

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**



SAMPLE APPLICATION NARRATIVE

Landmarks of American History and Culture Workshops for
School Teachers
Institution: National Trust for Historic Preservation in
the United States



NATIONAL
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HUMANITIES

DIVISION OF EDUCATION
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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: *Race and Place: An Examination of African Americans in Washington, DC from 1800-1954*

Institution: National Trust for Historic Preservation in the United States

Project Director: Katherine Malone-France

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

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INTELLECTUAL RATIONALE

Project Overview

Race and place are inexorably linked in American history because crucial questions of slavery, emancipation, segregation, and integration have resonated deeply as sectional issues. Consequently, an examination of a locality's history from the perspective of a particular racial group yields a deeper understanding of both the place and the group, and this is certainly true of Washington, DC and its African-American population. Moreover, Washington, DC occupies a unique position within our national consciousness as the seat of the federal government and to gain a fuller picture of the city's history is to gain a better understanding of the country's history. The significance and impact of events that occur in the District of Columbia are rarely confined to the city alone. In the swath of American history, stretching from enslavement to legal desegregation, significant changes in status and civil rights often came to African Americans in Washington, DC before they came to African Americans in the rest of the country, and the city has been home to people who were both groundbreaking in their actions and representative of larger trends.

Race and Place: African Americans in Washington, DC from 1800-1954, a six-day workshop offered by the National Trust for Historic Preservation, will promote thoughtful investigations of four crucial periods in American history—pre-Civil War, Civil War, Reconstruction, and Segregation—by studying the experiences of African Americans in the District of Columbia. Within each period, *Race and Place* participants will explore topics that are rooted in the District but also have broad national significance: **Urban Enslavement and Resistance to Slavery in the Nation's Capital; Perspectives on Emancipation: Abraham Lincoln and Elizabeth Keckly; Frederick Douglass in Washington: Politics and Institutions of Reconstruction; and Community, Education and Activism in Segregated Washington.** Workshop participants will examine these subjects as they visit landmark historic sites, participate in lecture and discussion sessions with workshop scholars, exchange best practices, and develop curriculum projects with the resident Master Teacher. Washington, DC is an ideal classroom for such studies because it contains both nationally-significant historic places that are evocative of the experiences of African Americans and research facilities with special collections that will further illuminate the topics of the workshop.

Topics of Study and Historic Sites

Urban Enslavement and Resistance to Slavery in the Nation's Capital

An examination of urban enslavement is essential to understanding the larger institution of slavery and its impact on the United States. In the 1850 census 400,000 people were enslaved in urban centers such as the District of Columbia, Charleston, Savannah, New Orleans, and Nashville.² Urban enslavement differed from slavery in a rural context in significant ways, including types of labor and housing, the close proximity of enslaver and enslaved, and the perceived mobility of enslaved people. An examination of urban slavery in Washington, DC provides case studies that exemplify the characteristics of slavery in urban areas, and also allows for a juxtaposition of the daily practice of enslavement with the governmental debate over the legality of slavery that occurred in the nation's capital.

The architecture of **Decatur House Museum** (the workshop headquarters and a National Historic Landmark, located one block from the White House)—both the 1818 residence facing Lafayette Square and the ca. 1836 slave quarters—evidences the living and working conditions of slaves in urban areas, the active desire to hide the activities of enslaved and free African Americans from view, and the restrictions placed on the slaves' mobility in Washington as the national debate about slavery escalated. In addition to the Decatur House slave quarter's representative value as similar to designs found in other cities, the structure is uniquely significant as the only remaining physical evidence that African Americans were held in bondage within sight of the White House.

An examination of the history of **Lafayette Square** (a workshop site, and a National Historic Landmark) reveals the changing proportions of free and enslaved African Americans in the District; institutions that were a part of the lives of African Americans, such as St. John's Church where free and enslaved African Americans were married and baptized; and actions taken by nationally-prominent families on both sides of the slavery question.

A study of resistance to slavery in Washington, DC is also important to understanding slavery in a national context because the city was strategically located on the border between free and slave-holding states

¹¹ Franklin, John Hope. *From Slavery to Freedom*. New York: McGrawHill, 1994, 130.

and was a thriving center of the slave trade. Anti-slavery activities in the federal city included the distribution of abolitionist literature, purchases of freedom to prevent the separation of families, and daring escape efforts. Those who carried out this resistance risked beatings, imprisonment, and mob violence. Indeed, nowhere did such activity provoke slaveholders more than in the nation's capital and active resistance to slavery in Washington helped solidify positions on both sides of the question in the years leading up to the Civil War. Resistance to slavery in the capital also had wider ramifications because it sometimes involved people of national prominence, such as Secretary of State Henry Clay, who was sued by an enslaved woman named Charlotte Dupuy for her freedom in 1829, while both resided at **Decatur House**.

