

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



Landmarks of American History and Culture Workshops for
School Teachers
Institution: National Constitution Center



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

DIVISION OF EDUCATION
PROGRAMS

1100 PENNSYLVANIA AVE., NW
WASHINGTON, D.C. 20506
ROOM 302

SEM-INST@NEH.GOV
202.606.8463
WWW.NEH.GOV

National Endowment for the Humanities Division of Education Programs

Narrative Section of a Successful Application

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, résumés, or evaluations.

Project Title: *A Revolution in Government: Philadelphia, American Independence, and the Constitution, 1765-1791*

Institution: National Constitution Center

Project Director: Steve Frank

Grant Program: Landmarks of American History and Culture Workshops for School Teachers

Summer 2009 Landmarks Teacher Institutes

TABLE OF CONTENTS

	<u>Page(s)</u>
Narrative	1-16
<i>Intellectual rationale</i>	<i>pg. 1</i>
<i>Content and design</i>	<i>pg. 5</i>
<i>Faculty and staff</i>	<i>pg. 9</i>
<i>Selection of participants</i>	<i>pg. 11</i>
<i>Professional development</i>	<i>pg. 13</i>
<i>Institutional context</i>	<i>pg. 13</i>
<i>Dissemination and evaluation</i>	<i>pg. 14</i>
Budget	17-18
Appendix A	19-20
Appendix B	21-31
Appendix C	32

**NEH Landmarks of American History and Culture:
Workshops for School Teachers**
A Revolution in Government: Philadelphia and the Creation of the American Republic

A) Intellectual Rationale

Introduction

Philadelphia's urban landscape offers an unparalleled opportunity to teach the history of early America and the U.S. Constitution using the landmarks of our nation's past. Philadelphia proves, perhaps more than any other American city, that nationally-important historic sites can be found in plain view at the commercial and cultural heart of a modern, functioning city. History, in Philadelphia, is something you can walk through.

From Independence Hall to the Graff House, Carpenters' Hall to Ben Franklin's own Pennsylvania Hospital and the American Philosophical Society, these unique landmarks form an unofficial campus on which to study the lessons of the American past. Here, all around us is the story of American liberty.

The National Constitution Center requests NEH funding for two one-week workshops to be held in the summer of 2009. The Institute, titled "A Revolution in Government: *Philadelphia and the Creation of the American Republic*," will include lectures by visiting faculty, open and collegial discussions with fellow participants, and field trips to Philadelphia's unique historic sites. Each week we will instruct a select group of educators in the history and political significance of the Declaration of Independence, U.S. Constitution and Bill of Rights – and they will use the very sites in which those revolutionary documents were drafted. Participants will learn about key political figures behind the documents, including Philadelphia's own Benjamin Franklin, James Wilson, and Gouverneur Morris. The influence of Pennsylvania's state constitutional experiments on the ultimate shape and direction of the federal government will also be highlighted.

Further, some of America's most distinguished historians – including Richard Beeman, Daniel K. Richter, and Michael Zuckerman of the University of Pennsylvania, and Rosalind Remer, Executive Director of the Franklin Tercentenary – have pledged to be on hand, leading participants in the development of new interpretive and pedagogical skills. These skills will include the use of urban landmarks, both as primary historical sources and as centers of learning, and a new understanding of the historical significance of the archival wealth of Philadelphia.

For this, our program is uniquely well-situated. Philadelphia's historic sites carry an international significance that will inform every hour of the proposed workshop activity. As such, the National Constitution Center's summer 2009 Landmarks program will be an opportunity through which Grade K-12 educators can revisit – or learn for the first time – Philadelphia's influential role in U.S. constitutional history.

The *educational value* of landmarks is too easily overlooked. Too often treated like items to be crossed off of a tourist itinerary, America's landmarks do not receive the pedagogical attention they deserve. Interpreting the built environment for the purpose of a classroom lesson, and using those landmarks as primary sources around which rigorous academic coursework can be constructed, are educational skills vital to the historian's craft. As more attention and care is given to other forms of student literacy, and to new forms of individual learning, America's landmarks – history in brick, stone, and space – can re-attain the significance they were intended to have all along.

