university credit

Education

Southern Illinois University, Edwardsville
Masters of Education-Secondary
Major: History
Awarded August 2000

University of Illinois, Urbana-Champaign
Bachelor of Science Degree
Major: Psychology
Awarded May 1994

References

Brian Loehring
Belleville East High School
Social Studies Department Chair
2555 West Blvd.
Belleville, IL
618-222-3754

David Kniepkamp
Belleville East High School
Principal
2555 West Blvd
Belleville, IL 62221
618-222-3706

Brad Harriman
St. Clair County Regional
Superintendent of Schools
1000 S. Illinois St.
Belleville, IL 62220
618-825-3947

March 4, 2009

Brad Harriman
St. Clair County Regional Superintendent of Education
1000 S. Illinois St.
Belleville, IL 62220

It is my pleasure to support the St. Clair County Regional Office of Education's Teaching American History grant proposal, People and Places: The Story of Freedom, Liberty and Equality. Since 2001 I have worked with four Teaching American History grants: Changing the Shape of the Nation: The Louisiana Purchase, the American West, and National Identity (2001-2003); Liberty's Legacies: Historical Perspectives on Liberty, Equality and Reform (2003-2006); Perspectives on American Democracy from 1776 to 9/11 (2006-2009); and The Impact of America's Wars on Democracy, Social Reform, and America's Identity (2007-2010). In the first grant I served as mentor working with teachers on their unit constructions and observed classroom teachers implementing these units. In 2004 I began working with Dennis Lubeck at Cooperating School Districts of St. Louis as a program consultant which includes the following responsibilities: creating program design for workshops and colloquiums, advising teachers on unit construction, providing resources for teacher lessons, training for Socratic Seminar and historical thinking techniques, providing workshops for staff development, and assisting in the facilitation of reading groups.

Recently I have had the positive experience of working with Katie Hoerner, Project Director for "The Impact of America's Wars on Democracy." Katie is not only a master teacher but also a dedicated professional who understands the needs of history teachers. It is obvious that she has gained the respect of the grant participants due to her insight into the discipline of history and her work ethic. The energy and enthusiasm that Katie exudes motivates the 35 members of this grant and makes my role as program consultant and resource specialist rewarding.

In People and Places I would continue to assist Katie in the same capacity as I listed in the first paragraph. Specifically advise on program design; provide workshops on Socratic Seminar, historical thinking, and technology in the social studies classroom; assist teachers with portfolio development and with resources; and provide presentations on turning points in American history.

Since the St. Clair County Regional Office of Education currently directs a secondary grant, this proposal will provide elementary teachers the opportunity to improve their historical knowledge and their teaching pedagogy by creating a scaffolding effect in the teaching of American history in the county.

Sincerely,

John Robinson
Lifelong Learners, L.L.C.
jrobinson800@gmail.com

Michael P. Grady
Evaluation Consultant
3112 Hawthorne Blvd.
St. Louis MO 63104
314 660 2732

February 15, 2009

To Whom It May Concern:

I am committed to being the evaluator for the St. Clair County, Illinois Teaching American History project if it is funded. I have worked with St. Clair on a previous TAH grant and other projects and wish to continue my partnership with them.

I have evaluated TAH grants since the beginning of the program and have presented at TAH conferences. I have developed knowledge of the TAH requirements and will bring this experience to the St. Clair project. I will assist the program in determining the effectiveness of its implementation and the success of its outcomes. In addition, I can call on the resources of Saint Louis University where I am a professor to assist with the development and execution of the program and evaluation.

In short, I look forward to working with St. Clair County in the role of evaluator of their TAH project.

Michael P. Grady
Professor and Evaluation Consultant

Michael P. Grady

St. Louis University
3750 Lindell Blvd.
St. Louis MO 63108
(314) 977-2487
FAX (314) 977-3214

Home
(b)(6)

Current Position
Professor of Educational Studies, St. Louis University. Instructional responsibilities include: Program Evaluation, Qualitative Research, Action Research and Supervision of Instruction.

Former Positions
Director of St. Louis University Teacher Corps Program, Chair of the St. Louis U. Department of Communication and High School English Teacher. Veteran, U.S. Army.

Education
Bachelor of Arts, St. Louis University, 1967. Major, English; Minor, Education, Fine Arts.
Doctor of Philosophy, St. Louis University, 1973. Curriculum and Instruction, Research Methodology.
Sabbatical, Aix-en-Provence, France. Study of Humanities and Schools, 1979-1980.
Missouri teacher certification in English, 7-12 and secondary principal.

Selected Professional Activities
Lecturer for Phi Delta Kappa International, 1982-2005.
Presenter, "An Analysis of Organizational Health Through Story Telling," American Educational Research Association, 1995.
Presenter, "Confluent Education in the Cultural Wars," American Educational Research Association, 1998. (with Dr. Thomas Hewitt, U. of South Alabama).
Chair, Program Assessment Committee, United Way of Greater St. Louis, 1997-1998.

Selected Publications
Grady, M. Qualitative and Action Research: A Practitioner Handbook Bloomington, IN: Phi Delta Kappa, 1998.
"Grady Profile: Portfolio Assessment." Researched and developed assessment concept for computer program published by Aurbach and Associates, 1994.
Grady, M. Whole Brain Education. Phi Delta Kappa Fastback # 301, 1990.
Grady, M. Teaching and Brain Research: Guidelines for the Classroom. New York: Longman, 1984.

Selected Recent Consultant Experience
International Education Consortium, St. Louis, MO. Evaluation Consultant, 1985-present.
Evaluation consultant for programs of the Cooperating School Districts of St. Louis,1995-present.
Evaluation Consultant for the Urban League, St. Louis, MO., 1996-2000.
Education consultant for Kamehameha Schools Bishop Estate, Honolulu, Hawaii, 1997-99.
Program evaluation consultant for Metro Theater Company, 2003-present.
Evaluation consultant for the Missouri School for the Blind, 1997-present.
Evaluator for 21st Century After School Program, St. Louis Public Schools, 2000-2003.

Evaluator for Harris Stowe State University U.S. Department of Education PT3 technology Project, 2000-20004.
Evaluator for Changing the Face of the Nation, U.S. Department of Education American History grant, U of Missouri-St. Louis, International Education Consortium, 2001-2005.
Evaluator for the St. Louis Public Schools 8th Grade Transition /Dropout Prevention Program, 2002-2004.
Evaluation Consultant for Tomorrow's Builders Charter School and YouthBuild Programs, East St. Louis, IL 2004 – 2006.
Evaluator for the Kalish Foundation, 2004- present.
Evaluator for Liberty's Legacies, U.S. Department of Education American History grant, U of Missouri-St. Louis, International Education Consortium, 2003-present.
Evaluator for Connecting Learning and Instruction in Olathe, KS Public Schools. U.S. Department of Education American History grant, U of Kansas, Olathe, KS Public Schools, 2005-present.
Evaluator for Perspectives on American Democracy, U.S. Department of Education American History grant, U of Missouri-St. Louis, International Education Consortium, 2006-present.

Susan Sarfaty

(b)(6)

CAREER HISTORY

Regional Office of Education, St. Clair Co. 2006 to Present
Assistant Regional Superintentdent
Regional Office of Education, St. Clair Co. 2000 to 2006
Grants Manager, overseeing state and federal grants
Smithton C.C.S.D. #130, Smithton, Illinois 1986 to 2000
Title I and Gifted Coordinator and Teacher, Grades K-8
Other Responsibilities:
- Manager/Member of Student Assistance Team
- Quality Assurance/External Reviewer
- Curriculum Development Committees
- LEA Representative for Special Education
- Member of the Long Range Planning Team

Belleville Area College/Southwestern Illinois College 1995 to 2000
Director of Kids on Campus Summer Program
St. Joseph School, Freeburg, Illinois 1983 to 1986
Classroom Teacher, various grade levels

PRESENTER

Regional Office of Education
St. Clair County Institute
Central Ilini Gifted Conference
Illinois Reading Conference

EDUCATION

Southern Illinois University, Edwardsville, Illinois
Administrative Certification, 1996 to 1998
Gifted Certification coursework, 1988
Master of Science in Education; concentration in Reading, 1985 to 1987
Bachelor of Science in Education, 1978 to 1980
Belleville Area College, Belleville, Illinois
Associate of Arts, 1976 to 1978

MCK MCKENDREE UNIVERSITY

To Whom It May Concern:

McKendree University is excited to receive knowledge that the St. Clair County Regional Office of Education, Belleville, Illinois is attempting to secure a Teaching American History Grant for intermediate teachers Grades 4-6. It is refreshing to know that the Regional Office has the foresight to realize the drastic need of providing education professionals a richer background in American History. It is a wonderful opportunity for intermediate teachers in St. Clair County to be able to earn Social Studies Endorsements and become highly qualified through coursework associated with the program. We strongly feel the results of this program will lead to better student knowledge in the classroom. This work will allow teachers to make American History come alive in the instructional process.

McKendree University is committed to supporting the Regional Offices efforts by collaborating to offer both coursework and professional resources. McKendree University is ranked among the top 14 percent of "Comprehensive Colleges—Bachelor's" in the nation by *U.S.News & World Report's America's Best Colleges 2007*. Engaged students, great teaching, a vibrant community and successful outcomes also have earned McKendree the designation "College of Distinction." The four qualities cited distinguish the undergraduate and graduate experience at McKendree and provide McKendree students an education of the highest quality.

McKendree University and the St. Clair County Regional Office of Education have maintained a close working relationship for the betterment of student outcomes in the St. Louis Metro East region. The opportunity for us to expand this working relationship is truly exciting. We whole heartedly support the St. Clair County Regional Office of Educations efforts to obtain the Teaching American History Grant for teachers Grades 4-6. We will provide the necessary university resources to make this grant a success. Thank you for this opportunity to ultimately help students in the classroom.

Sincerely,

James T. Rosborg

Dr. James T. Rosborg
Director of Graduate Education
McKendree University
701 College Road
Lebanon, IL 62254
618-537-6464

ABRAHAM LINCOLN PRESIDENTIAL LIBRARY AND MUSEUM

EDUCATION

Letter of Support

18 February 2009

Brad Harriman
St. Clair County Regional Superintendent of Education
1000 S. Illinois Street
Belleville, IL 62220

Dear Mr. Harriman:

The Abraham Lincoln Presidential Library and Museum (ALPLM) Education Programs Division is happy to support the St. Clair County Regional Office of Education in their application for a Teaching American History Grant to fund the program: "People and Places: Our Story of Freedom, Liberty and Equality," and wishes to be a participant in this professional development opportunity for teachers. As part of this grant, the Education Programs Division of the ALPLM will assist by hosting two separate full day teacher workshops in Years 2 and 3 at the Museum and Library in Springfield, Illinois.

The ALPLM fosters Lincoln scholarship through the acquisition and publication of documentary materials relating to Lincoln and his era; and promotes greater appreciation of Illinois history through exhibits, conferences, publications, on-line services, and other activities designed to combat historical illiteracy. In these workshops, teachers will receive:

- Active, hands-on teaching lessons created by the ALPLM Education Division, utilizing primary sources and artifacts from our extensive Lincoln and Illinois history collections.
- Distribution of copies of a variety of documents from the ALPLM collections as well as resources for incorporating these items in classroom curriculums.
- A tour of museum exhibits which will reaffirm the content based workshop as well as demonstrate the educational value of museum artifacts, media and documents and the benefits of informal learning environments.
- Reproduction primary source documents and images for use in the classroom.

A portion of the grant fund ($1500 per workshop) will be directed to defray workshop expenses for the ALPLM educational staff, including preparatory time, photo duplication fees, speaker honorarium, in-service sessions and admission fees to the museum.

Sincerely,

Erin I. Bishop, Ph.D.
Director of Education
Erin.Bishop@illinois.gov

HARRY S. TRUMAN
LIBRARY INSTITUTE

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COUNCIL
John C. "Jack" Danforth
Walter Isaacson

February 17, 2009

Brad Harriman, Superintendent
St. Clair Regional Office of Education
1000 South Illinois Street, Bellville, IL 62220

The Harry S. Truman Library and Museum endorses the Teaching American History grant proposal, "People and Places: Our Story of Freedom, Liberty and Equality", from the St. Clair School District and wishes to be a participant in this educational endeavor for teachers. As part of this grant proposal, Truman Library educators, archivists, and others will assist by conducting one full day in-service session at the Truman Library and another in-service session in St. Clair. These sessions will include:

- an analysis of Harry S. Truman's presidential legacy by providing content knowledge from experts to enhance teacher knowledge and thus student understanding of post World War II United States domestic issues such as civil rights and Truman's historic decision in 1948 to integrate the Armed Forces.
- active, hands-on teaching lessons created by both Truman Library and National Archives and Records Administration educators relating to the use of primary sources for selected historical themes and time periods.
- distribution of copies of a variety of documents from both the Truman Library and from the National Archives and Records Administration for use with students.
- tour of museum exhibits accompanied by teaching activities which will demonstrate the educational value of museum artifacts, media and documents.

Teachers will take an active role by participating in the three hour White House Decision (WHDC) experiential session at the Truman Library. Teachers will take on the role of President Truman and his advisors as they face his decision to integrate the Armed Forces. The White House Decision Center is the only one of its kind in the nation and is built to resemble the west wing of the White House, with special advisory rooms and a pressroom for press conferences. In this history/government lab, participants analyze primary source documents as they work in cooperative problem solving presidential teams.

State and national knowledge and skill standards in the areas of history/social studies and language arts are addressed in this unique experience. A portion of the grant fund will be directed to defray conference expenses for Truman educational staff preparatory time, in-service sessions and fees for the on-site WHDC experience and tour of the museum exhibits.

Sincerely,

Tom Heuertz, Associate Education Coordinator
Harry S. Truman Library and Museum
500 West U.S. Highway 24
Independence, MO 64050

St. Clair County Educational (

NATIONAL CONSTITUTION CENTER

525 Arch Street | Independence Mall
Philadelphia | PA 19106 | T 215 409 6600 | F 215 409 6650
www.constitutioncenter.org

February 17, 2009

Brad Harriman
1000 South Illinois Street
Belleville, IL 62220

Dear Mr. Harriman:

I am pleased to write a letter of support for the Nassau Board of Cooperative Educational Services in their application for the United States Department of Education 2009 Teaching American History Grant Program.

The National Constitution Center, located in historic Philadelphia, is the nation's only museum dedicated to the teaching of the United States Constitution. Since the Center opened its doors on July 4, 2003 we have been proud to support educators and their students from across the country through the Teaching American History Grant program.

Through it's Annenberg Center for Education and Outreach, the National Constitution Center will provide the project with a package that includes: admission to Freedom Rising, the National Constitution Center's award-winning multimedia production about the history of the United States and the Constitution; guided tour of the permanent exhibit, *The Story of We the People*; a one-hour workshop with the Center's professional education staff that will focus on the teaching of the Constitutional history of the United States and civic learning; a tutorial on how to use the vast number of resources we offer teachers and students through our website; a wealth of classroom ready resources such as primary source document teaching guides and lesson plans; and access to the Center's Scholar-on-Call program, which will provide leading scholars on the topics connected directly to the program.

The National Constitution Center continues to serve as a hub for teacher professional development visits to historic Philadelphia. The unique experience of studying historic events in the place where they happened can not be matched, and the Center is proud to offer this opportunity to educators.

If I can provide additional information in support of this application, please feel free to contact me.

Sincerely,

Eli J. Lesser, Director of Education

THE ANNENBERG CENTER
FOR EDUCATION AND OUTREACH

February 27, 2009

Brad Harriman
Regional Superintendent
Regional Office of Education
1000 South Illinois St
Belleville, IL 62220

Dear Mr. Harriman

The Teaching with Primary Sources Program (TPS) at Southern Illinois University Edwardsville is pleased to participate in the proposed Teaching American History grant, "People and Places: Our Story of Freedom, Liberty, and Equality." The SIUE TPS program can offer professional development to K-12 educators through workshops, seminars, and/or presentations at no cost to 16 counties surrounding Edwardsville, Illinois. The SIUE TPS program's core mission is to assist teachers in utilizing the Library of Congress' rich reservoir of digitized primary source materials to design inquiry-based and standards-based learning experiences. The Library of Congress resources can be found at, http://www.loc.gov.

Currently, there are over 14.5 million digitized primary sources with over 10 million sources found at the Library of Congress American Memory Web site. The American Memory Web site represents digital collections of primary sources in many different formats (audio, texts, photographs, maps, etc.) to represent the American experience. [http://memory.loc.gov/ammem/about/index.html]

The SIUE TPS Program began working with area K-12 in-service and pre-service teachers in January 2003. We have worked with 400+ educators in workshops and graduate courses, 175+ educators through our mentoring program, and hundreds of pre-service and in-service educators through undergraduate and graduate course presentations to date. Our program is a consortium member of a national based Library of Congress Teaching with Primary Sources program. To learn more about the national program, visit http://www.loc.gov/teachers/tps/.

Thank you for your interest in the SIUE Teaching with Primary Sources program and Library of Congress digital resources to educators. We look forward to working with you.

Sincerely,
Amy Wilkinson, SIUE TPS Program Director
618.650.3777
amwilki@siue.edu

MoCHE

Missouri
Council for History Education
415 Westrick Place
St. Louis, Missouri
63122

February 18, 2009

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Pattonville School District

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Kirkwood School District

Sheila Onuska
Cooperating School Districts

MOCHE State Representative
Joan Musbach
415 Westrick Place
St. Louis, MO 63122
314-821-0678
jmusbach@swbell.net

Brad Harriman
St. Clair County Regional Superintendent of Schools
1000 S. Illinois St.
Belleville, IL 62220

Dear Mr. Harriman:

I have been asked by Katie Hoerner, Director of the Teaching American History Grant program in St. Clair County, Illinois to write a letter of endorsement to the grant application for a new grant "People and Places: Our Story of Freedom, Liberty and Equality." I am pleased to be given this opportunity.

Ms. Hoerner and teachers from St. Clair County have participated in the state conferences for history educators hosted by the Missouri Council for History Education. They are teachers eager to increase their content knowledge and improve their teaching skills so as to be more effective in teaching American History to their students. Several of Ms. Hoerner's teachers have been honing their skills and are planning to be presenters at our joint Missouri-Illinois conference this September. I was present for one of the workshops for St. Clair County teachers under the auspices of the current grant. I was impressed with the dedication and professionalism of the teachers participating.

The current grant application targets teachers of grades 4 – 6. This is a particularly important group to serve at this time. With the current emphasis on literacy, history education in the elementary school is often sidelined. It is important for teachers to gain the perspective and skills to use history as the vehicle for teaching literacy. In addition, history is an excellent content through which to improve thinking and writing skills. A project designed to improve the history content of the teachers and the skills at teaching historical thinking will be very beneficial to the students in their classrooms.

In addition, the grant emphasis on showing the teachers how to use area museums and historic sites can lead students in the direction of being life-long learners. There are many excellent resources available in the St. Louis metropolitan area as well as southern and central Illinois. Grant activities that will train teachers in the use of the available research facilities can also deepen and broaden their knowledge and skills for teaching their students.

My perception of the great value of this grant and the exceptional skills of Ms. Hoerner as a grant director lead me to enthusiastically endorse this grant application.

Joan W. Musbach, President
Missouri Council for History Education

Yale University

The Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition
P.O. Box 208324
New Haven, Connecticut 06520-8324

David W. Blight, Director
& Class of '54 Professor of American History

Campus address:
HGS 240
320 York Street
Telephone: 203 432-8521
Fax: 203 432-7587
david.blight@yale.edu
www.yale.edu/glc

Mr. Brad Harriman
St. Clair County Regional Office of Education
1000 South Illinois St.
Belleville, IL 62220

March 9, 2009

Dear Mr. Harriman,

I write to indicate my support of the Teaching American History grant application for "People and Places: Our Story of Freedom, Liberty, and Equality." I would be happy to speak on the biographies of both black and white abolitionists to give teachers the background they will need for lesson design

It was my pleasure to work with the St. Clair Regional Office of Education on their current grant, and I am familiar with their programs and recognize their effectiveness in improving the historical training of their teachers. By extending the influence of their TAH grant to the younger grades they will better enable teachers to instruct students in historical thinking and to grasp the complex concepts of history.

I enthusiastically endorse this grant application and am committed to presenting to their cohorts at a mutually agreed upon time.

Sincerely,

David Blight
Class of 1954 Professor of History
Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition
Yale University

THE WHITNEY AND BETTY MACMILLAN CENTER FOR INTERNATIONAL AND AREA STUDIES AT YALE

COUNCILS & COMMITTEES: African Studies Council; Canadian Studies Committee; East Asian Studies Council; European Studies Council; International Affairs Council; Latin American and Iberian Studies Council; Middle East Studies Council; South Asian Studies Council; Southeast Asia Studies Council

PROGRAMS & INITIATIVES: British Studies Program; European Union Studies Program; Fox International Fellowship Program; Genocide Studies Program; Hellenic Studies Program; Georg Walter Leitner Program in International and Comparative Political Economy; Program in Agrarian Studies; Programs in International Educational Resources (PIER); Program on Order, Conflict, and Violence

CENTERS: Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition; Yale Center for the Study of Globalization

BARTON
COLLEGE

Department of
History and
Social Sciences

Box 5000
Wilson, North Carolina
27893-7000

252-399-6446

February 6, 2009

Ms. Katie Hoerner, Project Director
Teaching American History Grant
St. Clair County Regional Office of Education
1000 South Illinois
Belleville, Illinois 62220

Re: "Peoples and Places: Our Story of Freedom, Liberty, and Equality"

Dear Ms. Hoerner:

I would like to express my support for your application for a grant for a teachers' workshop on the colonial and revolutionary eras in American history. Having worked with the St. Clair Office of Education on an earlier project, I have no doubt about your capacity to sponsor a successful and informative program.

As I understand it, your proposal would include treatment of some of the most seminal events in American history—the winning of independence from Great Britain, the drafting and ratification of the United States Constitution, and the adoption of the Bill of Rights. While these may appear to be familiar topics, I know from my own teaching experience that most students know relatively little about the nation's founding. In fact, one recent survey indicated that many public officials were often unaware of some of the fundamental principles of American government and many of the provisions of the Bill of Rights. Beyond question, much work remains to be done in the area of civic literacy, and one critical task is ensuring our teachers are as well prepared as possible. I am currently at work on a biography of James Madison, and my research on Madison has reinforced my belief that one reason for the founders' relative success was their knowledge of political philosophy and constitutional history.

I have made presentations to several teachers' workshops in early American history in the last few years and would be glad to participate in this one.

Sincerely,

Jeff Broadwater
Professor of History & Department Chair

Jeff Broadwater
Department of History and Social Sciences
Barton College
Wilson, North Carolina 27893
(252) 399-6443
ojbroadwater @ barton.edu

EDUCATION

Ph.D., Vanderbilt University (December 1989).
J.D., with Honor, University of Arkansas (May 1979).
B.A., Summa Cum Laude, Harding University (May 1976).

CURRENT EMPLOYMENT

Professor of History and Chair, Department of History and Social Sciences, Barton College, Wilson, North Carolina 27893.

MAJOR PUBLICATIONS

"James Madison, Virginia, and the Nation." In progress and under contract with the University of North Carolina Press.

George Mason, Forgotten Founder. Chapel Hill: University of North Carolina Press, 2006.

Adlai Stevenson and American Politics: The Odyssey of a Cold War Liberal. New York: Twayne Publishers, 1994.

Eisenhower and the Anti-Communist Crusade. Chapel Hill: University of North Carolina Press, 1992.

SELECTED, RECENT ARTICLES, ESSAYS, AND REVIEWS

"Thomas Jefferson" and "James Madison." Both chapters in Nancy Beck Young, ed., *The Encyclopedia of the Presidency*, 6 vols.(New York: Facts on File, Inc., forthcoming).

Review of *What Hath God Wrought: The Transformation of America, 1815-1848* (2007) by Daniel Walker Howe, *Maryland Historical Magazine*, 103 (Fall 2008): 331-32.

Review of *The Politics of War: Race, Class, and Conflict in Revolutionary Virginia* (2007), by Michel A. McDonnell, *Reviews in American History*, 36 (September 2008): 321-28.

Webster
UNIVERSITY
WORLDWIDE

Department of History, Politics, and International Relations

MAR 2 2009

February 23, 2009

Letter of Support for Teaching American History Grant, **People and Places: Our Story of Freedom, Liberty, and Equality**

Dear Brad Harriman,

This letter expresses my enthusiastic support for participating in a Teaching American History Grant, "People and Places: Our Story of Freedom, Liberty, and Equality. I have been a consultant on a successful Teaching American History Grant with the Parkway and Rockwood School Districts in Missouri, and found the experience immensely rewarding. I have also offered Teaching American History Grant workshops with the Cooperating School District.

My area of expertise is 20th Century U.S. social and political history, with an emphasis on the period since 1945. I teach a survey course on 20th Century U.S. History as well as specialized courses on World War II, The Cold War, America in the 1950s, America in the 1960s, America in the 1970s, the life of Malcolm X, and other topics. Currently, I am developing a course on American history through film. I would gladly offer presentations or workshops on the historiography of topics within this period, or use of both primary and secondary source material.

Working collaboratively with the teachers, we can explore fresh perspectives and source material that will stimulate their thinking. Moreover, I anticipate learning teaching techniques from them that can be applied in my courses. Webster University

Webster
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WORLDWIDE

Department of History, Politics, and International Relations

emphasizes the importance of teaching. Exchanges such as these between educators at the secondary and collegiate level prove beneficial to all participants as we continue to develop our skills as teachers. I look forward to participating in the project.

Sincerely,

John D. Chappell
Associate Professor of History
Webster University

www.webster.edu

P: 314-968-7060 F: 314-968-7403

470 East Lockwood Avenue Saint Louis, MO 63119-3194 USA

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JOHN D. CHAPPELL
Department of History, Politics, and International Relations
Webster University
470 East Lockwood Ave., St. Louis, MO 63119

Education:

Ph.D. Indiana University, 1994. United States History.

Dissertation: *Inevitable Triumph: Americans and the End of the Pacific War.*
Dissertation Committee: Joan Hoff (Advisor), John E. Wilz, James M. Diehl, James Justus.

M.A. Indiana University, 1986. United States History.

B.S. Illinois State University, 1984.
Major: History.
Minor: Political Science.

Teaching Experience:

Webster University
Associate Professor, 2002-Present.
Assistant Professor, 1996-2002.

Washington University
Visiting Assistant Professor, 1995-1996.

Webster University
Adjunct Professor, 1996.

Fontbonne College
Adjunct Professor, 1996.

Indiana University
Visiting Assistant Professor, 1996, 1995.

Visiting Lecturer, 1994, 1993, 1991, 1990.

Associate Instructor, 1990, 1989, 1988.

Course Assistant, 1991-1992, 1986-88, 1985.

Indiana University-Purdue University at Indianapolis-Columbus, Indiana Campus
Visiting Assistant Professor, 1995.

Teaching Fields:
United States History, United States History Since 1865, Twentieth Century United States History, United States Social and Political History since 1945, History of Popular Culture in Twentieth Century United States, Twentieth Century Diplomatic History.

