

SCHOOL DISTRICT OF CLAY COUNTY – GRANT REVIEW

Grant Originator: Alisa Jones School/Dept: Instructional Support Services

Grant Title: Enhancing Education through Technology Competitive

Grant Source: DOE EETT Competitive

Grant Proposal Amount: \$750,000 Required Matching Funds: \$0

Goal(s): See Attached Sheet.

Goals are related to: [X] School Improvement Plan [X] Technology Plan [] Sunshine State Standards [] Other

Target Population: Grade 7-8 Science Classes

If project will differ from current Board approved curriculum, state how it will differ:

Specify staff development activities requiring expenditures outside of School Board guidelines:

- Consultants (Object 0310, other than Board approved rate):
Staff Participants (Object 0100, other than Board approved hourly rate):
Per Diem/Travel (Object 0330, other than Board approved mileage rate):

Will there be any: Additional personnel: [X] No [] Yes, please list
Maintenance required: [X] No [] Yes, please list
Contract service: [X] No [] Yes, please list
Add. Equip./furniture: [] No [X] Yes, please list
Plant Modifications: [X] No [] Yes, please list
Add. Tech. needs: [X] No [] Yes, please list

If yes to any of the above, please explain resources, cost, and any other district impact (attach additional pages if necessary):
Multimedia projectors in non-enhanced classrooms; Laptops for teachers accepted as participants; Possible wireless laptop cart per junior highs

Signatures indicate:
[] All aspects of the proposal have been reviewed.
[] The proposal is within current stand and board rules and regulations.
[] The proposal directly relates to the school's identified needs and goals.

Person(s) applying for grant:
Signature(s): [Signature] Date: 3-10-10
Principal/Director of affected cost center:
Signature: [Signature] Date: 3-10-10

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR (SS) INST BA
Signature of Assistant Superintendent: [Signature] Date: 3/10/10
District Approval to Proceed:
Signature of Deputy Superintendent: [Signature] Date: 3-10-10

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The proposal directly relates to the school's identified needs and goals.

Person(s) applying for grant:

Signature(s): Alisa Jones Date: 3-9-10

Principal/Director of affected cost center:

Signature: Alisa Jones Date: 3-9-10

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FOR DISTRICT USE ONLY

Division Section: HR SS INST BA Signature of Assistant Superintendent: Sharon Chapman Date: 3/10/10 Approved Disapproved

District Approval to Proceed: Signature of Deputy Superintendent: Date: Approved Disapproved

SCHOOL DISTRICT OF CLAY COUNTY – GRANT REVIEW

CGR-2-8008 (Continued)

Goal(s):

- (1) Ensure student development of critical thinking skills through alignment of technology-supported instructional activities with Next Generation Sunshine State Standards
- (2) Expand intensive teacher technology integration professional development
- (3) Strengthen student content and digital literacy through challenging, engaging, and collaborative learning activities with a focus on science

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Dianna Miller School/Dept: _____

Grant Title: The Mosaic of American History

Grant Source: U.S. Department of Education

Grant Proposal Amount: 1,666,000 Required Matching Funds: None

Goal(s): To enrich teachers' knowledge of traditional American history content and provide them with the tools and skills to inspire and improve student achievement.

Goals are related to: [] School Improvement Plan [] Technology Plan [x] Sunshine State Standards [] Other _____

Target Population: American History Teachers

If project will differ from current Board approved curriculum, state how it will differ: This is an extension of the current grant. We received a one-year extension and now are seeking a 5 year extension

Specify staff development activities requiring expenditures outside of School Board guidelines:

- Consultants (Object 0310, other than Board approved rate): _____
Staff Participants (Object 0100, other than Board approved hourly rate): _____
Per Diem/Travel (Object 0330, other than Board approved mileage rate): _____

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Plant Modifications: [x] No [] Yes, please list
Add. Tech. needs: [x] No [] Yes, please list

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All costs are paid by grant - no District expenses

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Person(s) applying for grant:
Signature(s): [Signature] Date: 2/1/10

Principal/Director of affected cost center:
Signature: _____ Date: _____

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FOR DISTRICT USE ONLY

Division Section: HR SS INST BA
Signature of Assistant Superintendent: [Signature] Date: 2-9-10
District Approval to Proceed:
Signature of Deputy Superintendent: [Signature] Date: 2-10-10

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

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Grant Source: U.S. Department of Education
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Signature of Deputy Superintendent: Date:

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Signature of Assistant Superintendent: [Signature] Approved Date: 2/9/10 Disapproved

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Signature of Deputy Superintendent: Approved Date: Disapproved

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Division Section: HR SS INST BA
Signature of Assistant Superintendent: [Signature] Date: 3-10-10
[] Approved [] Disapproved

District Approval to Proceed:
Signature of Deputy Superintendent: _____ Date: _____
[] Approved [] Disapproved



The Mosaic of American History

Absolute Priority

To meet the grants' absolute priorities the School District of Clay County (SDCC) has partnered with the **National Council for History Education (NCHE)**, the **National Humanities Center (NHC)**, and **E-Learning Systems International (ESI)**, who have agreed to custom align sessions and workshops with the NAEP standards, Florida state history standards, teacher's assessed needs, and the overarching goals of *The Mosaic of American History (Mosaic)* program. (See MOUs in Appendix)

Invitational Priorities

Invitational Priority 1: The program director will establish and maintain an open educational resource (OER) website that will provide free access and use rights for all teachers with Internet access. The website will include lesson plans, field trip digital journals, video footage, book study blogs, links to partners and top resources, as well as any other work products produced by grant participants. To aid in dissemination of content, the website will be submitted to partners for cross-listing and provided to the State Department of Education for listing on their site. Program teachers will also disseminate information about the free access website during local, state, and national presentations.

Lesson plans will be reviewed for content and accuracy by a historian from the University of Florida, field tested by teachers, revised, and then posted to the website. Samples of student work provided by teachers will accompany the lesson plans where applicable. It is anticipated that no lesson plans will be posted during the first year as the process for revision and field testing may take multiple years. Videos of traditional American history teaching and student learning in action will also be posted to the website as parents allow through the District permission process.

Invitational Priority 2: Teachers and students will participate in pre-post assessments to demonstrate increased or improved knowledge and understanding of traditional American history content. Exemplary student work will be provided by teachers and shared at book studies and colloquia to show student levels of achievement. Meeting this priority is further described in the evaluation section as *Mosaic* will address this priority using multiple measures including teacher and student history content testing, teacher developed lesson assessment analysis, and/or classroom based assessments. Grant Evaluation, Inc (GEI) has been selected as an outside evaluator to help SDCC meet the requirements of this priority. (See *Appendix for MOU*)

Project Quality

The program title *The Mosaic of American History* was chosen to examine the various themes that have helped define American history. These themes include political and cultural revolutions, social and religious changes, and economic and legal transformation that are interwoven in Florida's Next Generation Standards. The title also provides a framework for exploring the words and deeds of individuals and the nation's founding documents.

The table below lists the time periods and themes planned to meet the goals of *Mosaic*.

Program Year	Content Focus Years	Mosaic Themes
1	(1492 -1815)	Explorations, Revolutions, and New Foundations
2	(1815 – 1877)	Expansion, Civil War, and Reconstruction
3	(1878 – 1920)	The Gilded, the Progressives, and the Great War
4	(1920 – 1945)	Boom, Bust, and Global War
5	(1945 – present)	Cold War, Civil Rights, and Global Challenges

The content is organized in a manner that will meet the needs of teachers who must be prepared to teach within the framework of the new Florida state standards. (See *Detailed Annual*



Syllabi in Appendix for specific course of study for project participants) The Next Generation Standards divide American history into distinct time periods to allow for greater in-depth teaching and learning. Each grade level from K through 12 has an expanded set of benchmarks and standards that teachers are expected to teach. Students struggle learning American history now. A survey of 1,200 17-year-olds conducted by Common Core revealed that almost 20 percent do not know who our enemy was in World War II, and more than a quarter think Columbus sailed after 1750.¹ SDCC survey results showed that 78% of students cannot meaningfully discuss the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings (*Florida Standards SS.8.A.3.7-11*). *Mosaic* will enable teachers to learn content in-depth which will allow them to pass their deep knowledge along to all students. The result will be students at all levels who gain a better understanding of traditional American history as demonstrated in pre/post assessments.

NCHE was selected as a partner due to their commitment to rich, substantive historical content, premium professional development and superior, effective resources. NCHE's willingness to facilitate intensive, content-rich colloquia that combines historical topics and pedagogical techniques that actively engage teachers makes them a strong partner. NHC was selected as a partner for their online professional development delivered by historians who are topic experts. This online component allows teachers to interact personally with each scholar and ask pertinent questions about the topic being studied. As a core collaborator in the grant program, ESI provides SDCC teachers with content-based professional development both in an

¹ Frederick Hess, *Still at Risk: What Students Don't Know Even Now* (Washington DC: Common Core, 2008).



online environment, the *WebLessons* integrated online history learning system and customized online professional development courses, as well as face-to-face with a series of content and pedagogical seminar workshops provided annually. The products and services provided by ESI will help teachers become practicing historians and improve the teaching of traditional American history as a separate academic subject.

Summer field study academies aligned to Florida state history standards, teacher's assessed needs, and the overarching goals of *Mosaic* program will be supported by scholars and site specific experts in each local area including from **Colonial Williamsburg**, the Civil War Era Studies Department of **Gettysburg College**, the **Florida Humanities Council**, **George Mason University**, and the **University of North Florida**. These colleges and universities were selected for their specific expertise and depth of knowledge. After extensive research and review of strong recommendations, SDCC chose these partners to develop a seamless, coordinated, cohesive program that brings top historians, scholars, and instructional specialists to work with SDCC teachers. (See *Curriculum Vitae in Appendix*) These diverse partners will collaborate with the program director and site-specific expert personnel to show teachers how to effectively translate scholarly historical content into lessons that will be understandable to their students.

Mosaic will provide comprehensive professional development led by a team made up of local, state and national experts in history and specialists in history education. Teachers will analyze substantive historical content that will be organized according to the NAEP chronology and themes of history which are integrated into the Florida Next Generation Standards for American history instruction. Workshops designed to give teachers opportunities to learn how historians conduct research, and how they evaluate the reliability of historical sources will enable teachers to think like historians. Special attention will be given to placing primary sources in

historical context and interpreting those primary sources. Substitutes will be provided while teachers are attending program colloquia.

With the help of the *Mosaic* program, teachers will be able to design more engaging lessons that will capture student interest and improve understanding of traditional American history. Colloquia presenters will introduce and model active learning techniques as part of the variety of methods presented for teacher use, including use of group activities, role-playing, simulations, and debates. In this way, teachers will learn the intimate relationship between these activities and in-depth historical content. Additionally, teachers' improved knowledge of American history will enable them to better assess student work and engage students in more meaningful historical discussions. It is expected that teachers who participate in at least 75% of the professional development hours offered will increase their knowledge of U.S. history by a minimum of 25% as indicated by pre-post assessments.

Researcher Linda Darling-Hammond found that “professional development that lasts for a minimum of 14 hours shows a positive and significant impact on student achievement.”² With that in mind, *Mosaic* teachers will participate in one three-day **History Colloquium** during the first year, one two-day and one three day history colloquium during years two through 4, and one two-day history colloquium in the final year of the program led by program partner **The National Council for History Education (NCHE)**. NCHE's Professional Development Program is administered by Executive Director Peter Seibert and the experienced NCHE Professional Development Staff. The NCHE Director of Professional Development is familiar

² Linda Darling-Hammond et al., *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad* (Dallas, Texas: National Staff Development Council, February 2009).

with the narrative and works with the TAH Project Director to select the members of each NCHE colloquium leadership team whose expertise fits the colloquium topic. The leadership team works together to plan an agenda that emphasizes both history content and best practices. The NCHE Project Manager and a Colloquium Coordinator work with the TAH Project Director to make certain that colloquiums run smoothly and meet the goals of the *Mosaic* program.

During the History Colloquium, the NCHE Leadership Team and the teachers work together. The team spends the entire time with the participating teachers – joining them at lunch and talking with them during breaks. Teachers not only participate in a content deepening experience but are provided with lessons, books, and materials that will help them improve the teaching of American history when they return to their classrooms. History content for each colloquium will be aligned to the teaching assignments of the various grade levels included in the professional development program as well as the Next Generation Florida state standards for American history. *History's Habits of the Mind* and the *Vital Themes and Narratives* identified by the Bradley Commission on History in Schools are used as organizing principles for participants to examine selected topics and/or historical episodes related to the *Mosaic* goals.

Teachers will also participate in paid **online professional development** throughout the year. History content should not be limited to workshops and institutes. Pushing teacher professional development into the 21st century will provide teachers with a unique opportunity to participate in online learning. Teachers will either participate in five ninety-minute workshops each year designed by *Mosaic* partner, **The National Humanities Center (NHC)** or one six-week online course in traditional American history led by master teacher's and historians affiliated with *Mosaic* partner, **E Learning Systems International (ESI)**. These online workshops will introduce teachers to fresh texts and critical perspectives on a variety of traditional historical

topics and help teachers integrate primary documents, art, and thematic connections between literature and U.S. history into their lessons, which are all requirements of the new state social studies standards for history. (*See Detailed Annual Syllabi in Appendix*)

The NHC workshops, led by distinguished scholars such as Dr. Stephanie Shaw of Ohio State University or Dr. Daina Berry of Michigan State University, will be conducted through lecture and discussion using conferencing software available to teachers at their teaching location or their homes. Teachers will complete ten to thirty-five pages of assigned historical reading prior to participation in each session. Session topics will be developed in collaboration with the National Humanities Center based on a needs analysis survey of the selected cohort of teachers and the Florida Next Generation Standards for American history instruction.

The ESI *Online Professional Development* program is aimed at the heart of *Mosaic* by providing teachers continuous access to the highest quality history materials, documents, and experts in an environment designed to maximize teacher learning and professional growth. In each individual course teachers will spend six weeks as part of a powerful history learning community, participate in in-depth content and pedagogy discussions, read, analyze, and discuss primary sources and powerful historical monographs, interact with other teachers, integrate formal historical thinking skills into their classrooms, and develop core components of curriculum for immediate use in the classroom. Providing not only asynchronous access and participation, these courses will also host live video/chat meetings with whiteboard features, wikis, and forums as a way of disseminating information and facilitating dialogue between history experts and participant teachers. History experts from the field and academic historians design these live online courses based on identified SDCC teacher needs around the NEAP Frameworks for American history for easy and complete integration into the *Mosaic* program.



Additionally, teachers will receive continuing education units for each course they complete.

Ninety percent of the teachers will participate in at least one paid **book study** annually. Book studies will be conducted quarterly by teacher-leaders in conjunction with teacher's assessed needs, Florida state history standards and the overarching goals of *Mosaic* program. Some of the books and reading material will be assigned by the field study academy historian related to the locations and period being studied. Other books will be selected by the teachers themselves from a list of books recommended by our historian advisor pertinent to the topics being studied. In addition to historical content, these book studies will also focus on literacy strategies that aid teachers in understanding content. Teachers will be able to transfer the content as well as the strategies to their classrooms to enable students to learn to better read and understand historical texts. In addition, building a community of teacher-leaders will enable the book studies to continue even after the program is completed. *(See Book Study Protocol in Appendix)*

Finally, teachers will participate in organized **On-site Field Study Academies** taking them to historical sites and museums centered on major historical issues of the *Mosaic* period topic during each of the project's five years. Participating teachers will be immersed into an extensive study of the time period and will gain a breadth and depth of authentic historical knowledge that otherwise would not be possible in a local or on-campus setting. Academies will give teachers a tangible base that will enable them to create lessons that help students better appreciate the connection between their lives and the historic narratives, themes, and ideas of our nation's past. As historian David McCullough explains, experiencing places "helps in making contact with those who were there before in other days. It's a way to find them as fellow human beings, as necessary as the digging you do in libraries."³ The Field Study Academies will also utilize onsite experts such as museum curators, interpreters, and battlefield guides. These Academies, each

³ *Brave Companions* (New York: Prentice Hall, 1992), 2.

lasting from two days to one week in length, will give participants direct experiences with the interpretation of significant historical sites and the use of archival and other primary historical evidence. During the academies, they will study primary and secondary documents for signs of bias and varying points of view, explore issues of historical controversy, and learn how historians use evidence. The concentrated research, hands-on history and learning that takes place in each of the on-site Academies, combined with the content from online professional development and annual colloquia will greatly enhance the teachers' expertise in traditional American history and will also serve as the basis for in-depth, content-rich lessons for their students. Teachers will take pictures and journal their activities during the on-site field study academies for use in creating their lesson plans. Some resources, such as maps and primary source copies, will be provided to teachers as part of the lesson plan development for historical locations. Teachers will debrief each evening as they share lesson ideas and clarify content learned at each site and will complete pre/post assessments based on the NAEP standards content being covered during the academy. Teachers will receive a stipend for participation and completion of activities. (*See Appendix for Agendas*)

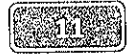
The first colloquium will be conducted in the **St. Augustine**, Florida area. Constructively, the first of the two days will be devoted to the study of the nation's oldest city led by partner **The Florida Humanities Council**. The Florida Humanities Council has successfully led hundreds of teachers from around the nation in an immersive field study of St. Augustine entitled "Between Columbus and Jamestown: Spanish St. Augustine," led by scholars like Dr. Michael Gannon of the University of Florida and Dr. Michael Francis of the University of North Florida. SDCC teachers will determine the significance of different kinds of historical change as they compare and contrast life in Spanish Florida with life in the British colonies as they explore the historic

district framed by the Castillo de San Marcos. Teachers will reinforce their study of colonial America with a field study institute at Colonial Williamsburg.

During year one, FLVS will partner with **Colonial Williamsburg** to immerse teachers in early American history to expand teachers' knowledge of our nation's founding principles. Teachers will have the opportunity to exchange ideas with noted historians, meet character interpreters, and take part in reenactments of eighteenth-century events. They will review various interactive teaching techniques with a mentor teacher and with each other. Instructional materials in a variety of media will be provided to participants for use in their classrooms. Together with Colonial Williamsburg staff, teachers will prepare new instructional materials using primary and secondary documents for their own classrooms.

In year two, teachers will live history in Gettysburg, Antietam, and Harper's Ferry as SDCC partners with the Civil War Era Studies Department at **Gettysburg College** for teachers to learn about Civil War content while engaging with other teachers who have similar interests, challenges, and experiences. Teachers will hear lectures from noted historians such as Dr. Gabor Boritt of Gettysburg College and Dr. D. Scott Hartwig of the National Park Service as they tour the battlefields and feel what it was like in the heat of battle. They will use this information to make connections to material learned in the colloquia and online professional development and to create lessons that make the Civil War come alive for their online students.

In year three of the grant, SDCC will again partner with the **Florida Humanities Council** to provide teachers with the historical aspects of the Gilded Age as it manifested itself in Tampa, Florida through railroad tycoon Henry Plant's construction of an elaborate Moorish-style resort hotel (now the University of Tampa). Other sides of the Gilded Age will be examined through the experiences of immigrant workers who came to the Tampa area for the Ybor City cigar



factories. Teachers will attend morning lectures by scholars like Dr. Gary Mormino of the University of South Florida. He will guide teachers as they visit local historic sites, provide context for studying the era, and provide the additional content knowledge teachers can use to create lesson plans for active learning in their virtual classrooms.

Teachers will work with Dr. Michael O'Malley of **George Mason University (GMU)** in year four to better understand traditional American history through historic sites and archives in Washington D.C. After a daily lecture by Dr. O'Malley, teachers will learn history from museum curators, historians, and on-site experts as they visit the National Archives, the American History Museum, the Senate chambers, and other sites of historical interest. Teachers will come away from this on-site institute with a better understanding of how to integrate primary sources into their daily classroom teaching as well as a deeper understanding of impact of the Great Depression and World War II on American social, economic, political, and legal institutions.

Finally in year five, teachers will trace the role of protest as a tool to obtain civil rights as they travel the Civil Rights trail with Dr. Raymond Arsenault of the University of South Florida. Dr. Arsenault will instruct teachers as they study landmark sites such as Montgomery, Birmingham, and Selma dedicated to the preservation of the history of the Modern Civil Rights Movement and meet Movement leaders and foot soldiers. In the process teachers will examine how the political, social, legal, economic, and cultural institutions of the United States changed as a result of the Civil Rights Movement.

The *Mosaic* program integrates content knowledge acquisition with pedagogical practice, believing that learners must transform knowledge actively to integrate it effectively into their own experiences. *Mosaic* provides the opportunities for teachers to learn from and collaborate with their peers and then to incorporate what they have learned to improve history content

mastery and teaching. In addition to the colloquia activities previously described, teachers will receive **online training** in the use of primary resources from the **Library of Congress** and the **National Archives Education Program** (*See LOC NARA in Appendix*). Primary sources are the raw materials of history and include original documents, recordings, images, and objects created at the time under study. They possess the potential to give students (and teachers) a powerful sense of history and the complexity of the past. Yet, according to the Alliance for Excellent Education, many teachers have little access to primary sources or have little knowledge of how to access those texts.⁴ With the help of the Library of Congress and the National Archives Education Programs, SDCC history teachers will learn how to access and utilize our nation's treasured archives to create more engaging, historically rich lessons for their students.

Project Design

Mosaic is a five-year professional development program designed to ensure that new teachers as well as veteran teachers will benefit from professional development that extends far beyond the one-shot workshop. A cohort of 30 K-12 teachers will be offered 76 hours of professional development annually with additional hours devoted to reading historical content and primary documents in preparation for book talks, colloquia, and field study academies. With the idea of sustainability built-in, teachers will have opportunities to learn how to question, analyze, and change instruction to teach challenging traditional American history content. Through the research-based, high quality workshops, field study academies, and book studies offered by this project, teachers will be better prepared to deepen students' understanding of significant events in American history as well as how the principles of liberty and democratic government have shaped America's social, political, cultural, economic, and legal institutions. *Mosaic* will provide

⁴ Alliance for Excellent Education, "Literacy Instruction in the Content Areas".

the content instruction to sharpen teacher's knowledge and enhance their abilities to teach Florida's Next Generation Standards. When the entire program is in place, as many as 966 SDCC teachers may see an improvement in their ability to teach American history through access to the open educational resource (OER) website and teacher-created resource kits, workshops conducted by project teachers, and book studies on historical content offered by *Mosaic* teacher-leaders.