Do American history teachers have the tools they need to incorporate a field trip to Independence Hall, for instance, into a clear and accessible lesson plan? If the urban landmarks of Philadelphia can be used, alongside primary archival resources, as part of such a syllabus, do America's teachers have the ability to interpret, narrate, and explain the documents and landmarks found all around them?

The workshop will build upon the valuable experience gained by the National Constitution Center in conducting its summer 2006, summer 2007, and upcoming summer 2008 NEH Landmarks Institute on the same theme. Through its energetic outreach efforts, including press releases, distribution of NEH posters, use of its website, postings on numerous listservs in the humanities, and announcements through its own e-mail list of more than 12,000 educators, the Center generated a large and enthusiastic response to its first Landmarks Institute. Our summer 2006 workshop had over 300 applicants for 80 spots and as of March 17, 2008, the Center had received 185 completed applications for 80 spots for summer 2008. In addition, more than 300 prospective applicants had indicated intent to apply through submissions to the NEH website. The response attests to the appeal of the subject matter, the attractiveness of Philadelphia as a Landmark Institute venue, and the convenient accommodations arranged for participants at a reduced rate at the nearby Holiday Inn Historic District.

Philadelphia and the Constitution: A Cosmopolitan Influence on Early American History

The constitutional process that unfolded in eighteenth-century Philadelphia has shaped American politics – and world history – ever since. Philadelphia was, arguably, the most cosmopolitan of America’s colonial cities, and its stamp can be found in the tenor of the documents produced there. Philadelphia’s cosmopolitan past has left its mark in the streets, courtyards, buildings, and parks – even cemeteries – of the contemporary city. The National Constitution Center proposes that we revisit the most intriguing and inspiring sites, key historical sources in hand.

Philadelphia was host to a great number of formative political events in the Revolutionary era. Aside from serving as our nation’s first capital city, Philadelphia witnessed the writing of the Declaration of Independence at the Graff House on Market Street; the public presentation of that Declaration in 1776 in front of what is now Independence Hall; and the Constitutional Convention of 1787 that produced the federal Constitution. Of the six signers of the Declaration of Independence who also signed the Constitution, four of them were from Pennsylvania. Philadelphia also produced a variety of politicians, legal advocates, and lawmakers, including, most famously, the Pennsylvania delegation to the Constitutional Convention – the most numerous and perhaps most professionally distinguished delegation in attendance. It consisted of George Clymer, Thomas Fitzsimmons, Jared Ingersoll, Thomas Mifflin, Gouverneur Morris, Robert Morris, James Wilson, and, of course, Benjamin Franklin. Between them, Gouverneur Morris and James Wilson spoke more than any other two attendees, for an extraordinary total of *341 times*.

James Wilson and Benjamin Franklin will play central roles in the workshop’s presentation of constitutional history. Wilson was one of the more politically astute and verbally articulate delegates in attendance, and the chief expositor of the Constitution’s fundamental vision of popular sovereignty. And yet his important role in helping to frame the U.S. Constitution remains largely unappreciated. In addition to shedding new light on James Wilson’s influential role, the National Constitution Center’s summer 2009 Landmarks program will explore how Pennsylvania’s constitutional experience (and Wilson’s strenuous opposition to the state’s 1776 Constitution) helped to shape the federal Constitution of 1787.

Benjamin Franklin left a mark unlike any other on the City of Philadelphia – as well as an indelible moral impression on America’s national character as a whole. The National Constitution Center’s summer 2009 Landmarks program will explore Franklin’s Philadelphia in extraordinary

detail, from the sidewalks to the archives to the marker on his grave. By using local Franklin experts and professional National Park Service rangers, participants will learn firsthand about Franklin's political influence and impact as a moderating force at the Constitutional Convention.

Beyond the Landmarks: What the National Constitution Center Can Offer

With the participation of eminent scholars of early America such as Beeman, Richter, Zuckerman and Remer the National Constitution Center will provide an academically rigorous and geographically unique educational experience to America's top Grade K-12 educators. We will provide access to these world-class scholars in a brand-new, first-rate facility: the National Constitution Center itself. We will do all of this only blocks away from the actual locations in which the key documents of American nationhood were drafted, debated, and signed.