Publications: Books
Before the Bomb: How America Approached the End of the Pacific War. (University Press of Kentucky, 1997).

Publications: Articles
Review of *This Is Only A Test: How Washington, D.C. Prepared for Nuclear War*, by David F. Krugler, *American Historical Review*, October 2007.

Review of *Politics and Growth in Twentieth-Century Tampa* by Robert Kerstein, *Gulf South Historical Review*, Spring 2003.

"And Justice For All," *St. Louis Post Dispatch,* April 2, 2003.

"The Valuable Legacy of Malcolm X," *St. Louis Post Dispatch,* March 4, 2003.

Review of *Storm on the Horizon: The Challenge to American Intervention, 1939-1941* by Justus D. Doenecke, *American Historical Review*, December 2002.

Review of *Dr. Strangelove's America: Society and Culture in the Atomic Age* by Margot A. Henriksen, *American Historical Review*, June 1999.

"Advertising at the End of World War II: Gender, Technology, Consumerism." Proceedings of the Southwest/Texas Popular Culture Association and Southwest/Texas Region American Culture Association Conference, Oklahoma State University, February 1995.

Presentations:
Presentation and discussion of Spike Lee's film "Miracle at St. Anna," for Multicultrual Studies Film Festival, February 19, 2009.

Panelist for screening and discussion of the documentary "Beyond Vietnam: Dr. King's Last Year," by Phillip Johnson, St. Louis Urban League, January 11, 2009.

Presentation to Normandy and Pattonville School District Teachers, "Cold War Historiography and Issues," April 2008.

Presentation to Normandy and Pattonville School District Teachers, "Historiography of the 1960s," April 2008.

Presentation to Parkway and Rockwood School District Teachers, "John F. Kennedy: Image and Reality," March 2007.

Presentation to Parkway and Rockwood School District Teachers, "Historiography of the Cold War," March 2006.

Panelist on Constitution Panel Discussion, September 27, 2005, Webster University.

Panelist for screening and discussion of Matt Kohn's documentary "Everywhere But Florida," September 27, 2004.

Moderator and Panelist for Brown Bag Lunch Panel for General Studies Committee, "Election 2004: Some Alternative Voices." September 22, 2004, Webster University.

Presentation on *Rising Tide: The Great Mississippi Flood and How It Changed America*, John M. Barry. Global, American, and St. Louis Landscapes: An Interdisciplinary Study. Saint Louis University High School, July 2004.

Panelist for "Women in the 50s." April 17, 2004, Webster University.

Panelist for *"Atrocities:* The German Army, the Holocaust, and the Killing of POWs." Soldiers Memorial and Museum, St. Louis, October 15, 2003.

Panelist for "The Bill Clinton Impeachment," Webster University, September 18, 1998.

"A Sinister Cloud: Americans and Chemical Warfare in 1945."
World War II: A 50Year Perspective Conference.
Siena College. Loudonville, New York, June 1995.

"Remembering Okinawa."
Ohio Academy of History Conference.
Otterbein College. Westerfield, Ohio, April 1995.

"A Sinister Cloud: Americans and Chemical Warfare at the End of World War II."
Indiana Association of Historians Conference.
Rose-Hulman Institute of Technology. Terre Haute, Indiana, February 1995.

"Advertising at the End of World War II."
Southwest/Texas Popular Culture Association and Southwest/Texas Region American Culture Association Conference.
Oklahoma State University. Stillwater, Oklahoma, February 1995.

"The Sinister Cloud: Public Debate about the Use of Chemical Weapons in 1945."
Phi Alpha Theta Regional Conference.
Indiana University. Bloomington, Indiana, March 1993.

"Images of the Enemy: American Perceptions of the Japanese in 1945."
History Graduate Student Association.
Indiana University. Bloomington, Indiana, April 1992.

Albert L. Kohlemeir Scholarship, Indiana University, 1989.
Research Grant-in-Aid, Graduate School, Indiana University, 1989.

Recognition and Awards:
Recipient of the William T. Kemper Award for Excellence in Teaching, Webster University, 2005.

Nominated for the William T. Kemper Award for Excellence in Teaching, Webster University, 2002.

Nominated for the William T. Kemper Award for Excellence in Teaching, Webster University, 2001.

Nominated to speak at the annual Presidential Faculty Scholar dinner, 1997.

Presentation Awards:
Honored for Best Paper presented at the Phi Alpha Theta Regional Conference, Indiana University, March 1993.

Grant Involvement:
Teaching American History Grant from U.S. Department of Education, with Parkway and Rockwood Public School Districts, 2006-2008.

Professional Associations
American Historical Association, Organization of American Historians.

SELECTED, RECENT PAPERS AND PRESENTATIONS

"From War to Good Feelings: American Society and the War of 1812." Presentation to a Teaching American History Project, "The Impact of America's Wars on Democracy, Social Reform, and America's Identity," St. Clair County, Illinois School District, June 11, 2008.

"The Idea of a Bill of Rights: From Mason to Madison." Lecture delivered to the George Mason University School of Public Policy, Arlington, Virginia, September 24, 2007. Teachers' Workshop, St. Augustine College, May 4, 2007.

"George Mason, James Madison, and the Disputed Paternity of the Bill of Rights." Lecture delivered to the University of North Carolina Press Advancement Council, April 22, 2007.

"A Founder as Commander in Chief: History, James Madison, and the War of 1812." Paper presented to the North Carolina Association of Historians, North Carolina A & T, March 24, 2007.

"The Surprising George Mason." Lecture delivered to the Gunston Hall Docents' Association, Mason's Neck, Virginia, October 2, 2006; C-Span II Book TV, November 22, 2006.

PROFESSIONAL MEMBERSHIPS

American Historical Association, Organization of American Historians, Southern Historical Association, Society for Historians of the Early American Republic, The Historical Society, Virginia Historical Society, North Carolina Association of Historians, North Carolina Historical and Literary Society, Omohundro Institute of Early American History and Culture, National Council for History Education.

RECENT AWARDS

Richard Slatten Award for Excellence in Virginia Biography for *George Mason, Forgotten Founder* (2006) from the Virginia Historical Society.

Barton College's Jefferson-Pilot Faculty Member of the Year, 2006-2007.

20 February 2009

Mr. Brad Harriman
St. Clair County Regional Office of Education
1000 South Illinois Street
Belleville, Illinois 62223

Dear Mr. Harriman:

It is with great pleasure that I participate as a presenter for your Teaching American History Grant proposal, "People and Places: Our Story of Freedom, Liberty, and Equality." My understanding is that the historical topics will address the important content outline you sent me and that my participation will focus on helping teachers create a history laboratory in their classrooms to improve students' historical knowledge and thinking.

If funded, I will be delighted to serve as a presenter for your project. I believe that I can draw from my previous experiences with Teaching American History grants, particularly on the topic of creating a history laboratory and improving teachers' and students' historical thinking. As noted in my accompanying short vita, I have addressed the topic in several articles published in such journals as *The History Teacher*, *Teaching History: A Journal of Methods*, and *The International Journal of Social Education*. I also have written a book, *Engagement in Teaching History* (Pearson Education, 2009, 2nd edition).

Please be assured that I am committed to presenting at a time convenient to you and your project. I look forward to this opportunity, and I wish your grant proposal the best.

Sincerely,

Frederick D. Drake
Professor of History, Emeritus
Illinois State University
Normal, Illinois 61790-4420

(b)(6)

Dr. Frederick D. Drake
Emeritus Professor of History
Professor, History
Graduate and Undergraduate Faculty
Year of Appointment: 1997

Academic Degrees:

1984, 1975, 1970 Doctoral, Master's, and Bachelor's in History Illinois State University

Professional Experiences

2007-2009	Emeritus Professor of History
2006-2007	Professor & Director of History Education Program, Illinois State University
2001-2006	Associate Professor & Director of History Education, Illinois State University
1997-2001	Assistant Professor of History, Illinois State University Director of Partnership and Mentoring Schools, History Education
1989-1997	Administrative Professional, Illinois State University
1969-1989	Teacher, Dwight High School, Dwight, Illinois Certification, Type 09 and Type 10
1987-1989	Adjunct Faculty, National College of Education
1985-1992	Adjunct Faculty, Joliet Junior College

Faculty and Administrative Load:

Fall 1997 – Fall 2007

Director of History and Social Science Education Program;
HIS 290 History and Social Sciences Teaching Methodology I, Sections 001 and 002; HIS 390 History and Social Sciences Teaching Methodology II, Sections 001 and 002; HIS 290 History and Social Sciences Teaching Methodology I, HIS 405 Practicum in Teaching History; HIS 407 Mentorship in Teaching History; HIS 252 American Diplomatic History; HIS 249 U.S. History Since 1945; HIS 200: Doing History: HIS 135: U.S. History Survey Before 1865; HIS 136: U.S. History Survey Since 1865

Other Collegiate Assignments:

Department Faculty Status Committee, 1999-2001; Chair, History Education Search Committee; Chair, American Foreign Relations Search Committee; Performance-Based Assessment Task Force, 1999-Present; Council for Teacher Education, 2000-2001 and 2005-2006; National Network for Educational Renewal, 2000-2005; Director, History and Social Sciences Education Program, 2000-Present

Professional and Academic Association or Society Memberships (*Meetings Attended):

*American Historical Association
*Illinois Council for the Social Studies
* Organization of American Historians
*National Council for History Education
* Society for History Teachers
Society for Historians of American Foreign Relations

Professional Assignment, Activities, and School Involvement:

Executive Director, Illinois Council for the Social Studies, 1999-2004; Co-Director, Program chair, National Council for the Social Studies, 2003; Co-Director, "Professional Development School Network for Learning and Teaching American History," Teaching American History Grant, 2001-2005; Consultant, Alternative Assessment, Illinois State Board of Education; CIVITAS: An International Civic Education Exchange Program Lecturer and Presenter; National Council for History Education Teaching American History Grants; Founding Member, Delta Alpha Chapter of Phi Beta Delta; Advisory Board Member, National Clearinghouse Advisory Committee of the ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 1998-2004.

Publications (Select): Books and Chapters

With Lynn R. Nelson, *Engagement in Teaching History.* Upper Saddle River, NJ: Pearson Education, Inc., 2009 (2nd Edition); "Swing of the Pendulum: From Social Studies Education to History Education at Illinois State University," Chapter 4 in *History Education 101: The Past, Present, and Future of Teacher Preparation* . Wilson J. Warren and D. Antonio Cantu, Editors (Charlotte, N.C.: Information Age Publishing, 2008); With Lynn R. Nelson, *Engagement in Teaching History.* Upper Saddle River, NJ: Prentice Hall, 2005. With Lynn R. Nelson. *States' Rights and American Federalism: A Documentary History.* Westport, CT: Greenwood Press, 1999. With Lynn R. Nelson; "Civic Intelligence and Liberal Intelligence in the History Education of Social Studies Teachers and Students," Chapter 7 in *Democratic Citizenship at the Core of Social Studies Teacher Education,* December 2001, John J. Patrick and Robert Leming, Editors. With Lawrence W. McBride, *From Courtroom to Classroom: The Lincoln Legal Papers.* Dennis E. Suttles and Daniel W. Stowell, Editors. Historic Preservation Agency, 2002. With Lawrence W. McBride; "Alternative Assessment in the Social Sciences," Chapter in *The Active Classroom: Ideas and Practices for Teaching Civics.* Edited by Stephen L. Schechter and Natalya Voskrenskaya. Washington, D.C.: The American Federation of Teachers Educational Foundation, 1998. Pages 183-189. Translation in Russian, Pages 165-173. With Lawrence W. McBride and Marcel Lewinski. *Alternative Assessment in the Social Sciences.* Illinois State Board of Education. 1996.

Articles

With Sarah Drake Brown, "History in Education for Citizenship in a Democracy," *The International Journal of Social Education,* Volume 20, Number 2, Fall/Winter 2005-2006: 13-34. With Sarah Drake Brown. "A Systematic Approach to Improve Students' Historical Thinking." *The History Teacher* 36, Number 4 (August 2003): 465-489. "Teaching Historical Thinking." *ERIC Digest* (August 2002). EDO-SO-2002-6.With Lynn R. Nelson, "Myths and History in the United States: The Need for Deliberative Discussions," *The Journal of the International Society for History Didactics, Information Mitteilungen Communications,* (2001): 46-55. "Partnership Schools and Mentoring in a History Education Program," *AHA Perspectives* 38, No. 9 (December 2000): 27-32; With Lawrence W. McBride,"The Summative Teaching Portfolio and the Reflective Practitioner of History," *The History Teacher* 34, No. 1 (November 2000): 41-60. With Lynn R. Nelson, "Civic Education: The Role of History and the Social Sciences in a Civil Society," *The Journal of the International Society for History Didactics, Information Mitteilungen Communications* 20, No. 1 (1999): 18-30. "Encountering New Cultures in History and Civic Education," *Cross-Cultural Dialogue: Comparative Research Endeavors in Pedagogy and Psychology* (1999): 29-35; With Lawrence W. McBride, "Reinvigorating the Teaching of History through Alternative Assessment," *The History Teacher* (February 1997); With

Lynn R. Nelson and Anne Pooler, "Earthquake in South Dakota: Does the Controversy Surrounding National Standards Matter?" *The New England Journal of History* (Winter 1997). With Lynn R. Nelson, "Secondary Teachers' Reactions to the New Social Studies." *Theory and Research in Social Education* (Winter 1994): 44-73; "Use of Primary Sources and Historians' Interpretations in the Classroom." *Teaching History: A Journal of Methods* (Fall 1986).

Awards:
Outstanding University Teacher, Illinois State University, 2003-2004; Outstanding College of Arts and Sciences Teacher, 2000-2001, Illinois State University; University Teaching Initiative Award, 1998-1999, Illinois State University; College of Arts and Sciences Teaching Initiative Award, Illinois State University, 1998-1999; Best Paper Award (Regional). "Social Studies Teaching, 1949-1989." Paper Presented at the American Educational Research Association Annual Conference. San Francisco, California, 1995. With Lynn R. Nelson. Published as "Secondary Teachers' Reactions to the New Social Studies." *Theory and Research in Social Education* 22, No. 1 (Winter 1994): 44-73; Master Class for Teachers. "James Madison and the *Federalist* Papers." Sponsored by the National Trust for Historic Preservation and funded by the U.S. Department of Education. Montpelier, Virginia: June 21-July 1, 1989; and James Madison Fellowship. Indiana University. American Political Science Association and the American Historical Association: Project '87, 1986-1987.

Research: Historical cognition and teaching history; U.S. history.

Chicago's Jesuit University
LOYOLA
UNIVERSITY
CHICAGO

Department of History
Crown Center for the Humanities

Lakeshore Campus
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Chicago, Illinois 60626

Phone: (773) 508-2231
Fax: (773) 508-2153
E-mail: lerenbe@luc.edu

February 18, 2009

Jason Stacy
Department of History
Southern Illinois University at Edwardsville

Dear Professor Stacy:

I would be delighted to participate in your proposed program, "People and Places: Our Age of Freedom, Liberty, and Equality." I can lecture on the popular music of swing and its relationship to racial equality or on the epic boxing matches between Joe Louis and Max Schmeling in the 1930s and their importance in raising the question of race to national and International scrutiny. I am attaching a short CV.

Sincerely,

Lewis A. Erenberg
Professor of History

C. V.

LEWIS A. ERENBERG

PROFESSOR OF HISTORY
LOYOLA UNIVERSITY CHICAGO
U.S. SOCIAL AND CULTURAL HISTORY

PUBLICATIONS:
THE GREATEST FIGHT OF OUR GENERATION: LOUIS VS. SCHMELING (OXFORD UNIVERSITY PRESS, FALL 2005)
SWINGIN' THE DREAM: BIG BAND JAZZ AND THE REBIRTH OF AMERICAN CULTURE (UNIVERSITY OF CHICAGO, 1998)
THE WAR IN AMERICAN CULTURE: SOCIETY AND CULTURE DURING WORLD WAR II (UNIVERSITY OF CHICAGO, 1996)
STEPPIN' OUT: NEW YORK NIGHTLIFE AND THE TRANSFORMATION OF AMERICAN CULTURE, 1890-1930 (UNIVERSITY OF CHICAGO, 1984)

ARTICLES ON THE HISTORY OF NIGHTLIFE, POPULAR MUSIC, SOCIAL DANCE, THE HISTORY OF CHICAGO ENTERTAINMENT, DANCE HALLS, AND OTHER ASPECTS OF POPULAR ENTERTAINMENT PUBLISHED IN AMERICAN QUARTERLY, PROSPECTS, CHICAGO HISTORY, FEMINIST STUDIES, THE ENCYCLODPEDIA OF CHICAGO, AND VARIOUS BOOKS OF ARTICLES IN BOTH THE UNITED STATES AND GERMANY.

AWARDS:
NATIONAL HUMANITIES CENTER, NORTH CAROLINA 2003-04
FULBRIGHT DISTINGUISHED CHAIR IN U.S. CULTURAL HISTORY, UNIVERSITY OF SALZBURG, AUSTRIA, FALL 2000
FULBRIGHT SENIOR FELLOWSHIP, UNIVERSITY OF MUNICH, 1990-91

College of Arts and Sciences

Department of History

One University Boulevard
St. Louis, Missouri 63121-4400
Telephone: 314-516-5681
Fax: 314-516-5781

FEB 20 2009

Brad Harriman
St. Clair County Regional
Superintendent of Education
1000 S. Illinois Street
Belleville, IL 62220

Dear Sir:

I am accepting the invitation to be a presenter on Colonial America in Year One of the grant project, "People and Places: Our Story of Freedom, Liberty, and Equality." My broad research and teaching, from early 17th-century Jamestown to the Lewis and Clark Era in French and Indian Missouri, should enhance the experience of 4th to 6th grade social studies teachers—especially since I use a show-and-tell format with original artifacts.

As a college professor for thirty years, I endorse this excellent project to support the learning of history at all levels.

Sincerely,

Fred Fausz

Dr. J. Frederick Fausz
Associate Professor of History
University of Missouri-St. Louis
One University Boulevard
St. Louis, MO 63121

Dr. J. Frederick Fausz

University of Missouri-St. Louis

(b)(6)

Education

Ph.D. 1977 Early American History, The College of William and Mary
M.A. 1971 Early American History, The College of William and Mary
A.B. 1970 Magna cum Laude, European History, Thomas More College

Professional Positions

1991- Tenured Associate Professor of History, UM-St. Louis
1991-96 Dean of The Pierre Laclede Honors College, UM-St. Louis
1978-91 History Faculty, St. Mary's College of Maryland, St. Mary's City {and Honors Program Director, 1985-1991}
1977-78 National Publications & Records Commission Editorial Fellow, *Papers of Benjamin H. Latrobe*, Maryland Historical Society
1976-77 National Endowment for the Humanities Pre-doctoral Fellow, D'Arcy McNickle Center for History of the American Indian, The Newberry Library, Chicago
1974-76 Assistant Editor, *The Complete Works of Captain John Smith*, Omohundro Institute of Early American History and Culture

Selected Honors, Awards, Fellowships

2007 Governor's Award in the Humanities for Community Heritage
2007-8 Missouri History Speakers Bureau/State Historical Society
2005-6 Organizer, 9th North American Fur Trade Conference in St. Louis
2005 Keynote Speaker, Missouri Conference on History
2005 Essay selected as one of "the greatest hits of the17th century" by the Maryland Historical Society
2004-6 NEH-funded Public Lecturer on Lewis & Clark in MO, KS, IA, NE
2004 Session Commentator, "Atlantic World & Virginia" Conference, Omohundro Institute of Early American History & Culture
2003 Awarded University of Missouri Research Board Grant, Fall
2002-6 National Advisory Board, Center for French Colonial Studies
2002 Delivered "Captain John Smith Keynote Lecture," Association for the Preservation of Virginia Antiquities (APVA), Jamestown
2001-9 National Advisory Board, Jamestown Rediscovery Archaeology Project, APVA and National Park Service
2001 Won "Best Article of the Year Award," Missouri Conference on History for Osage Removal article, *Gateway Heritage* (2000)
1999 UM-St. Louis Research Scholar, Missouri Historical Society, Fall
1998 Faculty Member, Missouri in London Program, Imperial College
1997 Mellon Summer Research Fellow, Virginia Historical Society
1996 Faculty Research Grant, UM-St. Louis, Fall

1993 Consultant, *500 Nations*, Kevin Costner/CBS TV Documentary
1993-9 Missouri Humanities Council Public Speaker
1991 "Best Article of Year/Rachal Award," Virginia Historical Society
1986 Annenberg Foundation/CPB Telecourse Development Grant
1986 Research Grant, National Association for State & Local History
1984 Editor, 350th Anniversary Issue, *Maryland Historical Magazine.*
1982-3 NEH Research Fellowship for College Teachers, Williamsburg
1980 NEH Summer Seminar Grant, Northwestern University
1974 Inducted into Phi Beta Kappa, Alpha of Virginia Chapter
1970-1 Woodrow Wilson Fellow

Selected Publications and Work in Progress

First City of the New West: Auguste Chouteau and the Founding of St. Louis (book forthcoming 2010, University of Missouri Press)

The Jamestown Massacre of 1622 and the Creation of a New Virginia (book manuscript 3/4ths completed)

Jamestown and the Indians: Collected Essays (book in progress)

2007 "Jamestown at 400: Caught between a Rock and a Slippery Slope," History News Network (HNN) Website essay, posted 7 May 2007

2006 "The First Act of Terrorism in English America," History News Network Website essay, posted 16 Jan. 2006 (http://hnn.us/articles/19085.html)

2006 "Chauco," biographical entry, *Dictionary of Virginia Biography*, III

2005 "Present at the 'Creation': The Chesapeake World that Greeted the Maryland Colonists," in Special Centennial Edition, *Maryland Historical Magazine*, 100.1 (Spring 2005), 29-47 (commemorative reprint)

2004 "The Osage Indians: First Gateway to the West," in "The Louisiana Purchase and the West" Special Issue, *The Journal of the West*, ed. Jon Kukla and Mark Fernandez (Summer 2004), 31-38

2004 Biographical Entries for Thomas West, Baron De La Warr, John Eliot, Opechancanough, and Powhatan, in *Oxford Dictionary of National Biography* (Oxford University Press), 18:63-6, 41:888, 45:147-8, 58: 244

2003 "The Death of Meriwether Lewis: An Unsolved Mystery" (with Michael Gavin), in "Lewis and Clark: New Perspectives"—Special Bicen-

tennial Issue of *Gateway Heritage: Quarterly Magazine of the Missouri Historical Society* (Fall 2003-Winter 2004, 24.3-4), 66-79

2003 "'Pacific Intentions': Lewis and Clark and the Western Fur Trade," in Alan Taylor, ed., *Lewis & Clark: Journey to Another America* (St. Louis: Missouri Historical Society Press for the Oasis Institute), 120-143

2003 "The First Anglo-Indian War in Virginia, 1609-1614," in Warren Hofstra and Kevin Hardwick, eds., *Virginia Reconsidered: New Histories of the Old Dominion* (University Press of Virginia), 11-47

2003 "Warriors of the Missouri Waterways," *Missouri Life Magazine* (Oct.), 36-40; "Trading Traditions," *Missouri Life Magazine* (Dec.), 38-42

2001 Biographical Entries for John Boys and Alexander Brown, in *Dictionary of Virginia Biography*, II (Richmond: Library of Virginia)

2001 Re-publication of "The Missing Women of Martin's Hundred" (*American History Magazine*, March 1998), in *Annual Editions: American History*, I, ed. Robert James Maddox, 16th ed. (McGraw-Hill/Dushkin)

2000 "Becoming 'A Nation of Quakers': The Removal of the Osage Indians from Missouri," *Gateway Heritage Magazine*, 21.1 (Summer), 28-39--named "Best Article of the Year" by Missouri Conference on History

1999 Biographical Entries on Samuel Argall, William Claiborne, Henry Fleet, Opechancanough, Pocahontas, and Powhatan. in *Dictionary of American National Biography*, ed. John A. Garraty (Oxford Univ. Press)

1998 "'Engaged in Enterprises Pregnant with Terror': George Washington's Formative Years among the Indians," in Warren Hofstra, ed, *George Washington and the Virginia Backcountry* (Madison House), 115-155

1996 Biographical entries on Sir Samuel Argall, Richard Bennett, and John Berkeley, in the *Dictionary of Virginia Biography*, I (Library of Virginia)

1996 Biographical entry on Pocahontas in *Encyclopedia of North American Indians*, ed. Frederick E. Hoxie (Boston: Houghton Mifflin), 490-92

1990 *Monument School of the People: A Sesquicentennial History of St. Mary's College of Maryland, 1840-1990* (St. Mary's Press); republished on College website, 2007

1990 "'Abundance of Blood Shed on Both Sides': England's First Indian War, 1609-1614," *Virginia Magazine of History and Biography*, 98.1 (Jan), 3-56--Awarded the William M. E. Rachal "Best Article of the Year" Prize of the Virginia Historical Society, Oct. 1991

1989 "Merging and Emerging Worlds: Anglo-Indian Interest Groups and the Development of the 17th-century Chesapeake," lead chapter in Lois Green Carr, Philip Morgan, and Jean Russo, eds., *Colonial Chesapeake Society* (University of North Carolina Press for the Omohundro Institute of Early American History and Culture), 47-98

1987 "The Invasion of Virginia: Indians, Colonialism, and the Conquest of Cant—A Review Essay on Anglo-Indian Relations in the Chesapeake," *Virginia Magazine of History and Biography* 95.2 (Apr), 133-156

1987 "Middlemen in Peace and War: Virginia's Earliest Indian Interpreters, 1608-1632," *Virginia Magazine of History and Biography* 95.1 (Jan), 41-64

1986 "To draw thither the trade of Beavers': The Strategic Significance of the English Fur Trade in the Chesapeake, 1620-1660," in Bruce G. Trigger, et al, eds., *Selected Papers of the 5th North American Fur Trade Conference* (Montreal: McGill University Press), 42-71

1986 Assistant Editor, *The Complete Works of Captain John Smith*, ed. Philip L. Barbour, 3 vols. (University of North Carolina Press for the Omohundro Institute of Early American History and Culture)

1985 "Patterns of Anglo-Indian Aggression and Accommodation along the Mid-Atlantic Coast, 1584-1634," in William Fitzhugh, ed., *Cultures in Contact: The Impact of European Contacts on Native American Cultural Institutions* (Washington, D.C.: Smithsonian Institution Press), 225-268

1985 "The Secular Context of Religious Toleration in Maryland," in James F. Brewer, ed., *Maryland 350: The History of Religious Toleration* (Baltimore: Loyola College Press), 5-22

1984 Guest Editor, "Fresh Perspectives on Maryland's Past: The Seventeenth-Century Experience," *Maryland Historical Magazine* 79.2 (Spring)—Including my essay, "'Present at the Creation': The Chesapeake World that Greeted the Maryland Colonists," 5-22

1984 "Anglo-Indian Relations in Colonial North America: A Critical Bibliography of Recent Works, 1975-1982," in William Swagerty, ed., *Scholars and the Indian Experience* (Indiana UP for D'Arcy McNickle Center, Newberry Library), 79-105

1984 "Profits, Pelts, and Power: English Culture in the Early Chesapeake, 1620-52," *Maryland Historian*, XIV, 15-30

1981 "Opechancanough, Indian Resistance Leader," in David Sweet and Gary Nash, eds., *Struggle & Survival in Colonial America* (Berkeley), 21-37; reprinted: Roger Nichols, *The American Indian*, 4th ed. (Knopf '99)

1980 "Fighting 'Fire' with Firearms: The Anglo-Powhatan Arms Race in Early Virginia," *American Indian Culture & Research Journal* 3.1, 33-50; reprinted: Roger Nichols, *American Indian: Past and Present*, 3d ed.