The overall outcome of *Mosaic* is to **enrich teachers' knowledge of how the principles of freedom and democracy articulated in the founding documents of this Nation have shaped America's struggles and achievements and its social, cultural, economic, political, and legal institutions, engage them in active learning, and provide them with the tools and skills to inspire and improve student achievement.** To that end the project design rests upon four objectives:

- Objective 1** Increase teachers' content knowledge and understanding of American history.
- Objective 2** Provide teachers with innovative teaching techniques and resources to create historically rich and engaging lessons for students.
- Objective 3** Improve student achievement, interest and understanding of American history.
- Objective 4** Implement a model for sustained professional development and dissemination of content and instructional pedagogy for American history.

In Florida, the standards are the means of identifying academic expectations for student achievement and a guide for what teachers should teach. The original Florida standards have been revised over the past two years with the goal of increasing the rigor, coherence, and clarity of the standards, while also challenging students. The Next Generation Sunshine State Standards (*Next Generation Standards*) that were approved in December 2008 are aligned with assessments and instructional materials, and districts are expected to provide professional

development to prepare teachers to teach using the new standards. Currently, little funding is available for American history professional development as the content is not tested in the state. In 2009, only one workshop was paid for by the District for American history teachers.

The needs assessment confirmed that 71% of SDCC teachers took two or fewer courses in American history in college. This creates a situation where the teachers in the classroom are not well versed in the content that they teach. Sixty-seven percent of SDCC teachers said they were not confident in their ability to convey history as a "conversation across time" about the most important issues to confront humankind and about how this conversation continues to impact students today. As a result, teachers often rely exclusively on the textbook provided and do not challenge students connect historical events and see the broader themes of American history.

The needs assessment showed that teachers in the District need content knowledge professional development, which has been lacking in the past. In fact, 85% have not participated in professional development teaching new U.S. History class skills and resources the past 5 or more years and 66% say they have never participated in these opportunities. *Mosaic* will aid with District in-service opportunities as teacher-leaders will be required to present content and strategies learned at the District and school levels as part of their commitment to the program.

The improvements in teacher content knowledge, historical thinking skills, history teaching methods, and access to high-quality content and activities will allow traditional American history to be taught as a separate academic subject as well as an integrated subject within the reading curriculum. Teachers will use the knowledge, resources, and skills developed during the program to vastly improve the quantity and quality of American history instruction. Instead of reliance on outdated and outmoded texts, teachers will utilize rich primary source documents, web-based lessons, authentic hands-on history, and model historical thinking skills. Students will no longer

be exposed to the worksheet and textbook model of history instruction but will be actively engaged in study of the people, events, and movements of traditional American history.

“Professional development that is focused on improving a teacher’s content knowledge is more likely to improve student achievement.”⁵ With the help of the *Mosaic* program, teachers will be able to design more engaging lessons that will capture student interest and improve understanding of traditional American history as they learn new content and methods of disseminating that content. Additionally, teachers’ improved knowledge of American history as a result of colloquia, field academies, and book studies will enable them to better assess student work and engage students in more meaningful historical discussions. Exemplary student work created in connection with *Mosaic* lesson plans will be collected and shared among program teachers to promote discussion on how to develop and assess greater historical understanding among students. Students in *Mosaic* teacher classrooms will take pre/post assessments to determine their learning gains. It is expected that annual student history content test scores will increase by at least a 15% greater margin in the year following program participation, than in the prior year, on a post assessment of American history consisting of at least 50% validated test items and content specific test items. Students of project teachers will also score 20% higher on a history content test than a match comparison group by year 3, in a test using validated test items.

Mosaic will foster a professional learning community that will provide American history teachers with substantive traditional American history content, materials, and rigorous activities to improve and enliven the teaching of traditional American history. While attending NCHE

⁵ Eisenhower Mathematics and Science Consortia and Clearinghouse Network, “What Experience Has Taught Us About Professional Development” (Washington, D.C.: Eisenhower Mathematics and Science Consortia and Clearinghouse Network, 2005).

colloquia, teachers will participate in vertical teams, as part of the “train the trainer” approach to the sessions, so they may turnkey-replicate the content back into District classrooms. Teachers may remain in these teams as they work together to create their lesson plans.

Each year of the project, at least 90% of the teachers working alone or in vertical or horizontal teams will develop at least one high-quality multi-day lesson plan using primary sources and other historical materials such as monographs and historiographies. Lesson plans created will also instruct students on utilizing higher order thinking skills, graphic organizers, web quests, videos, and multi-media presentations tied to NAEP and Florida Next Generation Standards. (See *Lesson Plan Analysis Rubric in Appendix*) Dr. Denise Bossy, Assistant Professor of History at the University of North Florida, will review teacher’s submitted lessons for historical content and accuracy. Lessons will be field tested with students, analyzed, revised based on results and **posted in an open educational resource database**. Where possible, video examples of teaching and learning as well as student work samples will be included in the posting.

These plans will also become part of high quality American history resource kits built around NAEP standards, Florida Next Generation Standards, teacher’s assessed needs, and the overarching goals of *Mosaic* program that will be available for teachers to use in their classrooms. The purpose of the kit is to provide teachers with historical resources, both hands-on and narrative, as a way of integrating and improving the teaching of traditional American history and historical thinking skills. Throughout the project period, teachers will gather a content-based portfolio and journal of primary and secondary documents including photographs, videos, artifacts and writings that will be used to create each self-contained individual grade level American history resource kits. The kits will contain classroom sets of grade-appropriate

American history books on historical figures, events, personalities and turning points. The kits may also contain engaging visuals, timelines, history manipulatives, artifacts, and teacher-created virtual field trips to sites studied by teachers. District teachers will be able to integrate these American history lessons into both the normal social studies portion of the academic day as well as the time set aside for reading. In addition, through the use of an **open education resource (OER) website**, teachers will be able to store resources they want to make available to their students, to each other, and to American history teachers around the nation. (*See History Resource Kit in Appendix*)

To aid in sustainability, at least 80% of the *Mosaic* teachers will conduct a minimum of one in-service training session at the school (department), county, state, or national level to share content knowledge, pedagogy, or teaching strategies learned during the course of each year. This might involve sharing content, conducting an in-service on how to use the American history resource kits, training department personnel in the use of *WebLessons* or *Cicero* or conducting a book talk with teachers who are not program participants. As a result of the training colloquia teachers receive, they will become leaders in content professional development within the District. As they develop expertise, these teacher-leaders will support teachers new to the profession as well as those veteran teachers who lack the content knowledge to effectively teach American history in their classrooms. These training sessions will help build a **community of American history** practitioners dedicated to learning and to implementing engaging instructional activities to meet the needs of SDCC American history students throughout the county.

Finally, all county teachers have access to *WebLessons* and *Cicero*, visual and web technology designed to make history come alive in the classroom. Filled with primary sources

and suggested teaching ideas, these resources will sustain ongoing lesson development long after the project period has ended. To promote a sustainable infrastructure, ESI has granted a perpetual, non-expiring *WebLessons* license for American History and AIHE has granted a perpetual, non-expiring *Cicero* license to all SDCC American history teachers.

Project Need

SDCC is comprised of 35,914+ students in 26 elementary schools (K-6), six junior high schools (7-8), five high schools (9-12), one junior/senior high school (7-12), an Adult Education/GED program, an alternative school, and an academy for at-risk students who have already dropped out of school. SDCC draws students from poor rural areas as well as from new subdivisions springing up throughout the county. In the past fifteen years, the school district has seen a 40% increase in the general student population and a significant increase in the number of students for whom English is a second language. This growth in student enrollment has led to unique funding problems for district schools as a result of a reduced tax base prevalent in primarily residential regions of the state. Because of the proximity to naval bases, the mobility rate of students as well as teachers has been high. A state constitutional amendment dictating class size has put further stress on hiring enough highly qualified teachers. In addition, district professional development resources face a critical threat as the District suffers from some of the nation's highest foreclosure rates and recent area job losses.

SDCC conducted a needs assessment of American History instructors in January 2010. The purpose of the teacher survey was to determine the teacher's: (1) level of proficiency and background/experience with historical content; (2) need and willingness to participate in American history professional development; and (3) concerns about history curriculum and students' understanding of history. The teachers surveyed revealed that among other things:

1. 83% of teachers did not major or minor in history.
2. 67% of SDCC teachers said they were not confident in their ability to convey history as a "conversation across time" about the most important issues to confront mankind and about how this conversation continues to impact students today.
3. 88% acknowledged that the capacity of their current curriculum was inadequate with regards to conveying overarching historical themes and continuity.
4. 71% said that students cannot connect historical events and see the broader themes of history.

This comprehensive program is designed to serve a cohort of 30 K-12 teachers who will move through the training together. Teachers will be recruited based on an application process that incorporates a needs assessment as the main selection tool. The needs assessment will include an analysis of teacher certifications, **general content knowledge**, academic background, and recommendations from principals to identify those teachers most in need of content instruction. The selection process will also target teachers with high numbers of at-risk and ESL students in their classrooms as well as teachers from under-achieving schools (AYP), as these student populations **need teachers with extensive content knowledge** who use innovative and engaging strategies to aid students in making connections. Due to the military presence in Clay County, teachers who must leave the program will be replaced through the same recruitment process.

Currently, only five of the district's 38 schools are making adequate yearly progress, reflecting a downward movement as twice that many met AYP goals last year. In addition, 100% of the District's Title I schools were identified for improvement compared to 42.9% the year before. Unfortunately, Florida does not currently test American history so it is often side-stepped

in elementary and junior high schools where the need is the greatest. A look at District reading scores would indicate that students struggle to learn American history, a subject area that requires a great deal of reading. The 2009 state reading test indicated that approximately 32% of the county's students were unable to pass the grade level reading exam. This number is higher at higher grade levels as evidenced by the 60% of 10th graders, 47% of 9th graders, and 40% of 8th graders who were unable to score the minimum needed to pass the exam. District students also score lower than the national average on SAT and ACT reading and writing subject exams.

Management Plan

To meet *Mosaic* objectives, Dianna Miller will serve as Program Director (*See Resume & Responsibilities in Appendix*), coordinating and approving all activities with the aid of a part-time clerical assistant. *Mosaic* objectives are aggressive in nature so the management plan must be aggressive as well. Mrs. Miller will meet regularly with partner agencies to ensure that the content presented meets the needs of SDCC teachers and conforms to the goals of the project. (*See Appendix for Detailed Program Timeline*) Teachers will be surveyed after colloquia activities to determine if their content needs are being met by program activities. Using these surveys, pre-post assessments, student work samples, teacher lesson plans (reviewed by historian), and anecdotal information gleaned from meetings, book discussions, and other colloquia activities, Mrs. Miller will meet with a representative committee of SDCC teachers three times each year to plan and refine the program. In this way, Mrs. Miller can monitor the **progress toward the project goals and make appropriate adjustments** (continuous improvement).

With extensive business management experience, Mrs. Miller has coordinated fire fighting academies in northern California and served as course scheduler at the University of North

Florida. She holds a Master of Arts in American History from the University of North Florida and a Specialist in Education degree in Teaching and Learning from the University of Florida. With fifteen years teaching experience, much of that at the advanced placement level, Mrs. Miller understands the necessity of thoroughly knowing the traditional American history content so it can be effortlessly passed along to students. As program director, Mrs. Miller also understands the time constraints placed upon her as she plans the logistics and substance of each workshop and staff development opportunity. *Mosaic* Program director will be Ms. Miller's only position within the SDCC framework.

Project Evaluation

Mosaic is integrated with an evaluation design conducted by evaluation partner, Grant Evaluation, Inc. who will provide ongoing quantitative and qualitative assessments to inform project decision-making, together with objective data to monitor progress toward meeting each of the four project objectives. In addition to measuring and monitoring the project's impact on student and teacher history content knowledge, changes in project targeted historical analytical thinking skills are assessed – especially those related to historical document analysis and teaching. Targeted changes in instructional practices are monitored in both history and reading courses. The development, participation levels, delivery, and quality of project activities and resources are measured, and actual application of the material by teachers with students is examined. Each of the four primary objectives of Mosaic is aligned with corresponding performance measures and clear benchmarks below. (See also logic map in appendix).

Objective 1 Increase teachers' content knowledge and understanding of American history.

Performance Measure 1.1 - Teacher history content knowledge scores will increase by at least 25% annually on pre-post assessments of American history using at least 50% validated test

items aligned with project content goals, for teachers who participate in at least 75% of the professional development hours offered. Reporting will meet federal GPRA requirements

Teacher validated exam items are primarily from validated history exams and sources may include AP, NY, CA and TX state tests, NAEP, SAT and national survey items. Pre-tests are administered annually by the evaluator at the first half day sessions and post tests at the conclusion of summer sessions. Tests are aligned with program historical era content and reflect the targeted learning goals. Additional test items are informed by professor and instructor recommendations, readings, and providers (i.e. NCHE, NHC, ESI, field study site experts).

Performance Measure 1.2 - At least 90% of teachers participating in NCHE, NHC, and/or ESI seminars and courses will complete their course of study and meet or exceed established course or session proficiency standards.

The NCHE colloquia and the longer term NHC and ESI online learning workshops will track teacher participation and completion rates, and apply a rubric developed with the evaluator with proficiency standards related to: participant discussion/engagement levels; understanding and completion of required readings; satisfactory completion of session exercises or work products; and/or performance on course tests, quizzes, papers, or other assignments. CEU attainment records also will be recorded.

Performance Measure 1.3 - 90% of teachers will report increased content knowledge and historical analysis skills as a direct result of the project participation annually.

Teachers are assessed after each intervention and asked not only if the activity improved content knowledge and historical habits of mind, but also to specify how they will apply the knowledge and skills gained. This is done through both surveys and focus group and individual discussion. Teacher feedback on the colloquia, workshops, field academies, readings, and

assignments are continually assessed to improve activities and to correlate interventions with teacher knowledge and skill attainment.

Objective 2 Provide teachers with innovative teaching techniques and resources to create historically rich and engaging lessons for students.

Performance Measure 2.1 - Thirty teachers will annually take part in one two-day and one three-day NCHE colloquia, a book discussion, an intensive NHC (six 90 minute sessions) or an ESI six week workshop, and an onsite field academy each year, with a completion rate of 85%.

Participation records will meet federal GPRA requirements by reporting on the percentage of participants who complete 75% or more of total the hours of professional development offered.

Performance Measure 2.2 - 90% of TAH teachers will develop a multi-lesson unit each year and report using new project lessons, resources, readings, content and/or modeled teaching strategies in the classroom.

Performance Measure 2.3 - Teacher project created lesson plans will demonstrate a 30% higher rate of meeting/exceeding standards related to targeted habits of mind, primary source analysis, and use of new teacher created materials than lesson plans developed prior to the project.

Lesson plans on a unit are turned in when teachers join the program and later compared to lessons developed in the project. Lessons are rated by aligning the project's targeted goals for improving lesson plans with specific rubric items from GEI's comprehensive menu drive assessment (MDA) tool of multiple historical learning and thinking research based competencies (derived from Marzano; Wiggins & McTighe; NAEP and National History Standards; S. Wineburg's; and, the state Sunshine Standards). Independent experienced education specialists determine if agreed upon standards are met or exceeded (scale of 1-4). (See, appendix)

Performance Measure 2.4 - 90% of teachers will report improved instructional skills and

confidence and increased use of primary source use from year one to year three.

Performance Measure 2.5 - Teacher classroom use of primary sources will increase by 30% as measured by pre/post lesson plan analysis, and pre/post teacher/ student reflective survey items.

Teacher baseline data collected examines teaching instructional practices, current capacity to address targeted historical habits of mind, and perceptions of student history study skills and knowledge. Progress and growth is indicated through annual pre and post surveys and lesson plan analysis findings. Student surveys assess perspectives on history class practices and substance (including primary document use) and student history interest levels.

Objective 3 Improve student achievement, interest and understanding of American history.

Performance Measure 3.1 - Students will score 20% higher than a match comparison group of students on pre-post validated item history content test aligned with state standards and project content in a quasi-experimental study.

Through the collection and analysis of both student history test data and student work portfolio assessments, the impact of teacher participation on student learning is measured and continuous program improvement indicators are attained - meeting Invitational Priority Two. Student tests will consist primarily of released nationally validated test items (NAEP, AP, NY, TX, CA, and SAT) aligned with grade appropriate state history standards, and the project's history content. Student tests also include reflective survey items on instructional practices, resources, content, assignments, and student history interest levels. See appendix.

The impact of the project on student history content achievement will be evaluated using a quasi-experimental design intended to meet the What Works Clearinghouse (WWC) evidence standards. Students are matched based on pre-test scores, FCAT state test scores, demographic

(SES, gender, race) and teacher characteristics (i.e. history course background, professional development exposure, grade/class type/topic taught, etc.). See appendix. Teacher and student surveys, student work assessments, and lesson plan reviews will document classroom instructional practices. In addition to final test scores, an improvement index will be calculated. Testing will take place on a smaller sample base in year two and a fuller final base in year four.

Performance Measure 3.2 - Student classroom work will reflect a 35% increase in the extent to which student assignments and work product indicates student proficiency with project primary source, history content, and habits of mind goals.

Teachers will use evaluator guidelines to collect and turn in copies of student work (assignments, quizzes, tests, papers, projects, etc.) on designated history period units in their first year of the program, prior to the summer institute. A reflective teacher classroom log that will provide additional detail on future class assignments, activities and practices will be provided. Post project student work and teacher logs will be collected in years two through four depending on when the project covers the baseline historic era reflected in the work unit initially turned in. Student work will be assessed using a custom portfolio rubric focusing on evidence measures related to the pedagogical goals targeted by the project. GEI's menu driven assessment (MDA) tool will provide an initial set of useful work assessment competency items to select from, and build upon. For example, the quantity, types, and analysis levels of primary sources in student work might be an assessment item aligned with project goals for teachers and students. Independent experienced master teachers and educators will review work product and complete rubric ratings and counts. The results will then be compared and statistical analysis of change performed on appropriate rubric based data.

Performance Measure 3.3 - Students of Mosaic teacher participants will report a 20% higher

level of interest and appreciation for U.S. History than a match comparison group of students.

The student content knowledge tests also include reflective survey items on instructional practices, resources, content, assignments, and several student history appreciation and interest level measures (for example: “Would you take a history class if you had a choice?”) See appendix. Once again, the impact of the project on student interest/appreciation will be evaluated using a quasi-experimental design intended to meet the What Works Clearinghouse (WWC) evidence standards.

Objective 4 Implement a model for sustained professional development and dissemination of content and instructional pedagogy for American history.

Performance Measure 4.1 - A web site will be developed and teacher model lessons and history resource kit items will be posted from 90% of teachers by year 3

Performance Measure 4.2 - 80% of teacher participants will present and share resources and expertise in district in-service training and/or regional, state, or national history educator events by year four.

Performance Measure 4.3 – 75% of teachers will report reaching out through mentoring or regular outreach to new teachers and non-project teachers to share project resources, strategies, and insight by year four.

The project is intended to meet the Invitational Priority related to an OER and have long term sustainable results. Achievement of the above items will be documented through review of teacher work and web resources, focus group discussion, and interviews and surveys related to presentations and outreach.

Benchmarks to Monitor Progress and Impact and Reporting – To facilitate formative evaluation the results of all tests, surveys and other data will be posted within days of each event and available on an online project management website (Basecamp) account. This account can

be used throughout the life of the grant for instant review and collaboration between the project director, content provider, and the evaluator. As indicated, clear performance measure based benchmarks and progress goals are established. Reports on seminar utility, quality, topics, speakers and readings are provided after each session. Regular reporting and review of data results are scheduled and comprehensive full three and five year review reports are planned. (See, appendix timetable). Focus groups also elicit feedback on progress and recommendations for change. Methods to identify and replicate success will be identified.

Types, methods data instruments and data collection timing: As indicated, multiple types of data are collected with specified instruments (i.e. lesson plans, research papers, student work, test data, etc.) and GPRA 75% completion levels are documented. A timetable for testing is in the appendix. Student and teacher test data collection is planned for (see appendix). Focus groups are conducted by evaluator.

Evaluator: Grant Evaluation, Inc. has extensive expertise (more than 40 TAH grants over six years) evaluating Teaching American History grants over the past seven years and presented at two U.S. Education Department national TAH conferences. GEI has evaluated national and international history education and youth development non-profit initiatives over thirteen years. Consultant master teachers, curricula experts, university historians and top education/ social science researchers contribute to meet TAH evaluation demands. GEI has tested tens of thousands of student and hundreds of teachers and developed streamlined and effective logistical evaluation procedures. GEI has continued to refine evaluation approaches and instruments and advance evaluation strategies and tools for the TAH program. Their large database of validated history test items is searchable to match our project goals and their national TAH evaluation experience is combined with personalized service, tailored evaluation design and instrument

development, live interactive testing at sessions, and ongoing communication with project staff and teachers. (*See Appendix for Details*)

Data Analysis - Depending on the final number of cases and level of data, the types of analysis to be carried out may include – cross tabular comparisons using both parametric and non-parametric techniques; multiple regression; and, hierarchical linear modeling. Student knowledge data analysis is designed to meet federal evidence standards established in the What Works Procedures and Standards Handbook and provide effect size and improvement index data and apply appropriate clustering and other corrections as needed. Pre and post tests related to program teacher interventions will be analyzed to investigate program impact using cross tabular statistics and analysis of variance to analyze the degree and significance of these changes.