Direct engagement on behalf of program participants with the landmarks and documents available in Philadelphia will be but one part of a rich program schedule. There will be: **1)** lectures by visiting faculty, with ample discussion periods and a chance for one-on-one interaction; **2)** pedagogy activities with the Center's professional education staff including multiple opportunities for feedback and review of lesson-plans developed by workshop participants; and **3)** field trips to relevant sites, led by knowledgeable historians and professional park rangers.

These sites will include Independence Hall and the famed Liberty Bell; Carpenters Hall; the Graff House; the streets of Old City; and several institutions that Ben Franklin himself helped found, the American Philosophical Society among them. Each landmark will be closely wed to a corresponding classroom lecture and discussion activity. Each lecture and discussion, in turn, will be carefully planned to allow interaction, feedback, and participant review at every level.

To treat Philadelphia's urban landmarks and unique historical archives as dynamic pedagogical tools is to bring to life, for a new generation of educators, the political events that so deeply inform the contemporary United States. As new political constitutions are being written even today – from the European Union to Iraq – re-attaining pedagogical familiarity with America's own constitutional history has never been so exciting – and important.

Intended Impact on Workshop Participants

The ultimate goal of these workshops will be to provide Grade K-12 educators with new historical information – and new personal experiences – from which to draw in teaching U.S. constitutional history and the origins of American government to students at their home institutions.

The specific case of Philadelphia – its legislative influence, cosmopolitan past, and inspiring urban landmarks – will therefore function as a model for future teacher institutes in which the built environment is studied alongside archival resources.

In all of these ways, the National Constitution Center’s summer 2009 program will help develop new, nationally useful course content, so that the history of the U.S. Constitution, its Philadelphia imprints and biographical connections, can be more effectively taught.

B) Content and Design of the Project

The wealth of primary source material – both documents and locations – found in Philadelphia has been divided into five clearly focused and individually themed days. For each day, we envision intensive morning sessions during which distinguished visiting faculty will conduct seminars. The afternoons will consist partially of discussion and work periods, and primarily of field trips to Philadelphia landmarks. Where applicable, evening events have also been listed.

Daily Schedule, including Topics of Discussion

Selected readings will be chosen from the texts listed in **Appendix A**. These readings will be assembled into a course pack that will be distributed to all participants in advance of their arrival. All participants will be expected to have read Gordon Wood’s compact *The American Revolution* (2002) and Catherine Drinker Bowen’s *Miracle at Philadelphia: The Story of the Constitutional Convention* (1986) as an introduction to the founding era and Philadelphia’s role in it before the workshops begin.

Day One

The Anglo-American Heritage of Liberty (1215-1763)

Understanding the origins of the American constitutional system requires working knowledge of its English background. English “common law” and the seventeenth-century struggle between Parliament and the King profoundly shaped English and American understandings of British liberty and the British “Constitution”. The Magna Carta (1215), the Declaration of Rights (1689), and the *Second Treatise on Government* of John Locke (1690) will be very briefly reviewed, supplying participants with an integral part of the intellectual chronology that produced the founding documents of the United States.

The Magna Carta, for instance, helps to provide a background for American traditions and practices of individual liberty – even as this English precedent was transformed and expanded by

seventeenth- and eighteenth-century American life. To help gauge the extent of this transformation, we will read Benjamin Franklin's *Observations Concerning the Increase of Mankind* (1751). Franklin's text not only offers an American counter-example to the English texts, it will serve as a gateway into the Pennsylvania-based curriculum of the National Constitution Center's summer Institute.

Additionally, Chapter 1 – “The Traditional Order of Politics in England and America” – from Richard Beeman's *Varieties of Political Experience in Eighteenth-Century America* will be used as secondary reading on actual constitutional practice as it developed in the American context.

Faculty: Rosalind Remer , Franklin Tercentenary

Afternoon session: Walking tour: The Old City District in Historical Memory, highlighting Philadelphia's role as the largest and most cosmopolitan city in America during the revolutionary era.