Perspectives on Emancipation: Abraham Lincoln and Elizabeth Keckly

The issuance of the Emancipation Proclamation on January 1, 1863, is arguably one of the most important moments in American history and it was the final step in a political and personal process that played out in the District of Columbia. An examination of emancipation from the different, but overlapping, perspectives of Abraham Lincoln and Elizabeth Keckly yields a deeper understanding of the complexity of the act, the concept, and the ramifications of emancipation.

For President Lincoln, the decision to issue the Proclamation was a long and carefully-considered one that involved moral, political, and military calculations. On April 16, 1862, Lincoln took an important first step toward full emancipation when he signed into law a Congressional act abolishing slavery in the District of Columbia and compensating slave owners for their freed slaves. During the following summer, the President crafted a first draft of the national Emancipation Proclamation, while staying at his retreat at the Soldiers' Home (a workshop site, today **Lincoln Cottage at the President Lincoln and Soldiers' Home National Monument**). At the Soldiers' Home, Lincoln struggled to refine the document, solicited the opinions of political and religious leaders, watched as the war dead were buried in the Home's military cemetery, and, on his commute from the White House, visited the wounded in hospitals and former slaves in the contraband camps.

⁵ Fleischner, Jennifer. *Mrs. Lincoln and Mrs. Keckly*. Broadway Books: New York, 2003, 232-245.

Former slave Elizabeth Hobbs Keckly, who moved to Washington, DC in 1860 and lived in the city throughout the Civil War, owned her own dressmaking business in the capital and became the seamstress and trusted confidante of First Lady Mary Todd Lincoln. In Keckly's memoir, *Behind the Scenes: Thirty Years a Slave and Four Years in the White House* (1868), she describes the idea and impact of emancipation from the viewpoint of an African-American woman and a free black citizen of Washington. As a frequent visitor in the White House, she observed the personal and political struggles of the Lincoln family during this period. Throughout the city, Keckly saw the plight of the newly freed slaves who flooded into the capital and were living in squalid conditions in "contraband camps," where she volunteered alongside Sojourner Truth and Harriet Jacobs. As the founder of the Freedman's and Soldier's Relief Association, Keckly drew on the support of her own church congregation and the Lincolns, so her unique perspective on emancipation includes its effect on both Washington's white political class and its middle class black community.⁵

Frederick Douglass in Washington: Politics and Institutions of Reconstruction

The Reconstruction era was an important period of governmental influence for Frederick Douglass, who moved to Washington in 1872. As Congress established the constitutionality of emancipation and debated the civil rights of freed slaves, Douglass was one of the few African Americans with the standing to take part in these conversations. Even prior to moving to the city, he and his sons published the *New National Era* newspaper in Washington, DC. In 1877, President Rutherford B. Hayes appointed Douglass - U.S. Marshall for the District of Columbia. That same year, he moved into his home, Cedar Hill (a workshop site, today the **Frederick Douglass National Historic Site**), becoming the first African American to own a house in the white, wealthy Anacostia neighborhood. Douglass' purchase of the home was a victory over the city's restrictive housing covenants, which he circumvented by buying the property when its owner declared bankruptcy.⁸ Douglass went on to hold a succession of offices, including Recorder of Deeds for the District

⁸ Johnson, David. "Douglass Residence is Still a Symbol of Achievement and Potential." 9 March 2006. http://www.hgtv.com/hgtv/rm_restoration_homes_areas/article/0,1797,HGTV_3787_1396244,00.html.

of Columbia, Minister-Resident and Consul-General to the Republic of Haiti, and Charge d'Affaires to Santo Domingo.⁹

Despite his strong support of Ulysses S. Grant in the 1872 Presidential election, Frederick Douglass received no offer of a position in the new administration. Instead, he accepted an appointment as the president of the Freedmen's Savings Bank and Trust Company, newly relocated to the capital. This bank, incorporated in 1865, was formed to provide an institution where former slaves and their dependents could place and save their money. First headquartered in New York, the bank constructed a grand headquarters building across from the White House on **Lafayette Square** and opened branch offices nationally, primarily in southern cities with large populations of African Americans. Eventually, the bank had 37 branch offices in 17 states with approximately 70,000 depositors (over the bank's lifetime) and deposits totaling more than \$57 million.¹⁰ The bank's failure in 1874 was both a political and financial loss for Douglass, who had campaigned for Congress to support the failing institution and deposited his own funds into the bank to build confidence in it. Today, the records of 29 branches of the bank are accessible at the National Archives, along with the records of the Freedmen's Bureau. The bank's history and these records—which contain customer information including names, employers, physical descriptions, occupations, and the names of children and/or siblings—are important resources in understanding the transition from slavery to freedom for African Americans in the United States.