1977 "A Letter of Advice to the Governor of Virginia, 1624" (with Jon Kukla), *William and Mary Quarterly*, 3d Series, 34.1 (Jan), 104-129.

There are over 300 citations to the above publications in the academic literature of several different fields in USA and abroad.

For popular audiences, I have contributed several presentations on video, audio tape and Internet websites and served as a consultant for these film projects: Kevin Costner's *500 Nations*, the PBS American Playhouse production of *Roanoak*, and Corinthian Production's TV docu-drama, *Jamestown: Beware the People of the Sunrise*, used in Virginia schools for the past 35 years. I wrote the "historic tribes" text for the Missouri Archaeology Month poster (September 2002) and all of the 15 Indian entries for a Lewis & Clark Expedition website for 4th-5th grade curriculum in Missouri. My historical essays for the general public have appeared in *Virginia Cavalcade Magazine, Gateway Heritage Magazine, Maryland Heritage News, Country Magazine, Mulberry Tree Papers, The Pendulum: Newsletter of the Maryland Commission on Afro-American History and Culture,* and *Missouri Life Magazine*

I have also published more than 30 scholarly book reviews in: *William and Mary Quarterly, Journal of American History, Virginia Magazine of History and Biography, Maryland Historical Magazine, Pennsylvania Magazine of History and Biography, Tennessee Historical Quarterly, Great Plains Quarterly, The Historian, Social Studies, Journal of Southern History, The Western Historical Quarterly, Oregon Historical Review, Indiana Magazine of History, Gateway Heritage Magazine*

Shannon Greazel
(b)(6)

MAR 4 2009

February 20, 2009

Brad Harriman
Regional Superintendent of Schools
St. Clair Regional Office of Education

Dear Dr. Harriman,

I am excited to participate in your proposed 2009-2014 TAH project, *People and Places: Our Story of Freedom, Liberty, and Equality*. It will be my pleasure to support your programming by serving as the elementary pedagogy specialist for the project's summer institute if needed in 2010 and in 2012. I look forward to sharing the expertise I have developed in three years of designing and teaching elementary history instructional units.

Thank you for the invitation to participate in *People and Places*. I admire the enthusiasm and expertise John Robinson brings to professional development. I look forward to working with him and the other members of your Illinois team.

Sincerely yours,

Shannon Greazel

Shannon Greazel
3rd Grade Teacher
Prairie Ridge Elementary School
Cedar Rapids, IA

LOYOLA
UNIVERSITY CHICAGO
AD · MAJOREM · DEI · GLORIAM
1870

Department of History
Crown Center for the Humanities
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6525 N. Sheridan Road | Chicago, Illinois 60626
Phone 773.508.2221 | Fax 773.508.2153

February 19, 2009

Susan Sarfaty
Assistant Superintendent
St. Clair Regional Office of Education
1000 South Illinois Street
Belleville, IL 62220-2537

Dear Ms. Sarfaty:

I am pleased to support your grant proposal, "People and Places: Our Story of Freedom, Liberty and Equality," and look forward to participating in it. As my enclosed c.v. indicates, I have researched and written on the history of American labor and industrialization in both the nineteenth and twentieth centuries, but my most recent work has been on labor activism here in Illinois. I'd be happy to offer a lecture and discussion of sources for your teachers on American labor activism in the late nineteenth and early twentieth centuries that would highlight developments in Chicago, especially the Haymarket Affair and the Pullman Strike.

Sincerely,

Susan E. Hirsch
Professor

CURRICULUM VITAE

SUSAN ELEANOR HIRSCH

(b)(6)

shirsch@luc.edu

Department of History
Loyola University
6525 N. Sheridan Rd.
Chicago, Il. 60626
773-508-2215

Current Position: Professor of History
Loyola University Chicago

Education: Ph.D. (history), University of Michigan, 1974

Selected Publications:

After the Strike: A Century of Labor Struggle at Pullman (Urbana, Ill.: University of Illinois Press, 2003)

Roots of the American Working Class: The Industrialization of Crafts in Newark, 1800-1860 (Philadelphia: University of Pennsylvania Press, 1978)

Susan E. Hirsch and Robert I. Goler, A City Comes of Age: Chicago in the 1890s (Chicago: Chicago Historical Society, 1990)

Lewis Erenberg and Susan Hirsch, eds., The War in American Culture: Society and Consciousness during World War II (Chicago: University of Chicago Press, 1996)

"Economic Geography," Encyclopedia of Chicago (Chicago: University of Chicago Press, 2004); reprinted in Chicago Neighborhoods and Suburbs: A Historical Guide, ed. Ann Durkin Keating (Chicago: University of Chicago Press, 2008), 64-75

"Agnes Nestor," Women Building Chicago 1790-1990: A Biographical Dictionary, Rima Schultz and Adele Hast, eds. (Bloomington, Ind.: Indiana University Press, 2001), 623-26

"The Search for Unity Among Railroad Workers: The Pullman Strike in Perspective," in The Pullman Strike and the Crisis of the 1890s, Richard Schneirov, et al, eds.(Urbana, Ill.: University of Illinois Press, 1999)

"Multikulturalismus in Chicago: Schulreform als Fallstudie," in Multikulturelle Gesellschaft: Modell Amerika?, Berndt Ostendorf, ed. (Munich: Fink Verlag, 1994)

"No Victory at the Workplace: Women and Minorities at Pullman during World War II," Mid-America 75 (1993):283-301 and in The War in American Culture, Chap. 10

"Rethinking the Sexual Division of Labor: Pullman Repair Shop Workers, 1900-1969," Radical History Review 35 (1986):26-48

"From Artisan to Manufacturer: Industrialization and the Small Producer in Newark, 1830-1860," in Small Business in American Life, Stuart Bruchey, ed. (New York: Columbia University Press, 1980)

Susan Hirsch & Janice Reiff, "Career Making at Pullman: Employment Stability and Job Mobility for Railroad Repair Shop Workers, 1915-1970," in Origins of the Modern

Career, David Mitch, John Brown, & Marco van Leeuwen, eds. (Burlington, Vt.: Ashgate Publishing Co., 2004), 145-63.

Susan Hirsch & Janice Reiff, "Pullman and Its Public: Image and Aim in Making and Interpreting History," The Public Historian 11 (1989):99-112.

Susan Hirsch Bloomberg, et al, "A Census Probe into Nineteenth-Century Family History: Southern Michigan, 1850-1880," Journal of Social History, Fall 1971, 26-45

Fellowships and Grants:

Senior Fulbright Scholar, University of Munich, 2001

National Endowment for the Humanities/ Lloyd Lewis Fellowship, Newberry Library, 1987-88

"Job Segregation and Community Hierarchies: Pullman Repair Shop Workers, 1900-1969," National Endowment for the Humanities 1985-87 and National Science Foundation, 1985-87

"Work and the Social Division of Labor: Repair Shop Workers of Calumet, 1895-1967," National Endowment for the Humanities, 1982-83

Postdoctoral Fellowship, National Institute of Education, Program on Women, Northwestern University, 1980-81

Selected Public History/Community Outreach:

Leader, half-day tour, Pullman Historic District, for University of California, Los Angeles Teaching American History Program, July 2008

Leader, day-long tour, Pullman Historic District, for the Middle Tennessee State University Teaching American History Program, July 2007

Instructor, "Pullman: Labor Struggle and the City," two half-day seminars for the Teachers' Consortium, Newberry Library, Chicago, 2006

Instructor, "Pullman and the Development of Chicago," two-day Teachers as Scholars Seminar, Newberry Library, Chicago, 2004

Lecture, "Industrializing Crafts, Creating a Working Class in Newark," 2004 Summer Institute, New Jersey History Partnership Project, Kean University, Union, N. J.

Faculty member, "A Model Collaboration: Rethinking American History," three-week summer institute, Lake Forest College and Waukegan, Ill. Public Schools, 2002

Faculty member, Work and Community History Workshop for Teachers and School Librarians, Newberry Library, Chicago, 2001-2002

Faculty, "Politics, Culture and Society in the New Deal Era," Illinois Humanities Council "True Learning, True Teaching" Teacher Seminar, 1999

Professional Organizations:

American Historical Association
Labor and Working Class History Association
Organization of American Historians
Social Science History Association
Urban History Association

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

The Graduate School and Research

February 24, 2009

Susan Sarfaty
Assistant Superintendent
Regional Office of Education, St. Clair County
1000 South Illinois St.
Belleville, IL 62220-2537

Dear Ms. Sarfaty:

On behalf of Southern Illinois University Edwardsville, I am happy to offer institutional support for St. Clair County school district's proposal for a Teaching American History Grant. This support will make it possible for you to use our facilities for seminars and meetings with teachers in your program and scholars in the Department of Historical Studies. Also, as Dean of the Graduate School, I am happy to offer graduate credit for the participants who are admitted to the SIUE Graduate School and who take seminars with our faculty and who complete the required course work according to the policies of the university.

Also, as a Lincoln scholar and a historian of Illinois politics in the 19th century, I am honored that you asked me to take part in the summer seminars. "People and Places: Our Story of Freedom, Liberty, and Equality" is an intriguing topic for incorporating Lincoln studies and Illinois political history; I look forward to participating in the program.

If you have any further questions or concerns, please feel free to contact me.

Looking forward to working with you and the teachers of St. Clair County,

Stephen Hansen
Associate Provost for Research
Dean of the Graduate School
Professor of History
Southern Illinois University Edwardsville

STEPHEN L. HANSEN

VITA

The Graduate School
Southern Illinois University Edwardsville
618/650-3010
shansen@siue.edu

PROFESSIONAL EXPERIENCE:

2006-Present	Associate Provost for Research and Dean of the Graduate School, Southern Illinois University Edwardsville.
1998-Present	Dean, Graduate Studies and Research, Southern Illinois University Edwardsville.
2004-Present	Professor, Department of History, Southern Illinois University Edwardsville
1995-1998	Associate Dean, Graduate Studies and Research, and Director, Office of Research and Projects, Southern Illinois University Edwardsville.
1995-2004	Associate Professor, Department of History, Southern Illinois University Edwardsville.
1993-1995	Acting Dean, Graduate Studies and Research, Southern Illinois University Edwardsville.
1988-1989	Acting Dean, Graduate Studies and Research, Southern Illinois University Edwardsville.
1986-1995	Associate Dean, Graduate Studies and Research, and Director, Office of Research and Projects, Southern Illinois University Edwardsville.
1984-1986	Assistant Dean, Graduate Studies and Research, and Director, Office of Research and Projects, Southern Illinois University Edwardsville.
1984-1995	Adjunct Assistant Professor, Department of History, Southern Illinois University Edwardsville.
1981-1984	Associate Director of Research, Georgia Southern College, Statesboro, Georgia.
1979-1980	Assistant Professor, Department of History, Northern Illinois University, Dekalb, Illinois.
1978-1979	Research Associate, The Newberry Library, Chicago, Illinois.
1976	Instructor, Department of History, College of DuPage, Glen Ellyn, Illinois.
1975	Instructor, Department of Social Science, George Williams College, Downers Grove, Illinois.
1970-1972	Teacher (Grades 7-12) Chicago Public School System, Chicago, Illinois.

OTHER PROFESSIONAL ACTIVITIES

Editorial Advisory Board, *Sponsored Research Administration: A Guide to Effective Strategies and Recommended Practices*, Atlantic Information Services, Inc., and the National Council of University Research Administrators, 2005 – present.

Contributing Editor, *NCURA Newsletter*, 2006.

GRE Master's Advisory Committee, Higher Education Division, ETS

Chair, Implementation Committee on Peer Review of University Sponsored Program Offices, National Council of University Research Administrators, 2005-2006.

Reviewer, National Institutes of Health, Center for HIV/AIDS Vaccine Immunology (CHAVI), NIH/NIAID, May-June 2005.

Chair, Task Force on Peer Review of University Sponsored Program Offices, National Council of University Research Administrators, 2004-2005.

President, Illinois Association of Graduate Schools, 2004-2005.

Advisory Board, *Report on Research Compliance*, Atlantic Information Services, Inc., and the National Council of University Research Administrators.

Chair, Nominating and Leadership Development Committee, National Council of University Research Administrators (NCURA), 2001-2003.

Faculty member, Fundamentals of Sponsored Project Administration, National Council of University Research Administrators, 2003-present.

Member, Abraham Lincoln Presidential Library and Museum Research Support Committee, 2002

Member, Annual Meeting Task Force, National Council of University Research Administrators, 2002.

Program Committee, Annual Meeting, National Council of University Research Administrators, 2001.

Faculty member, IRB 101, Public Responsibility in Medicine and Research (PRIM&R), 1999-present.

Consultant, Baptist Hospital of East Tennessee (Knoxville), 1997, University of Louisville, 1998, University of Southwestern Louisiana, 2000, University of Virginia Health System, 2000, Case Western Reserve University, 2001, University of Illinois Medical College (Rockford), 2001, University of Arkansas, Little Rock, 2001, Loyola University (Chicago), 2001, Cornell University, 2002, University of Central Arkansas, 2002, University of San Francisco, 2003. Northern Arizona University, 2004, Texas A&M, 2006.

Member, Southern Illinois University delegation to Cuba, 2001.

Advisory Panel, Office for Research Integrity, Review of Regulations for Training in Responsible Conduct of Research, Bethesda, MD, August, 2000.

Co-Chair, Deputy Governor's Task Force on University-State Agency Contracting, Summer, 2000.

Program Chair, "Making the Right Moves in Handling Research Misconduct Allegations," PHS Office of Research Integrity and the National Council of University Research Administrators, Teleconference, March 2000.

Participant, National Institutes of Health Reinvention Roundtable, Bethesda, MD, September, 1997.

President, National Council of University Research Administrators, 1996-1997.

Vice-President/President-Elect, National Council of University Research Administrators, 1995-1996.

Chair, Annual Program Committee, National Council of University Research Administrators, 1996.

Reviewer, Fund for the Improvement of Post-Secondary Education, U.S. Department of Education, 1996.

Advisory Board, National Science Foundation FastLane Project, 1994.

Chair, Professional Development Committee, National Council of University Research Administrators, 1993-1995.

Executive Committee, National Council of University Research Administrators, 1991-1998.

Publications Committee, National Council of University Research Administrators, 1992-1993.

Chair, Program Committee, Conference on Sponsored Programs for Predominantly Undergraduate Institutions, National Council for University Administrators, February, 1992.

Program Committee, National Council of University Research Administrators, Annual Meeting, 1990.

Editorial Advisory Board, National Council of University Research Administrators, 1989-1993.

Executive Committee, Region IV, National Council of University Research Administrators, 1989-1993.

Chair, Region IV, National Council of University Research Administrators, 1989-1990.

Coordinator, Workshops '90, National Council of University Research Administrators, 1989-1990.

Deputy Coordinator, Workshops '89, National Council of University Research Administrators, 1988-1989.

Professional Development Committee, National Council of University Research Administrators, 1987-1990.

Board of Directors and Chair, Operating Council, Illinois Resource Network (statewide consortium), 1987-1990.

Program Committee, Society of Research Administrators, Midwest Section, Regional Meeting, 1988.

Coordinator, Evaluation Committee, National Council of University Research Administrators,

Annual Meeting, 1988.

Program Committee, National Council of University Research Administrators, Conference for Predominantly Undergraduate Colleges and Universities, 1988.

Chairman, Illinois Resource Network (statewide university consortium), 1987.

Vice Chairman, Illinois Resource Network (statewide university consortium), 1986.

Program Committee, National Council of University Research Administrators, Conference for Predominately Undergraduate Colleges and Universities, Washington, D.C., 1986.

Referee, Journal of American History, 1985.

PUBLICATIONS:

Books:

Seligman, Richard P., General Editor. Sponsored Research Administration: A Guide to Effective Strategies and Recommended Practices, edited by Stephen L. Hansen, et. al. (Washington DC: Atlantic Information Services, Inc., and NCURA, 2006).

Hansen, Stephen L., [Compiler], Illinois, Indiana, Ohio, V 2, Historical Atlas and Chronology of County Boundaries, 1788-1980 ed. John H. Long, 5 Vols. (Boston: G. K. Hall, 1984).

Hansen, Stephen L., The Making of the Third Party System: Voters and Parties in Illinois, 1850 to 1876. (Ann Arbor: Research Press, 1980).

Micrographs:

Hansen, Stephen L., and Mildred Ofosu, Establishing and Managing An Office of Sponsored Programs at Non-Research Intensive Colleges and Universities. (Washington, DC: National Council of University Research Administrators, November 2003). Second edition published Summer 2008 with Christa Johnson as third author.

Articles:

Hansen, Stephen L. "Pre-Award Services," Sponsored Research Administration: A Guide to Effective Strategies and Recommended Practices ed. Richard P. Seligman, et.al. (Washington DC: Atlantic Information Services, Inc and NCURA, 2006).

Hansen, Stephen L., and Moreland, Kim, "The Janus Face of Research Administration," Research Management Review, v. 14, No 1 (Spring 2004).

Hansen, Stephen L., and Peggy Lowry, "Reconsidering Research Administration at Predominantly Undergraduate Colleges and Universities," Research Management Review, v. 11, No. 2 (Fall 2000).

Hansen, Stephen L., "James Shields, 1806-1879" in American National Biography ed. John A. Garraty (Oxford University Press, 1999).

Hansen, Stephen L., "John J. Hardin, 1810-1847" in American National Biography ed. John A. Garraty (Oxford University Press, 1999).

Hansen, Stephen L., and Nygard Paul, "Stephen A. Douglas, The Know Nothings, and the Democratic Party, 1854-1894," Illinois Historical Journal (Summer, 1994).

Hansen, Stephen L., and Nygard, Paul, "Abraham Lincoln and the Know Nothing Question, 1854-1859," Lincoln Herald (Summer, 1992).

Hansen, Stephen L., and Shisler, Clifford L., "Research Administration Reconsidered," Research Management Review, V.6, No. 2 (Fall, 1992).

Hansen, Stephen L., "Evaluating Sponsored Programs at Predominantly Undergraduate Institutions," Society of Research Administrators Journal (Summer, 1989).

Essays and Reviews:

Hansen, Stephen L. "Lincoln and the Decision for War: The Northern Response to Secession, by Russell McClintock," The History Teacher, (Fall 2008).

Hansen, Stephen L., "Stephen A. Douglas and the Dilemmas of Democratic Equality by James L. Huston," Civil War Boor Review, (May 2008).

Hansen, Stephen L. "Lincoln's Rise to the Presidency by William C. Harris," Journal of American History (March 2008).

Hansen, Stephen L. "Lincoln Revisited, edited by John Y. Simon, Harold Holzer, and Dawn Vogel," The History Teacher, (forthcoming)

Hansen, Stephen L. "A Civil War Soldier's Diary: Valentine C. Randolph, 39th Illinois Regiment edited by David D. Roe," The Journal of Southern History, v. 73, n. 3 (August 2007).

Hansen, Stephen L. "The Boundaries of American Political Culture in the Civil War Era by Mark E. Neely, Jr.," Indiana Magazine of History, v. 103, n. 2, (June 2007).

Hansen, Stephen L. "'Whip the Rebellion': Ulysses S. Grant's Rise to Command by George Walsh," The Journal of Southern History, v. 73, n. 3, (August 2007).

Hansen, Stephen L., "Owen Lovejoy: His Brother's Blood, Speeches and Writings, 1838-64 edited by William F. Moore and Jane Ann Moore," Civil War History, v. 52, n. 2 (June 2006).

Hansen, Stephen L., "The Young Eagle: The Rise of Abraham Lincoln by Kenneth J. Winkle," Journal of American History, Spring 2004., p. 47.

Hansen, Stephen L., "The Shattering of the Union: America in the 1850s by Eric H. Walther," North and South, v. 7, n. 1, January 2004, p.88.

Hansen, Stephen L., "Lincoln's Rail-Splitter: Governor Richard J. Oglesby by Mark A. Plummer," Journal of American History, December 2002, pp 1044-45.

Hansen, Stephen L., "Illinois Justice: The Scandle of 1969 and the Rise of John Paul Stevens, by Kenneth A. Manaster," Journal of the Illinois State Historical Society, v. 95, no.1., Spring 2002, pp107-9.

Hansen, Stephen L., "Kerner: The Conflict of Intangible Rights and of Paul Powell of Illinois: A

Lifelong Democrat, by Bill Barnhart and Gene Schlickman" Journal of the Illinois State Historical Society, v. 93, No.1 (Spring 2000).

Hansen, Stephen L., "The Lincoln Murder Conspiracies: A Book Review" Journal of American History, V 71, No. 2 (September, 1984).

Hansen, Stephen L.., "The Illusion of Objectivism: A Review of Recent Trends in the New Political History," Historical Methods (Summer, 1979).

PROFESSIONAL PAPERS:

"Senior Open Forum: Emerging Research Institutions," National Council of University Research Administrators, Annual Meeting, Washington DC (November 2008).

"Moving to Sponsored Programs to the Next Level: Strategic Planning and Research Capacity Challenges," National Council of University Research Administrators, Region IV Meeting, Kansas City (May 2008).

"The 3 R's: Recruiting, Retaining, and Rewarding Talented Staff," National Council of University Research Administrators, Annual Meeting, Workshop, Washington DC (November 2007).

"Fostering Community Outreach and Service Programs at PUIs," National Council of University Research Administrators, Annual Meeting, Washington DC (November 2007).

"Effective Communications," National Council of University Research Administrators Region IV (Midwest) Meeting, Indianapolis, IN (May 2007).

"The Teacher Scholar Model," keynote address, Western Illinois University Research Conference, October 2006.

"Beyond Good and Evil: Ethics in Research Administration," National Council of University Research Administrators Region IV (Midwest) Meeting, Grand Rapids, MI (May 2006).

"A Look at the Options: Structuring the Post-Award Office," National Council of University Research Administrators, Financial Research Administrators Meeting, Palm Springs, CA (April 2006).

"Conflict Resolution," National Council of University Research Administrators, Annual Meeting, Washington DC (November, 2005).

"What Are you Trying to Say? A Guide to Better Communication," National Council of University Research Administrators Region IV (Midwest) Meeting, Chicago (May 2005).

"'Glory to God and the Sucker Democracy:' Stephen A. Douglas and the Election of 1858," Race and Politics in Stephen A. Douglas's American: A Symposium, Jacksonville, Illinois (April 16, 2005).

"How to Identify, Reward and Retain the Talent on Your Team," Financial Research Administration VI, National Council of University Research Administrators, Orlando, FL (February 2005).

"Office Structure: Everything You Wanted to Know (or All We Have Time to Tell You)," Financial Research Administration VI, National Council of University Research Administrators, Orlando, FL (February 2005).

"Emerging Issues for PUI's," National Council of University Research Administrators, Annual

Council ($13,588), Summer, 1987. Southern Illinois University Edwardsville.

Co-Author, "Center for Advanced Manufacturing and Production," Illinois Board of Higher Education, ($250,000), Fall, 1984. Southern Illinois University Edwardsville.

Co-Author, "Technology Commercialization Center" Illinois Department of Commerce and Community Affairs, ($100,000), Fall, 1984, Southern Illinois University Edwardsville.

Co-Author, "The Challenge Today for a Strong Tomorrow," National Endowment for the Humanities Challenge Grant, ($100,000). Winter, 1984. Georgia Southern College.

"Human Rights: A Humanities Symposium," Georgia Endowment for the Humanities, ($48,003), Spring 1982, Georgia Southern College.

Co-Author, "International Studies at Georgia Southern College," National Endowment for the Humanities ($83,101), Winter 1982, Georgia Southern College.

Co-Author, "Helping Teachers, Grades 7-12, Teach Writing," National Endowment for the Humanities ($164,713) Summer 1982, Georgia Southern College.

Co-Author, "Special Needs Program," U.S. Department of Education, Title III ($425,000) Summer 1982, Georgia Southern College.

Co-Author, "Strengthening Developing Institutions," U.S. Department of Education, Title III ($850,000) Summer 1981, Georgia Southern College.

SERVICE:

Chair, Search Committee for Special Assistant to the Chancellor for Economic Development and Executive Director of University Park, 2005.

Chair, AQIP subcommittee, Criterion 2, SIUE, 2003

Chair, Registrar Search Committee, SIUE, 2002

Chair, Committee on "SIUE Departmental Research Costs," Report to the Provost (March 15, 1994).

Chair, Excellence in Graduate Education Conference, "Graduate Education at SIUE: Defining Quality," (March 22, 1994).

Chair, Contributing Committee on Research, SIUE North Central Accreditation Report (June, 1992).

Co-Author, "Graduate School White Paper: The Research Environment at SIUE," (January, 1992).

Chair, Research and Development Committee, SIUE, 1985-1993.

Ex-officio, Research and Projects Advisory Board, SIUE, 1984-1990.

Institutional Animal Care and Use Committee, SIUE, 1984-present.

Institutional Biosafety Committee, SIUE, 1989-present.

Graduate Council, SIUE, 1995-present

Educational and Research Policies Committee, 1985-present.

Programs Committee, 1990-present.

Course Review Committee, 1990-present.

Academic Vice President Search Committee, Georgia Southern College, 1982.

Committee for the Establishment of the Jimmy Carter Endowed Chair for Human Rights, Georgia Southern College, 1982.

PUBLIC ADDRESSES:

"Popular Image of the Civil War," Carlinville, Illinois Civil War Roundtable (November 14, 2002).

"The Lincoln-Douglas Debate at Alton," Panel Discussant, C-Span (October 15, 1994).

"Abraham Lincoln and the Secession Crisis," MacMurray College, Jacksonville, IL (April 1, 1992).

"Abraham Lincoln," Lifelong Learning Series, SIUE, (February, 1992).

"Research and the Community," Rotary Club, Statesboro, GA (Winter 1981).

"Lincoln and Douglas: The Campaign Style of 1858" DeKalb, (Illinois) County Historical Society, DeKalb, Illinois (Winter 1980).

"Local History and the Classroom," Glenbard (Illinois) Teacher's Association, Glenbard, Illinois (Spring 1980)

AWARDS:

Outstanding Achievement in Research Administration, National Council of University Research Administrators, 2005.

Phi Kappa Phi, 2004

Distinguished Service Award, 1993, National Council of University Research Administrators, Region IV.

University of Illinois Fellowship, 1976-1977

Illinois State Historical Society Fellowship, 1975-1976

The Newberry Library Summer Institute of Local and Family History Fellowship, 1974.