Day Two **Declaring Independence (1763-1776)**

With the change in British imperial policy in 1763, Americans struggled to forge a coherent response to what many considered to be a threat to their liberties. From 1763 to 1774, American resistance proceeded sporadically; by 1774, the colonies were beginning to form a more common rejection of British royal authority. Utilizing the landmarks of Carpenters' Hall and the Pennsylvania State House, later to be called Independence Hall, this session will explore both the early American resistance to British authority and the climactic events of 1774-1776.

We will begin the session by reading letters from British royal governors describing American resistance to the Stamp Act (July-November 1765). These will serve as more lively companions to our brief review of the “Resolutions of the Stamp Act Congress” (1765). To trace how the ideas developed in the Stamp Act Resolutions fared over the next decade, as opposition to imperial authority mounted, we will read the “Declaration and Resolves of the First Continental Congress” of 1774. James Wilson's pamphlet, “Considerations on the Nature and Extent of the Legislative Authority of the British Parliament,” alongside Tom Paine's *Common Sense*, will then serve as an intellectual bridge into our look at the Declaration of Independence of 1776.

Selections from Pauline Maier's *From Resistance to Revolution* and *American Scripture* will serve as secondary readings to trace the evolution of American resistance and the context of the Declaration of Independence.

Faculty: Richard R. Beeman, University of Pennsylvania

Afternoon session: Field trip to Carpenters' Hall, Independence Hall, and the Graff House.

Day Three

To Begin the World Anew: Establishing Government in the Name of the People (1776-1781)

With the separation from Britain, the states had to establish independent governments. “We have it in our power to begin the world over again,” wrote Tom Paine. “The birthday of a new world is at hand.” Seizing the opportunity to create new forms of government that would extend the principles of liberty across America, most states adopted republican constitutions. But that did not solve the problem of how to divide authority between local and national governments. In 1781, the states agreed to the Articles of Confederation. While the central government established by the Articles led a successful revolution, it proved ineffectual at home and abroad after the war, and many Americans blamed the general deterioration of American political life on its weakness.

By reading the fundamentally libertarian Virginia Declaration of Rights (1776) and comparing it to the more conservative Virginia state constitution (1776), program participants will see that American constitutional efforts varied considerably. These, in turn, will be compared to the Pennsylvania state constitution (1776), the most explicitly democratic state constitution of the era, and the Massachusetts constitution (1780), with its model of balanced government. No state constitution could resolve the separation of local and federal powers – nor could the Articles of Confederation (1781), which we will also read. We will examine the consequences of this in detail.

Selections from Gordon Wood’s *Creation of the American Republic*, examining the political and economic creation of the nation, and Gary Nash’s *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America*, examining the creation of the new nation from perspective of the people impacted, will both serve as secondary readings, offering two very different perspectives on the origins of American constitutionalism.

Faculty: Daniel K. Richter, McNeil Center for Early American Studies, University of Pennsylvania

Afternoon session: Walking Tour: Benjamin Franklin’s Philadelphia, led by Michael Zuckerman, highlighting Franklin’s involvement in Pennsylvania politics as well as on the national stage. May

include visits to the American Philosophical Society, the University of Pennsylvania, and Pennsylvania Hospital.

Day Four **Creating a New Federal Constitution (1781-1787)**

In the mid-1780s, frustration with weaknesses in the Articles of Confederation came together with mounting concern over examples of legislative tyranny and other political and social conditions in the states. This produced a powerful momentum for constitutional change. The result was a constitutional convention which met in Philadelphia in 1787 to frame the new Constitution. The delegates – including Pennsylvanians Benjamin Franklin, James Wilson and Gouverneur Morris, whose central roles will be explored in detail – gathered amidst uncertain chances of success. Yet the document they created was remarkable, both for the way it reconfigured ideas about republican government and federalism, and how it absorbed the precedents of state constitution-making, including Pennsylvania's. Its acceptance by the American people, however, would still require an epochal political struggle.

Discussion in this session will be based primarily in the participants' intensive reading of James Madison's *Notes on the Federal Convention*. Particular attention will be paid to the roles of James Wilson, Gouverneur Morris, John Dickinson, Charles C. Pinckney, and William Paterson. Selections from Gordon Wood, *Creation of the American Republic*; Carol Berkin, *A Brilliant Solution: Inventing the American Constitution*; and Paul Finkelman, "Slavery and the Constitutional Convention" (from Richard R. Beeman et al., *Beyond Confederation: The Origins of the Constitution and American National Identity*), will serve as our secondary readings.