Community, Education and Activism in Segregated Washington

Following the Civil War, many African Americans relocated to urban centers and, by 1900, Washington, DC had the largest population of African Americans of any city in the country. In the segregated capital, African Americans supported their own social, educational, and cultural institutions, which were both locally and nationally significant.¹¹ The **LeDroit Park** neighborhood (a workshop site, today a historic district on the National Register of Historic Places), developed originally as an exclusively white

⁹ "Frederick Douglass." Biography Resource Center, 2001. 4 March 2006.
www.africawithin.com/bios/frederick_douglass.htm

¹⁰ Josiah, Barbara P. "Providing for the Future: The World of the African American Depositors of Washington, DC's Freedmen's Savings Bank, 1865-1874." *Journal of African American History* 89 (Winter 2004): 2.

¹¹ Carlson, Tucker. "Washington's Lost Black Aristocracy." *City Journal*. Autumn 1996. http://www.city-journal.org/html/64urbanities-washingtons_los.html

residential area, but became home to some of the most prominent and influential African Americans in the country by the beginning of World War I. LeDroit Park residents included poet Paul Laurence Dunbar; Senator Edward Brooke, the first African American elected to the U.S. Senate by popular vote; and General Benjamin Davis, the first African-American general.¹²

Washington's Paul Laurence Dunbar High School was founded in 1870 as the Preparatory High School for Colored Youth and became the first public high school for African Americans in the United States and the first public high school for any student in the District of Columbia. The Dunbar High building was demolished in 1977, but the institution's history reveals the intersection of race, place, and class that occurred in the educational institutions of segregated Washington and throughout the country during this period. The school's faculty, which included Anna Julia Cooper, Mary Church Terrell, and Carter G. Woodson, had a high proportion of scholars with advanced degrees who were excluded from faculty positions at predominantly white institutions of higher learning. Among its graduates were African-American leaders such as Nannie Helen Burroughs, Charles R. Drew, Charles Hamilton Houston, and Robert H. Terrell. Dunbar High School's architectural design and curriculum embodied one side of W. E. B. Du Bois and Booker T. Washington's national debate on methods of "racial uplift" because the school was widely perceived as the "academic" school for African Americans, in contrast to other "vocational" schools in the city.

During the early 20th century, Washington was also home to organizations, such as the National Council of Negro Women (NCNW), that campaigned against discrimination and segregation on the national level. Founded in 1935 by educator Mary McLeod Bethune, the NCNW worked to overturn discriminatory poll taxes, promote anti-lynching legislation, and end discrimination in the U.S. armed forces and government housing. Beginning in 1943, Mrs. Bethune's Washington residence (a workshop site, today the **Mary McLeod Bethune Council House National Historic Site**) functioned as the organization's headquarters. In addition to serving as president of the NCNW, while living in Washington, Bethune was appointed a Special Advisor on Minority Affairs to President Franklin Roosevelt, was a member of the Committee of Twelve for National Defense, and served as Vice President of the NAACP.

¹² "LeDroit Park Historic District." 27 February 2006. <http://www.cr.nps.gov/nr/travel/wash/dc65.htm>

In the early 20th century, Washington's **Howard University** (a workshop site with buildings designated as National Historic Landmarks) emerged as the country's most important academic institution in the fight against legally-sanctioned segregation. Led by Charles Hamilton Houston, the Howard University School of Law became an educational training ground for activist black lawyers dedicated to securing the civil rights of all people of color. Howard University also supported the preparation of the legal strategy presented by Thurgood Marshall and the NAACP Legal Defense Fund that led to the historic *Brown v. Board of Education of Topeka, Kansas* (1954, 1955) in which the Supreme Court outlawed the doctrine of "separate but equal" educational facilities and ended segregation in public education. .¹³

Impact on Teachers and Students

The goals of the *Race and Place* workshop are to provide educators with a deeper understanding of four important periods in American history—pre-Civil War, Civil War, Reconstruction, and Segregation—through an examination of African-American experiences in Washington, DC and to provide them with pedagogical resources and techniques that they can use to bring American history to life in their classrooms. As participants explore the city's varied African American history, they will gain a deeper and more nuanced understanding of the history of the nation's capital and of American history as a whole. At workshop sites across the city, educators will experience first-hand the power of historic places as teaching tools and receive a variety of materials for use in the classroom. In curriculum sessions they will exchange best practices and develop exercises to invigorate their pedagogy. In achieving the workshop goals, *Race and Place* seeks to ensure that the history of African Americans is appropriately valued and represented in the larger curriculum.