EDUCATION:

Ph.D. 1978, University of Illinois at Chicago, Chicago, IL

M.A. 1973, University of Illinois at Chicago, Chicago, IL

B.A. 1970, MacMurray College, Jacksonville, IL

Kimberly Heckart
(b)(6)

February 20, 2009

Brad Harriman
Regional Superintendent of Schools
St. Clair Regional Office of Education

Dear Mr. Harriman,

I am excited to participate in your proposed 2009-2014 TAH project, *People and Places: Our Story of Freedom, Liberty, and Equality*. It will be my pleasure to support your programming by serving as the elementary pedagogy specialist for the project's summer institute if needed in 2010 and in 2012. I look forward to sharing the expertise I have developed in more than seven years of designing and teaching BHH instructional units, and five years mentoring new elementary history teachers.

Thank you for the invitation to participate in *People and Places*. I admire the enthusiasm and expertise John Robinson brings to professional development. I look forward to working with him and the other members of your Illinois team.

Sincerely yours,

Kimberly Heckart

Kimberly Heckart
3rd Grade Teacher
Prairie Ridge Elementary School
Cedar Rapids, IA

ADAMS STATE COLLEGE
COLORADO
Great Stories Begin Here

Re: "People and Places: Our Story of Freedom, Liberty, and Equality,"
February 14, 2009

To Whom It May Concern:

Please consider this letter as support of the "People and Places: Our Story of Freedom, Liberty, and Equality," for St. Louis metropolitan area elementary teachers. I am pleased to offer my support as a scholar and teacher for this program.

I am a professor at Adams State College in Alamosa, Colorado, and have served as a director for four prior TAH projects. My main expertise is in using historical sites to teach American history content. I have planned and led over twenty trips to the east coast for over 300 total teachers. I have taken many of these groups to Boston and Philadelphia and have developed materials for using the historic sites to teach American history content.

For this program, I will provide an intensive five-day experience for elementary teachers using the sites around Boston and Philadelphia. This will involved preparing the teachers in advance with readings, documents, and interpretive classroom activities. In Boston, we will use sites such as the Boston Massacre site, Bunker Hill, and Concord to develop the teachers' understanding of the events shaping the American Revolution. The mills at Lowell will help the teachers formulate their understanding of the Industrial Revolution to improve their teaching in the classroom. In Philadelphia, sites used for teaching will include Valley Forge and Independence Hall, and smaller sites like Benjamin Franklin's grave, Christ Church, the Irish Memorial at Penn's Landing, and the Second Bank of the United States will help elementary teachers understand and teach American history. I will use the same content-centered pedagogy I employ with the teachers in my previous TAH programs.

I also provide logistical support and planning, and I conduct all of my trips with careful consideration for budget efficiency. I am happy to work with this program, and I give it my full endorsement.

Respectfully,

Richard D. Loosbrock

Richard D. Loosbrock, Ph.D.
Adams State College

DEPARTMENT OF HISTORY, GOVERNMENT & PHILOSOPHY

208 Edgemont Blvd. - Alamosa, CO 81102 • Fax: (719) 587-7176 • Phone: (719) 587-7771
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Richard D. Loosbrock

(b)(6)

Education

University of New Mexico, Albuquerque, 2005
Ph.D., History. Specialization in Nineteenth Century United States, Civil War, Social History, and the American West
Other fields: United States to 1877; Medieval History.
Dissertation: "Living With the Octopus: Life, Work, and Society in a Western Railroad Town, 1888-1920."

M.A., History, 1993
Major: American West.
M.A. Thesis, "Mining on the Margin: Economics, Ethnicity, and Population in the Elizabethtown, New Mexico, Mining District, 1867-1920"

University of Kansas, Lawrence, 1988
B.A., History

Experience

ADAMS STATE COLLEGE, Alamosa, Colorado: *Assistant Professor of History*, August, 2000-present.
Courses Taught: Development of Civilization (Before and After 1500), Colonial American, U.S. 1900-1945, U.S. 1945-Prestent, The American West, The Civil War, History of American Women, Colorado History, The Gilded Age, The Southwest, History of American Sports.

SANTA FE SCHOOL DISTRICT, Santa Fe, New Mexico: *Director, Enchanted Circle History Organization*, 2007-present.
•Managing and directing a $500,000 Teaching American History grant from the U.S. Department of Education.
•Conducting yearly outdoor classrooms to Washington, D.C., and Boston-New York.
•Teaching workshops for teachers and work with school teachers on development of American history curriculum in the classroom.

TAOS SCHOOL DISTRICT, Taos, New Mexico: *Director, Enchanted Circle History Organization*, 2005-present.
•Managing and directing a $1,000,000 Teaching American History grant from the U.S. Department of Education.
•Conducting two yearly outdoor classrooms to Washington, D.C., and Boston-New York.
•Teaching workshops for teachers and work with school teachers on development of American history curriculum in the classroom.

Southeastern Board of Cooperative Services, Lamar, Colorado: *Director, Enhancing History in Colorado*, 2005-present.
•Managing and directing a $500,000 Teaching American History grant from the U.S. Department of Education.
•Conducting a yearly outdoor classroom for teachers in Washington, D.C..
•Teach workshops for teachers and work with school teachers on development of American history curriculum in the classroom.

SAN LUIS VALLEY BOARD OF COOPERATIVE SERVICES, Alamosa, Colorado: *Director, Enhancing History in Colorado*, 2002-present.
•Managed and directed a $700,000 Teaching American History grant from the U.S. Department of Education.
•Conducted two yearly tours to Washington, D.C., and other cities.
•Taught workshops for teachers and worked with school teachers development of American history curriculum in the classroom.

ARTS AND ENTERTAINMENT TELEVISION NETWORK, New York, New York: *Freelance Writer*, 2001-2002.

•Wrote "This Day in the Civil War" for HistoryChannel.com. The daily column currently receives over 100,000 hits per month. Project length: 600 manuscript pages.

CHADRON STATE COLLEGE. Chadron, NE: *Visiting Faculty/ Special Appointment Faculty.* 1996-2000 and 1993-1994.

•Taught various classes while researching my doctoral dissertation, including the following general education classes: The United States to 1877, The United States since 1877, American National Government.

Upper Division and Graduate Courses Taught: Applied Ethics, The American Frontier, The United States since 1945, History of American Women, Mining in the West, History of the South, History of the American Southwest, Europe in the Middle Ages, Sectionalism, Civil War, and Reconstruction, History of Historical Writing, Graduate Readings in the 1920s, The Depression, and the Homefront in World War II, Graduate Readings in the Gilded Age and Progressive Era, Graduate Readings in the American West.

•Designed and conducted a special American West course delivered over cable television in Alliance, Nebraska.

•Developed and implemented a Directed Independent Study Program, including courses in the U.S. to 1877, the U.S. since 1877, and Western Civilization to 1600.

•Developed curriculum and secured funding from the Nebraska Humanities Council for graduate seminar on Race, Ethnicity, and Gender in the American West.

•Conducted an annual summer course on mining history, involving a three-day field trip to museums and historic hotels in Colorado mining districts.

•Conducted a summer course on the Southwest with a five-day field trip to New Mexico.

WESTERN NEBRASKA COMMUNITY COLLEGE, Scottsbluff, Nebraska. *Adjunct Instructor,* 1996-1998.

•Taught Railroad History Course for WNCC's Railroad Operations program to remote sites through the Distance Interactive Learning system.

MONTANA STATE UNIVERSITY, Bozeman, MT: *Visiting Assistant Professor, Department of History and Philosophy,* 1995.
•Taught twelve credit hours, including the following courses:
History 256: American Peoples Since 1865
History 403: Trans Mississippi West
History 515: Graduate Seminar in Western American History
•Supervised grading assistant in survey classes

UNIVERSITY OF NEW MEXICO, Albuquerque, NM: *Graduate Assistant, Department of History*, 1990-1992.
•Graded exams and papers and presented some lectures for the following courses:
History 161: U.S. to 1877
History 162: U.S. since 1877
History 101: Western Civilization to 1600
History 102: Western Civilization since 1600

PHILMONT NATIONAL SCOUT RANCH, Cimarron, NM: *Director of Logistics.* Summer, 1992 & 1993.
•Responsible for the transportation and communication networks for a high adventure camp with over 20,000 annual participants.
•Managed staff of twelve employees, primarily college students.
•Directed scheduling of transportation and programs.
•Coordinated emergency search and rescue operations.
•In 1991, served as Director of Headquarters Services, overseeing a large commissary warehouse, post office, and equipment issue; supervised a staff of 15.

NORTH FLORIDA COUNCIL, BOY SCOUTS OF AMERICA, Jacksonville, FL: *District Executive*, 1989-1990.
•Professional administrator for non-profit organization.
•Recruited volunteers and organized units for the Boy Scout's Exploring program in two north Florida counties.
•Directed the district's finance campaign.
•Earned the Winner's Circle and Super Pro recognitions for achieving balanced growth for the district in each quarter.

Consulting and Contract Work:

St. Clair County Educational Cooperative Board, Belleville, Illinois. Conducting a spring seminar and summer field trip for teachers to Washington, D.C., Antietam, and Gettysburg, 2009.

Lake County, Colorado, Board of Commissioners, 2007-present. Expert Witness, Legal case concerning access to public lands. Conducted research on historic ruins and roads for testimonial purposes.

Southwest Center for Educational Excellence, Webb City, Missouri. Conducted field trip for teachers in Boston, Massachusetts, Summer 2008. Also taught seminars on World War I in the United States, The Civil War, and Sports in American Society, 2009.

Southeast Kansas Education Service Center, Girard, Kansas. Conducted field trips and teaching in Boston, Massachusetts, 2007 and 2009.

Honors and Awards

Excellence in Research and Publication Award, Associated Students and Faculty Senate, Adams State College, 2007.

U.S. Department of Education Teaching American History Grant, Santa Fe, New Mexico school district, $500,000, 2007
U.S. Department of Education Teaching American History Grant, Taos, New Mexico school district, $1,000,000, 2005.
U.S. Department of Education Teaching American History Grant, Lamar Board of Cooperative Services, $500,000, 2005.
U.S. Department of Education Teaching American History Grant, San Luis Valley Board of Cooperative Services, $700,000, 2002.
Nebraska Humanities Council Major Grant, $20,000, 1994
University of New Mexico Graduate Tuition Fellowship, 1992-1993
University of New Mexico Graduate Assistantship, 1990-1992
Phi Alpha Theta (History honor society), 1986

Publications

Articles

"This Day in Civil War History." *The History Channel* (2001-2002). Daily column on historychannel.com.

"The Changing Face of a Mining Town: The Dual Labor System in Elizabethtown, New Mexico." *New Mexico Historical Review 74* (October, 1999) pp. 353-373.

"Managing a Gold Rush: Mining on New Mexico's Maxwell Land Grant." *Mining History Journal*, 1999.

Reference Work Entries and Miscellaneous Articles:

"Brandy Station," "Cold Harbor," and "Joshua Lawrence Chamberlain," in in David Heidler, ed., *Encyclopedia of the American Civil War*. Santa Barbara: ABC CLIO, 2000.

"Florence Griffith-Joyner" in David K. Wiggins, ed, *African Americans in Sports Volume One*. Armonk, New York: Sharp Reference, 2004.

"Jayhawkers" and "Border War, 1854-1860" in Junius Rodriguez, ed., *Chronology of World Slavery*. Santa Barbara: ABC CLIO, 1999.

"Knute Rockne" and "Joe Montana" in Joyce Duncan, ed., *The Encyclopedia of Sport in American Culture*. Santa Barbara, California: ABC-CLIO Books, 1999.

"Reexamining Baldy Mining or How Each Generation Rewrites History," *High Country: The Magazine of the Philmont Staff Association*, Summer 1996, pp. 12-17.

"Wilma Rudolph" & "Tommie Smith" & "Mal Whitfield" in David K. Wiggins, ed, *African Americans in Sports Volume Two*. Armonk, New York: Sharp Reference, 2004.

"Slavery Defined Southern Society," Guest Editorial, *Omaha World Herald*, April 27, 1999.

Served as a Periodical Reviewer/Abstract Writer for the *Journal of Sports History*, 2000-2004.

Recent Book Reviews:

Eugene H. Berwanger, The Rise of the Centennial State: Colorado Territory, 1861-76. *Nebraska History*, Fall 2008, p. 143.

Stan Banash, ed. The Best of Dee Brown's West: An Anthology. *Journal of the West*, October, 1999.

John Bieter and Mark Bieter, An Enduring Legacy: The Story of Basques in Idaho. *Journal of the West*, Summer 2003.

Ron Brentano, The Genius of Ivan Collins. *Journal of the West*, March 2001.

Edward C. C. Campbell, Jr., and Kym S. Rice, A Woman's War: Southern Women, Civil War, and the Confederate Legacy. *Civil War History*, Fall, 1998.

Walt Crowley, Rites of Passage: A Memoir of the Sixties in Seattle. *Western Historical Quarterly*, Fall 1996.

Gareth Davies, From Opportunity to Entitlement: The Decline of Great Society Liberalism. *Florida Historical Quarterly*, Fall, 1997.

Richard W. Etulain, Telling Western Stories: From Buffalo Bill to Larry McMurtry. *Annals of Wyoming*, Spring, 2000.

Stephen L. Endicott, Bienfait: The Saskatchewan Miners' Struggle of '31. *Journal of the West*, Winter 2004.

Richard Etulain, Telling Western Stories: From Buffalo Bill to Larry McMurtry. *The Wyoming History Journal*. Spring 2000.

John E. Findling and Kimberly D. Pelle, Historical Dictionary of the Modern Olympic Movement. *Journal of Sport History.* Spring, 1997.

Lawrence Goodwyn, Texas Oil, American Dreams. *Journal of the West,* Summer, 1998.

Ronald M. James, The Roar and the Silence: A History of the Virginia City and t the Comstock Lode. *New Mexico Historical Review*, January, 2000.

Thomas Jepson, Ma Kiley: The Life of a Railroad Telegrapher. *Railroad History,* Spring, 1999.

Curt McConnell, The Record Setting Trips: By Auto from Coast to Coast, 1909-1916. *Journal of the West,* June 2003.

Clyde McQueen, Black Churches in Texas: A Guide to Historic Congregations. *Journal of the West,* Fall 2001.

Allison Fuss Mellis, Riding Buffaloes and Broncos: Rodeo and Native Traditions in the Northern Great Plains. *Nebraska History*, Winter 2003.

Eric Mills, Chesapeake Bay in the Civil War. *Civil War History*, Fall, 1997.

Glen Norcliffe, The Ride to Modernity: The Bicycle in Canada 1869-1900. *Journal of the West,* Summer 2003.

Robert D. Putnam, Bowling Alone: The Collapse and Revival of American Community. *Journal of the West,* June 2000.

Joseph G. Rosa, Wild Bill Hickok: The Man and His Myth. *Kansas History,* Winter, 1997.

Lee Scamehorn, Albert Eugene Reynolds: Colorado's Mining King. *Montana: The Magazine of Western History,* Spring, 1998.

Anthony Thompson, Symposium on Railroad History, Volume #4. *Railroad History.* Fall, 1997.

Elliott West, The Contested Plains: Goldseekers, Indians, and the Rush to Colorado. *Nebraska History.* Winter, 1998.

Eliott West, The Way to the West: Essays on the Central Plains. *Nebraska History.* Fall, 1996.

David M. Young, Chicago Transit: An Illustrated History. *Journal of the West.* Winter 2001.

Glenda Riley, Women and Nature: Saving the "Wild" West. *The Historian.*

John P. Rossi, The National Game: Baseball in American Culture. *Journal of Sports History.*

Carlos A. Schwantes, Long Day's Journey: The Steamboat and Stagecoach Era in the Northern West. *Railroad History.*

Claire Strom, Profiting from the Plains: The Great Northern Railway and Corporate Development of the American West. *Railroad History.*

Stephen Zimmer, For Good and Bad: People of the Cimarron Country. *New Mexico Historical Review.*

Committees and Assignments

NCAA Division II Faculty Athletic Representatives Institute, Indianapolis, 2008-2009
NCAA Adams State Faculty Athletic Representative, 2006-present
Assessment Committee, Chadron State College
Sports Policy Committee, Adams State College
Diversity Committee, Chadron State College
Library Committee, Adams State College
Evaluator, Midwestern Association of Graduate Schools Master Thesis Award, 1999 and 2000.

Paper Presentations and Panels

Panelist, Western Council of Social Science, Denver, April 2008.

"Creating a West: Frederick Jackson Turner and the Story of the West."
National Council for History Education, Louisville, Kentucky, April 2008.

Panalist, Organization of American Historians, Washington, D.C., 2006.

"Hispanos and Gold Mining in Northern New Mexico." Mining History Association Conference, June, 1999, Ouray, Colorado.

Professional Organizations

American Historical Association
Southern Historical Association
Organization of American Historians
Western Historical Association
Mining History Association
North American Society for Sports History
Phi Alpha Theta

Service

•Conducted annual one-day seminar on labor history to regional meeting of American Federation of Government Employees (September, 1997 and 1998)

•Various presentations to area historical societies

•Judged Daughters of the American Revolution paper contest

•Speaker, Jobs Corps convocation

•Speaker, 1998 LEAD Conference (Agricultural Leadership)

•Advisor, Campus Historical Forum. Led group on a southwestern field trip, Spring, 2000.

Community Involvement

Board of Trustees, Southern Peaks Library, Alamosa, Colorado, 2001-present.
Site Location and Architectural Design Committee for proposed new library in Alamosa, Colorado.
-Currently president of that board

Board Member, Alamosa Historic Preservation Advisory Board, 2003-2004.

Editor, *San Luis Valley Historian*, 2003-2008. Quarterly Publication of the San Luis Valley Historical Society.

Cooperating School Districts
INTERNATIONAL EDUCATION CONSORTIUM
1460 Craig Road
St. Louis, MO 63146
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St. Louis Regional Professional Development Center

February 23, 2009

To: Review Panel
From: Dennis Lubeck
Re: Participation in People and Places:
Our Story of Freedom, Liberty, and Equality

As the director of three previous Teaching American History (TAH) grants and a student of race and the civil rights movement, I fully endorse the proposal of the St. Clair Regional Office of Education. Both the topic and the proposal to serve elementary teachers is, in my view, a necessary step to improving history instruction in our schools.

I would be willing to do presentations on heroes of the civil rights movement, including the pioneers who were often the first to break a racial barrier from all walks of life, including elementary and secondary schools, universities, athletics, as well as other areas of public culture.

My interest in racial pioneers is a product of my dissertation, a narrative about a well-known inner suburb that faced rapid demographic change and racial polarization in the 1960's. As the director of history programs for the Cooperating School Districts, our staff has provided a number of workshops and reading seminars on racially related issues.

Finally, I am currently working with the staff of the St. Clair Regional Office of Education on their current grant. The director of the project is a marvelous educator, has the utmost respect of the teachers in the project. as well as the superintendent and assistant superintendent of the St. Clair Regional Office of Education. The St. Clair office is deeply commitment to providing more opportunities for history teachers. This proposal is essential to this vision.

Thank you for considering my letter as part of this application.

Sincerely,

Dennis Lubeck, Ph.D.
Director, TAH programs for the Cooperating School Districts

College of the Holy Cross
Dept. of History
1 College St
Worcester, MA 01610
508 793 3730

February 13, 2009

Mr. Brad Harriman
St. Clair County Regional Superintendent of Education
1000 S. Illinois St.
Belleville, IL 62220

Dear Mr. Harriman:

I write to express my support for the Teaching American History Grant application, "People and Places: Our Story of Freedom, Liberty, and Equality," for the St. Clair County Regional Public Schools in Illinois. It is my hope to participate in this grant as a visiting historian providing content lectures and pedagogy workshops with documents, including one on "How to Use Images to Teach History."

Regarding my background, briefly, I am a professional historian, author, and speaker. I received my Ph.D. in American History from Columbia University (1995) and currently am an Associate Professor (tenured) of History at Holy Cross College in Worcester, MA. I have written (and am currently writing) several books and frequently publish history essays in publications such as the *New York Times*. For the past eight years I have made countless teacher professional development presentations for TAH grants and served as lead historian for the Teaching American History grant, "Enlivening American History Through Primary Sources" (2002-2004, Queens College, New York).

The proposed grant's theme, "People and Places: Our Story of Freedom, Liberty, and Equality," strikes me as an excellent and appropriate as it will address core issues in colonial, nineteenth, and twentieth century American history such as slavery, westward expansion, industrialization, immigration, and civil rights. This grant is certain to provide an outstanding opportunity for participating teachers to deepen their content knowledge of these chapters of American history and to develop innovative ways for making American history relevant and accessible to their students. I would be honored to participate.

Sincerely,

Edward T. O'Donnell

Edward T. O'Donnell
Associate Professor, History
508 793 3730
eodonnell@holycross.edu
www.EdwardTODonnell.com

Edward T. O'Donnell

Department of History
Holy Cross College
1 College Street
Worcester, MA 01610
Tel: 508 793 3730
eodonnell@HolyCross.edu

EDUCATION

Ph.D.	May 1995	Columbia University
B.A., History	May 1986	Holy Cross College

EMPLOYMENT

2001-pres Associate Professor (tenured) of History, Holy Cross College, Worcester, MA

1995-2001 Associate Professor (tenured) of History, Hunter College, CUNY

PUBLICATIONS

Books

Edward T. O'Donnell, *Ship Ablaze: The Tragedy of the Steamboat* General Slocum (Random House/Broadway Books, 2003).

Edward T. O'Donnell, *1001 Things Everyone Should Know About Irish American History* (Random House/Broadway Books, March 2002).

Books in Progress

Edward T. O'Donnell, *Talisman of a Lost Hope: Henry George and Gilded Age America* (New York: Columbia University Press, forthcoming).

Jennifer Keene, Saul Cornell, and Edward T. O'Donnell, *Visions of America: A History of the United States from Contact to the Present (*New York: Addison Wesley Longman, forthcoming July 2009). I am responsible for writing seven chapters covering 1850 to 1900.

Edward T. O'Donnell, *Land of Promise: The Story of the Irish in America* (Simon & Schuster, forthcoming)

Articles and Chapters

"Soggarth Aroon: The Rise and Fall of Rev. Edward McGlynn," in Terry Golway, ed., *Catholics in New York: Politics, Culture and Faith* (Fordham University Press, 2008)

"Hibernians Versus Hebrews?: A New Look at the 1902 Jacob Joseph Funeral Riot," forthcoming, *Journal of the Gilded Age and Progressive Era* April 2007 (vol. 6, no. 2).

"How Easily We Forget: The General Slocum Disaster," *New-York Journal of American History*, 65:3 (Spring 2004): 98-113.

"Pictures vs. Words?: Public History, Tolerance, and the Challenge of Jacob Riis," *The Public Historian* 26:3 (Summer 2004): 7-26.

"The Ethnic Crucible: New York's Lower East Side and How It Got That Way," *Journal of Urban History* (November 2005) 32: 138-146.

"How the Irish Became Urban: The Irish Experience in Large American Cities," *Journal of Urban History* 25 (January 1998): 271-286.

"Tammany Hall and the New York Irish," Michael Glazier, ed., *Encyclopedia of the Irish in America* (South Bend: University of Notre Dame Press, 2000): 887-89.

"'The Scattered Debris of the Irish Nation': The Famine Irish and New York City, 1845-1855" in Margaret Crawford, ed., *The Hungry Stream: Emigration from Ireland during the Great Famine* (Institute of Irish Studies Press, 1997): 49-60.

"United Front: The Irish and the American Labor Movement," in Terry Golway, *The Irish in America* (New York: Hyperion Press, 1997): 153-58.

"'Though Not An Irishman': Henry George and the American Irish," *American Journal of Economics and Sociology* 56 (October 1997): 407-419.

RECENT PROFESSIONAL PAPERS PRESENTED

"Visualizing Labor-Capital Conflict in the Gilded Age," at the 2008 Organization of American Historians Convention (March 2008, New York, NY).

"'Irish Blood, Brain, and Brawn': The Campaign to Highlight the Irish Contribution to American History, 1880-1920," at the New England Historical Association annual conference (Oct. 20, 2007, Worcester, MA).

"'Radically and Essentially the Same': Irish Nationalism and American Labor Radicalism in Gilded Age New York City," at the 2004 Organization of American Historians Convention (March 27, 2004, Boston, MA).

"Pictures vs. Words?: Public History, Tolerance, and the Problem of Jacob Riis," to be presented at the 2003 National Council on Public History Conference (April, 2003, Houston, TX).

"Hibernians Versus Hebrews?: A New Look at the 1902 Jacob Joseph Funeral Riot," at the 2002 Organization of American Historians Convention (April 14, 2002, Washington, DC).

"From 'Dangerous Classes' to 'Inspiring Masses': Changing Representations of the Lower East Side," at the 1999 American Historical Association Convention (January 10, 1999, Wash., DC).

"'The Ruin of the Republic Is Close at Hand': The Anti-Tobacco Crusade in New York City, 1880-1920," at the 1999 Organization of American Historians Convention (April 25, 1999, Toronto, Canada).

PUBLIC HISTORY

Recent Museum Exhibitions

2008-pres Curatorial Consultant Lower East Side Tenement Museum
Permanent Exhibition: ***The Backyard Privy*** (expected opening t.b.a.)

2002-2008 Curatorial Consultant and Writer | Lower East Side Tenement Museum
Permanent Exhibition: ***Irish Family Apartment*** (opening Spring 2007)

2005 NEH exhibition grant review committee 2005

2004 Curatorial Consultant | Brooklyn Historical Society
Exhibition: ***100 Bottles of Beer on the Wall: Brewing in Brooklyn***
(May 13, 2004-August 22, 2004)

Other Public History Initiatives

2008-2009 NEH Podcast Grant – to research and write (in collaboration with two other historians) an educational walking tour of the historical Five Points district on New York City. The tour will be made available as a podcast for use by high school and college students.

2007-pres Scholarly advisor to Radio Diaries, an independent non-profit organization that produces radio documentaries for National Public Radio. www.radiodiaries.org

2007 NBC Universal: history commentator for segments on their www.icue.com history
education website.

2007-2008 Scholarly Advisor, The New York City ImMigrant Heritage Trail, Lower East Side Tenement Museum.

TEACHING AMERICAN HISTORY

January 7, 2009: Teaching American History national conference. Keynote address before the project directors for all the TAH grant programs in the U.S. "The Gilded Age: Making Sense of the Industrial Revolution, Big Business, Labor Activism, Mass Immigration, and the 'New Woman'"

2005-present: Workshop Leader and Lecturer for several *Teaching American History* grant programs in New York, Massachusetts, Maine, and Michigan. Led workshops and seminars and delivered multimedia lectures on American history topics designed to help teachers devise new and innovative methods for using primary sources, especially visual documents, in their classrooms.

2002-2004: Lead Historian - *Teaching American History* grant (U.S. Department of Education) "Enlivening History with Primary Sources"; awarded to the Education Department at Queens College, CUNY and partnered with the New York Hisotrical Society. I served as lead historian and taught a two-week seminar in summers 2002, 2003, and 2004 for New York City social studies teachers.