For teachers participating over multiple years, time series analysis on pre/post surveys and scores may measure consistency of knowledge and instructional change and cumulative and time lagged effects of program elements. (*See Appendix for Details*)

The Mosaic of American History Budget Narrative
School District of Clay County TAH Project

Item Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
Personnel						
Teacher Substitutes →Substitutes will be needed on days of professional development. The amount shown is based on 30 substitutes @ \$122.61 per day for professional development for 6 days during each of the first 3 years and 5 days during the last two years.	\$22,070	\$22,070	\$22,070	\$18,392	\$18,392	\$102,994
Clerical Assistance →This part-time person will assist the program director with maintaining the paperwork and database necessary for the successful completion of this project. Responsibilities will include, but not be limited to, filing, typing, telephone calls, processing and tracking purchase orders, and updating the professional development data base.	10,000	10,000	10,000	10,000	10,000	50,000
Fringe	765	765	765	765	765	3,825
Personnel Subtotal	\$32,835	\$32,835	\$32,835	\$29,157	\$29,157	\$156,819
Travel						
Field Study → to St. Augustine The Florida Humanities Council (FHC) will provide a turn-key two-day workshop entitled <i>Between Columbus and Jamestown: Spanish St. Augustine</i> for fall, 2010. Services include <ul style="list-style-type: none"> • Evening meeting with "person of the past" • 2 full days (8:30 a.m.-3:30 p.m.) programming to include: Lead Scholar, and 	23,290					23,290

Item Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
<p>at least two additional presenters/scholars</p> <ul style="list-style-type: none"> • Workshop site rental • All workshop materials to include: readings selected by workshop scholars, handouts, pens, pads, nametags. • Breakfast and lunch • Off-site activities as appropriate to workshop topic • All logistical coordination to include – site reservation, parking arrangements, audio-visual services, catering, etc. – when applicable • Travel and per-diem for all presenters • Travel and per-diem for FHC coordinator <p>Transportation to St. Augustine for up to 30 teachers and program director. Teachers will carpool to save costs. Double occupancy lodging (at \$170 per night), all meals, printed materials, educational resources, and teaching aides for 30 teachers and program director.</p>						51,600
<p>Field Study → to Colonial Williamsburg</p> <p>Colonial Williamsburg commits to provide a five day workshop for 30 SDCC teachers and project director for summer, 2011.</p> <ul style="list-style-type: none"> • Facsimile documents and instructional materials in a variety of media will be provided to participants to use in their classrooms. • Colonial Williamsburg will provide double occupancy lodging, all meals, local transportation, a full schedule of 		51,600				51,600

Item Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
<p>presentations and programs, as well as a host of printed materials, educational resources, and teaching aides.</p> <p>Air (economy class at \$320 each) and ground (at \$30 each) transportation from Jacksonville, Florida to Colonial Williamsburg for 30 teachers and program director. Airport parking fees for participants with carpooling recommended.</p>						43,047
<p>Field Study → to Gettysburg, Pennsylvania</p> <p>The Civil War Era Studies Department of Gettysburg College commits to provide a five day workshop for 30 SDCC teachers for summer, 2012.</p> <ul style="list-style-type: none"> Facsimile documents and instructional materials in a variety of media will be provided to participants to use in their classrooms. <p>Air (economy class at \$297) and bus (at \$4,800 – includes driver and week's use) transportation from Jacksonville, Florida to Gettysburg, Pennsylvania. Double occupancy lodging (at \$170 per night), all meals, printed materials, educational resources, and teaching aides for 30 teachers and program director.</p>			43,047	40,920		40,920
<p>Field Study → to Tampa, Florida</p> <p>The Florida Humanities Council (FHC) will provide a turn-key workshop entitled <i>The Gilded Age And Reform Era: The View From Florida</i> for 30 SDCC teachers for summer, 2013.</p> <ul style="list-style-type: none"> Full three-day programming (e.g. Noon Tuesday – noon Friday) to include: Lead scholar, and at least three additional presenters/scholars 						

Item Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
<ul style="list-style-type: none"> • Workshop site rental • All workshop materials to include: readings selected by workshop scholars, handouts, pens, pads, nametags. • All meals (except for one lunch "on your own" to sample local fare) • Travel and per diem for all presenters • Lodging for participants in local hotel or college residence hall (single or double occupancy dependant on price structure) <p>Transportation to Tampa for up to 30 teachers and program director.</p>						
<p>Field Study → to Washington, D.C. Dr. Michael O'Malley of George Mason University commits to provide a five day workshop for 30 SDCC teachers for summer, 2014.</p> <ul style="list-style-type: none"> • Full five-day programming to include: Lead scholar • Workshop site rental • All workshop materials to include: readings selected by workshop scholars, handouts, pens, pads, nametags, entry fees, educational resources, and teaching aides for 30 teachers and program director. • Lodging for participants in local hotel or college residence hall (single or double occupancy dependant on price structure at \$279 per night) • Air (economy class at \$309) transportation from Jacksonville, Florida to Washington D.C. 					41,310	41,310

Item Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
and transportation.						
Travel Subtotal	\$32,290	\$60,600	\$52,047	\$49,920	\$81,554	\$276,411
Supplies						
High quality scanner/copier to scan student work samples of work related to historian reviewed lesson plans created by program teachers to upload to the program website.	300					300
Production quality video camera and supplies to create high quality videos showing exemplary teaching and learning using historian reviewed lesson plans created by program teachers; video will be uploaded to the website as allowed by District policies.	3,000					3,000
General Office Supplies: Flash drives, blank DVDs and R/W CDs, printer cartridges, paper, pens, binders, and other general supplies as needed.	2,000	2,000	2,000	2,000	2,000	10,000
Project-related books, artifacts, and other teaching materials: Historical books for book studies held throughout the year; resources for grade-level American history resource kits with multi-day historian reviewed lesson plans.	5,000	5,000	5,000	5,000	5,000	25,000
Meals —Continental breakfast, snacks, beverages, and lunch for all colloquia sessions @ \$25 per person where not provided by the contractor (30 teachers, 5 facilitators)	3,500	3,500	3,500	3,500	3,500	17,500
Supplies Subtotal	\$13,800	\$10,500	\$10,500	\$10,500	\$10,500	\$55,800
Contractual						
National Council for History Education → will	34,500	59,840	59,840	59,840	25,340	239,360

Tier I Problem ID Handout 1

You are asked by the building principals of one of the project schools to review building-level data and answer a number of questions for her. The data that are provided are 3rd grade FCAT Reading data and represent the % of students in each category who achieved “proficient” levels (a score of 3 or better on the FCAT).

All 3rd Grade Students

<u>Disaggregated Student Group</u>	<u>% Proficient</u>
Caucasian	64
African American	85
Hispanic	65
Low SES	55
Student’s with Disabilities	30
LEP	51

3rd Grade Students Receiving Supplemental Instruction (Tier 2)

<u>Disaggregated Student Group</u>	<u>% Proficient</u>
Caucasian	52
African American	65
Hispanic	25
Low SES	54
Students with Disabilities	61
LEP	66

3rd Grade Students Receiving Intensive Instruction (Tier III)

<u>Disaggregated Student Group</u>	<u>% Proficient</u>
Caucasian	44
African American	28
Hispanic	41
Low SES	33
Students with Disabilities	10
LEP	58

Item Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
<p>provide 3 days of professional development session during year 1, 5 days of professional development sessions during years 2-4, and 2 days of professional development sessions during year 5 for 6 to 7 hours per day.</p> <ul style="list-style-type: none"> • Each session will include at least four hours of direct contact and discussions with university professors and/or historians. • Each session will also include a history education specialist or master teacher to demonstrate how to apply the substantive historical content that was introduced by the professors, into the classroom. This individual will demonstrate and facilitate actual classroom-tested history lessons. <ul style="list-style-type: none"> ○ These lessons will deal with the specific topics introduced by the professors and historians. ○ Teachers investigate how to use the lessons in class, and they will also learn substantive history content from each demonstrated classroom lesson. • Teachers will also participate in vertical teams, as part of the “train the trainer” approach to the sessions, so they may turnkey-replicate the content back into District classrooms. • Longitudinal relationship → Professors, specialists, master teachers and NCHE staff will be available to work with the program director through the year through email, video-conferencing, and telephone. 						

Item Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
<p>http://www.nche.net/</p> <p>E-Learning Systems International → will provide onsite and online professional development for program teachers.</p> <p>Online Professional Development Course Series</p> <ul style="list-style-type: none"> Teachers will be able to participate in up to five online courses per year covering a variety of Traditional American History topics. These six week courses will develop teachers' in-depth content knowledge, historical thinking skills, and technology integration strategies using the WebLessons system. Teachers will be offered face-to-face workshops to develop primary document analysis and historical thinking skills. When teachers complete a course, they will receive a certificate indicating 45 subject-area contact hours (or 4.5 Continuing Education Units). Many projects are also seeking to count online professional development courses toward graduate credit hours for qualifying participants. Project Sustainability: Participants in this program will have perpetual, unlimited access rights to WebLessons (U.S. History units), meeting the requirement for long-term sustainability of the program at no additional cost to the district at any time beyond the term of the grant <p>www.WebLessons.com</p>	15,000	15,000	15,000	15,000	15,000	75,000

Item Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
<p>National Humanities Center → will provide five, ninety-minute workshops per year (one each in October, November, January, February, and April).</p> <ul style="list-style-type: none"> • Tasks include surveying participants for topic selection, recruiting scholars, planning syllabi, preparing presentations, scheduling workshops, notifying participants, facilitating workshops, conducting evaluation, overseeing follow-up <p>http://nationalhumanitiescenter.org/</p>	19,900	19,900	19,900	19,900	19,900	99,500
<p>Dr. Denise Bossy of the University of Florida → will provide consulting services for the life of the grant. She will also review teacher lesson plans for historical content and accuracy, and suggest historical texts for book discussions.</p>	1,500	1,500	1,500	1,500	1,500	7,500
<p>Grant Evaluation, Inc. → to meet the US DOE invitation for a quasi-scientific evaluation.</p>	30,000	30,000	30,000	30,000	30,000	\$150,000
<p>MES, LLC → Project director, Dianna Miller and MES staff, will be responsible for submission of all reports, coordination of contracts, and general oversight of grant for the full five year period. Responsibilities include:</p> <ul style="list-style-type: none"> • Coordinate meetings with partners, planning activities and events and refining the program according to NAEP standards, Florida state history standards, teacher's assessed needs, and the overarching goals of the <i>Mosaic</i> program. • Submit all reports related to the grant to the U.S. Department of Education. • Develop and maintain an open education resource project website that includes lesson 	76,800	69,000	69,000	69,000	69,000	\$352,800

Item Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
<p>plans, field trip digital journals, video footage, book study blogs, links to partners and top resources, as well as any other work products produced by grant participants. Submit web address to partners for cross-listing and provide web address to the State Department of Education for listing on their site.</p> <ul style="list-style-type: none"> • Film and observe teacher participants conducting lesson plans in accordance with the overarching goals of the <i>Mosaic</i> program. Edit films and upload to OER website as allowed by District policy. • Review evaluation results and students' progress to make necessary adaptations to raise achievement to a higher level in accordance with the overarching goals of the <i>Mosaic</i> program. • Review teacher surveys to determine if their content needs are being met by program activities in accordance with <i>Mosaic</i> goals. • Meet with SDCC teacher on a regular basis to plan and refine the program. Review and summarize surveys, pre-post assessments, student work samples, teacher lesson plans (reviewed by historian), and anecdotal information gleaned from meetings, book discussions, and other colloquia activities to present to SDCC teacher-leader committee. • Facilitate colloquia, book studies, and field study academies in accordance with NAEP 						

Item Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
<p>and Florida state history standards, teacher's assessed needs, and the overarching goals of the <i>Mosaic</i> program.</p> <ul style="list-style-type: none"> • Assure that the learning goals and objectives for the summer institutes are focused on program established essential historical understandings and historical thinking skills that teachers must learn and teach according to the Florida state standards. • Review lesson plans, submit them to the historian for review, and return to teachers for revision. Review and upload to OER website upon successful field testing. • Produce audio-visual aspects of each colloquia and project activity. • Develop, initiate, and conduct a recruitment campaign. Interview prospective teachers and explain level of commitment required to participate. • Facilitate logistical matters, such as mailings, photocopying, ordering books and materials, and finding equipment for session rooms and labs. <p>First year includes supplies needed for creation and maintenance of high-quality OER website including video, audio, and photo editing capability</p>						
Contractual Subtotal	\$177,700	\$195,240	\$195,240	\$195,240	\$160,740	\$924,160
Other						
Communications Costs: Annual website domain costs to allow creation and maintenance of an OER	1,710	1,610	1,510	1,710	1,510	8,050

Item Description	Year One	Year Two	Year Three	Year Four	Year Five	Total
website; Mobile phone with Internet ability for program director to allow contact with District office while in the field and on location at field study academies and other colloquia.						
Costs for recruitment, printing, needs assessment, and registration materials	3,000	1,500	500	500	500	6,000
Other Subtotal	\$4,710	\$3,110	\$2,010	\$2,010	\$2,010	\$14,050
Total Direct Costs	\$261,335	\$302,285	\$292,632	\$287,027	\$283,961	\$1,427,240
Indirect Business Costs	9,763	11,101	10,786	10,602	10,502	52,753
Teacher stipends → 30 teachers @ \$120 per day for field study days that are not a regular workday. Stipends paid for up to five days during each year. 30 teachers @ \$50 per book study completed. Book study teacher-leaders will receive an additional \$50. Stipends paid for up to three book studies each year. 30 teachers @ \$225 for online professional development competed (5 NHC workshops or 6 week ESI course; teachers who attend 4 NHC workshops would receive a decreased stipend of \$100, 3 NHC workshops would receive a decreased stipend of \$50. 30 teachers @ \$100 for approved and tested lesson plan development with student samples. An additional \$150 will be paid for classroom video of lesson teaching and learning. Stipends paid for up to one lesson plan per year.	37,200	37,200	37,200	37,200	37,200	186,000
Total Costs	\$308,297	\$350,586	\$340,618	\$334,829	\$331,663	\$1,665,993

**SCHOOL DISTRICT OF CLAY COUNTY—NATIONAL HUMANITIES CENTER
TEACHING AMERICAN HISTORY COLLABORATION**

BUDGET

Six, ninety-minute workshops per year for five project years.

Annual Expenses

Center staff	\$9,000
Scholars' stipends	6,000
Additional "classroom seats"	<u>4,900</u>
Total	\$19,900

Five-year total \$99,500

Budget Notes

Center staff:

10 hours/month preparation time @ \$150/hour = \$1,500 x 6 months = \$9,000

Tasks include:

Collaborating on topic selection, recruiting scholars, planning syllabi, preparing presentations, and facilitating workshops.

Scholars' stipends :

6 scholars x \$1,000 = \$6,000

Additional "classroom seats":

Amount quoted by conferencing software provider

The Mosaic of American History Timeline

Year 1	Summer 2010	Fall 2010	Winter 2011	Spring 2011
Receive funding notification				
Hire clerical assistant				
Cohort teacher selection & notification (collect & analyze current American history pass/fail rates, yield rates, survey experience and content knowledge)				
Meet with evaluator (ongoing)				
Coordinate with partners (ongoing)				
National Humanities Center online professional development (6 sessions)				
Book Study Sessions				
ESI Professional Development and resource use (ongoing)				
TAH Project Director's Grant Meeting				
Hold 2-Day FHC Colloquium				
Meet with teacher committee plan and refine the program				
Hold 3-Day NCHE Colloquium				
Meet with historian to go over lesson plans				
Develop project website				

Year 2	Summer 2011	Fall 2011	Winter 2012	Spring 2012
Meet with evaluator (ongoing)				
Cohort teacher replacement & notification				
Coordinate with partners (ongoing)				
National Humanities Center online professional development (6 sessions)				
Book Study Sessions				
Teacher-leaders conduct in-service on lessons learned				
Use and revise historian approved lesson plans (film according to District policy and parent permission)				
ESI professional development and resource use (ongoing)				
Complete & submit annual performance report (August)				
TAH Project Director's Grant Meeting				
Hold 2-Day NCHE Colloquium				
Meet with teacher committee plan and refine the program				
Hold 3-Day NCHE Colloquium				

Meet with historian to go over lesson plans				
Maintain project website; upload lessons and resources (ongoing)				
Summer Academy "Colonial Williamsburg"				

Year 3	Summer 2012	Fall 2012	Winter 2013	Spring 2013
Meet with evaluator (ongoing)				
Coordinate with partners (ongoing)				
National Humanities Center online professional development (6 sessions)				
Book Study Sessions				
Teacher-leaders conduct in-service on lessons learned				
Use and revise historian approved lesson plans (film according to District policy and parent permission)				
ESI professional development and resource use (ongoing)				
Complete & submit annual performance report (August)				
TAH Project Director's Grant Meeting				
Hold 2-Day NCHE Colloquium				
Meet with teacher committee plan and refine the program				
Hold 3-Day NCHE Colloquium				
Meet with historian to go over lesson plans				
Maintain project website; upload lessons and resources (ongoing)				
Summer Academy "Gettysburg"				

Year 4	Summer 2013	Fall 2013	Winter 2014	Spring 2014
Meet with evaluator (ongoing)				
Coordinate with partners (ongoing)				
National Humanities Center online professional development (6 sessions)				
Book Study Sessions				
Teacher-leaders conduct in-service on lessons learned				
Use and revise historian approved lesson plans (film according to District policy and parent permission)				
ESI professional development and resource use (ongoing)				
Complete & submit annual performance report (August)				

TAH Project Director's Grant Meeting				
Hold 2-Day NCHE Colloquium				
Meet with teacher committee plan and refine the program				
Hold 3-Day NCHE Colloquium				
Meet with historian to go over lesson plans				
Maintain project website; upload lessons and resources (ongoing)				
Summer Academy "Tampa"				

Year 5	Summer 2014	Fall 2014	Winter 2015	Spring 2015
Meet with evaluator (ongoing)				
Coordinate with partners (ongoing)				
National Humanities Center online professional development (6 sessions)				
Book Study Sessions				
Teacher-leaders conduct in-service on lessons learned				
Use and revise historian approved lesson plans (film according to District policy and parent permission)				
ESI professional development and resource use (ongoing)				
Complete & submit annual performance report (August)				
TAH Project Director's Grant Meeting				
Hold 2-Day NCHE Colloquium				
Meet with teacher committee plan and refine the program				
Hold 3-Day NCHE Colloquium				
Meet with historian to go over lesson plans				
Maintain project website; upload lessons and resources (ongoing)				
Summer Academy "Washington D.C."				
Complete & submit final performance report				Summer 2015

American History Resource Kits

The purpose of the American history resource kit is to provide American history teachers with historical resources, both hands-on and narrative, as a way of integrating and improving the teaching of traditional American history and historical thinking skills. Each American history resource kit will have enough resources for the entire class to use whether the activity suggests whole group or small group.

Because access to museums and historical associations is limited due to the District's location, access to historical resources is also limited. With a growing emphasis on reading, math, and now science in K-12 schools, principals are placing more monetary resources towards the purchase of materials for those subjects leaving a need for historical resources in the classroom. This grant proposes to provide teachers with American historical resources through the creation of American history resource kits. Borrowing the idea from museums, each kit will contain teacher created and tested lesson plans, classroom sets of books, activities, manipulatives, posters, and audio and video collections.

To help facilitate use in the classroom, project teachers will be trained to use the resources available to them in these kits, part of which they will create themselves. They will be responsible for training other teachers at their schools in the use of these kits to aid in sustainability of the project. Each kit will be specifically constructed around the Next Generation Sunshine State Standards for their grade level by project teachers. Teacher created lesson plans reviewed for content and accuracy by a historian will be the centerpiece of each kit. Working in vertical or horizontal teams, teachers will create one kit each year of the grant per school. Below are suggested titles for American history resource kits designed for the 5th grade. Similar content kits will be created for other grade levels by participating teachers.

Benchmark Number	Sample Titles for 5 th Grade American History Resource Kits
SS.5.A.2.2	Native American Tribes of North America
SS.5.A.3.1	European Exploration
SS.5.A.3.3	Clash of Cultures
SS.5.A.4.1	Colonial Settlement
SS.5.A.4.2	The New England, Middle, and Southern Colonies
SS.5.A.4.3	Who Were the Leaders of Development in the Thirteen Colonies?
SS.5.A.4.4	The Political, Economic, and Social Aspects of Daily Colonial Life in the Thirteen Colonies
SS.5.A.4.5	Triangular Trade Linking Africa, the West Indies, the British Colonies, and Europe
SS.5.A.4.6	Slavery in the Colonies
SS.5.A.5.1	Why Revolt?
SS.5.A.5.2	The Founding Fathers
SS.5.A.5.3	Founding Documents
SS.5.A.5.4	Women During the American Revolution
SS.5.A.5.5	Battles and Military Campaigns of the American Revolution
SS.5.A.5.7	The Economic, Military, and Political Factors Leading to the End of the Revolutionary War
SS.5.A.5.8	Personal and Political Hardships Resulting from the American Revolution.
SS.5.A.5.9	The Confederation Years
SS.5.A.5.10	The Constitution & the Bill of Rights
SS.5.A.6.1	The Louisiana Purchase.
SS.5.A.6.2	The Personalities of Westward Expansion
SS.5.A.6.3	19th Century Advancements in Transportation and Communication.
SS.5.A.6.4	The Lewis & Clark Expedition
SS.5.A.6.5	The War of 1812
SS.5.A.6.6	Native Americans During Westward Expansion
SS.5.A.6.7	Manifest Destiny
SS.5.A.6.8	The Missouri Compromise
SS.5.A.6.9	Life on the Dusty Trail

The Mosaic of American History – Lesson Plan Analysis Rubric

	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)
Historical Content Knowledge [Context of historical events and use of grade-level standards]	Historical content is missing or not standards based.	Lesson plan provides limited historical content. The lesson addresses the standard(s).	Lesson plan provides historical content. The lesson addresses the standard(s).	Lesson provides rich historical content and addresses the standards. Lesson provides clear and descriptive information and makes connections between historical events and the larger historical context.
Historical Focus Question [Question(s) that drive the lesson]	Historical focus question (or questions) missing.	Contains a historical focus question, but simply elicits recall of factual information such as an event or list of events or persons.	Contains a historical focus question that requires students to demonstrate a level of analysis. Lesson provides an opportunity for students to build on their analysis skills.	Contains a historical focus question that is clear and concise and requires that students demonstrate a high level of analysis. It asks students to provide an explanation and/or interpretation of information.
Academic Literacy Strategies [Reading and writing skills to enhance student learning]	Literacy strategies are missing or strategies used are inappropriate.	Literacy strategy (or strategies) is to some extent appropriate for learning outcome(s). Strategies are not delineated, but merely stated.	Literacy strategy (or strategies) is appropriate for learning outcome(s). Strategies are detailed and defined, but do not build upon one another to reach the learning outcome(s).	Literacy strategy (or strategies) is appropriate for learning outcome(s). Strategies are detailed and defined, and build upon one another towards reaching learning outcome(s).
Primary Sources [Incorporation of materials, including documents, films, or artifacts from the historical context that enhance the lesson]	Lesson does not include primary source materials.	Lesson includes primary source materials and makes slight reference to the materials that will be utilized.	Primary source materials are incorporated within the lesson plan and are clearly explained. Students are not required to cite the materials.	Primary source materials are clearly and explicitly used within the lesson. Lesson requires students to cite the primary source materials.
Assessment [How students analyze/use]	Method for assessing student	Method for assessing student	Method for assessing student learning and	Method for assessing student learning and evaluating instruction is

evidence, demonstrate understanding of context of historical events]

Lesson Plan Organization

[Key components are:

- a. content/standards
- b. materials/resources
- c. procedure or time allotted]

learning and evaluating instruction is missing.