The workshop also seeks to impact educators by prompting them to consider the dichotomy of race and place and the juxtaposition of the local and the national as general approaches to teaching and learning about American history. To this end, they will be encouraged to identify connections between historical events, people, and locations throughout the workshop. The link between local and national events is evident in any study of Washington's history, and fascinating connections exist between African-American

¹³ *The History of the Supreme Court Encyclopedia*. 24 February 2006.
<http://www.historyofsupremecourt.org/scripts/supremecourt/glossary.cgi?term=h&letter=yes>

experiences, historic places, and events in each of the periods of study. For example, while touring Lafayette Square, educators will hear about Alethia Tanner, who used the money she made selling vegetables in the Square to buy the freedom of relatives, including John F. Cook, Sr., who founded and served as the first minister of the 15th Street Presbyterian Church. Later in the workshops, they will learn about the Preparatory High School for Colored Youth that was organized in the basement of the 15th Street Presbyterian Church. This school became the M Street School, and later Dunbar High School, and among its graduates was Charles Hamilton Houston, who conceived and realized Howard University's central role in the legal attacks on segregation that culminated in the landmark *Brown v. Board of Education* decision. Such interrelationships are clearly evident in Washington's African American history, but they also exist in every community's past. Therefore, the *Race and Place* workshops will provide models for humanities-based inquiry that can be utilized in any classroom.

CONTENT AND DESIGN

Workshop Structure

The content and design of the workshop, characterized by breadth of scope and a variety of activities, is intended to reflect the realities of the classroom, in which educators often are expected to cover long periods of history within a tight schedule while incorporating innovative techniques. Workshop participants, faculty, and staff will be expected to be consistently collegial, engaged, and dedicated to achieving the workshop's goals. The workshop goals will be accomplished by the following components: **Assigned readings** will build knowledge of the African-American experience in Washington, provide the necessary context for the workshop topics and field studies, and introduce participants to the work of the scholars who will be addressing them. Prior to the workshop, participants will receive selected readings and a print and online bibliography (please see Appendices). Assigned readings will include: "Eastman Johnson's 'Negro Life at the South' and urban slavery in Washington, DC" by John Davis, and excerpts from *Black Reconstruction in America, 1860-1880* by W.E.B. DuBois and *Segregation in Washington: A Report* by Kenesaw M. Landis (issued by the National Committee on Segregation in the Nation's Capital in 1948).

Lectures and discussions will provide information on workshop topics and context for the field studies, expose participants to a variety of humanities-based scholarship, and encourage dialogue with faculty about their areas of expertise. Lecture topics will include: "Varieties of African-American housing in the District of Columbia from 1790-1890: From Slavery to Tenancy," "The Freedmen's Bank: A History and a Research Introduction," and "Keep A-Pluggin' Away: Paul Laurence Dunbar High, 1870-1954."

Field studies will promote active learning about workshop topics and exemplify the power of historic places - as teaching tools. Field studies will include not only historic buildings, but also historic neighborhoods and interpretive exhibits. Field studies will also inform educators and their colleagues at home about "off the beaten path" historic sites that can be included in school field trips to the capital.

Pedagogical resources will enhance participants' abilities to incorporate the workshop content and best practices into their curriculum materials. Each day, educators will receive primary source materials associated with the topics to be covered. Every field study will include a session on classroom resources associated with the site. There will also be a daily emphasis on the biography of at least one person central to the day's topic, accompanied by classroom materials, such as primary sources, online resources, graphics, and a bibliography. Highlighted biographies will include famous figures, such as Frederick Douglass, and the stories of lesser-known people, such as Charlotte Dupuy or Elizabeth Keckly. Participants will also receive excerpts from the National Park Service's *Teaching with Historic Places: A Curriculum Framework for Professional Training and Development*, which offers information on content and skills to be learned from historic places, teaching strategies, the selection of appropriate sites, and collaborative programs and activities.

Curriculum projects will allow participants to synthesize all other workshop components to create a classroom application that is appropriate to their instructional level and meets applicable national and state standards. For the curriculum project, educators will be divided into small groups based upon grade levels. These groups will work together to organize and prepare two Historical Investigations (HI), a classroom exercise in which students use primary and secondary sources to answer an essential question. For the *Race and Place* HI's, participants will utilize a template developed by the workshop's Master Teacher to outline an important question based on the workshop topics and/or field studies (such as, "Was President Lincoln for

or against the institution of slavery?”), identify 6-8 primary sources to use in answering the question, and develop procedures for incorporating the HI into a lesson plan. The use of such active historical inquiry is strongly advocated by the National Council of Social Studies in its position statement, *A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy*. Daily curriculum project work sessions will be led by the Master Teacher, assisted by the Project Director and workshop faculty. During these sessions, educators will be required to conduct outside research at one of the libraries or special collections in the city and incorporate this work into their HI's. Project faculty will assist the work groups in identifying applicable research institutions, all of which are easily accessible on foot or by public transportation. On the last day, each group will present one complete HI to the entire workshop.