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

FEB 2 0 2009

Robert Paulett
SIU, Edwardsville
Peck Hall 3225
P.O. Box 1454
Edwardsville, Illinois 62026

Susan Safarty
1000 S. Illinois St.
Belleville, Illinois 62220

February 16, 2009

Dear Ms. Safarty,

I am excited to hear about your proposed program, "People and Place: Our Story of Freedom, Liberty, and Equality." I look forward to participating and can lecture on the exploration and settlement of colonial America and the American Revolution.

I have attached a copy of my c.v. Please let me know if there is anything else you need.

Sincerely,

Robert Paulett
Assistant Professor
Dept. of Historical Studies

Robert Paulett
Curriculum Vitae

Southern Illinois University, Edwardsville
Department of Historical Studies
P.O. Box 1454
Edwardsville, Illinois, 62026
(618) 650-2057
rpaulet@siue.edu

Education:

Ph.D. Department of History, The College of William and Mary, 2007.
Dissertation: "Trading Lives: Mapping the Pathways and Peoples of the Southeastern Deerskin Trade, 1732-1775." James P. Whittenburg, Advisor.
Major Fields: Colonial North America, Southeastern backcountry, Anglo-Indian relations
Minor fields: Historical archaeology, 19th Century America, Colonial Latin America

M.A. Department of History, The College of William and Mary, 2000.
Thesis: "To Lay What Restraint they Could: Deerskins, Regulators and Social Disorder in the South Carolina Backcountry, 1761-1772." James P. Whittenburg, Advisor.

B.A. James Madison University, 1998.
Honors Thesis: "Drunks, Brawlers, and Other Heroes: Image and Ideology in the Old South." Michael J. Galgano, Advisor.

Publications

"The Bewildering World of William De Brahm: An Eighteenth-Century Map Maker Surveys the End of Time," *Eighteenth-Century Studies*. (Accepted)

Contributor, *Encyclopedia of North American Colonial Warfare*. Santa Barbara: ABC-CLIO. Summer, 2008. 5,000-word contributor on eleven topics relating to Anglo-French and Anglo-Indian relations in colonial southeastern North America.

Scholarly Presentations:

"The Monster at the End of the Book: The Limits of the Frontier as Narrative Construct," Omohundro Institute of Early American History and Culture / Society of Early Americanists Joint Conference, Williamsburg Va. June 2007.

"The Bewildering World of William De Brahm," College of William and Mary Graduate Student Symposium, February 2004.

"'Near so Important a Building': Archaeology, Reverence and Reconstruction of the Wythe House Landscapes" Society for Historical Archaeology Annual Meeting, January 2003.

"Speaking Roles: Identity and Authority at the 1763 Augusta Indian Conference" Georgia Association of Historians Annual Meeting, April 2001.

Teaching:

Fall 2008-present

Southern Illinois University, Edwardsville

History 200: American History and Constitution to 1877
History 300: The Colonial Southeast, 1400-1800
History 430: Colonial North America to 1783

Spring 2007-Sping 2008

University of Mary Washington, Fredericksburg, Va.

History 131: American History to 1865. (lecture)
History 311: The History of Virginia to 1825. (lecture)
History 200: The First South: The Colonial Southeast, 1400-1800. (seminar)
History 200B6: Colonial and Revolutionary North America (lecture)
History 471: American Landscapes, 1500-2007 (seminar)

Fellowships and Grants:

George R. Healy Fellowship, College of William and Mary, 2004.

Jacob Price Research Fellowship, William L. Clements Library, University of Michigan, Ann Arbor. August 2004.

The Newberry Library, Short-Term Resident Fellow, July-August, 2003.

College of William and Mary Provost's Summer Grant for Graduate Research, Summer 2003.

National Society Sons and Daughters of the Pilgrims Fellowship. College of William and Mary, 2001-2002.

Professional Service:

Research Assistant, Colonial Williamsburg Foundation. September 2005-May 2006. Producing historical background for expanded Indian interpretive program.

Research Assistant, College of William and Mary Historic Campus Preservation Program. August-October, 2005.

Writing Preceptor, College of William and Mary History Writing Resources Center, August 2003 – December 2004.

Project Archaeologist, Colonial Williamsburg Foundation. May –December 2001.

College of William and Mary History Graduate Student Association Officer, August 2000-May 2002
President, August 2001-May 2002; Vice-President, August 2000-May 2001.

1301 Olive Street
St. Louis, MO 63103-2325
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slpl.org

MAR 2

26 February 2009

From: Tom Pearson
Reference Librarian
Special Collections Department
St. Louis Public Library
1301 Olive Street
St. Louis, MO 63103

To: Dr. Brad Harriman
St. Clair County Regional Superintendent of Education
1000 S. Illinois Street
Belleville, IL 62220

RE: Letter of Support for "People and Places: Our Story of Freedom, Liberty, and Equality" Grant

Dear Dr. Harriman:

John P. Robinson has requested that I write a Letter of Support for the "People and Places: Our Story of Freedom, Liberty, and Equality" Grant.

1. I intend to participate in the "People and Places: Our Story of Freedom, Liberty, and Equality" Grant, and my employer, the St. Louis Public Library, also has agreed to lend its support to the grant if any programs or workshops I conduct will take place at Central Library or one of our branch libraries. Such support will include my time spent providing programs for teachers concerning use of primary and secondary source materials in historical and genealogical research, plus use of meeting rooms and collections at St. Louis Public Library's Central Library and/or its branch libraries.
2. I am a Reference Librarian for St. Louis Public Library, and have worked in the History & Genealogy Department and the Special Collections Department there since 1989. I am considered the resident expert on military history and military records. Library collections include cuneiforms; illuminated manuscript pages; books of hours and early printed Bibles (including a King James Bible); city directories; historical and contemporary maps; printer specimen books; numerous books, periodicals, and pamphlets published in St. Louis during the 19th and early 20th centuries; an extensive collection of works by and about authors associated with the city of St. Louis; and an extensive collection of newspapers, census records, immigration records, vital records, and military records on microfilm. Exposure to such a rich assortment of primary source materials will surely be of tremendous value to teachers desiring to enhance their research skills and knowledge bases.
3. I have been providing workshops on genealogy and military history for St. Louis Public Library since 1997. During that time, I have provided at least twelve programs per year, both at my Library and its branches, and in the community for other libraries, genealogical and historical societies, and patriotic and lineage societies. I can offer workshops for teachers on military history and genealogy, and hands-on training with primary and secondary documents. I have included a biographical sketch and list of programs / workshops I can provide below.

Biographical Sketch: Tom Pearson is a U.S. Air Force veteran. He holds a B.A. in History from Eureka College (IL), and an M.S. in Library Science from the University of Illinois. He has worked at Central Library in downtown St.

MISSION STATEMENT
The St. Louis Public Library will provide learning resources and information services that support and improve individual, family, and community life.

Louis since 1989, first in History & Genealogy and then in the Special Collections Department.

Tom is editor of the St. Clair County (IL) Genealogical Society Newsletter and Show Me State Genealogical News, the newsletter of the Missouri State Genealogical Association, and co-edits Gateway Family Historian, a publication of St. Louis Public Library. He is also editor of MoSGA Messenger, the Official Blog of the Missouri State Genealogical Association. He has given programs on genealogy and Civil War history at St. Louis Public Library, St. Louis County Library, Belleville Public Library, Farmington Public Library, Soldiers Memorial, and to numerous area genealogical, lineage, and patriotic societies. He was a featured speaker at the St. Louis Family History Fair in 2007 and 2008, and will be a featured speaker at the Missouri State Genealogical Association Conference in August 2009.

2009 Programs List:

Notes: 1. Most programs can be one or two hours in length depending on the needs of the group to be addressed (except that most Civil War battle classes require two hours).

2. Programs are taught using a PowerPoint presentation.

3. Two one-hour programs can be combined to create a workshop.

4. If programs / workshops are to be taught at Central Library or one of our branches, there will be no charge for my services or use of our meeting rooms. If they are to be taught elsewhere, then cost per one-hour program will be $75, and cost per two-hour workshop will be $125.

Revolutionary War

1. Brown Bess, Grasshoppers, & the Bayonet: Revolutionary War Weapons, Strategy, & Tactics
2. Citizen Soldiers: Researching Revolutionary War Ancestors

Civil War

3. Killed by the Cure: Civil War Medicine
4. Guerrillas in the Mist: Civil War Guerrillas & Partisan Rangers
5. Show-Me Soldiers: Researching Missouri Civil War Soldiers & Regiments
6. They Heard Their Country Calling: Researching Illinois Civil War Soldiers & Regiments
7. CW 24/7: Civil War Soldier & Regiment Research on the Internet
8. Anywhere But Here: St. Louis's Civil War Prisons
9. Jefferson Barracks: Military Post, Hospital, & National Cemetery
10. Thirteen Dollars a Month: Civil War Recruitment, Enlistment, Conscription, and Desertion
11. Minie Balls, Breastworks, and Bayonets: Civil War Weapons, Strategy, & Tactics
12. Take Your Best Shot: Uses & Misuses of Civil War Artillery
13. To Rally With the Hearts of Lions: African-American Soldiers in the Civil War
14. Salt Beef and Blue Mass: Civil War Logistics & Transportation
15. Civil War Cavalry Raids: Sideshow or Secret Weapon?
16. Signal Flags, Secret Codes, and Sexy Ladies: Civil War Espionage & Intelligence Gathering
17. 4/14: The Plot to Kill President Lincoln
18. Great Civil War Battles: Antietam!

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TDD 314.539.0364

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19. Great Civil War Battles: Chancellorsville!
20. Great Civil War Battles: Chickamauga!
21. Great Civil War Battles: First Manassas!
22. Great Civil War Battles: Fredericksburg!
23. Great Civil War Battles: Gettysburg!
24. Great Civil War Battles: Missionary Ridge!
25. Great Civil War Battles: Second Manassas!
26. Great Civil War Battles: Shiloh!
27. Great Civil War Battles: The Wilderness!
28. Great Civil War Battles: Wilson's Creek!

Spanish-American War

29. Remembering the Maine: Researching Spanish-American War Ancestors

World War I

30. Over There: Researching World War I Ancestors

World War II

31. The Greatest Generation: Researching World War II Ancestors

Genealogy

32. Aliens Among Us: Researching Foreign-born Ancestors in Immigration, Naturalization, & Alien Registration Records
33. Land Rich, Dirt Poor: the Use of Land Records in Genealogical Research
34. Hoe, Hoe, Hoe: Researching Farmers & Other Rural Ancestors
35. Illinois Central: Researching Illinois Ancestors in Springfield, Illinois
36. Illinois 24/7: Researching Illinois Ancestors on the Internet
37. Missouri 24/7: Researching Missouri Ancestors on the Internet
38. Not Just For Obits Anymore: Mining Newspapers for Genealogical Nuggets
39. Six Feet Under and No Wonder: Researching the Skeletons in Your Closet
40. Wolf Scalps & Cattle Brands: Little-Known County Courthouse Records

I will also be able to provide tours of Central Library, including its History & Genealogy, Special Collections, and Microfilm Departments, plus research advice and assistance for teachers who desire to make use of materials in our collections.

Sincerely,

Thomas A. Pearson
Reference Librarian
Special Collections Department
St. Louis Public Library

cc: John P. Robinson
Program Consultant
Teaching American History Grants
Cooperating School District of St. Louis

MISSION STATEMENT
The St. Louis Public Library will provide learning resources and information services that support and improve individual, family, and community life.

David Brian Robertson
University of Missouri Curators' Teaching Professor
801 Tower
University of Missouri - St. Louis
One University Boulevard
St. Louis, MO 63121-4499 U.S.A.
314-516-5855
Email: daverobertson@umsl.edu

February 12, 2009

Mr. Brad Harriman, Regional Superintendent
St. Clair Regional Office of Education
1000 South Illinois St.
Belleville, IL 62220

Dear Mr. Harriman,

John Robinson has asked me to write a letter supporting the grant, "People and Places: Our Story of Freedom, Liberty, and Equality," for 4-6 grade social studies teachers. I am very happy to support the grant and participate in it.

I would especially look forward to leading a workshop on the American Founders. I love to talk about the design of the U.S. Constitution and its meaning. I've done presentations and workshops on this topic for audiences of secondary educators, college students, the general public, and scholars at the University of California – Berkeley. I discuss what Constitution's framers thought they were trying to do, emphasizing the theme that they were republican politicians designing a government framework for republican politicians to use. These talks are based on my book, *The Constitution and America's Destiny* (Cambridge University Press, 2005) and other work.

I'm very happy to help. I've always been impressed by the quality of the talks and seminars John has organized, and by the lively educational climate in your district.

David Brian Robertson

David Brian Robertson

University of Missouri Curators' Teaching Professor

Bio:

David Brian Robertson, Ph.D.
University of Missouri Curators' Teaching Professor.
Ph.D., Indiana University.

Dave Robertson's interests include American national politics and policy, political history, political economy, labor, and environmental policy. His most recent book, *The Constitution and the Loss of Confidence: Politics and Policy in the 1970s*, He has published articles on federalism and public policy, program design, lesson-drawing, the new institutionalism, James Madison, and labor market policies in the United States and Great Britain. His article, "Madison's Opponents and Constitutional Design," in the American Political Science Review won the 2006 Mary Parker Follett Award for the Best Article in Politics and History published in 2005 (the award is presented by the Politics and History Section of the American Political Science Association). His articles in *Policy Studies Review* also have won national awards. He is Associate Editor of the *Journal of Policy History* and he edits *CLIO*, the newsletter of the Politics and History section of the American Political Science Association. Dave has received the Governor's, Chancellor's, and Emerson Electric Awards for Teaching Excellence. He is the political analyst for KSDK Television (NBC).

SAINT LOUIS
UNIVERSITY

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Department of American Studies

College of Arts and Sciences

FEB 2 5

February 23, 2009

Brad Harriman, Regional Superintendent
St. Clair Regional Office of Education
1000 South Illinois Street
Belleville, IL 62220

Dear Mr. Harriman:

I am writing to confirm my commitment to participate in "People and Places: Our Story of Freedom, Liberty, and Equality." I am an Assistant Professor of American Studies at Saint Louis University. My primary areas of expertise focus on African American history and culture, with emphasis on how racial identities form and interact in American culture. I have expertise in African American history in 19th and 20th century America. In the past I have given lectures and facilitated workshops for the Missouri Historical Society, Cultural Leadership, and Cooperating School Districts on slavery and approaches to teaching slavery to middle and high school students. I can offer the same to this project. My workshops and lectures can address uses of primary and secondary documents as well as pedagogical strategies for teachers. Please find enclosed a brief biographical statement.

Thank you for including me in this project. If you need any additional information from me, please let me know.

Sincerely,

Jonathan C. Smith, Ph.D.
Assistant Professor
Acting Chair
Department of American Studies

Dr. Jonathan C. Smith is an Assistant Professor in the Department of American Studies at Saint Louis University, where his work focuses on the history and ideology of race in American culture. He also serves as Fiction and Poetry Editor for *African American Review*. He has particular interests in how ideologies of race shape and are shaped by African American literature and culture.. Dr. Smith is currently at work on a book-length manuscript that examines tropes of place, space, and positionality in post-WWII African American poetics through an examination of the works of such poets as Gwendolyn Brooks, Robert Hayden, Jay Wright, Sapphire, and Cyrus Cassells. Jonathan has published work has appeared in *Callaloo*, *Quarterly West*, *Obsidian II: Black Literature in Review*, *Crab Orchard Review*, *Minnesota Review* and the *Riverfront Times*. Jonathan holds both a Ph.D. in English & American Literature and a M.F.A. in Writing from Washington University in Saint Louis, where he was the recipient of the prestigious Chancellor's Fellowship for African American students. Jonathan is also an alumnus of Cave Canem.

UNIVERSITY of ARKANSAS

Fulbright College of Arts and Sciences
Department of History

Old Main 416
Fayetteville, Arkansas 72701
Phone: (479) 575-3001
Fax: (479) 575-2775

February 27, 2009

Mr. Brad Harriman
St. Clair County Regional Superintendent
of Education
1000 S. Illinois Street
Belleville, IL 62220

Dear Mr. Harriman:

At the invitation of Mr. John Robinson, I am writing to express my enthusiastic interest in taking part in your proposed Teaching American History grant on "People and Places: Our story of Freedom, Liberty, and Equality." I have taken part in more than twenty-five of these programs over the past several years, and I have found them personally rewarding and of great benefit to the teachers who have enrolled.

As a specialist in American history generally and specifically in the history of the American West and Native American history, I believe I can make a contribution to your program during the first two of its three years. I would give presentations on the role of the West in the revolutionary and early national periods, on westward expansion, on the role of the West in the Civil War, and the critical important of Indian peoples and Indian policy in understanding all of these periods and events. I would work with the teachers as well in developing lesson plans and in using primary materials.

I have enclosed a short c.v. for your use.

Thank you for thinking of me, and best of luck with this endeavor.

Sincerely,

Elliott West
Alumni Distinguished Professor

The University of Arkansas is an equal opportunity/affirmative action institution.

Curriculum Vitae of ELLIOTT WEST

Personal Data

Born: April 19, 1945 -- Dallas, Texas
Married, five children

Education

B.A. 1965-67 University of Texas at Austin
M.A. 1967-69 University of Colorado
Ph.D. 1969-71 University of Colorado

Professional Experience

1979- University of Arkansas
Alumni Distinguished Professor of History (2003)

1971-79 University of Texas at Arlington
Assistant & Associate Professor (1971, 1975)

Honors and Awards

Award of Merit for Contributions to Mining History, Mining History Association, October, 2003.
Times-Mirror Distinguished Fellow, Henry E. Huntington Library, 2002-2003
Charles and Nadine Baum Award, University Teacher of the Year, University of Arkansas, 2001.
Caughey Prize, Western History Association, Best Book on History of American West for 1998 [*The Contested Plains*], October, 1999.
Caroline Bancroft Award, Denver Public Library, Best Book on Western American History for 1989 [*Growing Up With the Country*] and 1998 [*The Contested Plains*].
Best Work of Research Non-Fiction for 1998 [*The Contested Plains*], PEN Center USA West, October, 1999.
Francis Parkman Prize, Society of American Historians, Outstanding book in American History [*The Contested Plains*], May, 1999.
Best Historical Non-Fiction on the West for 1998 [*The Contested Plains*], Western Writers of America, July, 1999.
Ray Allen Billington Prize, Organization of American Historians, Best Book on American Frontier published in 1997 or 1998 [*The Contested Plains*], April, 1998.
History Book Club, Main Selection [*The Contested Plains*], August, 1998.
George Perkins Marsh Prize, Best Book in Environmental History, 1995-1996 [*The Way to the West*], American Society of Environmental History, February, 1997.
Western Heritage Award, Outstanding Nonfiction Book on the American West published in 1989 [*Growing Up With the Country*] and 1995 [*The Way to the West*]. Awarded by Western Heritage Center, Oklahoma City, Oklahoma, March, 1990 and March, 1996.
College Master Researcher Award, University of Arkansas, 1998.
Arkansas Professor of the Year, Carnegie Foundation for the Advancement of Teaching, 1995
University Teacher of the Year, University of Arkansas, 1995.
College Master Teacher Award, University of Arkansas, 1995.
Lloyd Lewis/National Endowment for the Humanities Fellow, Newberry Library, 1992-93.

Louis Knott Koontz Award for most deserving article published in *Pacific Historical Review* in 1973.

Research and Scholarship

Books:

The Last Indian War: The Nez Perce Story. Pivotal Moments in American History Series. Oxford University Press, to appear March/April 2009.

With Rodman W. Paul. *Mining Frontiers of the Far West: 1848-1880*. Revised and Expanded Edition. Albuquerque: University of New Mexico Press, 2001.

The Contested Plains: Indians, Goldseekers, and the Rush to Colorado. Lawrence: University Press of Kansas, 1998.

Growing Up in Twentieth-Century America: A History and Resource Guide. Westport, CT: Greenwood Press, 1996.

The Way to the West: Essays on the Central Plains. Albuquetque: University of New Mexico Press, 1995.

Growing Up With the Country: Childhood on the Far-Western Frontier. Histories of the Frontier Series. Albuquerque: University of New Mexico Press, 1989.

The Saloon on the Rocky Mountain Mining Frontier. Lincoln: University of Nebraska Press, 1979.

Edited Books:

Small Worlds: Children and Adolescents in America, 1850-1950. With Paula Petrik. Lawrence: University Press of Kansas, 1992.

Two other edited books.

Twenty-four chapters in books.

Forty-six articles in journals, including *Western Historical Quarterly*, *Pacific Historical Review*, *Montana, The Magazine of Western History*, *History Today*, *American Heritage*, *Journal of the West*, *American History Illustrated*, *Arizona and the West*, and *Colorado Magazine*.

More than sixty lectures and addresses.

Approximately sixty reviews in journals, including *Journal of American History*, *The Historian*, *Business History Review*, *American History Illustrated*, *Western Historical Quarterly*, *Arizona and the West*, *Montana, The Magazine of Western History*, and *Southwestern Historical Quarterly*.

Other:

Seminar Director, Gilder Lehrman Institute, "The Great Plains: Historical Crossroads," Boulder, Colorado, June, 2004-2006

Senior Faculty, Institute on the History and Literature of the American West, Sponsored by the National Endowment for the Humanities, Summer, 1992, 1993, 1994

Service:

President, Western History Association, 2001-2002
General Editor, Histories of Arkansas Series, University of Arkansas Press, 1991-.
Board of Directors, Arkansas Humanities Council, 1997-2002
Council, Western History Association, 1993-96
Editorial Board, *Western Historical Quarterly*, 1990-93
Editorial Board, *Montana, The Magazine of Western History*, 1985-
Board of Trustees, Arkansas Historical Association, 1992-1995

February 24, 2009

Ms. Katie Hoerner
1000 S. Illinois St.
Belleville, IL 62220

Dear Ms. Hoerner:

I am pleased to offer my support for your proposed Teaching American History grant, "People and Places: Our Story of Freedom, Liberty, and Equality." My research interests in the Progressive Era and the history of American democracy more generally, will fit well into your themes of freedom, liberty, and equality. In addition, my work with numerous TAH grants and my joint appointment in the history department and the College of Education at the University of Missouri-St. Louis brings me into regular contact with K-12 teachers and classrooms. I enjoy tailoring my historical presentations to fit the particular needs of teachers and students. Reaching out to elementary school teachers is especially important, given the general nature of their coursework preparation, and I will thoroughly enjoy discussing ways to bring history into the elementary school classroom.

Having worked with you and your participants in the past, I know the high quality of the programs you offer and enjoy the enthusiasm the teachers bring. If the grant is funded, I'm looking forward to meeting with project staff to schedule my presentation.

Sincerely,

Laura M. Westhoff, Ph.D.
Associate Professor of History and Education

Teacher Application Letter

Dear 4th – 6th grade Teacher,

The St. Clair County Regional Office of Education is pleased to invite you to participate in an exciting program to enrich your knowledge and teaching skills in American history. The program, *People and Places: Our Story of Freedom, Liberty and Equality,* will explore the story of our country. It will also offer you the opportunity to develop your instructional strategies and encourage you to become a leader of social studies in your district and the region. Offered as a partnership between the ROE, your school district, and SIUE, the program is funding by a Teaching American History (TAH) grant from the U.S. Department of Education.

The program will take place over the academic years, Fall 2009 – Summer 2012. It will include two Friday/Saturday workshops, one weekday work session in the Spring, and an eight-day summer institute each year. In years one and two, part of the summer institute will include visits to Boston, Philadelphia, and the Lincoln Library. Each of these programs will include presentations by historians and offer practical teaching strategies and materials. We already have an exciting group lined up for our first year's events. If chosen, you agree to fully participate in the scheduled events enclosed with this letter. You will also assemble a portfolio to curricular material, a copy of which must be turned into project staff throughout the project for the federal evaluation process.

This project offers significant benefits for participants. You will not only have the opportunity to meet with national historians currently engaged with research in American history, you will receive practical teaching ideas from master teachers and materials for your classroom. If you are interested, you may also receive graduate credit to work towards a social studies endorsement and become Highly Qualified in American history, if needed. Finally, for full participation, participants will receive a $500 stipend for each year you are involved and regularly attend TAH events. This stipend is subject to TRS and IRS deductions and will be included in your school district check no later than one month after completion of each year's portfolio.

Application materials are enclosed. Please note that you must secure support from your building principal. The deadline for application is September 30, 2009. Please feel free to contact me if you have any questions.

Sincerely,

Katie Hoerner
Project Director

Biography

Name: _____

School Name: _____

School Address: _____

City, State, Zip: _____

School Phone: _____

School Fax: _____

Work Email: _____

Home Address: _____

City, State, Zip: _____

Home Phone: _____

Home email: _____

Grade Level (s): _____

Subject Currently Teaching: _____

Years of Teaching Experience: _____

Certificate Endorsements: _____

NCLB Highly Qualified Subjects: _____

I understand that I must attend the Friday/Saturday workshops, Spring workday, and Summer institutes to fulfill the goals of the grant and receive the stipends.

_____ _____

Your Signature Principal's Signature

APPLICATIONS DUE TO THE ROE BY September 30.

APPLICATION

People and Places: Our Story of Freedom, Liberty, and Equality

Please answer the following questions on a separate piece of paper:

1. What is your background in U.S. history? How many college courses do you have?
2. In your view, what is the most important event in U.S. history?
3. What do you see as the obstacles in engaging your students in the study of American history?
4. Describe the professional development in your district to improve the teaching of history?
5. What are some important sources of inspiration for you as a professional?
6. What are the most important reasons for you to participate in this project?
7. What are your best hopes for this project in terms of what it could accomplish for your school and/or district?
8. What are your biggest fears about committing to a project of this kind?

Please sign and date your responses.

APPLICATIONS DUE TO THE ROE BY SEPTEMPBER 30.

Teacher Portfolio

"One may hear a thousand lectures, and read a thousand volumes, and at the end of the process be very much where one was as regards knowledge. Something more than merely admitting it into the mind is necessary if it is to remain there. It must not be passively received, but actively and actually entered into, embraced, and mastered. The mind must go to meet what comes to it from without."

John Henry Newman, 1852

Over a four-year period, two cohort groups of elementary teachers will have the opportunity to work with scholars in history in conjunction with master teachers to increase their content knowledge of history and broaden their scope of pedagogical best practices. The focus of this professional development is engage teachers in a deeper understanding of history and pedagogy with an emphasis on implementing historical thinking into their classrooms. Beyond the improving of historical knowledge, pedagogical strategies will include historical habits of mind, inquiry based learning, improvement of literacy skills, age appropriate levels of historical thinking, the framing of essential questions, and using technology as a tool for the teaching and the learning of historical inquiry. The Illinois State Learning Standards will serve as the guiding principles for the content and teaching pedagogy as presented in the following areas:

Illinois Learning Standards-Social Sciences

- Application of Learning
- Solving Problems
- Communicating
- Using Technology
- Working on Teams
- Making Connections

Performance Standard: description of the performance to be assessed.

- Assessment Procedures: step-by-step directions for administering the assessment.
- Evaluation Procedures: evaluating evidence that the student work meets the criteria stated in the rubric.
- Rubric: criteria for evaluating student work and determining the levels of performance.
- Student Work: examples of student work validated by educators at the "meets" and "exceeds" performance levels.