Lesson plan is unorganized and not presented in a neat manner. Lesson plan lacks instructions (for teachers).

learning and evaluating instruction is vaguely stated.

Lesson plan is minimally organized and missing key components. Lesson plan provides minimal instructions (for teachers).

evaluating instruction is present. The assessment requires students to evaluate and analyze (historical) content.

Lesson plan is organized and neatly presented. The organization is logical and includes two of the key components. Lesson plan provides clear instructions (for teachers).

clearly delineated and authentic. The assessment requires students to use evidence to evaluate and analyze (historical) content.

Lesson plan is presented in well-organized and professional fashion. Teacher explains how the lesson components build to result in student learning. Contains all three of the key components. Lesson plan includes student handouts and teacher keys or references.

Book Study Protocol

Consideration before Conducting Book Study Cycle

Preparatory Work	<i>Step One:</i> Choose appropriate academic history text.
	<i>Step Two:</i> Form group of eight to ten interested teachers.
	<i>Step Three:</i> Divide text into five digestible parts.
	<i>Step Four:</i> Choose a teacher-facilitator willing to lead book discussions.
Night Before Each Book Study Session	<i>Step One:</i> Read selection.
	<i>Step Two:</i> Annotate selection with comments and questions.
	<i>Step Three:</i> Process selection by choosing one of the literacy strategies from J. Allen's <i>More Tools for Teaching Content Literacy</i> .

Book Study Session

Initial Reactions	For 1 minute each, participants share their initial reactions to the selection.
Literacy Strategies	For 2-3 minutes each, participants share the literacy strategy they used for processing the selection. They discuss how the literacy strategy enhanced or inhibited their understanding of the selection.
Focus Question	Teacher-facilitator prompts 15 minutes of discussion using a focus question assigned prior to the session. Focus question might be specific to the text, or they may be generic questions such as "How does this text connect to your particular American history course?"
Pedagogical Application	Teacher-facilitator leads 15 minutes of discussion about how teachers may use reading selection for classroom application. Conversation focuses on lesson plan ideas and curriculum development.
Closing	Teacher-facilitator (or another participant) chooses the focus question for the following reading selection.

Year Five: The Freedom Rides: A Civil Rights Bus Tour

This summer immersion experience will take participants on the road, re-tracing a substantial portion of the Freedom Rides of the 1960s and presenting classes in the actual places where events happened, or are archived. This field experience includes seminars or lectures at academic or practice settings, museum exhibits and prominent civil rights sites that are included on the National Registry of Historic Places.

This four-state, nine-city academic field experience, will include ongoing professor commentary, six documentary film presentations, and visits to 17 museums, universities and historic sites. Through panel discussions, lectures and individual stories, students will hear from as many as 24 of the original Freedom Riders, Montgomery Bus Boycott participants, attorneys who litigated early civil rights cases, Southern Poverty Law Center attorneys, and media and music scholars who are identified with this legal and social history.

Lead Scholar: Dr. Raymond O. Arsenault, Department of History, USF St. Petersburg

Itinerary stops include:

- Birmingham, AL
- Montgomery, AL
- Selma, AL
- Tuskegee, AL.

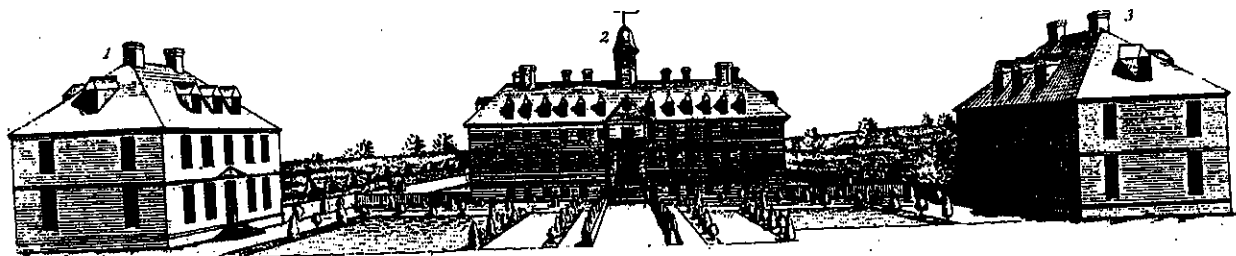
Readings include: *Freedom Riders: 1961 and the Struggle for Racial Justice* by Raymond Arsenault; *At Canaan's Edge: America in the King Years: 1965-1968* by Taylor Branch; *Walking with the Wind: A Memoir of the Movement* by John Lewis.

COLONIAL WILLIAMSBURG TEACHER WORKSHOP 2010

THEME: Education for Citizenship

According to Thomas Jefferson, the “ultimate powers” in a society reside with its people. It is the citizens who become the active participants in the decision-making process. This process strives to arrive at decisions for the benefit of the common good rather than personal self-interest. In order to achieve this, the citizens must be provided with the necessary knowledge to enable them to arrive at informed decisions. The belief at Colonial Williamsburg is that education is the key to maintaining the vitality of our democratic institutions. It is through history education that we can strive to develop participating individuals who will have an appreciation of our democratic way of life and institutions.

During the seventeenth and eighteenth centuries, events occurred in Virginia and throughout the colonies that subsequently shaped and defined this nation. People from various parts of the world came to these shores and engaged in the process of developing what was to become our cultural, economic and political heritage. As they interact with each other, these representatives set forth the ideas and institutions upon which this democratic society is founded. Over the intervening years, these ideas and institutions have undergone significant change. Efforts have been made to accommodate and include more people into the political process. However, the core beliefs upon which this nation was founded have prevailed.



COLONIAL WILLIAMSBURG TEACHER WORKSHOP 2009

“I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.”

Thomas Jefferson to William C. Jarvis, 1820

Mission

To enrich history education and to develop citizens with a full appreciation for our heritage of democracy

Goals

As a result of attending the Colonial Williamsburg Teacher Institute, teachers will be able to:

- ❖ Identify significant 17th- and 18th- century events that continue to shape and define our nation.
- ❖ Understand how people of various cultural backgrounds interacted with one another during the 17th and 18th centuries.
- ❖ Engage students in exploration of their Native American, European, and African economic, cultural, and political heritage.
- ❖ Learn and review techniques that develop students' abilities to use higher-level critical thinking skills by using primary source documents and artifacts.
- ❖ Create a network in which they and Colonial Williamsburg staff can acquire and exchange information about 17th- and 18th-century history.

Courtesies

- ❖ Please turn off cell phones during all programming.
- ❖ Please do not use cameras or recording devices during evening programs.
- ❖ Gum, food and drinks are not permitted in exhibition buildings. Please help us keep our sites safe for future generations.

COLONIAL WILLIAMSBURG TEACHER WORKSHOP 2009

ARRIVAL ORIENTATION & WELCOME

OBJECTIVES FOR THE DAY

By participating in the Overview Tour of the Town, teachers will be able to:

- Demonstrate how primary sources were used to restore, reconstruct, and interpret Williamsburg.
- Describe how the Restoration began and how it continues today.
- Describe Williamsburg as an 18th-century community by identifying the demographic character of Virginia's pre-Revolutionary society and explaining Williamsburg's cultural significance in the eighteenth century.

2:30 p.m. Check into Hotel Rooms

3:00 p.m. Welcome & Introduction
Meet in Lobby of Hotel

3:30 p.m. Overview Tour of the Town

Historic Area

5:00 p.m. Dinner

DAY 1 - CULTURES IN CONTACT

OBJECTIVES FOR THE DAY

By visiting Historic Jamestowne, teachers will be able to:

- Evaluate the role of European exploration in the settlement of the Western Hemisphere by focusing on the site of the first permanent settlement of Europeans and Africans in British North America.
- Examine how archaeology provides clues that enable the reconstruction of historical sites.
- Identify inhabitants of the Peninsula in the seventeenth and eighteenth centuries.
- Identify the techniques that archaeologists use to uncover the past.
- Evaluate the cultural remains found at Jamestown Fort.

By visiting Jamestown Settlement, teachers will be able to:

- Compare and contrast the daily life of Indian, English, and African cultures that came into contact at Jamestown, including gender roles, housing, culture, technology, religion, forms of government/leadership, language, clothing, trade, and foodways.
- Examine the early struggles and economic ventures of the English at Jamestown.
- Explore the economic system of trade between the colonists and the Indians.
- Identify reasons the English wanted to establish a colony in the New World, including motivations for coming as indentured servants.

7:30 a.m. Breakfast

8:25 a.m. Travel by Colonial Williamsburg Bus to Historic Jamestowne

8:25 a.m. Overview of Seventeenth Century Virginia Colonial Parkway

9:00 a.m. Historic Jamestowne Tour with the National Park Service

9:45 a.m. Historic Jamestowne Tour with the Association for the Preservation of Virginia Antiquities

**10:30 a.m. Free Time to Explore Historic Jamestowne on Own
FREE TIME
New Towne, Archaearium, Visitor Information Station, Gift Shops**

12:00 p.m. Lunch

1:00 p.m. Travel by Bus to Jamestown Settlement

**1:30 p.m. Jamestown Settlement
Visit Indian Village, Ships, Riverfront, & Fort**

**4:00 p.m. Explore Jamestown Settlement on Own FREE TIME
Galleries, Introductory Film, Gift Shop**

5:00 p.m. Travel by Bus to Colonial Williamsburg

5:30 p.m. Dinner

7:30 p.m. Evening Program

DAY 2

ROAD TO REVOLUTION/GOVERNMENT INFLUENCES

OBJECTIVES FOR THE DAY

By visiting the Capitol, teachers will be able to:

- Compare Great Britain's and Virginia's 18th-century systems of bicameral government.
- Compare colonial Virginia's system of government with our modern United States government.
- Describe the function of Virginia's 18th-century judicial system.
- List the steps in the evolution of self-government in colonial Virginia.
- Investigate the effects of the Stamp Act, the Townshend Duties, and the Associations on Williamsburg and the colony of Virginia.

By visiting the Public Gaol, teachers will be able to:

- Discuss the role of the Public Gaol in Virginia's judicial system; investigate attitudes about incarceration in the 18th century.
- Describe various types of prisoners detained in the Public Gaol in the 18th century.
- Investigate the role of the gaoler's family.

By participating in the election activity and the court trial, teachers will be able to:

- Reconstruct procedures for electing Burgesses to sit in the Lower House of the legislative assembly by using primary source materials and role-play techniques.
- Identify county court procedures in 18th-century Virginia.
- Participate in an 18th-century court trial reenactment.

By visiting Bruton Parish Church, teachers will be able to:

- Identify the role of the established church in 18th-century Virginia and its connections to the British government.
- List responsibilities of Anglican parishioners and church leaders and vestry in 18th-century Virginia.
- Compare the 18th-century Anglican Church with dissenting denominations in Virginia.

By visiting the Governor's Palace, teachers will be able to:

- Determine the governor's role as the leader of British government and society in 18th-century Virginia.
- Identify 18th-century "high" English style evident in the Governor's Palace.
- Differentiate between "public business" and "private family" spaces in the Governor's Palace.

7:30 a.m.	Breakfast	
8:30 a.m.	The Seat of Colonial Government in Virginia Meet at the Capitol	Capitol
9:30 a.m.	Punishment in Colonial Virginia	Public Gaol
9:45 a.m.	Break & Walk to the Courthouse	
10:00 a.m.	The Seat of Local Government – Trials	Courthouse
10:40 a.m.	Explore Historic Area On Own Participate in Revolutionary City Events	FREE TIME
12:30 p.m.	Lunch	

1:30 p.m.	The Seat of Local Government -Elections	
2:00 p.m.	Religion in 18th-Century Virginia	Bruton Parish Church
2:30 p.m.	Break & Walk to the Governor's Palace	
2:45 p.m.	The Seat of Royal Government in Virginia	Governor's Palace
3:30 p.m.	Meet a Person of the Past	
5:15 p.m.	Dinner	
7:30 p.m.	Evening Program	

DAY 3

THE ECONOMY & TRADES

OBJECTIVES FOR THE DAY

By participating in the economics sessions, teachers will be able to:

- Identify the different economic opportunities available for families in urban and rural Virginia.
- Compare job opportunities available in 18th-century Williamsburg and throughout Virginia.
- Evaluate primary sources to identify the factors that led to successful businesses in the 18th century.
- Identify the processes used to cultivate and ship tobacco.
- Describe the marketing process used to sell tobacco; identify crop and transfer notes used to inspect and sell tobacco.
- Identify currency used in 18th-century Virginia.
- Defend economic choices made by families of all social levels in purchasing necessities and luxuries.

By visiting trade sites, teachers will be able to:

- Recognize various types of machines used by trades people in 18th-century Williamsburg.
- Describe several tradesmen and the goods and services that they produced.

7:30 a.m. Breakfast

8:30 a.m. An Introduction to Virginia's Colonial Economy
How Tobacco Moved the Economy

9:00 a.m. Virginia's Tradesmen & Merchants

9:20 a.m. Managing a Business: A Look at James Geddy

9:50 a.m. Visit Trade Shops on Own

FREE TIME

12:30 p.m. Lunch

1:30 p.m. Review Trade Shops

2:00 p.m. Meet a Person of the Past

2:30 p.m. Break

2:45 p.m. Buying & Selling Goods – Using Currency

4:15 p.m. Introduce the Rights and Controversies Debate

5:00 p.m. Dinner

DAY 4

FAMILY LIFE & SOCIAL GRACES

OBJECTIVES FOR THE DAY

By visiting the Benjamin Powell House, teachers will be able to:

- Compare gender roles within 18th-century families.
- Identify the hierarchical structure that existed within families during the 18th century.
- Describe the differences/similarities between the housing, entertainment (music, dance and games), clothing, family relations, work, and survival skills of African-American and European families with different economic and social backgrounds.
- Discuss the education of children in the 18th century.

By participating in Dressing the Part, teachers will be able to:

- Use primary sources in the identification of 18th-century clothing to differentiate between the lower, middling, and gentry levels of clothing.
- Compare the differences between men's and women's clothing.
- Determine how clothing was made in the 18th century; list four basic fibers used in the 18th century.
- Discuss production of women's and men's clothing for classroom use, using shortcuts suggested by the staff.

By participating in today's activities, teachers will be able to:

- Describe the differences/similarities between the housing, entertainment (music, dance and games), clothing, family relations, work, religion, and survival skills of African-American and European families with different economic and social backgrounds.
- Compare and contrast the lifestyles of urban, rural, skilled, unskilled, enslaved, and free Africans. Focus will include relationship with owner, resistance techniques, consequences of running away, and thoughts on freedom.
- Recreate a real 18th-century person based on primary sources to discover the "who, what, when, where, and why" about that person.
- Investigate a variety of primary sources: maps, inventories, wills, letters, political prints, etc., for use in the classroom.
- Examine the advantages and disadvantages of using primary sources: learn how to identify bias and point-of-view, where to find them, and how to use them in the classroom.

7:30 a.m. Breakfast

8:30 a.m. Walk to Powell House

8:45 a.m. Daily Life: The Middling Sort

Benjamin Powell House

10:30 a.m. Walk to Bruton Heights

11:00 a.m. Dressing the Part

Bruton Heights School

12:00 p.m. Lunch

1:00 p.m. Looking at Biographies: Matthew Ashby

1:45 p.m. Meet Ann Ashby

2:30 p.m. Break

2:45 p.m. African Americans in 18th-century Virginia

3:45 p.m. Travel by Bus to Randolph House

4:00 p.m. Daily Life: Gentry

Peyton Randolph House

5:30 p.m. Dinner

8:00 p.m. Evening Program

DAY 5

CHOICES FACING A NEW NATION

OBJECTIVES FOR THE DAY

By participating in the Rights and Controversies Debate, teachers will be able to:

- Investigate events leading to the Revolution and ultimate union of the colonies.
- Examine documents associated with these events.
- Determine how colonists' decisions affected their lifestyles in the months before the American Revolution.
- Debate how individuals' decisions brought the colonies to independence and established the framework for our democratic principles.

At the Yorktown Battlefield National Park, teachers will be able to:

- Discover the significant events surrounding this historic battle.
- Discuss factors affecting the outcome of the siege of Yorktown.
- Explore this historic battlefield, including several redoubts and Surrender Field.
- Interpret primary sources involving the siege of Yorktown to gain a better understanding of the battle.

7:30 a.m. Breakfast

8:15 a.m. Travel by Bus to the Capitol

8:30 a.m. Rights & Controversies Debate Hall of Burgesses

9:15 a.m. Break & Travel by Bus to Yorktown

**9:45 a.m. Yorktown Battlefield National Park
Museum, film, gift shop**

10:30 p.m. Bus Tour of Yorktown Battlefield National Park Redoubts 9 & 10

11:00 a.m. The British Surrender Surrender Field

11:30 a.m. Travel by Bus to Colonial Williamsburg

12:00 p.m. Summary of Workshop

12:15 p.m. Depart Williamsburg for Airport



The Colonial Williamsburg Foundation

"THAT THE FUTURE MAY LEARN FROM THE PAST"

February 26, 2010

To Whom It May Concern:

Colonial Williamsburg is pleased to enter into a Teaching American History partnership with the School District of Clay County. This partnership will assist your school system in producing the highest quality professional development in American history education for teachers. By using primary sources, artifact studies, and engaging teaching strategies, Colonial Williamsburg will help teachers bring excitement, relevancy, and vitality to the study of American history.

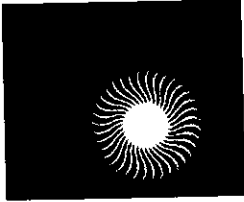
Colonial Williamsburg commits to provide a five day workshop for 30 School District of Clay County teachers for the first year of the grant, 2011. The workshop will emphasize historical content which includes early American 17th - and 18th - century political, economic, and social life. During the Institute, teachers will have the opportunity to exchange ideas with historians, meet character interpreters, study a broad range of primary sources and take part in re-enactments of 18th-century events. Interactive teaching techniques will be reviewed. Facsimile documents and instructional materials in a variety of media will be provided to participants to use in their classrooms. Colonial Williamsburg will provide double occupancy lodging, all meals, local transportation, a full schedule of presentations and programs, as well as a host of printed materials, educational resources, and teaching aides.

Colonial Williamsburg supports the Teachers Institute with an in-kind contribution of staff hours that includes the development of lesson plan materials, assembling of countless resources from the museum's collections, administrative coordination of the Institute, and the on-site faculty of historians, curators, archeologists, educators and interpreters.

A partnership between the School District of Clay County and Colonial Williamsburg will be a dynamic, ongoing relationship that will continue to yield results for years to come.

Sincerely,

Tab Broyles, Director
Teacher Development



THE GILDED AGE AND REFORM ERA: THE VIEW FROM FLORIDA

A Workshop Created for Clay County Teachers by the Florida Humanities Council
Funded by a USDOE Teaching American History Grant

Date TBD, 2013
St. Petersburg, Florida

Seminar Leader: Dr. Gary Mormino, Frank E. Duckwall Professor of History and Director, Florida Studies Program,
University of South Florida St. Petersburg

Seminar Coordinators: Ann Schoenacher, Director, Teachers Center, Florida Humanities Council
FCT Alumnus Coordinator

FUNDED BY A TEACHING AMERICAN HISTORY GRANT FROM:

ED.gov

U.S. Department of Education
Promoting educational excellence for all Americans.



SEMINAR SCHEDULE

Tuesday

Questions: In late nineteenth-century America, citizens, alarmed by the emergence of powerful corporations, the scale and size of cities, and the sheer numbers of new immigrants, asked questions that are relevant today: Who rules? Is it healthy for a small group of businessmen to control so much power? How should cities be designed to provide a proper balance between residence, leisure, and commerce? How do the concerns expressed toward the Italians, Jews, and Slavs of 1908 parallel contemporary anxieties over immigrants from South America and the Middle East?

11:00 am	Check-in
11:30 am	FHC Welcome and logistics
Noon	Lunch
1:00 – 2:15 pm	Participant Introductions using artifacts, photos, stories that connect participants to the topic of the seminar
2:15 pm	Break
2:30 – 4:30 pm	Overview and Introduction: Our lead scholar previews our exploration of the Gilded Age and Reform Era and uses that discussion as context for examining how the broad national themes were played out in Florida.
4:30 – 4:45 pm	Break
5:00 – 6:30 pm	“The Gilded Age, a Tale of Today -- Thirty-Five Years Later”: Dr. George Frein, Chautauqua scholar, Greenville, South Carolina, portrays Mark Twain. Out of character, Dr. Frein answers questions about Twain, his contemporaries, and the period.
6:30 -7:30 pm	Dinner
7:30 – 8:30 pm	Small group work: Teachers work in grade levels to brainstorm possible interdisciplinary lesson plans and other classroom projects related to the content of the workshop.