Workshop Schedule

Each *Race and Place* workshop will be 6 days long. Day 1 will be an afternoon registration and information session and an evening reception sponsored by the Decatur House Board of Directors. Days 2-5 will each focus on a single topic in one of the workshop's four historical periods. Each day will follow a general format of morning lectures and discussion followed by field studies and curriculum project sessions in the afternoon. On Day 6 participants will present their curriculum projects. For a detailed schedule, including daily goals and assigned readings, lecture topics, and field studies, please see Attachment 5.

FACULTY AND STAFF

The *Race and Place* workshops have attracted a diverse and distinguished faculty, including both established and emerging scholars. Resumes and letters of commitment are included in the Appendices.

Project Faculty

Katherine Malone-France, MHP (Project Director): Director of Collections and Programs at Decatur House; Project Director of *Race and Place* workshops in 2007; 3 years as Scholar/Adviser to Landmarks - workshop *Crafting Freedom*; formerly Executive Director of the Burwell School Historic Site.

Max van Balgooy, MA: Director of Education and Interpretation, National Trust Historic Sites Division; conducted numerous workshops on museum interpretation, education, and planning; published a wide variety of articles on museum-related topics including heritage education and historical interpretation.

Jill Sanderson, MS: Curator of Education at Lincoln Cottage; MS in Museum Education Leadership; formerly Director of Education at Tudor Place Historic House and Garden; has developed and supervised a variety of museum education and interpretive programs.

Visiting Faculty

K. Wise-Whitehead, MA (Master Teacher): 2006-07 Gilder Lehrman *Preserve America* Maryland History Teacher of the Year; social studies teacher at West Baltimore High School; served as the Master Teacher for UMD, Baltimore County *Teaching American History* project; authored 3 featured multi-media lesson plans for the National Visionary Leadership Project; proven record of mentoring other teachers.

Elizabeth Clark-Lewis, PhD: Director of the Public History Program and Professor of History at Howard University; author of numerous books and articles on Washington's African-American history, producer of *Freedom Bags*, an award-winning documentary on segregated Washington.

Stanley Harrold, PhD: Professor of History at South Carolina State University; has written numerous books and articles on slavery and resistance to slavery, including *Subversives: Antislavery Community in Washington, D.C., 1828-1865*; *American Abolitionists* and *The Abolitionists and the South, 1831-1861*.

Julie Galonska: Site Manager of the Frederick Douglass National Historic Site; responsible for the site's educational programs; worked in NPS for over a decade as an Interpretive Supervisor and Park Historian; author of articles on public history and interpretation at historic sites.

Joy G. Kinard, MA: Park Ranger at the Mary McLeod Bethune Council House National Historic Site; coordinates the site's curriculum-based educational programs and volunteer educators; PhD candidate in History at Howard University.

Brenda McKelvin: currently a guide at Decatur House; has conducted living history programs on enslaved African-American women and 19th century foodways at both Decatur House and Riversdale Mansion.

Marya McQuirter, PhD: independent historian who has written extensively about the African-American history of Washington, DC; conducted three teacher workshops on Washington, DC history.

Edna Greene Medford, PhD: Associate Professor of History and Director of Graduate Studies in History at Howard University; co-authored *The Emancipation Proclamation: Three Views—Social, Legal and Pictorial*; spoken

and written extensively about Abraham Lincoln, African Americans in Civil War Washington, and the Emancipation Proclamation. -

John Michael Vlach, PhD: Professor of American Studies and Anthropology at The George Washington University; author of numerous books and articles on African-American folklife and the architecture of slavery; member of the faculty of the Smithsonian Office of Elementary and Secondary Education.

Reginald Washington: African-American Genealogy Specialist at the National Archives; conducted numerous workshops and published articles on the use of the Freedmen's Bureau and Freedmen's Bank records for research on African American history.

Amber N. Wiley, MA: PhD candidate in 20th Century Architectural, Urban, and African American Cultural Studies at The George Washington University; written and lectured on Washington's African American, architectural, and landscape history.

SELECTION OF PARTICIPANTS

In order to attract a large and diverse pool of applicants from throughout the country, the National Trust will publicize the workshop widely and through several different media, utilizing strategies that proved effective in promoting the workshop in 2007. Among the most effective promotional tools in 2007 were - emails sent by the Project Director to social studies and language arts curriculum specialists in all 50 states - and major city systems, requesting that they forward information about the workshops to classroom teachers. Similar emails were also sent to state coordinators for independent schools and homeschool associations. The response to these notices was extremely positive and they will be repeated in 2008.