Faculty: Richard R. Beeman, University of Pennsylvania

Afternoon Session: Methods of Teaching the Constitution in the Classroom, with the National Constitution Center's professional education staff.

Evening Program and Meal: A celebratory dinner, with faculty and staff, paid for by the Annenberg Foundation.

Day Five

Adding a Bill of Rights: The Federalist/Anti-Federalist Debate (1788-1791)

The debates over ratification in the fall and winter of 1787-88 involved a fundamental contest over what kind of society and culture America was to have. Anti-Federalists focused on what they saw as violations of earlier Revolutionary assumptions about the nature of power and the need for a small homogenous society in a republican state. Federalists saw themselves as saving the Revolution from its excesses. To address Anti-Federalist criticism that the Constitution lacked the most important traditional safeguard of liberty – a bill of rights – Federalists promised amendments to the Constitution. Ratification of a Bill of Rights in 1791 completed the framework of American government that has endured to the present day.

This session will be based substantially on the participants' reading of the most important Federalist/Anti-Federalist papers, and will therefore be rich in primary sources. Chapter 1 – “Ratification and the Politics of the Public Sphere” – in Saul Cornell's *The Other Founders* and Cecilia Kenyon's “Men of Little Faith: The Anti-Federalists on Representative Government” will serve as secondary readings.

Faculty: Michael Zuckerman, University of Pennsylvania

Afternoon Session: Methods of Teaching the Constitution in the Classroom, with the National Constitution Center's professional education staff.

C) Faculty and Staff

Appendix B contains the complete résumés of our Institute Co-Directors, and two-page résumés for all visiting faculty. **Appendix C** contains their letters of commitment.

Co-Directors of the Institute

Steve Frank and **Eli Lesser** will serve as Co-Directors of the Institute (see their bios in **Staff Faculty**, below), bringing their respective experiences as educator and historian to bear on the task. Their responsibilities will be to arrange and coordinate all activities, including each faculty member's teaching schedule and all field trips to Philadelphia landmarks; to ensure that all participants receive teaching materials and stipends; and to conduct the final and interim evaluations of the workshops and participants.

Steve Frank is Vice President of Education and Exhibits at the National Constitution Center. Dr. Frank serves as a member of the senior management team, and has overall responsibility for planning, implementing, managing, and evaluating the Center's education and outreach efforts, along with its permanent and changing exhibitions. Frank also serves as the Center's chief liaison to the academic community, developing programs to involve constitutional scholars in a variety of fields and disciplines with the work of the Center. He holds a Ph.D. in American History from the University of Michigan.

Eli J. Lesser is Director of Education at the National Constitution Center. Lesser received his master's degree in social studies education from New York University's Steinhardt School of Education and his bachelor's degree in history from the University of Delaware. Prior to joining the Center, Lesser was an educational program developer at the Annenberg Public Policy Center of the University of Pennsylvania. Previously, he taught U.S. and world history at the middle- and high-school level in Delaware and Virginia.

Visiting Faculty

There is a strong presence of University of Pennsylvania faculty in the Center's selection. In addition to their national stature, each faculty member included here possesses expertise on Philadelphia and its colonial history, and is therefore ideally suited to teach in a Landmarks Institute. They each come with different points of view and different backgrounds. This selection of Visiting Faculty therefore not only uses the very best of local expertise that the region has to offer, but also builds upon and strengthens the intellectual bond between the National Constitution Center and the University of Pennsylvania.

Richard Beeman is Professor of History at the University of Pennsylvania. He is the recipient of numerous awards, including fellowships from the National Endowment for the Humanities, the Rockefeller Foundation, the Fulbright Foundation, and the Institute for Advanced Study at Princeton University. He is the author, most recently, of *The Varieties of Political Experience in Eighteenth-Century America* (University of Pennsylvania, 2004). He holds a B.A. from UC-Berkeley, an M.A. from the College of William and Mary, and a Ph.D. from the University of Chicago.