Wednesday

Questions: *The critic John Ruskin described architecture as “frozen music.” What does the Plant Hotel tell us about the designs and values of the Gilded Age? Why did Robber Barons such as Henry Flagler and Henry Plant erect such monumental buildings? What buildings would qualify as today’s counterparts to Plant’s and Flagler’s? How do they compare to the Ponce De Leon and Tampa Bay Hotels? How would you compare today’s wealthiest Americans with the Robber Barons?*

7:30 - 8:30 am	Breakfast
8:30 – 10:30 am	Architectural Tour of University of Tampa, formerly Henry Plant’s Tampa Bay Hotel
10:30 - 10:45 am	Break
10:45 -12:00 am	“Florida’s Robber Barons” with Professor Mormino
12:00 – 1:00 pm	Lunch
1:00 – 2:30 pm	“Reform and the Rise of America as a Great Power” with Dr. Julian Chambliss, Professor of History, Rollins College, Winter Park
2:30 – 2:45 pm	Break
2:45 – 4:15 pm	“Florida on the Move: Rural and Urban Life in Florida” with Professor Mormino
4:15 – 4:30 pm	Break
4:30 – 6:00 pm	“Labor in the American Novel” Focusing primarily on one turn-of-the-century novel, Theodor Dreiser's <i>Sister Carrie</i> , Dr. Stephanie Smith, Professor of English and American Studies, University of Florida , will explore the relationship between the changing nature of work, the work-place, immigration, class and gender from the Gilded Age to the turn of the 20 th century.
6:00 – 7:00 pm	Dinner
7:00 – 8:30 pm	Small group work: Teachers work in grade levels to develop plans that were brainstormed the previous evening.

Thursday

Questions: *How did immigrants and other minorities in Tampa and Florida respond to the changing patterns of race relations, most notably the rise of Jim Crow segregation after the Civil War? How did American workers, women, and immigrants respond to the challenges of industrialization? How did American novelists depict America in the midst of such upheaval and change?*

7:15 - 8:00 am	Breakfast
8:15 am	Bus departs for Ybor City
9:00 – Noon	“Immigrants in Nineteenth and Early Twentieth Century Florida” with Professor Mormino: Our first stop in search of the immigrant roots of the Tampa Bay area is the Ybor City State Museum for an introduction to a place where Cubans, Italians, African Americans, and other ethnic groups worked alongside each other during the late-nineteenth and early 20th centuries. We then depart for a walking tour of the Italian Club, the Centro, the Cuban Club, and the Centro Asturiano.

- 12:15 - 1:15 pm **Lunch**
Latam at the Centro
- 1:15 pm Return to St. Petersburg
- 2:15 – 3:45 pm **“Organized Labor and Industrial Warfare in the Gilded Age”**
Dr. Eric Morser, Professor of History at the University of Florida, will lead us as we explore the struggle of American workers to unionize and challenge the power of big business in the late-nineteenth century. We will explore the reasons why many workers began to organize during this era, the strategies and tactics they used to assert their interests in an often hostile world, and the contested memories of Haymarket Square and other critical events in the history of Gilded Age labor activism.
- 3:45 – 4:00 pm **Break**
- 4:00 – 5:30 pm **“The World or the Parish? Sara Orne Jewett and Willa Cather in the Gilded Age”**: Scholar, author, and Chautauquan, **Betty Jean Steinshouer** explores Jewett’s annual sojourns to St. Augustine, 1888 -1896, and Cather’s coming of age as a world traveler, 1890 – 1918. By rail and voyage, each inhabited an ever-expanding world. Out of character, Ms. Steinshouer answers questions about Cather, Jewett, their contemporaries and the period they inhabited.
- 5:30 – 6:00 pm Optional time to brainstorm with Chautauquan about using Chautauqua in the classroom.
- 6:00 – 7:00 pm **Dinner**
- 7:00 – 8:30 pm **Small group work**: Teachers work in grade levels continuing to develop their plans for interdisciplinary lesson plans and other classroom projects related to the content of the workshop.

Friday

Questions: How is the Gilded Age relevant to contemporary teachers? How did the Gilded Age shape Florida in the late 19th century? Is Modern Florida the setting for Gilded Age II? Does every generation create its own Gilded Age?

- 7:15 - 8:30 am **Breakfast**
- 8:30 – 9:00 am **Check out of rooms**
- 9:00 - 10:30 am **Wrap-up and synthesis**: **Professor Mormino** leads us in a consideration of the questions threading their way through the workshop.
- 10:30 – 10:45 am **Break**
- 10:45 – Noon **Reflective discussion** of workshop, classroom applications and projects.
Evaluations and distribution of in-service certificates and mementoes.
- Noon **Boxed lunch and departure**

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

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Eric J. Smith
Commissioner of Education



June 19, 2009

Dr. George Copeland
Clay County School District
900 Walnut St
Green Cove Springs, FL 32043-3199

Your indirect cost proposal for fiscal year 2009-2010 has been reviewed and the rate of 3.27% is approved with an effective date of July 1, 2009 through June 30, 2010.

If you have any questions please call Laura Castaño at (850) 245-9205.

Sincerely,

A handwritten signature in black ink, appearing to read "Jonathon Manalo".

Jonathon Manalo

JONATHON MANALO
CHIEF COMPTROLLER, BUREAU OF THE COMPTROLLER

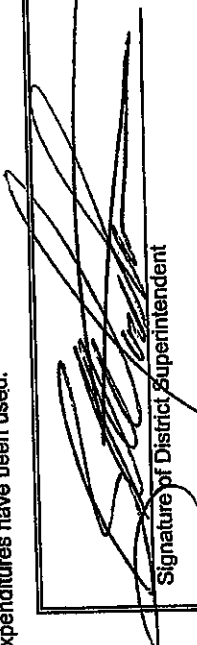
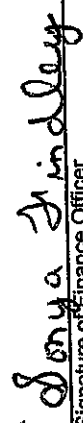
**DISTRICT SCHOOL BOARD OF CLAY COUNTY
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
PLAN B**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward	<u>3.27%</u>
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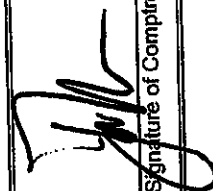

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2007-2008, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

 Signature of District Superintendent	 Signature of Finance Officer
15-May-09 Date Signed	May 15, 2009 Date Signed

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward	<u>3.27%</u>
---	--------------

These rates become effective July 1, 2009, and remain in effect until June 30, 2010, and will apply to all eligible federally assisted programs as appropriate.

 Signature of Comptroller, Florida Department of Education	 Date Signed
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DOE COMPTROLLER'S OFFICE
09 MAY 20 AM 9:06

February 14, 2010
To: Ben Wortham
From: Mary Ashmore
Re: Teaching American History Grant Program

MEMORANDUM OF UNDERSTANDING

In support of the Department of Education's Teaching American History Grant Program, eLearning Systems International, Inc. agrees to work with School District of Clay County and Discovering America's History in the following manner:

eLearning Systems International will provide the following during the project period

- Support for all colloquiums conducted by the TAH project
- Up to three on-site Historical Thinking Skills workshops as needed
- WebLessons Online Professional Development Courses (up to 8 courses per teacher per project year)
- On-site training and staff development in use of the Weblessons online learning system as needed
- Detailed evaluations and assessments for both teachers and students
- Online usage statistics reports

eLearning Systems International will provide the following in perpetuity at no additional cost

- Unlimited access rights to WebLessons online learning system (U.S. History units) for the participating teachers of the grant program
- Online training and support
- American history content Instructor's Guides
- Access to revisions and enhancements of the WebLessons online learning system
- National and state standards correlations

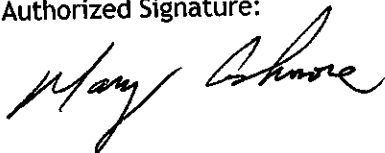
School District of Clay County and Discovering America's History will pay eLearning Systems International \$ 45,000 over the initial three-year life of the project in the following yearly amounts-

2010-2011	\$15,000
2011-2012	\$15,000
2012-2013	\$15,000

School District of Clay County and Discovering America's History will pay eLearning Systems International \$30,000 during the proposed final two years of the project in the following yearly amounts-

2013-2014	\$15,000
2014-2015	\$15,000

Authorized Signature:



Mary Ashmore
President/CEO
eLearning Systems International, Inc.

3616 Maple Avenue
Dallas, TX 75219

(214) 526-3700 • (800) 672-6988 • Fax: (214) 521-1021
Email: mary@learnersonline.com Web site: <http://www.elearningsystems.org>

February 23, 2010

Mr. Ben Wortham
Superintendent
Clay County School District
900 Walnut Street
Green Cove Springs, FL 32043

Dear Mr. Wortham:

On behalf of the Florida Humanities Council (FHC) and specifically the FHC Teachers Center, I am writing to endorse your application for the Teaching American History grant and to offer our support and participation in your program.

The Teachers Center supports the mission of FHC by delivering heritage and history resources to Florida's teachers in the form of professional development seminars. We are prepared to work with the Clay County School District to conduct professional development workshops on Colonial Spanish St. Augustine (a two-day workshop) and the Gilded Age in Florida (a three-day workshop). The titles of these two content-rich workshops are: *Between Columbus and Jamestown: Colonial St. Augustine* and *The Gilded Age and Reform Era: the View from Florida*. The agendas for the workshops for years one and three are enclosed. Our seminars and workshops engage leading scholars, experts in their fields, who, along with the teacher participants, examine critical questions and issues pertinent to their disciplines.

Since 1993, the Teachers Center program has served over 4,000 Florida teachers in its summer residential program, many more when all our programs are considered. Since 2004, we have served 1,000 teachers nationwide through the help of the National Endowment for the Humanities. In addition to the one-day and multi-day workshops we design, we have developed a website of resources for teachers on Colonial St. Augustine and are in the process of developing a similar website on the topic of Florida author Zora Neale Hurston. All Teacher Center programs are eligible for in-service credit through teachers' local districts and are aligned with the Sunshine State Standards.

We would be pleased to collaborate with you on the design and execution of the program, to marshal the statewide resources of the Florida Humanities Council, and to help advance the exploration of critical themes in the teaching of American History.

Sincerely,



Ann Schoenacher, Director, Teachers Center
Florida Humanities Council



Civil War Era Studies

300 North Washington St.
Campus Box 413
Gettysburg, Pennsylvania
17325-1486

Ben Wortham
School District of Clay County
900 Walnut Street
Green Cove Springs, FL 32043

Dear Mr. Wortham,

As the Director of the Civil War Era Studies Program at Gettysburg College I wish to affirm our support and commitment for the *Teaching American History* grant proposal. A proposal such as yours that focuses on the American Civil War could find no place in America more appropriate to act as host than Gettysburg College. Situated on the Gettysburg battlefield the College's facilities, staff, and location make it the ideal partner for a program designed to improve the knowledge and teaching skills of American teachers in this critical period of American history.

The Civil War Era Studies program is uniquely qualified to provide the historical expertise and content support envisioned in your grant proposal. We have the ability to use Gettysburg National Military Park as well as the numerous area National Park Service military and historic sites as interactive classrooms taking the study of the military aspect of the war beyond the sterile classroom environment and into a place where history quite literally comes alive. We enjoy a close working relationship with the staff of these sites and if appropriate, we could bring their considerable expertise and documentary resources to this program. Our excellent library includes a small, but impressive archival/special collections branch with a variety of unique Civil War era documents. We also have an impressive microfilm collection covering the war and the antebellum period. Our staff and resources not only provide the learning environment for a solid Civil War Era minor, but also provide the structure for the Gettysburg Semester, an off-campus domestic studies program that brings students to Gettysburg each fall for a four month, in-residence immersion in the American Civil War. These same resources would be made available to the consortium and would more than meet its needs.

If this grant proposal is ultimately funded the CWES program at Gettysburg College will lend its talented staff, considerable resources and national reputation to the program. In addition to the technology-based classrooms available for consortium use, our scholars can direct seminars and lead any type of experiential learning session that may be required. Please accept this letter as our unequivocal endorsement of your grant proposal. Should you require any additional information or assistance, please do not hesitate to contact me.

Best wishes...

(Dr) Allen C. Guelzo
Director, Civil War Era Studies and THE GETTYSBURG SEMESTER

COLONIAL WILLIAMSBURG EDUCATIONAL STAFF

William E. (Bill) White is the Theresa A. and Lawrence C. Salameo Director of Educational Program Development for the Colonial Williamsburg Foundation. He leads the Colonial Williamsburg Teacher Development initiative, the Emmy-winning *Electronic Field Trip* series, and an extensive publishing initiative that provides lesson plans, primary sources, and activity kits for the classroom. Dr. White wrote and produced the *Colonial Williamsburg Primary Sources* CD-ROMs for grades 1–3 and grades 4–6 with Pearson Scott Foresman, which won awards from *Media and Methods* and *Technology and Learning* magazines. He also authored Pearson Scott Foresman's *History-Social Science for California* for grades K–5, and currently heads the development of a secondary education American history curriculum entitled *The Idea of America*. Dr. White completed his undergraduate work in history at Christopher Newport University and earned a doctorate in American Studies at the College of William and Mary.

Tab Broyles is Colonial Williamsburg's Director of Teacher Development. She supervises the Teaching American History Conferences and also teaches classroom strategies at the conferences. She earned a BA and an MA from the College of William and Mary. Since 1985, Ms. Broyles has been at Colonial Williamsburg, holding numerous positions in the Historic Area and in our educational outreach division. Ms. Broyles opened the Educational Resource Center at the Visitor Center; she also developed and managed the Colonial Williamsburg Teacher Institute. She has spoken at National Council of Social Studies meetings and worked with over 100 federally funded partners in the Teaching American History grant program. Teacher development programs have grown from working with 350 teachers in 2000 to involving over 1,500 teachers in 2009.

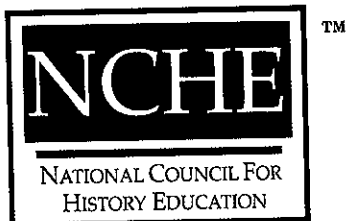
Kelly Brennan is a Teacher Development educator who has been active in Colonial Williamsburg's historical interpretation for over ten years. She also teaches undergraduate courses at William and Mary. She earned her BA at Rutgers and her MA at the College of William and Mary, where she is now working on her PhD in history.

Bill Fetsko is an instructional specialist and member of the Teaching American History Conferences and other teacher development teams. He earned a BA from SUNY, Binghamton; an MS from State University College in Cortland, NY; and an EdD from the University of Colorado, Boulder. He began his 35-year career in public education as a high school history teacher. He also held positions as district social studies supervisor and curriculum coordinator. Bill has been a textbook consultant and held numerous consulting positions with the New York State Education Department. He received the Lifetime Achievement Award from the New York State Council for the Social Studies in 1997.

John Hamant performs as an actor/character interpreter with the Teaching American History Conferences. He holds a BA and MA from the University of Arizona. John has held the positions of senior archaeologist, character interpreter, director of evening and special programs, and director of special events for Colonial Williamsburg. As a character interpreter he has developed the personages of Lord Botetourt, Peyton Randolph, John Greenhow, Lewis Burwell and others. In 1994, John developed a portrayal of Franklin Delano Roosevelt and continues to portray Roosevelt for various programs. Semi-retired, John works as a writer, consultant, character interpreter and performer in evening programs.

**Teaching American History Grant
Five Day Workshop for 30 Teachers
School District of Clay County**

Colonial Williamsburg Staff Salaries	\$ 6,256
Travel (Hotels-Double Occupancy, three meals per day, and local transportation)	\$22,358
Admission Tickets (Includes daily admissions and two evening programs)	\$ 3,300
Educational materials (Lesson plans, workshop CD-ROM, facsimile primary sources that include newspapers, artifacts, and broadsides, digital media)	\$ 7,200
Postage	\$ 150
Total Workshop (30 teachers, 5-Day Workshop)	\$39,264
Total per Person	\$ 1,309
Total per Person per day	\$ 262



The National Council for History Education (NCHE) assembles History Colloquium Leadership Teams from the following list of historians, history education specialists, and master classroom history teachers. Each team works together to plan and deliver an agenda that fits the colloquium topic and helps teachers deepen their content knowledge of American history.



Elliott West
University of
Arkansas



Gerry Kohler
2006 Preserve
America History
Teacher of the Year



Spencer Crew
George Mason
University



Carol Berkin
Baruch College,
CUNY Graduate
Center



Fritz Fischer
University of
Northern Colorado



Phil Nicolosi
2007 Gagnon
Prize Winner

Adams, Sean – University of Florida
Anderson, Fred – University of Colorado - Boulder
Andrews, Thomas - University of Colorado - Denver
Beaty, Mary – Jeffco Public Schools (CO) retired
Berkin, Carol - Baruch College, CUNY Graduate Center
Black, Allida - George Washington University
Bolton, Charles – University of North Carolina, Greensboro
Brown, Sarah Drake - Ball State University
Buckley, Susan W. - Author
Burke, Flannery – St. Louis University (MO)
Byrd, David - Elk Grove Unified School District (CA)
Cameron, James - Saline High School (MI)
Carey, Ryan J. - Bard College at Simon's Rock (NY)
Cayton, Andrew – Miami University (OH)
Chu, Jonathan M. - University of Massachusetts, Boston
Citino, Nathan – Colorado State University
Clark, Linda - Padua Franciscan High School (OH)
Connors, Thomas - University of Northern Iowa
Crew, Spencer - George Mason University (VA)
Damon, Allan - Horace Greeley High School, (NY) retired
Daniels, Julie - New York State Archives
Davidson, James West – Historian, Author
Denenberg, Dennis – Millersville University, (PA) retired
Drake, Frederick D. - Illinois State University, emeritus
Errico, Charles - Northern Virginia Community College
Evans, Lucinda - French Middle School (KS)
Festi, Maureen - Stafford Elementary School (CT)
Fischer, Fritz - University of Northern Colorado
Fox, JoAnn - Cumberland Elementary School, (IN) retired
Franks, Betty B. - Maple Heights High School, (OH) retired
Frantz, Edward O. - University of Indianapolis
Freitas, Frederick C. – Elizabeth Seton Academy (MA)
Green, Colin – George Washington University
Green, Theodore D.R. - Webster University
Gruenwald, Kim M. - Kent State University
Hakim, Joy – Author
Hansen, Judith – Jeffco Public Schools, (CO) ret.
Holton, Woody - University of Richmond
Horton, James O. – George Washington University
Horton, Lois – George Mason University
Hutchinson, Mary (Marcie) – Arizona State University
Jackson, Kenneth T. - Columbia University
Jacobs, Al - Wiregrass History Consortium (GA)
Jacobs, Teresa – Wiregrass History Consortium (GA)
Johnston, Robert D. - University of Illinois at Chicago
Kennedy, David – Stanford University
Kieran, Dave – George Washington University
Kinnard, Isabelle - Council for America's First Freedom
Kohler, Gerry - VanDevender Junior High School (WV)
Kuroda, Tadahisa - Skidmore College, (NY) emeritus
Landers, David - Azusa Pacific University

Leibiger, Stuart - LaSalle University (PA)
Leichtle, Kurt - University of Wisconsin, River Falls
Lesh, Bruce A. - Franklin High School (MD)
Long, Kelly – Colorado State University
Lytle, Mark – Bard College (NY)
McClinton, Rowena - Southern Illinois University Edwardsville
McLaren, Judith – Jeffco Public Schools, (CO) ret.
McNeill, James W. - Silver Bluff High School (SC)
Miller, Margaret - Kanawha County Schools, (WV) retired
Musbach, Joan W. - Ladue School District (MO)
Newman, Pamela - Regis University(CO)
Nickelson, Jesse – District of Columbia Public Schools
Nicolosi, Phil J. - West Morris Central High School (NJ)
Norton, Mary Beth - Cornell University
Obrochta, William B. - Virginia Historical Society
Pateriya, Alka – Westat, Inc.
Perdue, Theda - University of North Carolina
Pinsker, Matthew - Dickinson College (OH)
Pitcaithley, Dwight - New Mexico State University
Price, Clement - Rutgers University, Newark
Rabb, Theodore K. - Princeton University, emeritus
Recchiuti, John - Mount Union College (OH)
Regina, Karen – University of Cincinnati (OH)
Riley, Brian - Vacaville High School (CA)
Rydell, Robert - Montana State University
Scarborough, Elizabeth - Austin Elementary School (GA)
Selverstone, Marc J. - University of Virginia
Shoob, Sara – Fairfax County Public Schools, (VA) retired
Sink, Christine - Hockinson Middle School (WA)
Smoak, Greg E. - Colorado State University
Smock, Ray - Byrd Center for Legislative Studies (WV)
Snell, Mark – Shepherd College (WV)
Spoehr, Luther - Brown University
Steiner, Dale - California State University, Chico
Strand, Peter – Irving Elementary School (MT)
Taylor, Annette (Nancy) - St. Michael School, (OH) retired
Terry, Shelley – Fairfax County Public Schools (VA)
Toyias, Danice Rolleri - Bozeman Public Schools (MT)
Tran, Margaret - West Springfield High School (VA)
Usner, Daniel – Vanderbilt University
Van Eck, Dale - Colonial Williamsburg Foundation
Viola, Herman – Smithsonian Institution, retired
Wakefield, Laura - Florida Virtual School
Walsh, Michael - West Morris Central High School (NJ)
Waring, Scott – University of Central Florida
Wei, William – University of Colorado - Boulder
West, Elliott - University of Arkansas
Westhoff, Laura - University of Missouri, St. Louis
Winkler, Alan M. - Miami University (OH)
Wood, Gordon - Brown University
Wrobel, David – University of Nevada – Las Vegas

*Signed Letters of Commitment and Bios for the above listed individuals as well as other
NCHE presenters are on file at the NCHE office: 7100 Baltimore Avenue, Suite 510, College Park, MD 20740*

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CURRICULUM VITAE

Personal History

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Educational History

Bachelor of Arts in Education, Summa Cum Laude, University of North Florida, Jacksonville, Florida, 1996
Masters of Arts in History, University of North Florida, Jacksonville, Florida, 1999
Education Specialist, Teaching and Learning Social Studies Major, University of Florida, Gainesville, Florida, 2004

Professional Experience

- 2005 – Present Florida Virtual School, Orlando, Florida
AP Micro and Macroeconomics, Honors Economics
NBCT Mentor for Candidates seeking National Board Professional Teacher Certification
Developed online Macroeconomics course
- 2003 – 2005 University of Florida, Gainesville, Florida and St. Leo University, Palatka Campus, Florida
Adjunct lecturer for elementary methods social studies and secondary social studies internship
courses
- 2000 – 2005 Clay High School, Green Cove Springs, Florida
Social Studies teacher of Advanced Placement (AP) United States History, AP Micro and
Macroeconomics, AP Human Geography, and Honors History
Responsibilities include performing as: Peer Teacher for 1st Year Teacher, Intern Directing Teacher,
Social Studies Technology Representative, Junior and Senior Class Sponsor and Student Council
Sponsor, Clay High Leadership Team Member, School Advisory Chair, and NBCT Mentor for
Candidates seeking National Board Professional Teacher Certification. Panel Member,
Superintendent's Forum on Education, April 2002
- 1998 – 2000 Lakeside Junior High School, Orange Park, Florida
Social Studies teacher of 8th grade U.S. History and 7th grade World Geography. Responsibilities
included performing as: SAC Chairperson and Cheerleader Sponsor. Nominated for LJHS Teacher
of the Year, 1999-2000.
- 1996 – 1998 Wilkinson Junior High School, Middleburg, Florida
Social Studies teacher of 7th grade World Geography.
Responsibilities included performing as: Pilot for Block Scheduling for Low Performing Students
and National Junior Honor Society Sponsor.