NEH funds earmarked for promotions will be used to design, print, and mail flyers about the workshop to Decatur House's extensive list of K-12 social studies educators in Maryland, Virginia, the District of Columbia, and selected schools around the country. The workshop will also be publicized through the Master Teacher's professional contacts and postings to websites and listservs where educators learn about professional development opportunities, including the National Council of Social Studies, H-Net, teachers.net, and EDInfo. Field study sites will send notices to their educator mailing lists and the National

Trust will send out information about the workshop through its eight regional and field offices and its State and Local Partners listserv.

To ensure a dynamic and collaborative workshop community that will foster professional development, the participant selection process will seek to identify educators from a diversity of geographic locations, backgrounds, and teaching experiences; who have demonstrated intellectual curiosity, proven capacity for collegial collaboration, and an evident desire to bring innovative techniques into their classrooms. Applicants will be required to submit a one-page essay outlining their interest in the topic and how the workshop will impact their classrooms. The 2008 selection committee will be composed of the Project Director, one project faculty member, and the workshop's Master Teacher. The selection committee will use the NEH scoring guide and an essay rubric to review each application. The National Trust's non-discrimination policy will apply to the review of applications. All applicants will be notified in writing when their application is received, as their candidacy progresses, and about the results of the selection process.

PROFESSIONAL DEVELOPMENT

Race and Place will offer Continuing Education Units (CEUs) to workshop participants at no cost. During registration, participants will complete CEU application forms. Certificates of completion will be prepared by the workshop staff and presented to each participant who completes the workshop.

INSTITUTIONAL CONTEXT

The National Trust for Historic Preservation is a private, nonprofit membership organization dedicated to protecting the irreplaceable. A recipient of the National Humanities Medal, the National Trust was founded in 1949 and provides leadership, education, advocacy, and resources to save America's diverse historic places and revitalize communities. The National Trust's Washington, DC headquarters staff, 6 regional offices, and 28 historic sites work in partnership with the organization's 270,000 members and local community groups in all 50 states. **Decatur House Museum** was the first historic site owned by the National Trust and it continues to be owned and operated by the organization today. The museum complex, centrally located in downtown Washington, includes an 1818 dwelling that was the first private residence built across from the White House on Lafayette Square, rare urban slave quarters constructed ca. 1836, exhibit

galleries, a gift shop, and the Carriage House rental facility. Today, the museum's mission is to explore American cultural and social history as it relates to the house, its location, architecture, preservation, and its occupants and their stories through tours, educational programs, lectures, and exhibitions.

Project Administration

The National Trust for Historic Preservation will act as the administrator of the *Race and Place* workshops, which will be headquartered at Decatur House. Project Director Katherine Malone-France, Director of Collections and Programs at Decatur House, and project Faculty Member Max van Balgooy, Director of Education and Interpretation for the National Trust's Historic Sites Division, will facilitate communication between Decatur House and the National Trust. Support staff at both the National Trust's Washington headquarters and Decatur House will coordinate resources and paperwork.

Facilities

All lectures will be held in the Decatur House Carriage House, a 2500 square foot facility with ample meeting space and full audiovisual and technological capabilities. Curriculum work sessions will be held in the Carriage House or at the headquarters of the National Trust, a 15-minute walk or 5-minute subway ride from Decatur House. During curriculum sessions, laptop computers, printers, and internet access will be available to each work group. Jump drives will be provided to each educator to store their primary source and research materials. A number of research facilities are easily accessible from Decatur House by subway and bus, including: the National Archives, the Library of Congress, the Moorland-Spingarn Research Center, the Sumner School Archives, and National Archives for Black Women's History.

Food and Housing

As a center of the city's business, politics, and commerce, the area around Decatur House offers an array of affordable (\$10 and under) dining options and many of the city's most interesting neighborhoods are accessible by subway. On the day that participants travel to Lincoln Cottage, they will be provided with a box lunch because there are no dining options within walking distance of this property. During this lunch, the site director will give an introduction to the property. A reception on the first evening of the workshop will be provided by the Decatur House Board of Directors.

Race and Place participants will have two recommended housing options. Conference Group Housing at The George Washington University: \$40 per night in dorms on the Foggy Bottom Campus; 15-minute walk or 5 minute subway ride from Decatur House; linens provided; buildings have security personnel, are air-conditioned, and have private bathrooms. For participants who do not wish to stay in a college environment, lodging will be available at the Hotel Helix for \$68 per night (double occupancy) or \$136 per night (single occupancy.) *Race and Place* staff will coordinate reservations at GWU and hotel roommates and -reservations. For a map of workshop sites and lodging, please see Attachment 6.