National Educational Technology Standard for Teachers 2008

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessment
- Model Digital-Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

Objective: The primary goals of the professional development programs in this grant are to increase teacher content knowledge and practice principles of historical thinking.

Description: Upon completion of each year of the grant, teachers will be asked to produce an archival kit focused on engaging students in historical thinking. Each teacher will be given a set of posters to display in the classroom illustrating the skills of historical thinking. Through the use of primary and secondary sources and by emphasizing the skills of historical thinking (Investigation, Contextualization, Corroboration, Interpretation, Identification and the Finding of Reliable Evidence, and Determining Significance) 4-6 grade teachers will be incorporating the scaffolding of historical skills into their pedagogy.

Procedure: Each archival kit should be focused around one unit of study from the year's content and include:

- At least 6 primary source documents such as documents, letters, stories, speeches, newspaper articles, artifacts, photographs, sound recordings, paintings, maps, or political cartoons
- Secondary sources to enrich the textbook and begin to demonstrate to students the complexity of time, place, perspective, sources and evidence
- Essential questions for each primary and secondary source to help guide student thinking
- An activity that addresses the historical thinking relevant to each source
- A culminating writing exercise or alternative assessment activity, i.e. Socratic Seminar, a display board, poster, technology project, etc.
- All archival kits will be evaluated by project staff and then made available on the grant website for use by teachers throughout the area.
- The goal is to create a lesson bank for teacher collaboration which will cover the breadth of the content strands of the grant as well as support the Illinois Teaching Standards.

Classroom Activity:

Teachers will distribute archival kits to students based on the appropriate unit of study. Prior to this activity, teachers will have familiarized students with the concepts of historical thinking skills. This activity will give students the opportunity to apply them.

Students will:

- Analyze the documents in the kit using historical thinking skills:
    - Investigation
    - Contextualization
    - Corroboration
    - Interpretation
    - Identification
    - Finding of Reliable Evidence
    - Determining Significance
- Students will work in collaborative groups to decipher the document
- Students will use the essential questions for each source to help analyze the document
- Upon completion of the investigation, students will complete the culminating activity included in the archival kit
- By using this approach, students engage in the principles of historical thinking and in historical problem solving activities
- By participating in cohort collaborative networks and collegial work, teachers enhance their content and pedagogical knowledge that will improve instruction and thereby improve student performance.

Resources:

American Historical Association, (2008, July, 7). Benchmarks for Professional Development in Teaching of History as a Discipline. Retrieved February 18, 2009, Web site: http://www.historians.org/teaching/policy/benchmarks.htm

American Social History Project / Center for Media and Learning, (2006 March 31). History Matters. Retrieved February 18, 2009, from The U. S. Survey Course on the Web, Web site: http://historymatters.gmu.org/

Annenberg Media, (2008). American History in the Making. Retrieved February 18, 2009, from Historical Thinking Skills Interactives, Web site: http://www.learner.org/courses/amerhistory/interactives/

Brush, Thomas and John W. Saye (2006 April). Scaffolding Critical Reasoning in History and Social Studies: Tools to Support Problem-Based. *Presented at the American Educational Research Association, San Francisco*, from http://dp.crlt.indiana.edu/publications/Brush_Saye_AERA_symp_paper_2006.pdf

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Houghton Mifflin Harcourt, Education Place. Retrieved February 18, 2009, from Graphic Organizer Web site: http://www.eduplace.com/graphicorganizer/

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Nichols, Mark, Arizona Learning Exchange. Digital Storytelling. Retrieved February 18, 2009, Web site: http://www.teachingteachers.com/plan.htm

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Ruiz, Jesse Board Chair. Illinois Learning Standard. Retrieved February 18, 2009, from Illinois State Board of Education Web site: http://www.isbe.net

Stevens, Jane (2007 May 18). Knight Digital Media Center. Retrieved February 18, 2009, from Multimedia Storytelling Web site: from http://multimedia.journalism.berkeley.edu/tutorials/reporting/starttofinish/storyboarding/

Virginia Tech, (2000). Cook Counseling Center. Retrieved February 18, 2009, from Increasing Textbook Comprehension by Using SQ3R Web site: http://www.ucc.vt.edu/lynch/TextbookReading.htm

People and Places: The Story of Freedom, Liberty, and Equality

Content Strands

The Great Depression, Boom to Bust, World War II and the Aftermath, Civil Rights→

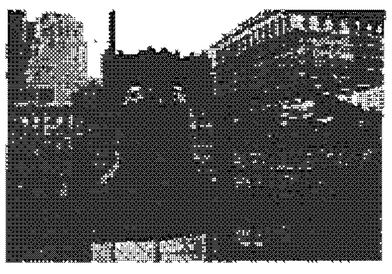
The Rise of Industrial America, Westward Expansion, The Progressives, & WWI→

Civil War & Reconstruction→

Age of Reform, Abolitionism, Sectionalism, The Mexican War, & the Coming of the War→

National Period & the Age of Jackson→

American Revolution→ Era



Cohort Year 1		*Cohort Year 2*		*Cohort Year 3*	
Colonial America American Revolution	**National Period Jacksonian Democracy**	**Reform, Manifest The Coming War**	**Civil War Recon-struction**	**Rise of Industry The Progressives World War I**	**Great Depression World War II Civil Rights**

National Council for the Social Studies
Thematic Standards

Visit NCSS website for full document

1. CULTURE AND CULTURAL DIVERSITY

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.

2. TIME, CONTINUITY, AND CHANGE

Social studies teachers should possess the knowledge, capabilities , and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity and Change.

3. PEOPLE, PLACES, AND ENVIRONMENTS

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

4. INDIVIDUAL DEVELOPMENT AND IDENTITY

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.

6. POWER, AUTHORITY, AND GOVERNANCE

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.

7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of Goods and Services.

8. SCIENCE, TECHNOLOGY, AND SOCIETY

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

9. GLOBAL CONNECTIONS

Social Studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

10. CIVIC IDEALS AND PRACTICES

Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

History's Habits of the Mind

The perspectives and modes of thoughtful judgment derived from the study of history are many, and they ought to be its principal aim. Courses in history, geography, and government should be designed to take students well beyond formal skills of critical thinking, to help them through their own learning to:

1. understand the significance of the past to their own lives, both private and public, and to their society.
2. distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life.
3. perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.
4. acquire at one and the same time a comprehension of diverse cultures and of shared humanity.
5. understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
6. comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.
7. prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.
8. grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
9. appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" or history as cures for present ills.
10. recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
11. appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs.
12. understand the relationship between geography and history as a matrix of time and place, and as context for events.
13. read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

Habits of Mind taken from:

Bradley Commission on History in Schools. *Building a History Curriculum: Guidelines for Teaching History in Schools*. Westlake, OH: National Council for History Education, 1995. p. 9.

National Council for History Education, Inc.

GPRA Performance Measures

TAH Performance Measure ONE: The average percentage change in the scores (on a pre-post assessment of American history) of participants who complete at least 75 percent of the professional development hours offered by the project. The test or measure will be aligned with the TAH project and at least 50 percent of its questions will come from a validated test of American history. Teachers who complete at least 75% of the professional development will be assessed using the AP history Assessment. The pretest will be administered during the Fall Kickoff session of Year 1 for each of the three Cohorts. The post-test will be administered at the conclusion of the Summer Institute in Year 3 of each Cohort. There will be no more than 30% additional questions given as part of the assessment. It is expected that participants' knowledge of American history will increase by at least 20 percentage points. Participating teachers will also complete a photo analysis assessment. Five photos will be selected for this assessment. A rubric will be developed identifying the core points the image represents. It is expected teachers will increase their understanding of these points by 25 percent.

TAH Performance Measure TWO: The percentage of TAH participants who complete 75% or more of the total hours of professional development offered. The annual and final reports will reflect the number and percentage of teachers completing all required professional development. Documentation of attendance will be "Sign-in" sheets kept at the Regional Office of Education. The following chart will be used to record this information.

TAH Participation Chart – Year ___										
	Annual Kickoff		Fall Seminar		Spring Seminar		Spring Workday		Summer Institute	
	#	%	#	%	#	%	#	%	#	%
Cohort #1										
Cohort #2										
Cohort #3										

Content and Pedagogical Integration Plan		
Goal	**Activity**	**Evaluative Tool**
Content Goal 1: Increase teachers' knowledge of history by 20%	• Scholarly lectures, study tours, primary and secondary source analysis	• AP Exam
Content Goal 2: Deepen teachers' knowledge of social movements relating to freedom and equality	• Scholarly lectures, exploration of historic sites such as Lincoln Museum, Philadelphia and Boston	• AP Exam • Teacher pre/post survey
Instructional Goal 1: 80% increase in integration of historical content using "habits of mind"	• Bringing History Home with Elise Filpott and mentor teachers • Teaching with Primary Sources tutorial: Amy Wilkenson • Historical Laboratory: Fred Drake • Using historical images: Ed O'Donnell	• Photo analysis • Reflection Papers • Teacher Portfolio
Instructional Goal 2: Improve pedagogical repertoire and use of primary sources by 10%	• Teaching with Primary Sources • Historical Decision Making: Tom Heurtz/Truman Library • Missouri State Archives	• Classroom observations • Teacher portfolios
Instructional Goal 3: Teachers will write 3 units using content and pedagogy introduced through activities	• Exploring Bringing History Home w/ mentor teachers: Shannon Greazel • Applying Content: John Robinson	• Teacher Product
Professional Culture Goal 1: 80% of teachers will earn Social Studies	• Participate in workshops and professional development seminars	• Certificate endorsement • NCLB Highly

endorsement and 100% will earn NCLB Highly Qualified status	• SIUE and McKendree will offer graduate credit through completion of grant activities	
Professional Culture Goal 2: Teacher leader development	• Participate in and attend local, county-wide, and national workshops • Prepare & present pedagogical & content-specific materials at workshops	• Number of teachers who attend/present at county, state & national conferences

Memorandum of Understanding
St. Clair County Regional Office of Education

TAH Grant People and Places: Our Story of Freedom, Liberty and Equality

Southern Illinois University, Edwardsville and the St. Clair County Regional Office of Education (ROE) enter this agreement with the following understanding:

- The ROE is the Fiscal Agent for the TAH grant
- Southern Illinois University, Edwardsville will provide Dr. Jason Stacy to serve as the TAH historian and teacher of record for coursework for grant participants
- Compensation for the ROE will be on a quarterly basis (September, December, March, and upon receipt of the annual/final report each year) with an annual total of $ 20,000
- Provide Cohort Teachers with 18 Semester Hours of tuition waivers throughout the 5 year grant
- Deliverables will include required annual and final project federal reports

Dr. Anthony Cheeseboro
Historical Studies Dept. Chair
Southern Illinois University, Edwardsville

Brad Harriman
Superintendent
St. Clair ROE

Memorandum of Understanding
St. Clair County Regional Office of Education

TAH Grant People and Places: Our Story of Freedom, Liberty and Equality

Lifelong Learning, L.L.C. and the St. Clair County Regional Office of Education (ROE) enter this agreement with the following understanding:

- The ROE is the Fiscal Agent for the TAH grant
- John Robinson will serve as the Resource Coordinator
- Mr. Robinson, a master teacher, work closely with other TAH staff and participants as a resource for historical needs including teaching resources, websites, and primary sources
- Mr. Robinson will assist in review of teacher-developed materials and portfolios
- Mr. Robinson will attend all project activities, including monthly management team meetings
- Mr. Robinson will assist in the evaluation process
- Compensation for the ROE will be on a quarterly basis (September, December, March, and upon receipt of the annual/final report each year) with an annual total of $20,000
- Deliverables will include required annual and final project federal reports

Lifelong Learning, L.L.C.
Resource Coordinator

Brad Harriman
Superintendent
St. Clair ROE

Memorandum of Understanding
St. Clair County Regional Office of Education

TAH Grant People and Places: Our Story of Freedom, Liberty and Equality

Dr. Michael Grady and the St. Clair County Regional Office of Education (ROE) enter this agreement with the following understanding:

- The ROE is the Fiscal Agent for the TAH grant
- Dr. Grady will serve as the External Evaluator
- Dr. Grady be responsible for all requirements of the evaluation plan
- Dr. Grady will complete the annual and final federal evaluation report after compiling data set forth in the original grant application
- Compensation for the ROE will be on a quarterly basis (September, December, March, and upon receipt of the annual/final report each year) with an annual total of $20,000
- Deliverables will include required annual and final federal evaluations

Dr. Michael Grady
External Evaluator

Brad Harriman
Superintendent
St. Clair ROE

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West, Elliott. *Contested Plains: Indians, Goldseekers, and the Rush to Colorado*. Lawrence: University of Kansas Press, 1998.

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Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** budgetnarravtive.doc

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

People and Places: Our Story of Freedom, Liberty, and Equality

Year One 2009-2010

Category	Amount	Explanation
Personnel		
Project Director	44,558	The project will be managed by K. Hoerner at 0.5FTE. She will report to the Asst. Superintendent, S. Sarfaty. Ms. Hoerner will be in charge of daily grant management; Management Team planning, execution, and evaluation; and she will be responsible for all required reports, etc.
Project Asst./Bkkeeper	42,000	The Project Asst./Bookkeeper (1 FTE &TBN) will be responsible supporting all grant activities. She will accurately complete all required financial paperwork, assist with completing all federal reports, and help Management Team complete necessary tasks.
Technology Coordinator	4,677	B. Butts will serve at 0.05FTE to assist in technology integration in the classroom, creating/maintaining project website, and assisting with

		technological aspects of data collection for evaluation.
Sub-Total	**91,235**	

Benefits

ROE Benefits	28,173	Actual fringe benefits for insurance and all state and federally required deductions based on named personnel above.
Sub-Total	**28,173**	

Travel

Federal Meeting Travel	3,156	Cost of Project Director and Evaluator to travel to the required annual federal meeting. The trip consist of: Airfare (2 staff x $500), Hotel (2 staff x 3 nights x $300), Per Diem (2 staff x 4 days x $32), and Cab & Misc. Expenses ($100)
Local Travel – ROE	1,650	Project staff will travel to meetings and teachers' schools to work on site.
Sub-Total	**4,521**	

Equipment

Laptops (2)	3,000	2 Laptops will be purchased for the project. One will be for the Project Director and the other for the Project Asst./Bookkeeper.
Sub-Total	**3,000**	

Supplies

Start Up	2,118	Materials and supplies needed for the start-up of a 5 year project, office supplies.
Training Supplies	16,000	Materials and supplies will be used to support the professional development throughout the year. Orientation, Fall Seminar (4,000), Spring Seminar and Summer Institute will allow project staff to provide materials such as *American Anthem Modern American History* by Ayer, Teja, & Wineberg.
Dues and Publications	$250	To keep current with trends and research in tradition American history, the Project Director will subscribe to relevant publications.
General Supplies	1,500	Office and fiscal supplies ($125/mo) will

		support the needs of the Project Director and Assistant/Bookkeeper.
Advance Placement Test	80	The AP will be given as a pre/post assessment of teacher growth in the knowledge of history content.
Sub-Total	**19,948**	

Contractual

Lifelong Learners	20,000	Contract for John Robinson to serve as Research Assistant, support the work of the Project Director and serve on the Management Team. He will help plan, execute and evaluate all activities.
SIUE	20,000	Contract for Dr. Jason Stacy to serve as Project Historian, support the work of the Project Director, and serve on the Management Team. He will help plan, execute and evaluate all activities. He will also serve as the instructor for graduate credit courses.
Dr. Mike Grady	20,000	Contract for Dr. Grady to serve as Evaluator. He will serve on the Management Team, gather data,

		submit updates and evaluation reports as required.
Bringing History Home	2,000	Contract for Elise Filpott is present historical pedagogy for elementary teachers.
Scholarly Consultants	8,500	Individual contracts for historians and historical pedagogy specials to present high quality professional development at Orientation, Fall and Spring Seminars, Summer Institute, and County-Wide workshops.
Substitute Teachers	12,000	Reimbursement for substitutes ($100 x 40 x 3 days) to districts for teacher participation during 3 school days. ROE documentation will be required and completed prior to any reimbursement.
Room Rental	550	Contract for meeting rooms at County Rate of $50/day. There will be 11 days need for Orientation, Fall and Spring Seminars, Workday, Workshops, and Summer Institute.
Refreshments	4,100	Teachers will be served a box lunch to provide for a working lunch with a max.

		cost of $10/person for the Orientation, Fall and Spring Seminar, Workday, and Summer Institute.
Office Rent/Maint./Utilities	3,084	ROE charges a uniform rate of $7.71 x 400 sq. ft. for rent, maintenance, and utilities.
Photocopy	900	Photocopies will be made to support professional development and other grant projects at $75/month. A copy code will be assigned for the exclusive use of the project.
Telephone	960	Project Director and Asst./Bookkeeper will require telephone service at $40/month.
Network Connections	1,200	Project Director and Asst/Bookkeeper require connections to ROE network.
Postage	720	A postal code will be assigned for the exclusive use of the project. Estimated expense is $60/month.
Printing & Advertising	500	Printing and advertising will be use for any contracted printing or advertising for employment required.
Sub-Total	**94,514**	

Total Direct	**241,676**	
Indirect	**0**	
Stipends		
Teacher Stipends	10,000	Teacher stipends will be given after all required assessments, attendance/participation, and teacher portfolio have been completed. The stipend will be $250 per teacher.
Total	**251,676**	

People and Places: Our Story of Freedom, Liberty, and Equality

Year Two 2010-2011

Category	Amount	Explanation
Personnel		
Project Director	45,895	The project will be managed by K. Hoerner at 0.5FTE. She will report to the Asst. Superintendent, S. Sarfaty. Ms. Hoerner will be in charge of daily grant management; Management Team planning, execution, and evaluation; and she will be responsible for all required reports, etc. Reflects a 3% increase.

Project Asst./Bkkeeper	43,260	The Project Asst./Bookkeeper (1 FTE &TBN) will be responsible supporting all grant activities. She will accurately complete all required financial paperwork, assist with completing all federal reports, and help Management Team complete necessary tasks. Reflects a 3% increase.
Technology Coordinator	4,817	B. Butts will serve at 0.05FTE to assist in technology integration in the classroom, creating/maintaining project website, and assisting with technological aspects of data collection for evaluation. Reflects a 3% increase.
Sub-Total	**93,972**	

Benefits

ROE Benefits	29,104	Actual fringe benefits for insurance and all state and federally required deductions based on named personnel above. Reflects a 3% increase.
Sub-Total	**29,104**	

Travel

Federal Meeting Travel	3,251	Cost of Project Director and Evaluator to travel to the required annual federal meeting. The trip consist of: Airfare (2 staff x $500), Hotel (2 staff x 3 nights x $300), Per Diem (2 staff x 4 days x $32), and Cab & Misc. Expenses ($100) Reflects a 3% increase.
Boston/Philadelphia	50,400	40 teachers (Cohort 2) and project staff will travel for 5 days to experience first hand these historic cities. Historians and staff from the National Constitution Center will lead lectures for teachers.
Jefferson Expansion	500	Cohort 1 and project staff will travel by bus to the National Park. They will work with Park Rangers for one day.
A. Lincoln Library	1,500	Cohort 1 and staff will travel by bus to the Presidential Library to work with the Elementary Historian in Springfield, IL for one day.
Bellefontaine Cemetery	500	Cohort 1 and staff will travel by bus for one day to explore history found in a local cemetery.

Local Travel – ROE	1,700	Project staff will travel to meetings and teachers' schools to work on site. Reflects a 3% increase.
Sub-Total	**57,851**	

Equipment

Sub-Total	**0**	

Supplies

Training Supplies	28,000	Cohort 1 and 2 materials and supplies will be used to support the professional development throughout the year. Orientation, Fall Seminar, Spring Seminar and Summer Institute will allow project staff to provide materials such as *American Anthem Modern American History* by Ayer, Teja, & Wineberg.
Dues and Publications	$250	To keep current with trends and research in tradition American history, the Project Director will subscribe to relevant publications.
General Supplies	1,500	Office and fiscal supplies ($125/mo) will support the needs of the Project Director and Assistant/Bookkeeper.

Advance Placement Test	80	The AP will be given as a pre/post assessment of teacher growth in the knowledge of history content.
Sub-Total	**29,830**	

Contractual

Lifelong Learners	20,000	Contract for John Robinson to serve as Research Assistant, support the work of the Project Director and serve on the Management Team. He will help plan, execute and evaluate all activities.
SIUE	20,600	Contract for Dr. Jason Stacy to serve as Project Historian, support the work of the Project Director, and serve on the Management Team. He will help plan, execute and evaluate all activities. He will also serve as the instructor for graduate credit courses.
Dr. Mike Grady	20,000	Contract for Dr. Grady to serve as Evaluator. He will serve on the Management Team, gather data,

		submit updates and evaluation reports as required
Bringing History Home	2,000	Contract for Elise Filpott is present historical pedagogy for elementary teachers from Cohort 2.
Scholarly Consultants	16,000	Individual contracts for historians and historical pedagogy specials to present high quality professional development at Orientation, Fall and Spring Seminars, Summer Institute, and County-Wide workshops with Cohorts 1 and 2.
Substitute Teachers	24,000	Reimbursement for substitutes ($100 x 40 x 3 days) to districts for teacher participation during 3 school days from Cohort 1 and 2. ROE documentation will be required and completed prior to any reimbursement.
Room Rental	1,200	Contract for meeting rooms at County Rate of $50/day. There will be 24 days need for Orientation, Fall and Spring Seminars, Workday, Workshops, and Summer Institute for Cohorts 1 and 2.

Refreshments	9,700	Teachers will be served a box lunch to provide for a working lunch with a max. cost of $10/person for the Orientation, Fall and Spring Seminar, Workday, and Summer Institute for Cohorts 1 and 2.
Office Rent/Maint./Utilities	3,177	ROE charges a uniform rate of $7.71 x 400 sq. ft. for rent, maintenance, and utilities. Reflects a 3% increase.
Photocopy	900	Photocopies will be made to support professional development and other grant projects at $75/month. A copy code will be assigned for the exclusive use of the project.
Telephone	960	Project Director and Asst./Bookkeeper will require telephone service at $40/month.
Network Connections	1,200	Project Director and Asst/Bookkeeper require connections to ROE network.
Postage	720	A postal code will be assigned for the exclusive use of the project. Estimated expense is $60/month.
Printing & Advertising	500	Printing and advertising will be use for any contracted printing or advertising for

		employment required.
Sub-Total	**120,957**	
Total Direct	**331,714**	
Indirect	**0**	
Stipends		
Teacher Stipends	20,000	Teacher stipends will be given after all required assessments, attendance/participation, and teacher portfolio have been completed. The stipend will be $250 per teacher for Cohort 1 and 2.
Total	**351,714**	

People and Places: Our Story of Freedom, Liberty, and Equality

Year Three 2011-2012

Category	Amount	Explanation
Personnel		
Project Director	47,272	The project will be managed by K. Hoerner at 0.5FTE. She will report to the Asst. Superintendent, S. Sarfaty. Ms. Hoerner will be in charge of daily grant management; Management Team

		planning, execution, and evaluation; and she will be responsible for all required reports, etc. Reflects a 3% increase.
Project Asst./Bkkeeper	44,558	The Project Asst./Bookkeeper (1 FTE &TBN) will be responsible supporting all grant activities. She will accurately complete all required financial paperwork, assist with completing all federal reports, and help Management Team complete necessary tasks. Reflects a 3% increase.
Technology Coordinator	4,962	B. Butts will serve at 0.05FTE to assist in technology integration in the classroom, creating/maintaining project website, and assisting with technological aspects of data collection for evaluation. Reflects a 3% increase.
Sub-Total	**96,792**	

Benefits

ROE Benefits	30,069	Actual fringe benefits for insurance and

		all state and federally required deductions based on named personnel above. Reflects a 3% increase.
Sub-Total	**30,069**	

Travel

Federal Meeting Travel	3,349	Cost of Project Director and Evaluator to travel to the required annual federal meeting. The trip consist of: Airfare (2 staff x $500), Hotel (2 staff x 3 nights x $300), Per Diem (2 staff x 4 days x $32), and Cab & Misc. Expenses ($100) Reflects a 3% increase.
Boston/Philadelphia	50,400	40 teachers (Cohort 3) and project staff will travel for 5 days to experience first hand these historic cities. Historians and staff from the National Constitution Center will lead lectures for teachers.
Jefferson Expansion	500	Cohort 2 and project staff will travel by bus to the National Park. They will work with Park Rangers for one day.
A. Lincoln Library	1,500	Cohort 2 and staff will travel by bus to

		the Presidential Library to work with the Elementary Historian in Springfield, IL for one day.
Bellefontaine Cemetery	500	Cohort 2 and staff will travel by bus for one day to explore history found in a local cemetery.
Local Travel – ROE	1,750	Project staff will travel to meetings and teachers' schools to work on site. Reflects a 3% increase.
Sub-Total	**57,999**	
Equipment		
Sub-Total	**0**	
Supplies		
Training Supplies	36,000	Cohort 1 - 3 materials and supplies will be used to support the professional development throughout the year. Orientation, Fall Seminar, Spring Seminar and Summer Institute will allow project staff to provide materials such as *American Anthem Modern American History* by Ayer, Teja, & Wineberg.
Dues and Publications	$250	To keep current with trends and

		research in tradition American history, the Project Director will subscribe to relevant publications.
General Supplies	1,500	Office and fiscal supplies ($125/mo) will support the needs of the Project Director and Assistant/Bookkeeper.
Advance Placement Test	80	The AP will be given as a pre/post assessment of teacher growth in the knowledge of history content.
Sub-Total	**37,830**	

Contractual

Lifelong Learners	20,000	Contract for John Robinson to serve as Research Assistant, support the work of the Project Director and serve on the Management Team. He will help plan, execute and evaluate all activities.
SIUE	21,218	Contract for Dr. Jason Stacy to serve as Project Historian, support the work of the Project Director, and serve on the Management Team. He will help plan, execute and evaluate all activities. He

		will also serve as the instructor for graduate credit courses.
Dr. Mike Grady	20,000	Contract for Dr. Grady to serve as Evaluator. He will serve on the Management Team, gather data, submit updates and evaluation reports as required.
Bringing History Home	2,000	Contract for Elise Filpott is present historical pedagogy for elementary teachers from Cohort 3.
Scholarly Consultants	20,000	Individual contracts for historians and historical pedagogy specials to present high quality professional development at Orientation, Fall and Spring Seminars, Summer Institute, and County-Wide workshops with Cohorts 1 - 3.
Substitute Teachers	36,000	Reimbursement for substitutes ($100 x 40 x 3 days) to districts for teacher participation during 3 school days from Cohort 1 - 3. ROE documentation will be required and completed prior to any reimbursement.