Professional and Scholarly Organizations: Membership, Service

Content Expert, Item Analysis Committee for State of Florida Teacher Certification Exam (2008)
New Generation Sunshine State Standards Social Studies Writer, Economics (2008)
9-12 Social Studies State Textbook Adoption Committee A (2004 Adoption)
Past Member of the Governing Board – Membership Committee Chair -- NCSS
Past Historian, Florida Council for the Social Studies
Member, Phi Kappa Phi National Honor Society
Past Vice President, Programs, Phi Delta Kappa

Professional and Scholarly Organizations: Awards

Florida Council for the Social Studies Clay County Teacher of the Year 2003-2004

Clay County Teacher of the Year, 2003

Clay High School Teacher of the Year, 2003

Chamber of Commerce Club Clay High School Spotlight Teacher 2000-2001

National Board for Professional Teaching Standards (NBPTS)

Achieved National Board Teacher Certification in Early Adolescence Social Studies – History, 2000

Who's Who Among American Teachers, 2003 - 2006

Professional References

Dr. Brian Marchman, Learning Community Leader, 2145 Metro Center Boulevard, Suite 200, Orlando, Florida

Dr. Sharon Johnston, Senior Associate Advanced Placement, 2145 Metro Center Boulevard, Suite 200, Orlando, Florida

Mr. Peter J. McCabe, Principal, Clay High School, 2025 Highway 16 West, Green Cove Springs, Florida

DR. DENISE ILEANA BOSSY

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Jacksonville, FL 32224
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ACADEMIC EMPLOYMENT

Assistant Professor of History, History, University of North Florida, 2007-present.

Visiting Lecturer of History and American Studies, Trinity College, Hartford, CT, 2005-2007.

Instructor and Teaching Assistant, Department of History, Yale University, 2000-2005.

Admission Officer, Princeton University, 1995-7.

EDUCATION

Ph.D., History, Yale University, 2007.

Dissertation: *The "Noble Savage" in Chains: Indian Slavery in Colonial South Carolina, 1670-1735.*

Committee Members: John Demos, John Mack Faragher, Stuart Schwartz

M.Phil. with distinction, History, Yale University, 2002.

M.A., History, Yale University, 1999.

B.A., Magna cum Laude, History and African American Studies, Princeton University, 1995.

PUBLICATIONS

Current Book Project: *Indian Slavery in the Colonial Southeast, 1500-1763* (working title).

Indian Slavery in Southeastern Indian and English Societies, 1670-1730. In *Indian Slavery in Colonial America*, edited by Alan Galloway, University of Nebraska Press, 2010.

"Captivity and Slavery in the Sixteenth Century." In *American Centuries: The Ideas, Issues, and Trends that Made U.S. History*, Vol. 1, edited by Karen Kupperman. Facts on File, forthcoming.

"Race Relations in the Seventeenth Century." In *American Centuries: The Ideas, Issues, and Trends that Made U.S. History*, Vol. 2, edited by John Demos. Facts on File, under contract.

"Indian Slavery." In *Encyclopedia of Race and Racism, Vol. 2*, 163-6. Detroit: MacMillan Reference USA/Thomas Gale, 2008.

SELECT PRESENTATIONS

- "The Path to Florida": Indian Slavery and the Fight for the Spanish Borderlands.* The Kingsley Plantation, November 2008.
- Forgotten Kindnesses: The Spaces between Marriage and Slavery for Southeastern Indian Women.* Berkshire Conference of Women Historians, June 2008.
- A Slave or A Wife?: Gender and the Enslavement of Indians in the Colonial Southeast.* Organization of American Historians, Annual Conference, March 2008.
- Lamhatty in Two Worlds: Indian Slavery in Southeastern Indian and English Societies.* USC-Huntington Library American Origins Seminar, March 2007.
- "The Path to Florida": Negotiating Kin Identities and Political Alliances in the Southeastern Borderlands.* Presented at the American Society for Ethnohistory, November 2005. Panel organizer, *Indigenous Spaces, Imperial Borderlands.* Chair: Eric Hinderaker.
- Captivity and Indian Slavery in South Carolina: Indigenous and Atlantic Contexts, 1660-1700.* Omohundro Institute of Early American History and Culture Colloquium, August 2005.
- The Chain of Friendship: Indians and Empire in Colonial South Carolina,* working paper presented at the 10th Anniversary Conference of the International Seminar on the History of the Atlantic World: Soundings, Cambridge: Harvard University, August 2005.
- Indian Slavery Beyond Captivity in Colonial South Carolina.* Presented at *Beyond Colonial Studies: An Inter-American Encounter*, November 2004.
- A White Eagle Wing and a Yamasee Boy: Indian Slavery in South Carolina after the Yamasee War,* working paper presented at the Harvard International Seminar on the History of the Atlantic World, 1500-1825: Indigenous Cultures, Cambridge: Harvard University, August 2004.
- Diplomacy on the Southern Frontier: Indian Slavery After the Yamasee War.* Presented at the Yale Group for the Study of Native America, February 2004.
- The "Noble Savage" in Chains: Indian Slave Identity in Colonial Carolina.* Presented at the annual meeting of the Omohundro Institute of Early America, June 2003. Panel organizer, Indians, Servants, and Slaves. Chair: Philip D. Morgan.
- "what Slaves we take to be our own of Indians": Indian Slavery & the Great Exchange of People in Colonial Carolina, 1660-1732.* Presented at the annual Meeting of the Southern Historical Association, November 2002. Panel organizer, Indian Slavery in Colonial Southern History and Society. Chair: Alan Galloway.
- From Cannibals to Commodities: English Descriptions of Indian Enslavement in Colonial Carolina.* Presented at the John Carter Brown library fellows luncheon, August 2002.

SELECT AWARDS AND FELLOWSHIPS

NEH Summer Institute, summer 2005.

Research Fellow, John Nicholas Brown Center (Brown University), 2002-2003.

The Michael Kraus Research Grant, The American Historical Association, 2002-3.

Helen Watson Buckner Memorial Fellowship, John Carter Brown Library, Brown University, 2002-3.

John F. Enders Fellowship, Yale University, 2002.

Dissertation Grant, Lamar Center for Frontier Studies, Yale University, 2001-2002.

Research Grant, Phillips Fund for Native American Research, American Philosophical Society, 2001.

Pew Summer Research Fellowship, The Institute for the Advanced Study of Religion at Yale, summer 2001.

REFERENCES

John Demos, Samuel Knight Professor of History, Yale University.

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John Mack Faragher, Arthur Unobskey Professor of American History, Yale University.

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Alan Galloway, Warner Woodring Chair in Atlantic World and Early American History, The Ohio State University. galloway.1@osu.edu, office: (614) 292-5479.

MICHAEL GANNON

Michael Gannon is Distinguished Service Professor Emeritus of History at the University of Florida. Born in Oklahoma, he attended high school in St. Augustine, Florida. He holds graduate degrees from Catholic University in Washington, D.C., the Universite de Louvain in Belgium, and the University of Florida. Dr. Gannon has had a long interest in the Spanish colonial history of Florida, about which he has written extensively. Two of his books, *Rebel Bishop* (1964, reprinted 1997) and *The Cross in the Sand* (1965, reprinted 1999) treat of the early history of the Catholic Church in the state. He is co-author of two other books and a contributor to numerous others on the region, including *Spanish Influence in the Caribbean, Florida and Louisiana, 1500-1800*, published at Madrid, Spain, and *The Hispanic Experience in North America*, published by the Ohio State University.

In the area of naval and military history, HarperCollins in New York published Dr. Gannon's 1990 book, *Operation Drumbeat*, a history of Germany's first U-boat operations along the American coast in World War II. The book became a national best seller and the subject of a National Geographic Explorer program which won an Emmy as the Best Historical Program of 1992. Foreign language editions were published in Germany and Japan.

His *Florida: A Short History* was published in 1993 by the University Press of Florida, and a revised and updated edition was published in 2003. In 1994 HarperCollins published his *Secret Missions*, a Florida-based historical novel set in World War II, which was chosen by Readers Digest Condensed Books. In 1996 he edited and contributed to *The New History of Florida*, the first comprehensive history of the state in a quarter of a century.

In May 1998 HarperCollins published Dr. Gannon's book, *Black May*, about the Allies' defeat of the German U-boat fleet in May 1943. It became a Main Selection of the History Book Club and an Alternate Selection of the Book of the Month Club. Foreign publication rights were purchased in the United Kingdom, Germany, and China.

In 1997 he was featured as a commentator on the history of German U-boat warfare on the three-hour television documentary, "The U-Boat War," produced by ITN in London and shown in this country on the Discovery Channel.

In 2001 Henry Holt and Company published his latest book *Pearl Harbor Betrayed*, which has been called "the most authoritatively researched and documented book yet written" on the Japanese attack of December 7, 1941.

Dr. Gannon's two-act stage play, "Marjorie Kinnan Rawlings on Trial," had its premiere performance at the Theater Center in DeLand, Florida in July 1997.

Numerous of his articles on history, religion, military affairs, and ethics have appeared in national journals and magazines. In the summer of 1968 he served in Vietnam as a war correspondent for the journal *America* and the National Catholic News Service. He is the author of the historical article on "The Catholic Church in the United States" that appears in the latest edition of the *Encyclopedia Americana* and of another article under the same title that appears in the *Encyclopedia of Southern History*. He wrote the article on the history of the State of Florida that appears in the latest *Microsoft Encarta Encyclopedia*. He has lectured widely in this country, Spain, Germany, Italy, Mexico, Canada, and the Caribbean. And he speaks regularly to government, leadership, history, literary and library groups throughout the state of Florida.

From 1975 to 1987 he conducted a weekly half-hour PBS television program, "Conversation," on which he interviewed distinguished professors and notable visitors to the Florida campus.

His awards and recognitions include the following: election to Phi Beta Kappa; Phi Kappa Phi; Omicron Delta Kappa; and Florida Blue Key. In 1971 he was honored as "Citizen of the Year" (Community Service Award) in Gainesville. The Florida Historical Society awarded him the first Arthur W. Thompson Prize in Florida History. In 1978 he was named "Teacher of the Year" in the College of Liberal Arts and Sciences. In 1979 the University of Florida National Alumni Association awarded him its first Distinguished Alumni Professorship in recognition of "the impact that he has had on students' lives and careers."

In June 1990 the King of Spain, Juan Carlos I, conferred on him the highest academic award of that country, Knight Commander of the Order of Isabel la Catalica.

In 1997 he was elected to the Board of Directors of the Florida Humanities Council.

In 2000 he was named by *The Gainesville Sun* one of the 50 most "notable citizens" of Gainesville and north central Florida during the 20th century. In 2004 he was awarded a Lifetime Achievement Award by the Florida Historical Society.

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Current Position

Associate Professor of History, George Mason University, 1996-
Associate Director, Center for History and New Media, George Mason University

Education

Ph.D. University of California, Berkeley, December 1988
M. A. University of California, Berkeley, May 1984
B. A. Temple University, Philadelphia, PA, May 1981

Major Publications

- *Face Value: The Entwined History of Money and Race in America*
(under contract with the University of Chicago Press for publication
in 2010)
- With James Cook and Lawrence Glickman eds., *The Cultural Turn in US History*,
Chicago 2008
- *Keeping Watch: A History of American Time*, Viking, 1990.

Electronic Publications

- "Free Silver and the Constitution of Man: The Money Debate and Immigration at the
Turn of the Century," in *Common-Place* (www.common-place.org, v. 06, n. 03, April
2006)
- With Roy Rosenzweig and the American Social History project, *Who Built America? V.*
II (CD-Rom edition), December 1999

Articles and Review Essays

- "Rags, Blacking, and Paper Soldiers," in James Cook, Lawrence Glickman, and Michael
O'Malley eds., *The Cultural Turn in U.S. History* (Chicago 2009)
- "The Alchemy of Blood and Money in 1896," forthcoming in *The State of Cultural
History* Chicago 2007
- "That Busyness Which is Not Business: Nervousness and Character
at the Turn of the Last Century," in *Social Research* Summer 2005
- With Roy Rosenzweig, "Brave New World or Blind Alley: American History on the
World Wide Web," in *Journal of American History*, (June 1997)
- "Specie and Species: Race and the Money Question in 19th Century America," and
"Response to Nell Irvin Painter," both in *American Historical Review* 99 (April 1994)
- With Andrew McMichael and Roy Rosenzweig, "Historians and the Web: A Beginner's
Guide," in *Perspectives*, January 1996

New Media Projects

- Lead Historian, Historical Thinking Matters (<http://historicalthinkingmatters.org>),
awarded the 2008 James Harvey Robinson Prize of the American Historical Association

Web-Based Courses

- "The Declaration of Independence in Translation" at <http://chnm.gmu.edu/declarations>

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- "Magic, Illusion and Detection in Turn of the Century America," at <http://chnm.gmu.edu/courses/magic>
 - "Between the Wars: The US 1919-1940," at <http://chnm.gmu.edu/courses/hist409>
 - "The United States, 1865-1877," at <http://chnm.gmu.edu/courses/122>
 - "Jacksonian America," at <http://chnm.gmu.edu/courses/jackson>
 - History 122, US since 1865, at <http://chnm.gmu.edu/courses/122>
- Other Recent New Media Projects
- Lead Historian, "Teaching American History," a year long intensive seminar for Montgomery County, MD public schools, 2008-2008, 2008-2009 (<http://chnm.gmu.edu/mcpstah>)
 - "Making Effective Use of Digital History," Presented at University of Michigan, Ann Arbor, April 13 2006
 - "Historical Thinking Matters," (<http://www.historicalthinkingmatters.org>)
 - Presentations at "Teaching American History" seminars in Loudon, Alexandria, Prince William and Fauquier counties, 2001-2006
 - Summer 1999.
 - 1998-99. Co-Directed "Technology Across the Across the Curriculum," a George Mason University initiative designed to introduce new media methods to history classes. Worked with 18 Mason Faculty members developing assignments that make use of new media
 - Directed two-day training session for High school teachers participating in an NEH summer Seminar on reconstruction. Introduced them to historical materials on the web and to the preparation of web pages. (August 1998)
 - April 1998 Served as referee for American Memory Fellows Program, Library of Congress.
 - July 1996: Participated in "New Media Classroom," an NEH summer seminar directed by the American Social History project. Did presentation on my own web work and assisted participants in the construction of web pages and in mastery of web browsing.
 - August 1997: Conducted two day training session for middle and high school teachers in Alexandria, VA. Session included mastery of web browsers, web page construction, and survey and analysis of sites useful to teachers
 - May 1997: Conducted two day training session for middle and high school teachers in Manassas, VA. Session included mastery of web browsers, web page construction, and survey and analysis of sites useful to teachers

GARY R. MORMINO

Education

B.A. Millikin University, 1969
Ph.D. University of North Carolina, 1977

Employment

Instructor, 1974-1977, Millikin University
Assistant and Associate Professor, 1977-1987, University of South Florida
Università di Roma, Italy, 1980-81
Professor, 1987-present, University of South Florida
Frank E. Duckwall Professor of Florida History, 1997 - present

Publications: Books/Monographs

Immigrants on the Hill: Italian Americans in St. Louis, 1882-1982 (University of Illinois Press, 1986). Revised ed. with new introduction, University of Missouri Press, 2002.

Tampa (Tulsa: Continental Heritage Press, 1983).

The Immigrant World of Ybor City: Italians and their Latin Neighbors, 1886-1986 (University of Illinois Press, Ellis Island Series, 1987). With George Pozzetta. Revised with new introduction. University Press of Florida.

Spanish Pathways in Florida, 1492-1992, (Englewood: Pineapple Press, 1991) Co-edited with Ann Henderson.

Hillsborough County Goes to War: The Home Front, 1940-1950 (Tampa: Tampa Bay History Center, 2001)

Land of Sunshine, State of Dreams: A Social History of Modern Florida (Gainesville: University Press of Florida, 2005).

Publications: Articles, Chapters, etc.

"Over Here: St. Louis Italo-Americans and the First World War," *Bulletin of the Missouri Historical Society* XXX (October 1973), 44-53.

"The New Ethnic History," *South Atlantic Urban Studies* IV (Fall 1979), 303-312.

"Heal Thyself! Oral Histories and the Pursuit of Tampa's Latin Heritage," *Trends in Social Education* 26 (Fall 1980), 8-15.

Publications: Articles, Chapters, etc. (continued)

- "A House on the Hill: Mobility Patterns in an Italian Neighborhood," *The Maryland Historian*, (Fall 1980), 13-25.
- "Lombard Roots: The Rites of Passage and Neighborhood Formation," Gateway Heritage I (Winter 1980), 1-15.
- "The Immigrant Editor," *The Journal of Ethnic Studies*, 9 (Spring 1981), 81-86.
- "The Hill Upon a City: The Evolution of an Italian Neighborhood in St. Louis," in Robert Harney, editor, *Little Italies in North America* (Toronto: The Multicultural History Society of Ontario, 1981), 141-65.
- "Tampa and the New Urban South: The Weight Strike of 1899," *Florida Historical Quarterly* LX (January 1982), 337-56.
- "'We Worked Hard and Took Care of our Own': Oral History and Tampa's Italian Immigrants," *Labor History*, (Summer 1982), 395-416.
- "The Playing Fields of St. Louis: Sports and Ethnicity in an Italian Neighborhood, 1925-41" 25 *Journal of Sport History* (Summer 1982), 5-19.
- "La Collina Sulla Città: Evoluzione di una Comunità a St. Louis, 1882-1950," *Storia Urbana* IV (giugno 1982), 97-122.
- "Tampa Since 1945," in Richard Bernard and Bradley Rice, ed., *Sunbelt Cities Since 1945* (Austin: University of Texas Press, 1983), 138-161.
- "Immigrant Women in Tampa: The Italian Experience, 1890-1930," with George Pozzetta, *Florida Historical Quarterly* (Jan. 1983), 296-312. Reprinted in *The Way We Lived*, ed., Frederick Binder and David Reimers (D.C. Heath, 1988), 89-98.
- "A Requiem for Ybor City," *Miami Herald*, July 4, 1982.
- "Spanish Anarchism in Tampa, Florida, 1886-1931," in *Struggle a Hard Battle: Essays on Working-Class Immigrants*, Dirk Hoerder, ed. (Northern Illinois University Press, 1985), 170-198.
- "Concord and Discord: Italians and Ethnic Interaction in Tampa, Florida, 1886-1931," with George Pozzetta, in *Italian Americans: New Perspectives in Italian Immigration and Ethnicity*, ed., Lydio Tomasi (New York: Center for Migration Studies, 1985), 341-357.

Publications: Articles, Chapters, etc. (continued)

- "The Italians" and "The Spanish," in *The Encyclopedia of Southern Culture* (Chapel Hill: UNC Press, 1989), 434-441.
- "Reflections on the Millennium," in *Threads of Traditions Along The Gulf Coast*, ed., Ron Evans (Pensacola: Gulf Coast History and Humanities Conference, 1986), 166-86.
- "Roadsides and Broadsides: A History of Florida Tourism," in *Essays in Florida History* (Tampa, 1987), 14-20.
- "Rediscovering the 1930s: The WPA and the Federal Writers' Project," *Perspectives: American Historical Association Newsletter* (Fall 1987), 11-12.
- "Concordia e discordia: gli italiani," in *La Popolazione di origine negli stati uniti* (Torino, 1987), 269-81.
- "From Dixieland to Dreamland: A Demographic and Cultural Profile of Florida, 1880-1980," with Ray Arsenault, in *Shades of the Sunbelt: Essays on Ethnicity, Race, and the Urban South* (Westport, CT: Greenwood Press, 1988), 161-193.
- "Florida Slave Narratives," *Florida Historical Quarterly* 66 (April 1988), 399-419.
- "Italian Immigrants and the American Catholic Church," *Studi Emigrazione* (March 1989), 95-109.
- "Peninsular Florida," in *The Encyclopedia of American Social History*, 3 vols. (NY: Scribner's Sons, 1993), II, 1059-1069.
- "A River of Peace? The South Florida Frontier in the Nineteenth Century," *Florida Historical Quarterly*, 70 (July 1990), 55-69.
- "'The Reader Lights the Candle': Cuban and Florida Cigar Workers' Oral Tradition," with George Pozzetta, *Labor's Heritage* V (Spring 1993), 4-28.
- "Trouble in Tourist Heaven" Florida Humanities Council *Forum* XVII (Summer 1994), 11-14.
- "GI Joe Meets Jim Crow: Racial Violence and Reform in World War II Florida," *Florida Historical Quarterly* 74 (July 1994), 23-42.
- "Florida's Gilded Year, 1886," *Gulf Coast Historical Review*, 9 (Fall 1994), 30-44.