DISSEMINATION AND EVALUATION

Dissemination

Each workshop participant will assemble a binder of materials related to the workshop topics and a packet of *Teaching with Historic Places* resources. The curriculum projects developed during the workshop will be sorted by grade level and put onto a CD that will be mailed to all workshop participants. Selected curriculum projects will be uploaded to the *Race and Place* website, where they will be easily accessible to participants and others. Teachers will be encouraged to develop the curriculum projects into lesson plans with a post-workshop incentive. The workshop website will also provide links to the workshop historic sites, as well as online sources for research and primary sources, to facilitate continued engagement with the workshop topics. In 2007, project faculty submitted paper proposals related to the workshop to the National Preservation Conference and the American Association of State and Local History Annual Meeting. In 2008, project faculty will submit a conference proposal to the National Council for Social Studies.

Evaluation

Every component of the workshop and the workshop facilities will be assessed each day using the Daily Session and Facilities Evaluation Rubric (please see Attachment 7). Assessments will be reviewed daily and adjustments to workshop content, format, and facilities will be made to ensure that workshop goals are met. A Final Evaluation Rubric will be completed by all participants. Workshop faculty will complete an evaluation of the achievement of workshop goals at the mid-point and conclusion of each six-day session.

Race and Place: African Americans in Washington, DC from 1800-1954

DAY 1: REGISTRATION AND INTRODUCTION

July 2008

Time	Location	Event	Faculty/Scholars	Notes
4-5:30 PM	Decatur House Carriage House	Registration	Katherine Malone-France, K. Wise-Whitehead, Hart Queeny, Asst. to Project Director	The Decatur House Carriage House, built in 1984, is a 2500 sq. foot facility for meetings and private events. It has full audiovisual capabilities.
5:30-6:30 PM	Decatur House Carriage House	Introduction and Workshop and Curriculum Project Overview	Malone-France, Wise-Whitehead, Queeny, Asst. to Project Director	
6:30-7 PM	Decatur House Carriage House	Icebreaker Game: People Bingo	Malone-France	
7-8 PM	Decatur House Ballroom	Welcome Reception, sponsored by the Decatur House Board of Directors	Malone-France, Wise-Whitehead, Queeny, Asst. to Project Director	

DAY 2: PRE-CIVIL WAR

July 2008

Topic: URBAN ENSLAVEMENT AND RESISTANCE TO SLAVERY IN THE NATION'S CAPITAL				
Goals: To explore slavery within the District of Columbia by studying the landscape in which it occurred and acts of resistance to it. To outline a curriculum project that meets state and national standards and identify applicable primary and secondary sources.				
Assigned Readings: <i>Subversives: Antislavery Community in Washington, DC, 1828-1865</i> , Stanley Harrold; "Eastman Johnson's 'Negro Life at the South' and urban slavery in Washington, DC," John Davis; "The Ties that Bind: The Pursuit of Community an Freedom Among Slaves and Free Blacks in the District of Columbia, 1800-1860," Mary Beth Corrigan.				
Time	Location	Event	Faculty/Scholars	Notes
9-10:30 AM	Decatur House Carriage House	Lecture and Discussion: "African Americans in Pre-Civil War Washington and Resistance to Slavery"	Stanley Harrold	
10:30-12 PM	Decatur House Carriage House	Lecture and Discussion: "Varieties of African-American housing in the District of Columbia from 1790-1890: From Slavery to Tenancy"	John Vlach	
12-1 PM	Participants' Choice	Lunch		
1-3 PM	Decatur House and Lafayette Square	Field study: Decatur House and Lafayette Square	Malone-France, Brenda McKelvin	Groups of 15-20 people each will move through 3 stations for 40 minutes each. Station 1: (Malone-France): Tour Decatur House, ca. 1836 slave quarters, and view the permanent exhibit on urban slavery. Station 2: Self-guided cell phone audio tour entitled <i>Half Had Not Been Told to Me: The African American History of Lafayette Square</i> (the development of this tour was funded in part by a grant from the NEH's Interpreting America's Historic Place program.) Station 3: (McKelvin) First-person interpretation of an enslaved woman in Henry Clay's household. In Decatur House's restored early 19th century kitchen, McKelvin will portray the food-related tasks of an enslaved woman and the reaction of enslaved people in the household to Charlotte Dupuy's lawsuit.