Rosalind Remer is Executive Director of the Franklin Tercentenary, a national commission to commemorate the three hundredth anniversary of Benjamin Franklin's birth. She led the development of a international exhibit on the life and work of Franklin. Dr. Remer has also been on the faculty of Moravian College and is the author of numerous books and articles on Early American History.

Daniel K. Richter is Professor of History at the University of Pennsylvania, and the Director of the McNeil Center for Early American Studies, also at the University of Pennsylvania. He holds a Ph.D. from Columbia University, has taught previously at Dickinson College and the University of East Anglia, and is the author of *The Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonization* (University of North Carolina, 1992), and *Facing East from Indian Country: A Native History of Early America* (Harvard University Press, 2003).

Michael W. Zuckerman is Professor of History at the University of Pennsylvania. He is the author of *Almost Chosen People: Oblique Biographies in the American Grain* (University of California, 1993), among other publications. He holds a B.A. from the University of Pennsylvania, and a Ph.D. from Harvard University.

Staff

Lauren Cristella, Education Manager at the National Constitution Center, will serve as a primary staff member for the workshops. Lauren has experience working with teachers from around the country in workshops at the NCC. She holds a bachelor's degree from Catholic University and a master's degree from University of Essex. She has represented the National Constitution Center at numerous local and national educational meetings, including the National Council for the Social Studies.

D) Selection of Participants

We will form a special Selection Committee to review applications for workshop participation. This selection committee will consist of the National Constitution Center's Steve Frank and Eli Lesser and a workshop faculty member. Forty educators from across the country will be selected for each five-day Institute. This selection

committee will ensure that all applicants meet the NEH's application criteria, supplying a complete one-page application, résumé, and letter of reference. In the process, we hope to form as diverse a group as possible, with respect to geography, educational background, and prior experience with other such historical workshops.

Successful applicants will also meet the following special criteria:

- 1) Demonstrate professional interest in learning more about U.S. constitutional history;
- 2) Show evidence that they have already taught, or soon plan to teach, relevant courses in that field;
- 3) Want to learn more about the use of primary sources, and are interested in developing those skills further;
- 4) Demonstrate competence in the written expression of complex historical ideas.

In addition to these four points, each candidate will be expected to meet all relevant NEH application criteria. Further, no applicant will be discriminated against based on race, gender, sexual orientation, ethnicity, religion, disability, or any other protected category. Wherever reasonable, the National Constitution Center will make accommodations for participants with identified disabilities.

What Is Expected of Participants

Each participant will be encouraged – indeed, expected – to engage openly and helpfully in group discussions. In addition, each participant will be expected to produce, before the start of the 2008-2009 school year, a functioning and academically rigorous course syllabus. By allowing enough time beyond the Institute to complete these lesson plans, we hope to avoid participant anxiety, allowing them to focus on the Institute’s academic content. This syllabus should demonstrate the organizational skill and historical competence needed to condense, process, understand, and clearly re-articulate the major points of each presentation and corresponding landmark. To facilitate the production of these syllabi, we have scheduled periods of individual work in which group discussion, for any questions or suggestions, will be permitted.

E) Professional Development

To ensure that our participants are able to receive Continuing Education Credits, the National Constitution Center will produce official certificates of completion. These certificates will include each participant’s name and institutional affiliation, as well as a description of the coursework performed, the field trips taken, and the lectures attended.

F) Institutional Context

All workshop activities will take place in the National Constitution Center itself. The National Constitution Center is a 160,000 square-foot, state-of-the-art facility, located on Philadelphia’s famed Independence Mall. The Center faces the Liberty Bell, and is mere blocks from the Graff House, Christ Church, and other renowned Old City historic sites.

The National Constitution Center opened to the public on July 4, 2003. The Center was designed by Pei Cobb Freed & Partners, who, with help from exhibit design firm Ralph Appelbaum Associates, produced not only an architectural masterpiece but one of the most advanced learning facilities on the eastern seaboard.