Publications: Articles, Chapters, etc. (continued)

- "World War II," and "The Big Change in the Sunshine State: A Social History of Modern Florida," (with Raymond Mohl), in Gannon, ed., *The New History of Florida* (Gainesville: University Press of Florida, 1996), 323-344, and 418-448.
- "Midas Returns: Miami Goes to War, 1941-1945," *Tequesta* LVII (1997), 5-53.
- "The Liberation of Southern Italy: Italian-American Perspectives," in *Italy and America, 1943-44* (Napoli, Istituto Italiana, 1997), 343-72.
- "Tampa's Splendid Little War: Local History and the Cuban War of Independence." *Organization of American Historians Magazine of History* 12 (Spring 1998), 37-44.
- "The Politics of Christopher Columbus and World War II," *Alreitalia* 17 (1998): 1-31 (with George Pozzetta).
- "Ethnics at War: Italian Americans in California During World War II." in *The Way We Really Were: The Golden State in the Second World War*, Roger Lotchin, ed., (University of Illinois Press, 2000), pp.143-63.
- "Italian Americans and the 1940s," in *The Italians of New York*, Philip Canistraro, ed. (New York, 1999), 139-54.
- "Tampa at Midcentury: 1950," *Sunland Tribune* XXVI (2000), 65-80.
- "The Big Bang: Tampa Bay, 1950-2000," in *On the Verge: Florida's Megacities in the New Millennium*, edited by Lance DeHaven-Smith (Tallahassee: Florida Institute of Government, 2000). 21-43.
- "Eden to Empire: Florida's Shifting Dreamscape," *Forum: The Magazine of the Florida Humanities Council* XXIV (Spring 2001), 6-11.
- "Will Florida's Boom Implode?" *Forum: The Magazine of the Florida Humanities Council* XXIV (Fall 2001), 30.
- "Florida Places," *Forum: The Magazine of the Florida Humanities Council* XXIV (Winter 2001): 5.
- "Florida's Eclectic Origins," *Forum: The Magazine of the Florida Humanities Council* XXV (Spring 2002): 13-17.
- "Sunbelt Dreams and Altered States: A Social and Cultural History of Florida, 1950-2000," *Florida Historical Quarterly* 81 (Summer 2002), 3-21.
- "The Beach," *Forum : The Magazine of the Florida Humanities Council* XXV (Summer 2002), 14-19.

"Hero Today . . ." and "Totch Brown," *Forum* 28 (Summer/Fall 2004): 6-9, 14.

Newspaper Articles

St. Petersburg Times, Tampa Times, Tampa Tribune, Orlando Sentinel, and Miami Herald.

Honors and Awards

The Immigrant World of Ybor City, selected as the inaugural book in the Statue of Liberty/Ellis Island Centennial Series. Also awarded the Theodore Saloutos Prize, for outstanding book in immigration history, 1988, Immigration History Society.

Immigrants on the Hill, awarded the Howard Marraro Prize, for outstanding book in Italian history, 1987 American Catholic Historical Society. Also selected as "Choice's Choice," one of the Outstanding Academic Books for 1987-88, *Choice Magazine*.

"Florida Slave Narratives," awarded the Arthur Thompson Prize, 1988, outstanding article in *Florida Historical Quarterly*, Florida Historical Society, 1988.

Fulbright Profesorship, Facoltà Magistero, Università di Roma, Italy, 1980-81.

Leonard Covello Prize, best article in Italian immigration history, 1980.

D.B. McKay Award, Outstanding Contributions to Florida History, Tampa Historical Society, 1991.

John Randolph and Dora Haynes Fellowship, The Huntington Library, 1994.

"GI Joe Meets Jim Crow: Racial Violence and Reform in World War II Florida," awarded the Arthur Thomson Prize, for outstanding article in *Florida Historical Quarterly*, 1994-95.

Summer 1995, Research Fellowship, Eleanor and Franklin Roosevelt, Roosevelt Library, Hyde Park, NY.

Recipient of College Teaching Awards, 1982, 1992, 1995.

Rockefeller Fellowship, Bellagio (Italy) Center, 1997.

Named Frank E. Duckwall Professor of Florida History, 1997.

University of South Florida, Professional Excellence Program (PEP) Award, 1999.

Outstanding Artist Scholar of Year, 2001, USF, Phi Kappa Phi.

National Endowment for the Humanities Scholar in Residence, Dowdell Magnet School, 2001-2002.

RAYMOND OSTBY ARSENAULT

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PERSONAL INFORMATION

Born January 6, 1948; Hyannis, Massachusetts
Married to Kathleen Hardee Arsenault (University library dean)
Two daughters: Amelia (31), Anne (28)

EDUCATION

B.A. Princeton University 1969 (History) (Magna Cum Laude)
M.A. Brandeis University 1974 (American History)
Ph.D. Brandeis University 1981 (American History)

TEACHING AND PROFESSIONAL ACTIVITIES

Princeton University, Undergraduate Research Assistant (1967-69)
Chatham (MA.) High School, Mathematics Teacher (1970-71)
Brandeis University, Department of History, Instructor (1974-75),
Teaching Fellow (1975-76)
University of Minnesota, Departments of History and
American Studies, Instructor (1976-79), Assistant
Professor (1979-1980); Associate Director of the
Fulbright Commission Summer Institute in American
Studies (1980-1987)
University of South Florida, Department of History, Assistant
Professor (1980-83), Associate Professor (1983-90),
Professor (1990-99), John Hope Franklin Professor of Southern
History (1999-); Director of the University Honors Program
USF, St. Petersburg (1995-2005), Associate Director (2005-06);
Florida Studies Graduate Program, Co-Director (2003-07),
Director of Graduate Studies, (2007-)
University of Chicago, Visiting Professor of History (Winter
2007, Spring 2007)
Stetson University College of Law, Adjunct Professor of Legal
History and Civil Rights Tour Leader (Summer 2006, Summer

2007, Summer 2008)

Universite d'Angers (France), Fulbright/Hays Lecturer in
American Studies (1984-85)

University Press of Florida, Co-Editor of Florida History and
Culture Book Series (1996-)

Florida Humanities Council, Summer Seminars for Teachers,
Director and Instructor (1994-98, 2007)

USIA American Studies Institutes: Athens (1996, 1997) and

Thessaloniki (1997), Greece; Izmir (1996), Turkey; and
Amman, Jordan (1999), Consultant and Lecturer.

Organization of American Historians Distinguished Lecturer
Program (2004-09)

Southern Historical Association, Executive Council, 2009-2012

Consultant, WGBH Public Television, American Experience/Firelight
Media documentary film production of Freedom Riders, 2008-2011.

HONORS AND AWARDS:

C. O. Joline Prize in American History, Princeton
University (1969)

Crown Fellowships, Brandeis University (1971-74)

Fulbright/Hays Lectureship, Universite d'Angers, France,
(1984-85)

Virginia Ledbetter Book Prize, Arkansas Historical
Association (1985)

Fletcher Green-Charles Ramsdell Best Article Prize, Southern
Historical Association (1986)

Excellence in Undergraduate Teaching Award, University of
South Florida (1989)

Charlton Tebeau Book Prize, Florida Historical Society
(1990)

Excellence in Undergraduate Teaching Award, University of
South Florida (1994)

Nelson Poynter Civil Liberties Award, American Civil
Liberties Union of Florida (2003)

USFSP Town and Gown Award (2000-2001)

Distinguished Lecturer, Organization of American Historians
(2004-09)

Frank L. and Harriet C. Owsley Award (Southern Historical
Association (2007)

Gustavus Myers Center for the Study of Bigotry and Human
Rights Book Awards, Honorable Mention (2007)

Best Nonfiction Books of 2006, Washington Post Bookworld
New York Times Book Review, Editor=s Choice (2006)

MAJOR PUBLICATIONS

BOOKS:

The Wild Ass of the Ozarks: Jeff Davis and the Social Bases of Southern Politics. Philadelphia: Temple University Press, 1984. (paperback: Knoxville: Univ. of Tennessee Press, 1988). (awarded the 1985 Virginia Ledbetter Prize).

St. Petersburg and the Florida Dream, 1888-1950. Norfolk: Donning, 1988. (2nd. Ed.: Gainesville: University Press of Florida, 1996) (Paperback edition, 1998) (awarded the 1990 Charlton Tebeau Prize).

Crucible of Liberty: 200 Years of the Bill of Rights. (Editor) New York: The Free Press, 1991.

The Changing South of Gene Patterson: Journalism and Civil Rights, 1960-1968. Gainesville: University Press of Florida, 2002. (Co-editor with Roy Peter Clark)

Paradise Lost? The Environmental History of Florida. Gainesville: University Press of Florida, 2005. (Co-editor with Jack E. Davis)

Freedom Riders: 1961 and the Struggle for Racial Justice. New York: Oxford University Press, 2006. (Paperback edition 2007) (awarded the Frank L. and Harriet C. Owsley Prize by the Southern Historical Association, given to the most important book published in the field of Southern history in 2006; and named a New York Times Book Review Editor's Choice, a Best Nonfiction of 2006 selection by the Washington Post Bookworld, an Honorable Mention 2006 Gustavus Myers Outstanding Book by the Gustavus Myers Center for the Study of Bigotry and Human Rights, and Honorable Mention, Design Award, American Publishers Association; nominated for the 2006 Pulitzer Prize, Bancroft Prize, National Book Award (Non-fiction), Albert Beveridge Prize, Robert F. Kennedy Prize, John Hope Franklin Prize, and others)

The Third Space of Enunciation: Proceedings of the English Department Conference, 9-10 March 2006 (Editor) (Gabes, Tunisia: High Institute of Languages, Gabes, 2008)

ARTICLES and CHAPTERS:

"White on Chrome: Southern Congressmen and Rhodesia, 1962-1971," Issue II (Winter 1972), pp. 46-57.

"Charles Jacobson of Arkansas: A Jewish Politician in the Land

- of the Razorbacks, 1891-1915," in Nathan Kaganoff and Melvyn I. Urofsky, eds., Turn to the South: Essays on Southern Jewry (Charlottesville: University of Virginia Press, 1979), pp. 55-75.
- "Governor Jeff Davis," in Timothy Donovan and Willard Gatewood, eds., The Governors of Arkansas: Essays in Political Biography (Fayetteville: University of Arkansas Press, 1981), pp. 111-125.
- "The Cooling of the South," The Wilson Quarterly 8 (Summer 1984), pp. 150-159.
- "The End of the Long Hot Summer: The Air Conditioner and Southern Culture," Journal of Southern History 50 (November 1984), pp. 597-628). Reprinted in Raymond Mohl, ed., Searching for the Sunbelt (Knoxville: University of Tennessee Press, 1990), pp. 176-211. (awarded the 1986 Fletcher Green-Charles Ramsdell Prize of the Southern Historical Association)
- "From Dixie to Dreamland: Demographic and Cultural Change in Florida, 1880-1980," (with Gary Mormino) in Randall Miller and George Pozzetta, eds., Shades of the Sunbelt (Gainesville: University Press of Florida, 1988), pp.161-191.
- "Air Conditioning," in William Ferris and Charles R. Wilson, eds., The Encyclopedia of Southern Culture (Chapel Hill: University of North Carolina Press, 1989), pp. 321-323.
- "Civil Rights Act of 1875," and "Force Act of 1870," in Leonard W. Levy and Louis Fisher, eds., Encyclopedia of the American Presidency (New York: Simon and Schuster, 1993).
- "Is There a Florida Dream?" Forum XVII (Summer 1994), pp. 22-27.
- "Benjamin Ryan Tillman," in Donald C. Bogue, Roger H. Davidson, and Morton Keller, eds., The Encyclopedia of the United States Congress (New York: Simon and Schuster, 1994).
- "Bayard Rustin and the Miracle in Montgomery," in James O. Horton and Lois Horton, eds., A History of the African American People (London: Salamander Press, 1995), pp. 156-157.
- "Air Conditioning," Southern Exposure XXIII (Summer 1995), p. 64.
- "The Folklore of Southern Demagoguery," in Charles Eagles, ed., Is There a Southern Political Tradition? (Jackson: University Press of Mississippi, 1996), pp. 79-132, 218-229.
- "Censorship--Florida Style," Forum XIX (Winter 1996-97), pp. 4-9.

- AStoned on Wall Street: The Stockbroker=s Son and the Decade of Greed,@ Film and History (Special issue on Oliver Stone as Cinematic Historian, Part 1) Vol. 28, Numbers 1-2 (1998), pp. 16-27.**
- AShort Season, Long Tradition,@ Devil Rays Magazine (March 1998), pp. 30-36.**
- AOur Roots Run Deep,@ Forum XXI (Fall/Winter 1998-99), pp. 30-35.**
- AColeman Livingston Blease,@ AJeff Davis,@ and AL. Mendel Rivers,@ in John Garraty, ed., American National Biography (New York: Oxford University Press, 1998).**
- AAmelia: An Island in Time,@ Forum XXIII (Winter 2000), pp. 6-9.**
- AJeff Davis,@ in Nancy A. Williams, ed., Arkansas Biography (Fayetteville: University of Arkansas Press, 2000), pp. 78-79.**
- ACivil Rights Act of 1866,@ and ACivil Rights Act of 1875,@ in Waldo Martin and Patricia Sullivan, eds., Civil Rights in the United States (New York: Macmillan, 2001).**
- "The Civil Rights Movement," "Huey P. Long," "William Jefferson Clinton," and "Swann v. Charlotte-Mecklenburg Board of Education," in Paul Boyer, ed., The Oxford Companion to United States History. (New York: Oxford University Press, 2001).**
- ASunbelt,@ Encyclopedia of American Studies (New York: Grolier 2001).**
- AA Sea Lover=s Saga,@ Forum (Summer 2002): pp. 20-24.**
- AOne Brick at a Time: The Montgomery Bus Boycott, Nonviolent Direct Action, and the Development of a National Civil Rights Movement,@ in Samuel C. Hyde, Jr., ed., Sunbelt Revolution: The Historical Progression of the Civil Rights Struggle in the Gulf South, 1866-2000. (Gainesville: University Press of Florida, 2003), pp. 153-189.**
- AThe Public Storm: Hurricanes and the State in 20th Century America,@ in Wendy Gamber, Michael Grossberg, and Hendrik Hartog, eds., American Public Life and the Historical Imagination (South Bend: University of Notre Dame Press, 2003), pp. 262-292.**
- AArthur Ashe,@ ANational Baseball Hall of Fame,@ AJesse Owens,@ ABill Russell,@ and AJim Thorpe,@ in Joyce D. Duncan, ed., Sport in American Culture (Santa Barbara: ABC Clío, 2004), pp. 26-27, 252-253, 278-280, 323, and 365-367.**

ACivil Rights,@ in Peter Rollins, ed., The Columbia Companion to American History on Film: How the Movies Have Portrayed the American Past (New York: Columbia University Press, 2004), pp. 331-343.

AThe South,@ in Stephen J. Whitfield, ed., A Companion to Twentieth-Century America (Oxford: Blackwell Publishers, 2004), pp. 141-162.

A>You Don=t Have To Ride Jim Crow=: CORE and the 1947 Journey of Reconciliation,@ in Glenn Feldman, ed., Before Brown: Civil Rights and White Backlash in the Modern South (Tuscaloosa: University of Alabama Press, 2004), pp. 21-67.

ATaking the Road to Freedom,@ Forum (Spring 2004): pp. 30-35.

AA. Philip Randolph,@ Forum (Summer/Fall 2004): p. 24.

AYou Don=t Have to Ride Jim Crow,@ Stetson Law Review 34 (Winter 2005): pp. 343-411.

ABeantown, 1986" in Randy Roberts, ed., The Rock, the Curse, and the Hub: A Random History of Boston Sports (Cambridge: Harvard University Press, 2005), pp. 316-350.

AThe Sage of Freedom: An Interview with John Hope Franklin,@ The Public Historian 29 (Spring 2007): pp. 35-53.

AWhen the Mahatma Met Jesus: Gandhianism, African American Evangelism and the Fight for Racial Justice,@ Crosscurrents 57 (Summer 2007): pp. 160-169.

A>You Don=t Have to Ride Jim Crow=: Core and the 1947 Journey of Reconciliation,@ in J. William Harris, ed., The New South: New Histories New York: Routledge, 2008), pp. 265-294.

AFreedom Riding in the Carolinas,@ in Vernon Burton and Winfred B. Moore Jr., eds., Toward the Meeting of the Waters: Currents in the Civil Rights Movement in South Carolina During the Twentieth Century (Columbia: University of South Carolina Press, 2008), pp. 187-208.

Jeff Davis,@ in Nathania Sawyer, ed., The Encyclopedia of Arkansas History and Culture (Fayetteville: University of Arkansas Press, 2008).

AAir Conditioning,@ in The Encyclopedia of Southern Culture (Revised Edition) (Chapel Hill: University of North Carolina Press, 2008).

Numerous book reviews in The American Historical Review, The Journal of American History, The Journal of Southern History, The Journal of Interdisciplinary History, The Florida Historical Quarterly, The Oral History Review, The Historian, The Georgia Historical Quarterly, The Mississippi Quarterly, The Arkansas Historical Quarterly, The North Carolina Historical Review, The New Leader, The Annals of the American Academy of Political and Social Science, Southwestern Historical Quarterly, The Register of the Kentucky Historical Society, Sociology and Social Research, American Jewish History, Southern Cultures, The New York Times Book Review, and The Washington Post Bookworld, and Forum.

FORTHCOMING PUBLICATIONS

The Sound of Freedom: Marian Anderson, the Lincoln Memorial, and the Concert that Awakened America (New York: Bloomsbury Press, forthcoming March 2009).

"Florida," in Paul Finkelman, ed., Encyclopedia of African American History, 1896-Present (New York: Oxford University Press, forthcoming 2009).

BOOKS IN PROGRESS:

Civil Rights: A Very Short Introduction (Oxford University Press)

The Civil Rights Movement: A Handbook (Oxford University Press)

REFERENCES

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Yale University

Prof. Stephen Whitfield
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Brandeis University

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Tel. (413) 298-3247

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Dept. of History
Brandeis University
Waltham, Massachusetts
Tel. (781) 736-2289

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Minneapolis, Minnesota
Tel. (612) 376-0666

Prof. Allen Isaacman
Dept. of History
University of Minnesota
Minneapolis, Minnesota
Tel. (612) 588-1402

Print Form

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Barbara Kearney School/Dept: BLC

Grant Title: Mentor Movies of Character

Grant Source: _____

Grant Proposal Amount: 3,575.00 Required Matching Funds: NO

Goal(s): Mentor Program, "Movies of Character" program to create mentor-student relationships at BLC

Goals are related to: School Improvement Plan Sunshine State Standards Technology Plan Other Drop Out Prevention

Target Population: 250 students who 2010-2011 attend BLC

If project will differ from current Board approved curriculum, state how it will differ: _____

Specify staff development activities requiring expenditures outside of School Board guidelines:

- Consultants (Object 0310, other than Board approved rate): _____
- Staff Participants (Object 0100, other than Board approved hourly rate): _____
- Per Diem/Travel (Object 0330, other than Board approved mileage rate): _____

Will there be any:

- Additional personnel: No Yes, please list
- Maintenance required: No Yes, please list
- Contract service: No Yes, please list
- Add. Equip./furniture: No Yes, please list
- Plant Modifications: No Yes, please list
- Add. Tech. needs: No Yes, please list

If yes to any of the above, please explain resources, cost, and any other district impact (attach additional pages if necessary): _____

Signatures indicate:

- ✓ All aspects of the proposal have been reviewed.
- ✓ The proposal is within current stand and board rules and regulations.
- ✓ The proposal directly relates to the school's identified needs and goals.

Person(s) applying for grant:

Signature(s): [Signature] Date: Feb 4, 2010

Principal/Director of affected cost center:

Signature: [Signature] Date: 2-4-10

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST BA Approved Disapproved
Signature of Assistant Superintendent: [Signature] Date: 2-4-10

District Approval to Proceed: Approved Disapproved
Signature of Deputy Superintendent: [Signature] Date: _____

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Barbara Kearney School/Dept: BLC

Grant Title: Mentor Movies of Character

Grant Source: _____

Grant Proposal Amount: 3,575.00 Required Matching Funds: NO

Goal(s): Mentor Program, "Movies of Character" program to create mentor-student relationship at BLC

Goals are related to: School Improvement Plan Sunshine State Standards Technology Plan Other Drop Out Prevention

Target Population: 250 students who 2010-2011 attend BLC

If project will differ from current Board approved curriculum, state how it will differ: _____

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- Staff Participants (Object 0100, other than Board approved hourly rate): _____
- Per Diem/Travel (Object 0330, other than Board approved mileage rate): _____

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FOR DISTRICT USE ONLY

Division Section: HR SS INST BA [Signature] Approved [Signature] Disapproved
Signature of Assistant Superintendent: _____ Date: 2/9/10

District Approval to Proceed: _____ Approved _____ Disapproved
Signature of Deputy Superintendent: _____ Date: _____

Print Form

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Barbara Kearney School/Dept: BLC

Grant Title: Mentor Movies of Character

Grant Source:

Grant Proposal Amount: 3,575.00 Required Matching Funds: NO

Goal(s): Mentor Program, "Movies of Character" program to create mentor-student relationships at BLC

Goals are related to: [X] School Improvement Plan [] Sunshine State Standards [] Technology Plan [X] Other Drop Out Prevention

Target Population: 250 students who 2010-2011 attend BLC

If project will differ from current Board approved curriculum, state how it will differ:

Specify staff development activities requiring expenditures outside of School Board guidelines:

- Consultants (Object 0310, other than Board approved rate):
Staff Participants (Object 0100, other than Board approved hourly rate):
Per Diem/Travel (Object 0330, other than Board approved mileage rate):

Will there be any:

- Additional personnel: [X] No [] Yes, please list
Maintenance required: [X] No [] Yes, please list
Contract service: [X] No [] Yes, please list
Add. Equip./furniture: [X] No [] Yes, please list
Plant Modifications: [X] No [] Yes, please list
Add. Tech. needs: [X] No [] Yes, please list

If yes to any of the above, please explain resources, cost, and any other district impact (attach additional pages if necessary):

Signatures indicate:

- All aspects of the proposal have been reviewed.
The proposal is within current stand and board rules and regulations.
The proposal directly relates to the school's identified needs and goals.

Person(s) applying for grant:

Signature(s): Barbara Kearney Date: Feb 4, 2010

Principal/Director of affected cost center:

Signature: Date: 2-4-10

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST BA Signature of Assistant Superintendent: George J. Cyeland Date: 2-9-10 Approved Disapproved

District Approval to Proceed: Signature of Deputy Superintendent: Date: Approved Disapproved

Print Form

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Barbara Kearney School/Dept: BLC

Grant Title: Mentor Movies of Character

Grant Source:

Grant Proposal Amount: 3,575.00 Required Matching Funds: NO

Goal(s): Mentor Program, "Movies of Character" program to create mentor-student relationships at BLC

Goals are related to: [X] School Improvement Plan [X] Sunshine State Standards [X] Technology Plan [X] Other Drop Out Prevention

Target Population: 250 students who 2010-2011 attend BLC

If project will differ from current Board approved curriculum, state how it will differ:

Specify staff development activities requiring expenditures outside of School Board guidelines:

- Consultants (Object 0310, other than Board approved rate):
Staff Participants (Object 0100, other than Board approved hourly rate):
Per Diem/Travel (Object 0330, other than Board approved mileage rate):

Will there be any:

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Contract service: [X] No [] Yes, please list
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Plant Modifications: [X] No [] Yes, please list
Add. Tech. needs: [X] No [] Yes, please list

If yes to any of the above, please explain resources, cost, and any other district impact (attach additional pages if necessary):

Signatures indicate:

- All aspects of the proposal have been reviewed.
The proposal is within current stand and board rules and regulations.
The proposal directly relates to the school's identified needs and goals.