Room Rental	1,850	Contract for meeting rooms at County Rate of $50/day. There will be 37 days need for Orientation, Fall and Spring Seminars, Workday, Workshops, and Summer Institute for Cohorts 1 - 3.
Refreshments	15,300	Teachers will be served a box lunch to provide for a working lunch with a max. cost of $10/person for the Orientation, Fall and Spring Seminar, Workday, and Summer Institute for Cohorts 1 - 3.
Office Rent/Maint./Utilities	3,272	ROE charges a uniform rate of $7.71 x 400 sq. ft. for rent, maintenance, and utilities. Reflects a 3% increase.
Photocopy	900	Photocopies will be made to support professional development and other grant projects at $75/month. A copy code will be assigned for the exclusive use of the project.
Telephone	960	Project Director and Asst./Bookkeeper will require telephone service at $40/month.
Network Connections	1,200	Project Director and Asst/Bookkeeper require connections to ROE network.

Postage	720	A postal code will be assigned for the exclusive use of the project. Estimated expense is $60/month.
Printing & Advertising	500	Printing and advertising will be use for any contracted printing or advertising for employment required.
Sub-Total	**143,920**	
Total Direct	**366,610**	
Indirect	**0**	
Stipends		
Teacher Stipends	30,000	Teacher stipends will be given after all required assessments, attendance/participation, and teacher portfolio have been completed. The stipend will be $250 per teacher for Cohort 1 - 3.
Total	**396,610**	

People and Places: Our Story of Freedom, Liberty, and Equality

Year Four 2012-2013

Category	Amount	Explanation
Personnel		

Project Director	48,690	The project will be managed by K. Hoerner at 0.5FTE. She will report to the Asst. Superintendent, S. Sarfaty. Ms. Hoerner will be in charge of daily grant management; Management Team planning, execution, and evaluation; and she will be responsible for all required reports, etc. Reflects a 3% increase.
Project Asst./Bkkeeper	45,895	The Project Asst./Bookkeeper (1 FTE &TBN) will be responsible supporting all grant activities. She will accurately complete all required financial paperwork, assist with completing all federal reports, and help Management Team complete necessary tasks. Reflects a 3% increase.
Technology Coordinator	5,111	B. Butts will serve at 0.05FTE to assist in technology integration in the classroom, creating/maintaining project website, and assisting with technological aspects of data collection for evaluation. Reflects a 3% increase.
Sub-Total	**99,696**	

Benefits

ROE Benefits	31,061	Actual fringe benefits for insurance and all state and federally required deductions based on named personnel above. Reflects a 3% increase.
Sub-Total	**31,061**	

Travel

Federal Meeting Travel	3,449	Cost of Project Director and Evaluator to travel to the required annual federal meeting. The trip consist of: Airfare (2 staff x $500), Hotel (2 staff x 3 nights x $300), Per Diem (2 staff x 4 days x $32), and Cab & Misc. Expenses ($100) Reflects a 3% increase.
Boston/Philadelphia	50,400	40 teachers (Cohort 1) and project staff will travel for 5 days to experience first hand these historic cities. Historians and staff from the National Constitution Center will lead lectures for teachers.
Jefferson Expansion	500	Cohort 3 and project staff will travel by bus to the National Park. They will

		work with Park Rangers for one day.
A. Lincoln Library	1,500	Cohort 3 and staff will travel by bus to the Presidential Library to work with the Elementary Historian in Springfield, IL for one day.
Bellefontaine Cemetery	500	Cohort 3 and staff will travel by bus for one day to explore history found in a local cemetery.
Local Travel – ROE	1,803	Project staff will travel to meetings and teachers' schools to work on site. Reflects a 3% increase.
Sub-Total	**58,152**	

Equipment

Sub-Total	**0**

Supplies

Training Supplies	24,000	Cohort 2 and 3 materials and supplies will be used to support the professional development throughout the year. Orientation, Fall Seminar, Spring Seminar and Summer Institute will allow project staff to provide materials such as

		American Anthem Modern American History by Ayer, Teja, & Wineberg.
Dues and Publications	$250	To keep current with trends and research in tradition American history, the Project Director will subscribe to relevant publications.
General Supplies	1,500	Office and fiscal supplies ($125/mo) will support the needs of the Project Director and Assistant/Bookkeeper.
Advance Placement Test	80	The AP will be given as a pre/post assessment of teacher growth in the knowledge of history content.
Sub-Total	**25,830**	

Contractual

Lifelong Learners	20,000	Contract for John Robinson to serve as Research Assistant, support the work of the Project Director and serve on the Management Team. He will help plan, execute and evaluate all activities.
SIUE	21,855	Contract for Dr. Jason Stacy to serve as Project Historian, support the work of

		the Project Director, and serve on the Management Team. He will help plan, execute and evaluate all activities. He will also serve as the instructor for graduate credit courses.
Dr. Mike Grady	20,000	Contract for Dr. Grady to serve as Evaluator. He will serve on the Management Team, gather data, submit updates and evaluation reports as required.
Scholarly Consultants	17,000	Individual contracts for historians and historical pedagogy specials to present high quality professional development at Orientation, Fall and Spring Seminars, Summer Institute, and County-Wide workshops with Cohorts 2 and 3.
Substitute Teachers	24,000	Reimbursement for substitutes ($100 x 40 x 3 days) to districts for teacher participation during 3 school days from Cohort 2 and 3. ROE documentation will be required and completed prior to any reimbursement.

Room Rental	1,450	Contract for meeting rooms at County Rate of $50/day. There will be 29 days need for Orientation, Fall and Spring Seminars, Workday, Workshops, and Summer Institute for Cohorts 2 and 3.
Refreshments	11,700	Teachers will be served a box lunch to provide for a working lunch with a max. cost of $10/person for the Orientation, Fall and Spring Seminar, Workday, and Summer Institute for Cohorts 2 and 3.
Office Rent/Maint./Utilities	3,370	ROE charges a uniform rate of $7.71 x 400 sq. ft. for rent, maintenance, and utilities. Reflects a 3% increase.
Photocopy	900	Photocopies will be made to support professional development and other grant projects at $75/month. A copy code will be assigned for the exclusive use of the project.
Telephone	960	Project Director and Asst./Bookkeeper will require telephone service at $40/month.
Network Connections	1,200	Project Director and Asst/Bookkeeper require connections to ROE network.

Postage	720	A postal code will be assigned for the exclusive use of the project. Estimated expense is $60/month.
Printing & Advertising	500	Printing and advertising will be use for any contracted printing or advertising for employment required.
Sub-Total	**123,655**	
Total Direct	**358,394**	
Indirect	**0**	
Stipends		
Teacher Stipends	20,000	Teacher stipends will be given after all required assessments, attendance/participation, and teacher portfolio have been completed. The stipend will be $250 per teacher for Cohort 2 and 3.
Total	**358,394**	

People and Places: Our Story of Freedom, Liberty, and Equality

Year Five 2013-2014

Category	Amount	Explanation
Personnel		
Project Director	50,150	The project will be managed by K. Hoerner at (b)(6) She will report to the Asst. Superintendent, S. Sarfaty. Ms. Hoerner will be in charge of daily grant management; Management Team planning, execution, and evaluation; and she will be responsible for all required reports, etc. Reflects a 3% increase.
Project Asst./Bkkeeper	47,271	The Project Asst./Bookkeeper (1 FTE &TBN) will be responsible supporting all grant activities. She will accurately complete all required financial paperwork, assist with completing all federal reports, and help Management Team complete necessary tasks. Reflects a 3% increase.
Technology Coordinator	5,264	B. Butts will serve at (b)(6) to assist in technology integration in the classroom, creating/maintaining project website, and assisting with technological aspects of data collection

		for evaluation. Reflects a 3% increase.
Sub-Total	**102,685**	

Benefits

ROE Benefits	32,089	Actual fringe benefits for insurance and all state and federally required deductions based on named personnel above. Reflects a 3% increase.
Sub-Total	**32,089**	

Travel

Federal Meeting Travel	3,553	Cost of Project Director and Evaluator to travel to the required annual federal meeting. The trip consist of: Airfare (2 staff x $500), Hotel (2 staff x 3 nights x $300), Per Diem (2 staff x 4 days x $32), and Cab & Misc. Expenses ($100) Reflects a 3% increase.
Kansas City, MO Trip	90,000	Cohorts 1 – 3 will travel to Kansas City, MO for three days to work with historians at the Truman Presidential

		Library, National WWII Museum and the Negro League Museum. The cost will be $750/ teacher.
Local Travel – ROE	1,857	Project staff will travel to meetings and teachers' schools to work on site. Reflects a 3% increase.
Sub-Total	**97,703**	

Equipment	
Sub-Total	**0**

Supplies		
Training Supplies	20,000	Cohort 3 materials and supplies will be used to support the professional development throughout the year. Orientation, Fall Seminar, Spring Seminar and Summer Institute will allow project staff to provide materials such as *American Anthem Modern American History* by Ayer, Teja, & Wineberg. The Culminating Summit for Cohorts 1 -3 will include materials for creating units for distribution fostering sustainability throughout the ROE region.

Dues and Publications	$250	To keep current with trends and research in tradition American history, the Project Director will subscribe to relevant publications.
General Supplies	1,500	Office and fiscal supplies ($125/mo) will support the needs of the Project Director and Assistant/Bookkeeper.
Advance Placement Test	80	The AP will be given as a pre/post assessment of teacher growth in the knowledge of history content.
Sub-Total	**21,830**	

Contractual

Lifelong Learners	20,000	Contract for John Robinson to serve as Research Assistant, support the work of the Project Director and serve on the Management Team. He will help plan, execute and evaluate all activities.
SIUE	22,510	Contract for Dr. Jason Stacy to serve as Project Historian, support the work of the Project Director, and serve on the Management Team. He will help plan,

		execute and evaluate all activities. He will also serve as the instructor for graduate credit courses.
Dr. Mike Grady	20,000	Contract for Dr. Grady to serve as Evaluator. He will serve on the Management Team, gather data, submit updates and evaluation reports as required.
Scholarly Consultants	10,500	Individual contracts for historians and historical pedagogy specials to present high quality professional development at Orientation, Fall and Spring Seminars, Summer Institute, and County-Wide workshops with Cohorts 3. One consultant will present during the Culminating Summit for Cohorts 1 -3.
Substitute Teachers	12,000	Reimbursement for substitutes ($100 x 40 x 3 days) to districts for teacher participation during 3 school days from Cohort 3. ROE documentation will be required and completed prior to any reimbursement.
Room Rental	875	Contract for meeting rooms at County

		Rate of $50/day. There will be 9 days need for Orientation, Fall and Spring Seminars, Workday, Workshops, Summer Institute for Cohorts 3, and Culminating Summit for Cohorts 1 – 3.
Refreshments	7,900	Teachers will be served a box lunch to provide for a working lunch with a max. cost of $10/person for the Orientation, Fall and Spring Seminar, Workday, Summer Institute for Cohorts 3, and 2 meals at$15/person/day for the Culminating Summit.
Office Rent/Maint./Utilities	3,471	ROE charges a uniform rate of $7.71 x 400 sq. ft. for rent, maintenance, and utilities. Reflects a 3% increase.
Photocopy	900	Photocopies will be made to support professional development and other grant projects at $75/month. A copy code will be assigned for the exclusive use of the project.
Telephone	960	Project Director and Asst./Bookkeeper will require telephone service at $40/month.

Network Connections	1,200	Project Director and Asst/Bookkeeper require connections to ROE network.
Postage	720	A postal code will be assigned for the exclusive use of the project. Estimated expense is $60/month.
Printing & Advertising	500	Printing and advertising will be use for any contracted printing or advertising for employment required.
Sub-Total	**101,536**	
Total Direct	**353,550**	
Indirect	**0**	
Stipends		
Teacher Stipends	10,000	Teacher stipends will be given after all required assessments, attendance/participation, and teacher portfolio have been completed. The stipend will be $250 per teacher for Cohort 3.
Total	**363,550**	

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: Abstract.doc | Add Attachment | Delete Attachment | View Attachment

#512

Abstract: People and Places: Our Story of Freedom, Liberty and Equality

Request The St. Clair County Educational Cooperative Board (a qualified LEA), in partnership with county school districts (student population of 43,570), history resources (Southern IL U. Edwardsville, McKendree U., Lincoln and Truman Presidential Libraries, and The National Constitution Center), and teaching resources (Bringing History Home and Library of Congress' Teaching with Primary Sources) requests approval of a five-year grant for elementary teachers who will engage in seminars, workshops, and study tours over the grant period.

Project Design The people and places which shaped our nation intrigue and captivate elementary students. These powerful icons form a lasting bond of pride in country and model citizenship in young students. The goal of the project is to deepen teacher knowledge of traditional American history and historical pedagogy. 120 4th – 6th grade teachers will have an opportunity to learn from leading historians during workshops and study tours. Workshops in history pedagogy will facilitate depth in teaching/learning for a minimum for 13 days for year. The tours provide opportunities to visit some of the most prominent sites that shaped our country's early quest for freedom and provide rich resources. At least 250 other teachers will be served through workshops and activities independent of the core content strands. These strands encompass all 8 NAEP Periods. Three cohorts are selected for the five-year project. Year 1 of each cohort covers Periods 1-3. Year 2 covers Periods 4 and 5. Year 3 covers Periods 6-8. Teachers will have the opportunity to become fully certified to teach history at this level and become American history teacher leaders in their schools and districts.

Need The LEA serves 27 districts with 23,300 students in districts not making AYP under NCLB. Elementary teachers in IL are certified with as little as 3 semester hours of American history. Districts have reduced professional development money and focus on reading and math.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** narrative.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

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	SF LLL	
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Absolute Priority The Absolute Priority for the TAH is a partnership with other agencies or institutions. The St. Clair ROE, an eligible LEA, will partner with the following: an institution of higher education, numerous prominent and local historians, libraries, and museums. . Southern Illinois University, Edwardsville (SIUE) is also a partner with this TAH proposal. One goal is to provide the opportunity for every participant to earn an endorsement in Social Studies (the only way to earn specialized history certification at the elementary level in IL) which requires college coursework. SIUE will offer free tuition waivers to all participants during the entire grant period, giving teachers enough content area credits for the certificate endorsement. SIUE will provide the services of our historian, Dr. Jason Stacy. Dr. Stacy brings the rare combination of classroom teaching experience and a deep knowledge of tradition American history. The ROE has a successful history of partnership with McKendree University, located in St. Clair County. In the last ROE TAH project, McKendree developed coursework specific to meet the needs of TAH participants. They will continue to be an eager and dedicated partner, offering a Master's Degree program entitled "Teacher Leadership" and content area coursework leading to an endorsement. The coursework from McKendree and SIUE also gives teachers the Highly Qualified status required of NCLB. The Lincoln Library has also agreed to be a partner. The library has recently employed a historical librarian specifically to work with elementary teachers. Other libraries and museums agreeing to partner with St. Clair ROE include The Truman Library, The National Constitution Center, The Library of Congress' Teaching with Primary Sources, and the Jefferson Expansion Memorial.

Competitive Priority St. Clair County has 23 schools and/or districts not making AYP. Four are in Needs Improvement, two are in Corrective Action, and seventeen are at the most critical

level of Restructuring. This list of schools in status represents just over 50% of the total student population in the county.

School/Districts Not Making AYP			
District	**School**	**Status**	**Student Enrollment**
Belleville #201		Corrective Action	4,903
Belleville #201	West	Needs Improvement	2,298
Brooklyn #188		Restructuring	193
Brooklyn #188	Brooklyn Tech	Restructuring	60
Brooklyn 3188	Brooklyn Middle	Corrective Action	33
Cahokia #187		Restructuring	4,168
Cahokia #187	High	Restructuring	1,227
Cahokia #187	Wirth/Parks	Restructuring	913
Dupo #196	High	Restructuring	338
East St. Louis #189		Restructuring	8164
East St. Louis #189	High	Restructuring	1,060
East St. Louis #189	Clark	Restructuring	591
East St. Louis #189	Lincoln	Restructuring	610
East St. Louis #189	Younge	Restructuring	484
East St. Louis #189	McHenry	Restructuring	230
East. St. Louis #189	Neely	Restructuring	134
East St. Louis #189	Wright	Restructuring	533
East St. Louis #189	Bush/Hawthorne	Restructuring	499
East St. Louis #189	SIUE Charter	Restructuring	106
East St. Louis #189	Tomorrow's Builder	Restructuring	126
Harmony #175	Emge	Needs Improvement	356
O'Fallon #203	High	Needs Improvement	2,442
Whiteside #	Middle	Needs Improvement	594

IL certification data indicate almost 140 4th – 6th grade teachers in these districts do not have specialized history certification. Teachers from these districts/schools will be given priority to participate in this grant. The target is to have 60% of the slots filled with teachers from schools in status. To accomplish this goal, administrators and teachers in these schools/districts will receive both an email invitation and a visit to teachers' meeting by the project director. This will be effective because the ROE has an established relationship with each of these schools and districts. The ROE is already seen as a provider of high quality professional development to all schools in addition to being the provider of a variety of services including School Improvement Plan development to schools and districts not making AYP. In addition, the St. Clair ROE has been selected to provide professional development and support to these schools on the status list of not making AYP in reading and math.

Another way to address the specific needs of this group is through the application. Teachers will be asked questions related to their perceived needs in teaching American history. Based on past analysis of the specific needs in status schools and districts, curriculum development and alignment of the curriculum to state and national standards is needed. Developing a challenging curriculum will be one of the goals of this TAH project. The Project Director will meet with district administration to offer assistance in district-wide curriculum development, textbook selection, and selection of supplemental materials in American history.

Another goal will be to integrate rigorous, research-based pedagogy into the classrooms of status schools. Because the majority of these classrooms are "self-contained" with one teacher teaching all subjects, these rigorous strategies will naturally spill into other subject areas. For example, when teachers learn to use higher level questioning to ask thought-provoking historical questions, they will also be able to use these questioning strategies during reading and

math classes. Previous needs assessments indicate teachers in status schools do not use technology in their classrooms on a consistent basis. John Robinson (Lifelong Learners), Elise Filpott (Bringing History Home), and Butts (St. Clair ROE) all bring extensive experience with both technology and classroom integration to this project. Site visits and demonstration lessons in addition to professional development will help the teachers in these schools, share deep content knowledge of American history, implement the high quality pedagogy, and fully integrate technology as a tool to further excite students. Finally, teachers will be given instruction on the use of specific teaching tools, such as Sam Wineberg's "Thinking as a Historian" Poster Set. These visual tools support quality instruction to increase student learning and higher order thinking required for student success.

Request: The St. Clair County Educational Cooperative Board (ROE and a qualified LEA), in partnership with all county school districts (student population 43,570), renowned historians, and research-based teaching resources requests funding for a five-year grant to serve 120 4th – 6th grade teachers. Teachers will be served through experiencing workshops, institutes, seminars, and study tours.

Introduction:

"I proclaim the whole of America for each
individual, without exception...
I announce uncompromising liberty and equality...."
-Walt Whitman, *Leaves of Grass* (1860)

Written on the cusp of America's most dire crisis, Walt Whitman's words mean as much to us now as they did in the dark months before the outbreak of the Civil War. His words express the best of who we are as a people and a nation, but also raise the profound questions that shape our history. Can each individual be free and equal? How has America lived up to its own best beliefs? What does it mean to be a nation founded on a creed? These questions demand a persistent return to our founding vision as we progress toward its fulfillment. "People and Places: Our Story of Freedom, Liberty, and Equality," a new Teaching American History Grant for teachers of grades 4-6 in St. Clair County, Illinois, gives teachers and students the tools, time, and, most importantly, content to revisit our nation's vision in the midst of its third century. Three grant cohorts will each engage in three years of historical and pedagogical training offered to teachers who introduce students to their first experience with U.S. history. "People and Places" covers the sweep of the nation's story by using our pursuit of freedom, liberty, and equality as the thread that binds the narrative fabric.

This is not such an easy story to tell. It begins with the earliest explorations of the New World and culminates with the historic election of Barack Obama. For most of the colonial era,

freedom, liberty, and equality proved not to be the ideological lodestones that they became in the latter 18th century. In fact, much of this history will be told through the diverse peoples, societies, and economies that made North America into contested ground.[1] Economic and geographic realities of colonial North America set a pragmatic precedent for the celebration of equality and freedom, at least among a broader swath of the population than in Europe during the 17th and 18th centuries. The complicated reality of greater opportunity for some North Americans was diminished for others, including but not limited to the advent of the slave system throughout the large, agricultural colonies, both north and south.[2] By framing the ideals of freedom and equality as a product of complicated historical realities, and coupling them with the enunciation of these ideals during the American Revolutionary Era of the late 18th century (National Assessment of Education Progress Historical Periods 1,2,3), our program offers teachers and their students a nuanced story of the origins of the beliefs that define the nation today.[3]

Through "People and Places: Our Story of Freedom, Liberty, and Equality," teachers will continue to explore our ideological heritage through the historical contexts that shaped and transformed it. The vast social and economic changes wrought by the first half of the nineteenth

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[1] David Hackett Fischer, *Albion's Seed: Four British Folkways in America* (New York: Oxford University Press, 1989); Jack P. Greene, *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture* (Chapel Hill: University of North Carolina Press, 1988).

[2] Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (New York: Norton, 1975); John Thornton, "African Dimensions of the Stono Rebellion," *American Historical Review*, 96 (1991), 1101-13.

[3] Gordon Wood, *The Radicalism of the American Revolution* (New York: A.A. Knopf,1992).

century include the advent of the new market economy, the growth of the cities along the eastern seaboard, the culturally transformative effect of the Second Great Awakening, the reform movements that have their origins in this religious fervor, westward expansion, and the crisis over slavery (NAEP Historical Periods 4, 5).[4] The Civil War and Lincoln's vision of a new birth of freedom will serve as the axis upon which the second year will turn.[5] Industrialization and immigration after the Civil War, the rise of the Jim Crow system in the South, and the reform movements of the era laid the foundation for a transformed relationship between the people and their government (NAEP Historical Period 6).[6]

This transformation moves "People and Places: Our Story of Freedom, Liberty, and Equality" into the Progressive Era and through the First World War and the 1930s when Americans increasingly turned to government as a means to redress social and economic ills in the name of freedom and equality. This broad theme will encompass historical events such as the Progressive amendments to the Constitution, mass mobilization during the First and Second World Wars, and the pursuit of social justice through the New Deal and the Civil Rights

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[4] Sections of Daniel Walker Howe's *What Hath God Wrought: The Transformation of America, 1815-1848* (Oxford: Oxford University Press, 2008) and Edwin Burrows, Michael Wallace, *Gotham: A History of New York City to 1898* (Oxford: Oxford University Press, 1999) will prove useful for setting contexts of this vast and complex era.

[5] A useful book for Lincoln's historical context and the transformative nature of his words will be Garry Wills, *Lincoln at Gettysburg: The Words That Remade America* (New York: Simon & Schuster, 1992).

[6] Neil R. McMillen, *Dark Journey : Black Mississippians in the Age of Jim Crow* (Urbana: University of Illinois Press, 1989); Lizabeth Cohen, *Immigrant Women in the Land of Dollars : Life and Culture on the Lower East Side, 1890-1925* (New York: Monthly Review Press, 1985).

Movement.[7] Other dominant changes during the twentieth century include youth movements and the rise of the New Left and New Right, all of which incorporated the traditional American rhetoric of Freedom, Liberty, and Equality as the rationale for their reaction (NAEP Historical Periods 7,8).

Thus teachers will have explored the complicated and vital history of freedom, liberty, and equality in the United States from the nation's earliest origins to the cusp of the 21st century. Their students will become the beneficiaries of these three hundred years of history through the Teaching American History grant and be able to, like Walt Whitman, "announce uncompromising liberty and equality."

Significance: This application responds to the need of participating districts to improve late elementary teachers' historical knowledge and pedagogy in American history to ignite a passion in their students. The ultimate goal is to increase student performance in American history and deepen their call to citizenship. The need for an elementary TAH project in St. Clair County was established through the multiple means of NCLB Report Card data, Illinois certification records, annual ROE Needs Assessment, superintendent interviews, and a survey of current middle and high school TAH participants. This grant builds on our previous, highly successful, 2007 TAH grant serving middle and high school by providing vertical articulation of traditional American history and scaffolding pedagogy into late elementary classrooms. The grant serves teachers

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[7] William Edward Levchtenburg, *The Perils of Prosperity, 1914-1932* (Chicago: University of Chicago Pres, 1993); William Edward Leuchtenburg, *The FDR Years: On Roosevelt and His Legacy* (New York: Columbia University Press, 1995); William Edward Levchenburg, *In the Shadow of FDR: From Harry Truman to Ronald Reagan* (Ithaca: Cornell University Press, 1983); Taylor Branch, *Pillar of Fire: America in the King Years, 1963-1965* (New York: Simon & Schuster, 1998); Taylor Branch, *A Cannon's Edge: America in the King Years, 1965-1968* (New York: Simon & Schuster, 2006).

and students from a diverse group of school districts, ranging from urban to small rural and suburban districts.

Just over 50% of the total county student population attends schools and/or districts that have not made Adequate Yearly Progress (AYP) according to the 2008 IL School Report Card as defined by NCLB (Exhibit 1). 14 schools and 3 districts are in Restructuring, 1 school and 1 district are in Corrective Action, and 4 schools are in School Improvement status.

Exhibit 1

School District	Student Population	# of Schools in District	Schools/ Districts Not Making AYP	# of 4th -6th Teachers
Belle Valley #119	868	2		12
Belleville #118	3,766	11		40
Belleville #201	4,903	2	2	
Brooklyn #188	193	3	3	3
Cahokia #187	4,168	14	3	37
Central #104	498	2		10
Dupo #196	1,240	2	1	12
East St. Louis #189	8,164	26	11	61
Freeburg #70	809	2		11
Freeburg #77	720	1		
Grant #110	772	2		16
Harmony #175	791	2	1	7
High Mount #116	459	1		6
Lebanon #9	690	4		6
Marissa #40	625	2		6
Mascoutah #19	2,946	4		19
Millstadt #160	872	2		15
New Athens #60	592	2		4
O'Fallon #90	3,436	6		44
O'Fallon #203	2,442	1	1	
Pontiac #105	733	2		11
St. Libory #30	105	1		3
Shiloh #85	594	2		6
Signal Hill #181	427	1		4
Smithton #130	465	1		4
Whiteside #115	1,398	2	1	22
Wolf Branch #113	902	2		18
Total	**43,578**	**102**	**23**	**377**

Elementary certificate holders in IL are considered "generalists". These teachers may have a little as 3 semester hours of American history and still teach this subject. While endorsements in specific content areas may be added to the certificate, in IL, elementary certificates holders do not have the option of an American History endorsement, but rather, a Social Studies endorsement instead. Of the approximately 370 4^{th} – 6^{th} grade teachers, 230 do not have the content endorsement on their certificates. The minimal state-required coursework and low number of teacher endorsements point to a serious lack of historical knowledge for elementary teachers. In addition to addressing certification issues, this project will also ensure that all participants are Highly Qualified under NCLB in American history.

The annual needs assessment administered by the ROE to all teachers in the county indicates they don't have access to professional development to deepen their history content knowledge or pedagogy in history. When asked about professional development opportunities, over 75% of surveyed teachers could name only reading and math. Teachers report a need for this high quality, sustained training. Superintendents also reported a lack of professional development in history noting that in the late elementary classrooms, content area reading is addressed, but historical inquiry is not. This survey data relates to the historical thinking component of this grant. A survey given to the current middle and high school TAH participants further reveals over 80% of teachers surveyed are concerned over students' overall knowledge of American history and their ability to think historically.