The Grand Hall, Rooftop Terrace, Kirby Auditorium, and Kimmel Theater are only four of the most impressive spaces to be found here. The National Constitution Center’s Annenberg Center for Education and Outreach has two classrooms and a 200-seat auditorium. The classrooms, Freedom and Liberty, are equipped with portable tables and chairs and can be easily altered into any configuration suitable for interactive discussion. “Smart Carts” equipped with laptops and wireless

access, projectors, and CD/video capabilities are also accessible for full-service audio visual presentations. Kirby Auditorium seats 200 and is equipped with video-conferencing capabilities, as well as full-service audio visual needs, a Green Room for presenters and speakers, and a production studio.

Participants will be housed at the Holiday Inn in Old City, a convenient and affordable location approximately one block from the Center. The National Constitution Center has negotiated a reduced rate for participants and the hotel's location, in the heart of Philadelphia's historic district, will offer participants an intellectually stimulating environment along with the convenience and amenities of a hotel. Included with each room is access to workout facilities and a free wireless Internet connection. Further, an extraordinary variety of restaurants across the city will accommodate virtually every dietary preference and budget.

The National Constitution Center is exceptionally easy to reach using public transportation, and there is ample underground parking for participants arriving by automobile. Further, the Center and the Holiday Inn are within walking distance of countless restaurants, cinemas, theaters, and shopping, and our professional Support Staff will gladly offer local recommendations. Greater Philadelphia is also home to a fantastic variety of cultural institutions, including the world-class Philadelphia Museum of Art, and the nation's largest urban landscaped park offers ample athletic opportunity, including cycling, jogging, and boating.

G) Promotion, Dissemination and Evaluation

Promotion

In addition to promotion by the NEH itself, the National Constitution Center will publicize the Institute through its own website and targeted mailings to schools. We will post informative emails onto national listservs and network our publicity with regional historical associations. The Center will also purchase an e-list and direct mailing database of all social studies administrations from Market Data Retrieval. The list will be comprised of social studies administrators, such as department chairs and curriculum specialists, as well as history, civics, and government teachers.

Dissemination

Once the program has ended, all participants will have the opportunity to keep in touch using a special program listserv, established by the National Constitution Center for this purpose.

Through the listserv, participants will be able to compare syllabi, offer suggestions, and stoke burgeoning friendships. Further, an archive of all documents, papers, lectures, and syllabi will be sent to participants after the Institute in the form of a website developed for participants. In addition to images of landmarks visited and required readings included in the course pack – already supplied as part of the program – this website will be of immeasurable help for the future storage, printing, and use of program documents.

Workshop lectures and other relevant materials will be made available, after the workshops have ended, on the Center's own website (www.constitutioncenter.org). Participants will be asked to submit their own materials for inclusion in this online archive. This will form a unique educational resource accessible to teachers all over the country and, indeed, the world.

In this way, the National Constitution Center's summer 2009 Landmarks program will lead to the creation of online resources for teaching the U.S. Constitution at all grade levels.

Evaluation

To ensure that the Institute reaches its ambitious pedagogical goals, we will use the NEH's own online questionnaire as a way for participants to evaluate the quality of the experience. The National Constitution Center will use formal surveys, candidate interviews, and post-Institute online communications, all of which will provide us with the feedback we need in order to determine if our summer Landmarks workshops have been successful.

Conversely, evaluations of program participants will be performed using a matrix of written assessments administered by the Project Director. Based on the National Council for the Social Studies' *Program Standards for the Initial Preparation of Social Studies Teachers*, three types of standards will be used to assess the learning experiences that make the subject matter meaningful for learners. This program evaluation will also ensure that participating teachers possess the knowledge, capabilities, and dispositions associated with the central concepts, tools of inquiry, and learning structures used by the program.

Participants will be reviewed according to thematic, disciplinary, and programmatic standards. The *thematic standards* describe the expectations for what teachers should know and be able to do in order to teach the learners assigned to them. The *disciplinary standards* identify what teachers should do in order to teach appropriately. The *programmatic standards*, finally, focus directly on the teacher training program rather than on the individual.

These standards are intended to ensure that the National Constitution Center's summer 2009 Landmarks program provides the necessary experiences and intellectual resources that will enable teacher participants to become knowledgeable, professionally competent, and pedagogically effective in the future.