Person(s) applying for grant:

Signature(s): Barbara Kearney Date: Feb 4, 2010

Principal/Director of affected cost center:

Signature: Date: 2-4-10

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST BA Signature of Assistant Superintendent: Sharon Chapman Date: 3/10/10 [X] Approved [] Disapproved

District Approval to Proceed: Signature of Deputy Superintendent: Date: [] Approved [] Disapproved

Bannerman Learning Center

Clay County Schools

900 Walnut Street

Green Cove Springs

FL

32043

904) 285-6500

Barbara

Kearney

bakearney@clay.k12.fl.us

608 Mill Street

Green Cove Springs

FL

32043

904)529-2100

Mentor and Movies of Character Program

125+

34.25

Yes

Ben

Wortham

bwortham@clay.k12.fl.us

Linda

Turner

Character Mentoring Program Overview (200)

Students identified from teacher recommendation, discipline referrals, or Response-To-Intervention team strategy sessions will become paired with a mentoring teacher. Teacher training on this alternative school campus will use the text, "Teach Like Your Hair's On Fire" by Rafe Esquith to mold the culture for Teacher-Student Mentor relationship. Rafe writes,

"I show my kids terrific films that help them grow in all sorts of meaningful ways. Great movies can help children build character, learn about the impact of good and bad decisions, and be inspired to stand up for their beliefs in difficult situations."

Teachers will volunteer according to student need. Teachers will meet weekly prior to start of school day. During non-instructional times, students will be encouraged to meet with mentor to discuss "Movies of Character". Mentors will have access to "Movies of Character" collection lending library for students. These movies will be a discussion point to the biweekly conversations as they relate to character issues. Discussions will be related to ethical dilemmas and underlying moral messages and themes. Strong positive relationships with an adult mentor can decrease the risk behaviors which result in discipline referrals, poor classroom performance, and suspension. 191

Need (200)

Our desire is to provide an additional intervention, as well as an opportunity for dialog within the mentor-student relationship with at-risk students attending this alternative school. The faculty work hard to provide an atmosphere that encourages each of the following select students who are enrolled: Severely Emotionally Disturbed; Teen-age Parenting Program; and the Drop-Out Prevention Program for the Discipline Students. Students enter our program and return to their home schools on a continuous basis. Our goal is to produce students who will develop responsibility in order to become self-reliant in today's society. We encourage each student to exercise restraint in actions and behaviors, learn respect of others and respect for themselves. Our desire is to enable our students to be positive, productive citizens in our community. Our students will benefit from the mentorship which connects adolescents with adults whom they can turn to for help and advice in an attempt to prevent high-risk behaviors. 154

Rationale (500)

The Mentor Movie Program creation is based from text, "Teach Like Your Hair's On Fire" by author Rafe Esquith. Esquith is a multiple award winning teacher and author. His teaching honors include the 1992 Disney National Outstanding Teacher of the Year Award, a Sigma Beta Delta Fellowship from Johns Hopkins University, Oprah Winfrey's \$100,000 "Use Your Life Award", Parents Magazine's "As You Grow Award", and National Medal of Arts. Inside Classroom 56 located in a Los Angeles public school, students are treated with respect and are helped to create personal codes of conduct. Exposure to these movies followed by meaningful discussions, help students to connect and relate to the history, literature, and values they wish to understand. Supporting research from Pediatrics and Adolescent Medicine, reports on the role of an Adult Mentor in Influencing High-Risk Behaviors in Adolescents. The results indicate that adolescents with mentors were significantly less likely to participate in the measured risk behaviors: carrying weapons, drug use, smoking, sex with more than one partner. The conclusion states that a strong positive relationship was found between adolescents having an adult mentor decreased participation in the risk behaviors evaluated. Film was selected due to student engagement and understanding of movies as well as a media which can present characters of good moral character and message.

Funds will be used to purchase text, "Teach Like Your Hair's On Fire" by Rafe Esquith for staff. Training will occur in two collaboration sessions and occur off campus. In addition, funding is needed to provide collaboration time for interested "mentor teachers". Two Collaboration Sessions will be conducted outside of the school day. Grant money will also provide a "Movies of Character" lending library and materials for student use.

285

Plan (300)

All teachers will participate in book study and professional collaboration in Summer/Fall of 2010. Mentor teachers will volunteer following book study and collaboration regarding "Movies of Character". Students will be identified from teacher recommendation, discipline referrals, or RTI (Response-To-Intervention) team strategy sessions and will become paired with mentoring teacher. Criteria will include weekly meeting prior to start of school week, interaction with student during non-instructional times during school day (Growlstopper Tues/Thurs 8:40-9:),

parent contact, communication with RTI team, Behavior Response Team, and other faculty/staff as needed. Mentors will be included in all Response-To-Intervention (RTI) team sessions. Mentors will also consult on discipline referrals and during weekly campus meetings regarding student progress. Students and Mentors will select issues related to the needs of the student and movie recommendations will follow accordingly.

130

Benchmarks (150)

A staff of 25 teachers will be included in the initial book study and collaboration. Two Collaboration Sessions will be conducted outside of the school day. Weekly meetings will occur after student's school day. All RTI meetings will occur during the school day and will include parents and staff. Students served will include all students who are considered at-risk and identified from teacher recommendation, discipline referrals, or Response-To-Intervention team strategy sessions. Ten mentor teachers will initially be selected to work with students identified as at-risk in the Fall. Additional students selected with data related to Response to Intervention Team, discipline referrals, as well as additional teacher volunteers will be matched as available and student need arises. Benchmarks such as RIT data, incidence reports, student report cards, as well as student feedback will serve as measures for successful implementation of the project.

141

Results (500)

We expect to provide a mentor-mentee relationship which will serve as an intervention for at-risk behaviors which influence student academic success. We expect to see improved student restraint in actions and behavior. We hope to see a 25% decrease in student discipline referrals on campus. Parents will be notified and included in feedback as well as communication so they can serve as part of the intervention. Students in attendance at our school are all considered high-risk. Current student enrollment is 146 however during an academic school year, population of students in and out can reach almost 450 students. We hope students will demonstrate respect of others and respect for themselves. We expect to see improvement in student grades and advancement to the next grade and/or graduation. Our ultimate desire is to enable our students to be positive, productive citizens in our community.

Evaluation (150)

A variety of data will be used to evaluate the effectiveness of the mentor-mentee relationship using the “Movies of Character” plan. The following will be used for evaluation of reaching students to help them succeed while at our school and helping students to return to their home schools as well as preventing students from expulsion or dropping out of school:

- RTI data
- Referrals/Behavior Incidence Reports Data
- Classroom Grades-Student Performance and Advancement
- Teacher Survey/Reflection
- Student Survey/Reflection
- Parent Survey

83

Budget (200)

Costs related to this project will be related to Teacher (Mentor) training as well as the materials needed for the ongoing training. In addition, the cost of materials (movies) for the lending library will be included. Teachers meeting students during non-instructional hours on our campus will have a food related cost for teacher and student. This program is an optional program and available to students at their own expense.

- 60 movies -3 0 movie titles @ \$20 each = \$1,200
- Teacher Collaboration Session - will occur during non-instructional time at off campus site (2 times minimum during school year/preplan) = 1,000
- Books/Materials 25 X 16.00 each = \$375
- Mentor-Mentee Sessions (Growlstopper) = \$1,000

96

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Mosley/CTE School/Dept: CTE for OPJH

Grant Title: Project Road the Way

Grant Source: Dept. of Defense

Grant Proposal Amount: \$100,000.00 Required Matching Funds: 0

Goal(s): increase % of students meeting high standards in science

Goals are related to: School Improvement Plan Sunshine State Standards Technology Plan Other

Target Population: Students @ OPJH

If project will differ from current Board approved curriculum, state how it will differ:

Specify staff development activities requiring expenditures outside of School Board guidelines:

- Consultants (Object 0310, other than Board approved rate):
Staff Participants (Object 0100, other than Board approved hourly rate):
Per Diem/Travel (Object 0330, other than Board approved mileage rate):

Will there be any:

- Additional personnel: [X] No [] Yes, please list
Maintenance required: [X] No [] Yes, please list
Contract service: [] No [X] Yes, please list
Add. Equip./furniture: [] No [X] Yes, please list
Plant Modifications: [X] No [] Yes, please list
Add. Tech. needs: [] No [X] Yes, please list

If yes to any of the above, please explain resources, cost, and any other district impact (attach additional pages if necessary):

Contract service - paid for in the grant for 3rd party evaluator
grant will provide additional hardware, software, equipment and professional development for technology teacher at OPJH

Signatures indicate:

- All aspects of the proposal have been reviewed.
The proposal is within current stand and board rules and regulations.
The proposal directly relates to the school's identified needs and goals.

Person(s) applying for grant:

Signature(s): Kelly Mosley Date: 2/8/10

Principal/Director of affected cost center:

Signature: Paul Paul Date: 2/8/10

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST (BA)
Signature of Assistant Superintendent: Les J. Byrd Date: 3/9/10
District Approval to Proceed:
Signature of Deputy Superintendent: [Signature] Date: 3-10-10

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Mosley/CTE School/Dept: CTE for OPJH

Grant Title: Project Read the Way

Grant Source: Dept. of Education

Grant Proposal Amount: \$100,000.00 Required Matching Funds: 0

Goal(s): increase % of students meeting high standards in science

Goals are related to: [] School Improvement Plan [] Technology Plan [x] Sunshine State Standards [] Other

Target Population: Students @ OPJH

If project will differ from current Board approved curriculum, state how it will differ:

Specify staff development activities requiring expenditures outside of School Board guidelines:

- Consultants (Object 0310, other than Board approved rate):
Staff Participants (Object 0100, other than Board approved hourly rate):
Per Diem/Travel (Object 0330, other than Board approved mileage rate):

Will there be any:

- Additional personnel: [x] No [] Yes, please list
Maintenance required: [x] No [] Yes, please list
Contract service: [] No [x] Yes, please list
Add. Equipt./furniture: [] No [x] Yes, please list
Plant Modifications: [x] No [] Yes, please list
Add. Tech. needs: [] No [x] Yes, please list

If yes to any of the above, please explain resources, cost, and any other district impact (attach additional pages if necessary):

Contract service - paid for in the grant for 3rd party evaluator
grant will provide additional hardware, software, equipment
and professional development for technology teacher at OPJH

Signatures indicate:

- All aspects of the proposal have been reviewed.
The proposal is within current stand and board rules and regulations.
The proposal directly relates to the school's identified needs and goals.

Person(s) applying for grant:

Signature(s): Kelly Mosley Date: 2/8/10

Principal/Director of affected cost center:

Signature: Paul Paul Date: 2/8/10

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST BA [x] Approved ___ Disapproved
Signature of Assistant Superintendent: Sharon Chapman Date:

District Approval to Proceed: ___ Approved ___ Disapproved
Signature of Deputy Superintendent: Date:

* PD budget includes funding for substitutes

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Mosley/CTE School/Dept: CTE for OPJH

Grant Title: Project Lead the Way

Grant Source: Dept. of Defense

Grant Proposal Amount: \$160,000.00 Required Matching Funds: 0

Goal(s): Increase % of students meeting high standards in science

Goals are related to: School Improvement Plan Sunshine State Standards Technology Plan Other

Target Population: Students @ OPJH

If project will differ from current Board approved curriculum, state how it will differ:

Specify staff development activities requiring expenditures outside of School Board guidelines:

- Consultants (Object 0310, other than Board approved rate):
Staff Participants (Object 0100, other than Board approved hourly rate):
Per Diem/Travel (Object 0330, other than Board approved mileage rate):

Will there be any:

- Additional personnel: [X] No [] Yes, please list
Maintenance required: [X] No [] Yes, please list
Contract service: [] No [X] Yes, please list
Add. Equip./furniture: [] No [X] Yes, please list
Plant Modifications: [X] No [] Yes, please list
Add. Tech. needs: [] No [X] Yes, please list

If yes to any of the above, please explain resources, cost, and any other district impact (attach additional pages if necessary):

Contract service - paid for in the grant for 3rd party evaluator grant will provide additional hardware, software, equipment and professional development for technology teacher at OPJH

Signatures indicate:

- All aspects of the proposal have been reviewed.
The proposal is within current stand and board rules and regulations.
The proposal directly relates to the school's identified needs and goals.

Person(s) applying for grant:

Signature(s): Kelly Mosley Date: 2/8/10

Principal/Director of affected cost center: Signature: Paul Paul Date: 2/8/10

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST BA
Signature of Assistant Superintendent: [Signature] Date: 2-9-10
District Approval to Proceed: Signature of Deputy Superintendent: Date:
Approved Disapproved
Approved Disapproved

SCHOOL DISTRICT OF CLAY COUNTY - GRANT REVIEW

Grant Originator: Mosley/CTE School/Dept: CTE for OPJH

Grant Title: Project Lead the Way

Grant Source: Dept. of Defense

Grant Proposal Amount: \$160,000.00 Required Matching Funds: 0

Goal(s): increase % of students meeting high standards in science

Goals are related to: School Improvement Plan Sunshine State Standards Technology Plan Other

Target Population: Students @ OPJH

If project will differ from current Board approved curriculum, state how it will differ:

Specify staff development activities requiring expenditures outside of School Board guidelines:

- Consultants (Object 0310, other than Board approved rate):
Staff Participants (Object 0100, other than Board approved hourly rate):
Per Diem/Travel (Object 0330, other than Board approved mileage rate):

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Contract service: [] No [X] Yes, please list
Add. Equip./furniture: [] No [X] Yes, please list
Plant Modifications: [X] No [] Yes, please list
Add. Tech. needs: [] No [X] Yes, please list

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Person(s) applying for grant:

Signature(s): Kelly Mosley Date: 2/8/10

Principal/Director of affected cost center:

Signature: Paul Far Date: 2/8/10

Upon securing the proper signatures at your school, please make 5 copies of this form, attach a copy of the grant and return to Kelly Mosley - CTE Specialist, HC Long Building at least 10 business days prior to grant submission deadline.

FOR DISTRICT USE ONLY

Division Section: HR SS INST BA
Signature of Assistant Superintendent: [Signature] Approved [] Disapproved []
Date: 2/9/10

District Approval to Proceed:
Signature of Deputy Superintendent: _____ Approved _____ Disapproved _____
Date: _____

Introduction (0)

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills. Forty schools serve approximately 36,000 students. There are currently twenty-six elementary schools, six junior high schools, one junior-senior high school, five high schools, and two alternative learning centers. All Clay County public schools are accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI).

Target School	Grades	SY 09-10 Enrollment			% of Enrollment	
		Military	Non-Military	Total	Military	Non-Military
Orange Park Jr. High School	7-8	128	658	786	16	84
Totals	7-8	128	658	786	16	84

Needs Assessment (20)

According to Florida Comprehensive Assessment Test (FCAT) data for the 2008-2009 school year, Orange Park Junior High School (OPJH) ranks amongst the lowest in the district for the percentage of students meeting high standards in science and math. While students are meeting high standards in other academic areas, only 47% of students meet high standards in science.

School	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science
Green Cove JH	77	79	94	63
Lake Asbury JH	70	76	95	52
Lakeside JH	82	84	95	59
Orange Park JH	68	71	91	47
Wilkinson JH	67	69	94	51

Source:

	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math
Green Cove JH	66	74	66	72
Lake Asbury JH	63	76	74	71
Lakeside JH	66	79	69	76
Orange Park JH	61	75	73	76
Wilkinson JH	63	71	72	73

Source:

Additionally, nearly half of OPJH's student population is made up of minority students and their *Free and Reduced Lunch Rate* has risen from 46% at the end of 2008-2009 school year to 48% in the first half of the 2009-2010 school year.

	Free/Reduced Lunch Rate	Minority Rate
Green Cove JH	25	24
Lake Asbury JH	29	30
Lakeside JH	23	26
Orange Park JH	46	45
Wilkinson JH	49	11

Source:

OPJH is a feeder school for Orange Park High School which houses a pre-engineering program. OPJH has limited technology and equipment to prepare and recruit students for the “Project Lead the Way” pre-engineering program at Orange Park High School which will give them a jumpstart to many career opportunities for them in science, math, engineering, and technology. Implementing a “Project Lead the Way” middle school program at OPJH would require additional professional development and training for the “Intro to Technology” teacher. Offering professional development, Project Lead the Way curriculum, supplies and materials, and equipment would provide a vehicle for student achievement and increased state test scores in math and science.

Project Goals (10)

- Increase student achievement by raising “the % of students meeting high standards on the FCAT Science scores by 3%” in 3 years
- Increase student achievement by raising “the % of students meeting high standards on the FCAT Math scores by 4%” in 3 years
- School personnel will be provided the latest technology and training on how to implement the technology in their classroom.

Project Plan (30)

- Increase student achievement by raising “the % of students meeting high standards on the FCAT Science scores by 3%” in 3 years
 - The grant will provide a prototyping laboratory to give students hands-on opportunities to implement science skills. A prototyping laboratory is a facility equipped to allow students the opportunity to construct, test, and experiment with a variety of, equipment, processes.
- Increase student achievement by raising “the % of students meeting high standards on the FCAT Math scores by 4%” in 3 years
 - The grant will provide a prototyping laboratory to give students hands-on opportunities to implement math skills. A prototyping laboratory is a facility equipped to allow students the opportunity to construct, test, and experiment with a variety of, equipment, processes.
- School personnel will be provided the latest technology and training on how to implement the technology in their classroom.
 - Teachers will take advantage of professional development provided by the School District of Clay County, Project Lead the Way, Learn Key learning systems, Compass Learning, and Discovery Education Assessments.

According to PLTW, these are benefits seen from the PLTW program:

- PLTW alumni are 5 to 10 times more likely to pursue engineering and technology classes than other first-year college students.
- On average, PLTW alumni have a GPA 0.21 points higher than the average GPA of all first-year college students.
- PLTW students surveyed in Wisconsin middle schools and high schools reported being more engaged in schoolwork than did non-PLTW students.
- PLTW students outscored a random sample of other career/technical students by 10 points in reading, 11 points in mathematics, and 10 points in science.
- 79 percent of PLTW graduates completed four years of college-preparatory mathematics and 63 percent completed four years of college-preparatory science.
- 97 percent of PLTW alumni said they planned to pursue a four-year degree as opposed to 67 percent of non-PLTW students.

Evaluation Plan (20)

- Increase student achievement by raising “the % of students meeting high standards on the FCAT Science scores by 3%” in 3 years
 - Did 50% of the students achieve high standards on the FCAT Science?
 - Each spring, students will take the FCAT Science
 - Throughout the school year, students will take CompassLearning’s Math pre/post test to measure progress during the school year
- Increase student achievement by raising “the % of students meeting high standards on the FCAT Math scores by 4%” in 3 years
 - Did 75% of the students achieve high standards on the FCAT Math?
 - Each spring, students will take the FCAT Science
 - Throughout the school year, students will take the Discovery Education Assessment test to measure progress during the school year

According to their website, CompassLearning creates curriculum and assessment solutions that motivate today’s students to engage, think & learn.

- School personnel will be provided the latest technology and training on how to implement the technology in their classroom.
 - Is there evidence in the technology teacher’s lesson plans where new technology was introduced and implemented?
 - Inservice records, professional development plans, lesson plans, and purchase orders that document supplies and equipment purchased will be used to evaluate the degree to which technology was implemented in the classroom.

Personnel (10)

1. The project director will be the “Introduction to Technology” teacher who will be responsible for all classroom instruction, attending professional development, and securing supplies and materials.
2. The evaluator will be a professor in education who is familiar with the Florida Comprehensive Assessment Test and has experience in collecting, analyzing, and reporting data.

Budget Narrative (10)

Funds will be used to provide new computers, software, hardware, digital cameras, laser printers, and an enhanced classroom with smartboard and speaker system. Funds will also be use for tools such as band saw, table saw, scroll saw, drill press, sander, grinder, and furniture to support tools and equip the prototyping laboratory. This prototyping laboratory will also require a large amount of consumable supplies and materials such as foam sheets, sandpaper, balloons, learning kits, thermometers, beakers, etc.

**Promoting Student Achievement at Schools Impacted by Military Force Structure Changes
Project Lead the Way
Budget**

Category	Federal Funds	% of Total Federal Funds	In-kind Funds
Year 1 (June-Sep 2010)			
• Personnel (FTE & non-FTE)			
• Travel			
• Professional Development			
• Supplies/Materials	5,200	3.25%	
• Equipment	45,000	28.125%	
Year 1 Total	50,200	31.375%	\$60,000.00
Year 2 (Oct-Sep 2011)			
• Personnel (FTE & non-FTE)			\$60,000.00
• Travel	2,000	1.25%	
• Professional Development	4,000	2.5%	
• Supplies/Materials	24,000	15%	
• Equipment	5,000	3.125%	
• Contractual	1,600	1%	
Year 2 Total	36,600	22.5%	\$60,000.00
Year 3 (Oct-Sep 2012)			
• Personnel (FTE & non-FTE)			\$60,000.00
• Travel	2,000	1.25%	
• Professional Development	4,000	2.5%	
• Supplies/Materials	24,000	15%	
• Equipment	5,000	3.125%	
• Contractual	1,600	1%	
Year 3 Total	36,600	22.5%	\$60,000.00
Year 4 (Oct-Sep 2013)			
• Personnel (FTE & non-FTE)			\$60,000.00
• Travel	2,000	1.25%	
• Professional Development	4,000	2.5%	
• Supplies/Materials	24,000	15%	
• Equipment	5,000	3.125%	
• Contractual	1,600	1%	
Year 4 Total	36,600	22.5%	\$60,000.00
Grand Total	160,000	100%	\$180,000.00
Verification	\$1,500 x 128 military students = \$160,000		