Finally, the ROE has an organizational goal to build capacity to improve all aspects of education. While our current grant has laid the groundwork for a historical community of secondary teachers, at present, there is no forum for elementary teachers to come together to further American history education in their classrooms and districts. This grant has a component

to allow for the development of teacher leaders in each district and create a county-wide cadre to improve American history education for all students.

Project Design:

Deep understanding of traditional American history is the focus of this project, but it alone does not translate into improving student achievement. Integrating high quality historical pedagogy is necessary. This grant will focus on increasing teacher knowledge of traditional American history and infusing that knowledge into classroom practice through high-quality, scientifically based pedagogy instruction composed of the two elements of professional development. Teachers will spend time with leading historians during a minimum of 13 days per year or a total of almost 40 days during their 3-year cohort. Dr. Linda Darling-Hammond's 2009 report on professional development, identifies a key finding that professional development should be "Intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content…"[8] Another key finding in her report is that "teachers need substantial professional development in a given area (close to 50 hours) to improve their skills and their students' learning…" This project fulfills both of those findings by focusing on traditional American history content through historical inquiry methods.

The core group of participants will involve at least 120 teachers divided into three cohorts over the five years of the grant period (Exhibit 2). Each cohort will meet over a three year period and cover identical content and pedagogical material so that data from all cohorts can be combined. Teacher selection is guided by three principles: the desire to participate; whether the teacher is serving in a school in School Improvement, Corrective Action, or Restructuring; and

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[8] Linda Darling-Hammond, *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the U.S. and Abroad* (National Staff Development Council, 2009).

the desire to be a teacher-leader in the building/district. 60% of the slots are reserved for teachers of schools in Improvement, Corrective Action, or Restructuring.

Exhibit 2

People and Places: Our Story of Freedom, Liberty and Equality					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Cohort #1					
Cohort #2					
Cohort #3					

Goals and Activities

The goals and activities for this project grow out of an expressed need to deepen late elementary teachers' American history content knowledge and pedagogy unique to American history. The goals cover: Content, Instruction, and Professional Culture (Appendix, page 101).

Content Goals:

1. Increase teachers' knowledge and understanding of history and historiography of the people and events who contributed to the development of our nation by 20% as measured by the AP test with additional questions
2. Deepen teachers' knowledge and understanding of the history and impact of social movements on freedom and equality in the United States. Additional questions that are added to the above AP test will cover this area. Goals One and Two will be measured by the teacher pre/post test.

Instructional Goals:

1. 80% of the teachers will Improve their knowledge of and ability to integrate content knowledge with the "habits of mind" unique to the study of history as demonstrated through photo analysis and reflection papers included in their annual portfolio as measured by a pre/post analysis.

2. Improve teachers' pedagogical repertoire and use of primary sources by 10% using a classroom observation rubric to enable them to inspire excitement for historical content in their students as observed by project staff in classroom observations at least twice per their cohort project period.
3. All teachers will write one unit per year that is scored satisfactory by a project created rubric and published on the TAH project web site.

Professional Culture Goals:

1. 80% of participating teachers will earn a Social Studies endorsement on their certificates by the end of their cohort project. 100% of participating teachers will obtain Highly Qualified status under NCLB by the end of their cohort project.
2. Through active recruiting and successful completion of the project, develop a minimum of 1 teacher leader per school building in all districts to share pedagogical strategies and content knowledge with their colleagues by presenting a TAH-developed lesson at a school in-service, annual county-wide institute, or store, or national conference.

Developing Teacher Leaders: Project teachers for Cohorts 1, 2, and 3 each spend three years in an in-depth study of themes and disciplinary knowledge while developing their skills as teacher leaders. The three year strand is mapped out with renowned and high quality pedagogical instruction to incorporate this knowledge through historical inquiry methods (Exhibit 3).

Pedagogical training will be guided by Elise Fillpott's highly successful TAH Project "Bringing History Home" model during all years of the grant. Ms. Fillpott will work with all cohorts at the outset of Year 1 to lay the groundwork for teaching scaffolding methods of introducing historical thinking to students. During the summer institute, mentor teachers from Bringing History Home will work with our teachers to design lessons and implement historical inquiry. Years 1, 2, and 3

Exhibit 3

Year One
Teacher Preparation /Recruitment of 40 Teachers for 36 Months
Oct.: Opening Orientation
Nov.: Two-Day Seminar:
Introducing Historical Thinking to the Elementary Student: Elise Fillpott: BHH
February: Two-Day Seminar
Colonial Era and American Revolution:
Jason Stacy, Project Historian-Southern Illinois University-Edwardsville
Founding Generation: David Robertson-University of Missouri-St. Louis
National Period and Jacksonian Democracy: Jeff Broadwater-Barton College
Teaching with Primary Sources: Library of Congress-Amy Wilkenson
April: Workday
The Historical Laboratory Classroom: Frederick Drake-Illinois State U., emeritus
Eight Day Summer Institute
Five Days "Exploring our Beginnings"-Trip to Philadelphia's Constitution Center and Boston Freedom Trail Exploration led by Rich Loosbrock-Adams State University, CO
Fred Fausz: Colonial St. Louis
Exploration and Settlement of Colonial America: Robert Paulett-So. Illinois Univ.-Edwardsville
Exploring/Applying "Bringing History Home"-Master Teacher Shannon Greazel

Year Two
Kickoff Sept.
The effects of 19th Century Historical Figures on the Midwest:
Bellefontaine Cemetery Tour, St. Louis
Oct. Two-Day Seminar: Manifest Destiny and Westward Expansion: Elliott West University of Arkansas
Jefferson Expansion Memorial Museum
The Struggle for Abolition: David Blight-Yale University
Feb. Two-Day Seminar: Trip to Lincoln Library & Application to Teaching John Robinson: Lifelong Learners and CSD
Reconstructing the U.S.: Steve Hanson: SIUE
April-Workday
Searching for History through Slavery Primary Sources
Missouri State Archives: Mike Everman
Eight Day Summer Institute
Development of the Industrial U.S.: Susan Hirsch-Loyola University
Emergence of the U.S. as a World Power: Timothy Gilfoyle- Loyola U.-Chicago
Using Historical Images to teach history: Ed O'Donnell-College of the Holy Cross
Local History Connections-Exploring Historic Alton: Alton History Museum
How to Bring History Home: Michael Steiner: Northwest Missouri State U.

Year Three
Oct. Two-Day Seminar
Progressive Era Reform: Laura Westhoff-University of Missouri-St. Louis
From Boom to Bust: John Chappel-Webster University
Feb. Two-Day Seminar
Social Dynamics of the World Wars: Lewis Erenberg-Loyola University-Chicago
Historical Decision Making- Truman Era: Tom Heurtz-Truman Presidential Library
April Workday
Missouri History Museum: "Finding Civil Rights" workshop and museum applications
Eight Day Summer Institute
The Heroes of Change: Dennis Lubeck-CSD
Civil Rights Legacy: Jonathan Smith-St. Louis University
Using the Library of Congress to Explore Civil Rights: Amy Wilkenson-TPS/Library of Congress; Scoratic Method – John Robinson; The Emegence of America's Social Identity in the 20th Century – Jason Stacy, SIUE
Bringing History Home: Mentor work, lesson planning, and historical presentations with teacher leaders.

for each cohort will include the same activities. Teacher applications will explain the reasons for their participation and the level of commitment to implement the goals of the grant (Appendix, page 90).

Year One: An Initial Orientation is held prior to the first seminar for each cohort. Teachers and the management team discuss project expectations, objectives, calendar, and historical portfolio/unit development. Historians will be selected with careful attention to their expertise in the area of their presentations (Appendix, page 24). Year One activities will be centered on the theme of "Exploring our Beginnings" and will include in-depth study of Colonial America, the Founding Generation, the National Period and Jacksonian Democracy. In addition, Year One will include a five day study tour of Boston and Philadelphia where our teachers will be guided by historian Dr. Rich Loosbrock who has served as a guide to several TAH projects in both cities. His work enables teachers to explore history through hands-on activities and brings the classroom to the historical site. In addition to working with Dr. Loosbrock, teachers will engage in a one-day workshop at Philadelphia's National Constitution Center where the experienced staff will work with teachers in the appropriate and effective use of primary sources in the classroom. Teachers will also work with unit development to complete their unit of study for Year One. National and local university scholars will make presentations on the other days. Teaching with Primary Sources, Bringing History Home, and The National Constitution Center have worked with many TAH grants and have received enthusiastic reviews for their contribution to teachers' knowledge and pedagogical skills unique to history. These projects increase teachers' skills and knowledge to make thoughtful choices with clear content rationales about the use of primary sources that can otherwise be misused. To help teachers incorporate content knowledge with sound pedagogical practice, Year One will introduce the concept of

turning the classroom into a historical laboratory. Dr. Frederick Drake from Illinois State University (emeritus) will work with teachers in the methods of historical thinking and inquiry unique to the discipline.

Year Two: Year Two includes 19th Century themes such as Manifest Destiny, Abolition, The Civil War, and Industrialization. Year Two will strike a balance between working with historians and project staff both in and out of the participants' classrooms. One seminar will include a one-day trip to the Jefferson Expansion Memorial Museum, located 20 minutes from the ROE, to work with museum staff to understand the many dynamics of western expansion and how it shaped the identity of 19th Century America. In addition, Year Two will include another one day visit to the Lincoln Presidential Library and Museum, located 1 ½ hours from the ROE, where teachers will take part in sessions on Lincoln's presidency and his persona. The library staff will assist teachers in utilizing the many museum and library sources to expand both teacher and student knowledge. In Year Two teachers will utilize the tools of the historical laboratory framework. They will be given opportunities to practice historical skills through work with the Jefferson Expansion Memorial Museum, the Lincoln Presidential Library and Museum, the Missouri State Archives, and the Alton History Museum. These opportunities will allow teachers to gain a comprehensive understanding the implications of 19th Century America themes. The Summer Institute agenda includes work with prominent historians, work with questioning strategies to elicit historical thinking and higher levels of thinking, and developing products with assessment rubrics.

Year Three: Year Three will be structured similar to Years One and Two with the focus on 20th Century America. Themes for this year will include Progressive Era Reform, WWI, WWII and Civil Rights. Teachers will study the Progressive Era and the impact of the 1920's. John

Robinson will work with teachers on the Socratic Method. During the Spring Seminar, Dr. Heurtz from the Truman Presidential Library will work with teachers. The Summer Institute will include more work with Teaching with Primary Sources as well as content work with historians. Teachers will again incorporate acquired content knowledge into historical, inquiry-based lessons.

Culminating Activities In year 5 of the grant project, all three cohorts will be invited to participate in two activities. The first will be a short, three day trip to Kansas City, MO to explore civil rights and social identity themes from the 20th century using the Truman Library, National WWI Museum, and the Negro League Baseball Museum. A "Culminating Summit" will be convened as a platform for participants to share their new knowledge, products, success with a variety of stakeholders, including Congressman Costello, Senator Durbin. Teachers will have the opportunity to share lessons, solidify and expand county-wide American history networks, and showcase student products representative of the project.

Teachers' Portfolio Each year, project teachers will develop a web-based portfolio to be reviewed by project staff, including the evaluator. Teachers will construct an "archival kit" focused on a chosen topic of history from the grant year. This portfolio will include a unit of study designed to engage students in high level historical thinking. These units will include primary source documents, secondary sources, essential questions to guide student thinking, an activity that addresses the historical thinking relevant to teach each source, and a variety of products addressing all four modalities and differentiated for multiple ability levels, i.e. Socratic Seminar, display board, radio interview, monologue, etc.

The evaluator and project staff will also observe teacher classes to offer ideas and strategies to further engage students and educators in the use of the historical thinking methods. Teachers

are expected to present workshops for their colleagues and to bring their new knowledge to the professional learning communities in their schools and county. Selected teachers will also be chosen to join project staff in proposals to present at county, state, and national history conferences. Teachers will also present historical thinking to fellow teachers in their buildings or grade levels. The objective is to develop teachers who are passionate about history; prepared to be teacher leaders; participate in a wider network that includes historians, teachers, and professional history organizations; and who strive continually for intellectual growth (Appendix, page 93).

Building Teacher Networks/Sustainability: These activities will build a professional culture that deepens understanding of subject matter and historical pedagogy. Activities across the three years will offer opportunities for other teachers and pre-service teachers to build a professional network through:

Quarterly Reading Seminars: Twenty 4th-6th grade teachers participate in each Reading Seminar. These seminars bring together teachers to discuss historical literature and monographs relevant to project themes led by project staff. They are designed to engage teachers with historical themes in books by historians and explore ways to incorporate historical literature into the classroom.

One-day Workshops: One day workshops open to both participants and non-participant 4th-6th grade teachers will be offered biannually to give more practicing and pre-service teachers opportunities to engage in historical professional development, provide networking opportunities, and to explore new ideas for historical content-specific instruction. These workshops, while tied by the theme of the cohort content of traditional American history, are stand-alone in content and design.

Website: A website will be devoted to the project to focus on concepts and essential questions about American history. Project staff will develop a website that will include teacher-created units and materials; access to scholarly materials, primary source documents; a listserv, and other relevant documents to build capacity throughout the county and state by creating a networking opportunity. The website will be accessible to both project and non-project teachers with a link on the St. Clair ROE website. It will link interested teachers to historical resources and give them insight into the historical themes and instructional principles of the project. The listserv will allow teachers to reflect on experiences, share ideas and information, and collaborate on the project. The website will continue to serve teachers after the conclusion of the grant.

Pre-service teachers: Pre-service teachers will also be encouraged to participate in the teaching networks and project activities. Pre-service teachers will be encouraged to participate in conferences. Contact with pre-service teachers will be accomplished with the cooperation of our two university partners, SIUE and McKendree University.

Partners

Partners include the St. Clair County Regional Office of Education (ROE) representing all 27 school districts in the county. Other partners with resources and academic expertise include historian Dr. Jason Stacy, Southern Illinois University Edwardsville, McKendree University, Jefferson Expansion Memorial National Park, The Abraham Lincoln Presidential Library and Museum, The Harry S. Truman Library, National Constitution Center, Library of Congress' Teaching with Primary Sources, Bringing History Home.

St. Clair County Regional Office of Education (ROE): St. Clair ROE is one of 45 offices in Illinois created in 1905 as an LEA by Illinois School Code. The ROE serves 27 school districts, all of which have signed letters of support for participation in this project. The ROE

provides support services, resources, onsite visits, technical assistance, and other services related to school reform and professional development. The ROE has extensive experience in implementation of state and federal grants designed to improve student achievement, teacher knowledge and pedagogy. One goal of the ROE is, through the TAH grant, the office will become a focused voice for history education in the county and region.

Southern Illinois University, Edwardsville: SIUE is a leader in the metro area in providing teachers to our local schools. Not only does SIUE have an established history of working with the ROE, it also has worked extensively with districts in NCLB status. SIUE will offer 18 semester hours of free tuition waivers for every participant. Dr. Stacy is an Assistant Professor in SIUE's history department. He will be the grant historian and part of the management team. His participation to the grant brings depth on content knowledge and experience as a classroom teacher giving him instant credibility with the teacher participants.

McKendree University: Located in St. Clair County, McKendree serves as a leader in teacher education in the area. They will provide access to graduate hours for endorsements on elementary certificates, provide coursework leading to the Teacher Leader endorsement, and assist teachers in acquiring Highly Qualified status.

The Jefferson Expansion Memorial: Located just across the Mississippi River from the ROE, the Memorial will showcase exhibits and primary source documents on the Westward Expansion. The Memorial and Park Rangers bring a blend of American history content and pedagogy with "trunks" that have been created, including one from the ROE's first TAH grant.

The Lincoln Library and Museum: The newest library among presidential libraries is only 1 ½ hours from the ROE. The staff and scholars will provide seminars on primary sources,

artifacts and lesson on key documents that are central to defining democracy. The Library has recently added to its staff a historian focused on the elementary grades.

The Truman Library: The Library may be the best-know library for its services to teachers. Teachers will work with two major themes: the Cold War and Truman's response to Civil Rights.

The National Constitution Center: The National Constitution Center in historic Philadelphia is America's most interactive history museum. It is the only museum devoted to the U.S. Constitution and the story of "we, the people." Professional development at the National Constitution Center enables educators to deepen their understanding of civic education and American history and gain new methods to inspire active citizenship in their classroom.

Brining History Home: The Bringing History Home (BHH) curriculum is classroom-proven to engage children in historical inquiry and enhance their knowledge of U.S. history. The curriculum daily activities include content and process goals, and sequentially develop students' knowledge of history and historical processes. As they implement BHH in their classrooms, teachers have become committed advocates for history education in the elementary grades. Their students greatly exceed expectations for history participation, understanding and enthusiasm

Teaching with Primary Sources: Teaching with Primary Sources works to deliver professional development programs that help teachers use the Library of Congress's rich reservoir of digitized primary source materials to design challenging, high-quality instruction.

Evaluation

The evaluation design will use objective performance measures to assess changes in teacher development and teachers, professional development in traditional American history. The

evaluation team will collect quantitative and qualitative evaluation data based on the project's measurable performance objectives. Both GEPRA Performance Measures are addressed in this evaluation plan (Appendix, page 101).

In addition, the evaluation component of this project will: be an on-going process undertaken collaboratively with involved stakeholders; responsive to new project evaluation needs; provide continuous feedback to project leadership in order to effectively use evaluation results to improve the on-going project (formative evaluation); and provide comprehensive qualitative and quantitative data collection and analysis in order to determine project effectiveness (summative evaluation).

Project Implementation Evaluation

Data on *project implementation* will be collected through participant satisfaction questionnaires at TAH events and observation of the workshops and interviews conducted by the external evaluators who will spend time onsite during the start up period of the project and throughout the project.

The collection and analysis of the above data will provide assistance with the implementation of "People and Places: Our Story of Freedom, Liberty and Equality and participant satisfaction with project activities. Dr. Grady will also rely on his extensive experience with educational reform projects including TAH to collect data to assist the project in a successful implementation and initial period of project activities.

Teacher Development Data

The evaluation team will use the following evaluation strategies to assess the effectiveness of the project in meeting its *teacher development objectives.*

Data Collection for Content Goals One and Two: Data on teacher development in terms of knowledge of American history as delineated in this proposal will be collected primarily through scores on a nationally validated test of American History, the advanced placement exam, with additional questions written by project professors and the leadership team.

The participating teachers will be given the AP American History exam twice during the project: at the beginning and at the end of the project. This testing and the statistical analysis of the results will provide an overall assessment of the growth of the teachers in American History. The project goal is that at least 75% of the teachers who attend 75% or more of the professional development hours show a 20% gain in content knowledge. The evaluators chose the AP American History exam because it tests college material, meets the testing needs of teachers with little background in American History to those with more background and is appropriate for teachers who teach a wide variety of students. **Data analysis:** The external evaluators will use statistical analysis (t test, ANOVA) to determine the difference between pre and post AP tests. **Results:** This data collection and analysis methodology will yield a profile of teacher change in terms of knowledge and understanding of American history content.

Data Collection for Instructional Goal One: Data on teacher development to improve their knowledge of and ability to integrate content knowledge with the "habits of mind" unique to the study of history will be collected through an annual analysis of the teachers' portfolios. **Data analysis:** The teachers will develop portfolios each year of the grant. The evaluation team will score annually a random sample of the portfolios with a project developed rubric that assesses the integration of content knowledge with the habits of mind. The evaluators will report these results at the 80% success rate. **Results:** This data collection and analysis

methodology will yield a quantitative profile of the impact of "People and Places: Our Story of Freedom, Liberty and Equality on integrating content and the habits of mind unique to history.

Data Collection for Instructional Goal Two: Project evaluators will collect data on increased use of primary sources by project teachers through classroom observations and interviews. Evaluators will observe teachers using a data collection protocol that assess the use of primary sources in the classroom and the engagement of students. **Data analysis:** The external evaluators will compare the results of pre and post observations and compare in order to determine an increase and also to determine if there is congruence between project activities and classroom implementation. **Results:** This data collection and analysis methodology will report if there is at least a 10% increase in use of primary sources, increased student engagement and use of materials in classrooms that were introduced in project seminars.

Data Collection for Instructional Goal Three: The project evaluators will collect data on the number of teachers who will write one unit that is scored satisfactory by a project created rubric and published on the TAH website. **Data analysis:** The evaluators will determine if the project goal of all teachers will have written one unit and published on the website is met. The results of each unit's score will also be reported to determine the percent of successful units created by the teachers. **Results:** The evaluators will determine if the teachers successfully created units and put them on the website and the percent of units that were satisfactory.

Data Collection for Professional Culture Goal One: Project evaluators will collect data on the number of teachers who earn a social studies endorsement and the percent of teachers who obtain Highly Qualified status under NCLB. **Data analysis:** The external evaluators will determine if 80% of participating teachers obtained a social studies endorsement and if 100% of participating teachers obtained Highly Qualified status. **Results:** The evaluators will report the

results of the analysis of the percent of teachers who obtained social studies endorsement and obtained Highly Qualified status under NCLB.

Data Collection for Professional Culture Goal Two: Project evaluators will determine if one teacher leader per school building in all county districts has been identified and educated and presented a professional development session. A survey to all participating teachers will determine if they have achieved these qualifications and presented a professional development activity. **Data analysis:** The external evaluators will determine from the survey if this goal has been met and how many teacher leaders have developed and offered a professional development activity. **Results:** The evaluator's report will give the results of the survey and if the project met the goal of preparing teacher leaders and offering professional development activities.

A chart on page 102 of the Appendix links the external evaluation to the goals and activities of the project. This transparency allows for replication and sustainability for traditional American history.

Project Impact Evaluation

Project questionnaires at the end of the project will ask teachers about their involvement in and the quality of professional development activities. The questionnaires will also seek data about the impact of "People and Places: Our Story of Freedom, Liberty and Equality" on classroom practice. In addition, evaluators will interview randomly selected teachers about the quality of project activities and the impact on their teaching and professional development. These data will be used in the final report for the project.

In addition to gathering data as mentioned in the sections above, an evaluation website, called *The 24/7 Evaluator*, will be available to project participants to complete surveys, upload

lesson plans, send comments to the evaluators, ask questions, etc. The evaluators will offer incentives to project participants to visit the website in order to complete surveys, offer evaluative comments to the evaluation team and so forth. Data will only be available to the evaluation team and will be kept confidential.

Evaluation Reports

This evaluation will produce both formative and summative evaluation reports. The formative evaluation reports will provide continuous feedback to project leadership, partners and other stakeholders through informal conversations and APR's. The reports will focus on the progress of the project in meeting each of the goals and offer recommendations for project improvement indicated by the formative evaluation data. At the conclusion of the project, the evaluation team will generate a comprehensive final report. It will contain summative data about the success of the project related to its goals.

Management Plan: Project start-up will occur in July 2009 immediately after the grant award is announced. The project director will contact all partners and contracts will be secured. The management team will begin to implement Year 1. Major activities, with assigned responsibility, are provided in Exhibit 4.

The management team will meet monthly to review program goals and identify needs. The management team will include Susan Sarfaty, Assistant Superintendent; Ms Katie Hoerner, Project Director; Dr. Jason Stacy, historian; John Robinson, Resource Coordinator; and Dr. Mike Grady, Evaluator. In addition to these monthly meetings, five representatives from participating districts will meet quarterly with the management team to insure the needs of the teachers are being met (Appendix, page 92).

Exhibit 4

Activity	When	People Involved
Begin monthly management meetings	July, Yr 1 - 5	MT
Contract partners and complete contracts	July, Yr 1	AS, PD
Solicit participant applications & select cohorts	Aug/Sept, Yr 1-3	PD
Plan, hold, & evaluate Kickoff and Fall Seminars	Aug – Nov Yr 1-5	MT,P, PT, E
Begin quarterly meeting with Advisory group	Sept, Yr 1-5	MT, AD
Plan, hold, & evaluate Spring Seminar/Workday	Jan – April Yr 1-5	MT, P, PT, E
Plan, hold, & evaluate Summer Institute	March – July Yr1-5	MT, P, PT, E
Plan, hold & evaluate Reading Seminars	Yrs. 1-5	MT, E, PT, P
Manage Listerv	Sept. 09 –July 2014	PD, TS
Build Website w/ units, materials, etc.	Sept.09 – July 2014	TS
Evaluate Portfolios	July Yrs 1-5	E, PD, MT
Key: AS (Assistant Superintendent), PD (Project Director), MT (Management Team), P (Partners), PT (Participating Teachers), AD(Advisory Superintendents), E (Evaluator), TC (Technology Coordinator)		

Personnel Responsibilities

Project Director Ms. Katie Hoerner (.5 FTE) will serve as the Project Director and will have the responsibility for coordinating with project partners to shape the content and pedagogy of the seminars, workdays, institutes, and workshops and serve as facilitator. She will also serve as the liaison with the U.S. Department of Education and the evaluator. Ms. Hoerner is currently successfully serving in a .5 FTE capacity as Project Director of another TAH grant at the ROE

which serves middle and high school teachers. She will lead the management team and work under the supervision of the ROE Assistant Superintendent.

Resource Coordinator (contract) John Robinson is a master teacher from Lifelong Learners with 8 years of experience in TAH grants. He works closely with the Project Director to coordinate activities, identify resources, and supply materials for this project. Robinson uses his knowledge of teaching resources to respond to teacher requests for websites and primary sources related to lessons and portfolios. He will be part of the management team.

Historian (contract) Dr. Jason Stacy is an Assistant Professor of history at SIUE. He brings knowledge, enthusiasm, and classroom experience to the project. He will lead the Management Team on project content, historian selection, and fill the role of scholarly consultant in his areas of expertise.

Technology Specialist Bill Butts (b)(6) will serve as the technology specialist for the TAH project. His specialized skills will serve to advise the Project Director on integration of technology in classroom instruction. He will instruct participants in a variety of technology applications and he will conduct on site visits to assist teachers in seamless integration of those skills into practice. He will also assure the TAH website is functioning and user-friendly.

Evaluator (contract) Dr. Michael Grady, Professor of Educational Studies at St. Louis University, will serve as the lead evaluator for the grant. He has 24 years experience of teaching program evaluation and research methods at the university level. He has evaluated many local and national educational programs including 8 TAH grants. He will be part of the management team.

ROE Assistant Superintendent (no charge to the grant) Ms. Sarfaty has the responsibility of monitoring all ROE budgets, fiscal policies, and procedures. She will attend management

meetings and ensure all grant expenditures are consistent with TAH/Federal guidelines. Ms. Sarfaty has served in this capacity for over 8 years.

Secretary/bookkeeper (1.0 FTE) A TBN secretary/bookkeeper will perform all clerical and bookkeeping functions for the grant. This includes correspondence between partners, LEA's and TAH staff; financial reporting and accounting; and assisting the staff with set-up and facilitation of workshops. This staff member will also assist in the data collection for the evaluation of the grant.