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DAY 2: PRE-CIVIL WAR

July 2008

3-3:30 PM	Decatur House Carriage House	Classroom Resources: Charlotte Dupuy	Malone-France	During each day of the workshop, we will highlight one particular person related to a site we have visited in a short session designed to provide teachers with a variety of resources, such as primary and secondary sources, graphics, a bibliography, and online resources, that can be used to bring this biography in the classroom. Charlotte Dupuy was enslaved in the household of Henry Clay while he rented Decatur House. In 1829, while living at Decatur House, Dupuy sued Clay for her freedom.
3:30-5:30 PM	Decatur House Carriage House	Curriculum Project: Divide teachers into grade level groups, overview of national standards and identification of research institutions, project work time.	Wise-Whitehead, Malone-France, Asst. to Project Director	
7-8:30 PM	Decatur House Carriage House	Discussion and Dessert: "Who are you and Why are you here?"	Wise-Whitehead, Malone-France, and Asst. to Project Director	Within groups of 10 people, participants will have a 45 informal discussion time and then each group will report to the entire group on the interests of their small group. This exercise will help create a collegial environment and allow the educators to identify people with whom they might collaborate on their curriculum projects.

Race and Place: An Examination of African Americans in Washington, DC from 1800-1954

DAY 3: CIVIL WAR

July 2008

Topic: PERSPECTIVES ON EMANCIPATION: ABRAHAM LINCOLN AND ELIZABETH KECKLY				
Goals: To examine the conception, political act, and ramifications of the emancipation of slaves in Washington, DC and the United States from the perspective of Elizabeth Hobbs Keckly and Abraham Lincoln. To emphasize the use of historic places in the classroom as a best practice. Assigned readings: <i>First Freed: Washington, DC in the Emancipation Era</i> , Elizabeth Clark-Lewis; excerpts from <i>Behind the Scenes: Thirty Years a Slave and Four Years in the White House</i> , Elizabeth Keckly; and <i>Lincoln's Sanctuary: Abraham Lincoln and the Soldiers' Home</i> , Matthew Pinsker.				
Time	Location	Event	Faculty/Scholars	Notes
9-10 AM	Decatur House Carriage House	Lecture and Discussion: "Abraham Lincoln, Black Wartime Washington, and Emancipation"	Edna Greene Medford	
10-11 AM	Decatur House Carriage House	Virtual Tour and Discussion: "Elizabeth Keckly's Washington"	Malone-France	Participants will learn about Keckly's perspective on emancipation as they explore the places in Washington that were significant to her when she lived in the city. This will be a virtual tour (using historic images and maps) because most of sites associated with Keckly in Washington have been demolished. The virtual tour will include Lafayette Square, where Keckly organized a celebration of DC Emancipation, the White House, Keckly's home on 12th St. NW, her place of business, her church, and the contraband camps where she volunteered.
11-11:30 AM	Decatur House Carriage House	Pedagogical Resources: Elizabeth Keckly	Malone-France	
11:30-12 PM		Travel to President Lincoln and Soldiers' Home National Monument. We will take the same route used by President Lincoln as he traveled up 14th Street to the Soldiers' Home.		
12-1 PM	Lincoln Cottage at President Lincoln and Soldiers' Home National Monument	Box Lunch with Introduction to Lincoln Cottage	Frank Milligan, Director of Lincoln Cottage	

Race and Place: An Examination of African Americans in Washington, DC from 1800-1954

DAY 3: CIVIL WAR

July 2008

1-3 PM	Lincoln Cottage at President Lincoln and Soldiers' Home National Monument	Field Study and Pedagogical Resources: "Lincoln and the Emancipation Proclamation"	van Balgooy, Jill Sanderson	Groups of 15-20 people will move through 3 stations for 40 minutes each. Station 1: (LC guide staff) Tour Lincoln Cottage. Station 2: (Sanderson) Lecture on Lincoln's perspective on emancipation and pedagogical resources on the Emancipation Proclamation. Station 3: (van Balgooy) View permanent exhibits on Civil War Washington and the Emancipation Proclamation.
3-3:30 PM		Travel from President Lincoln and Soldiers' Home National Monument to NTHP HQ by chartered motor coach.		
3:30-6 PM	NTHP Boardroom and Coal Bin	Curriculum Project: Utilizing NPS <i>Teaching with Historic Places</i> , curriculum project work time	Wise-Whitehead, Malone-France, van Balgooy, Asst. to Project Director	
EVENING	Washington, DC	Explore Washington, DC! Recommended activities include Dinner and Jazz on U Street or a Moonlight Monument Cruise on the Potomac River. Workshop staff will coordinate reservations for participants.		

DAY 4: RECONSTRUCTION

July 2008

Topic: FREDERICK DOUGLASS IN WASHINGTON: POLITICS AND INSTITUTIONS OF RECONSTRUCTION				
Goals: To examine the role of Frederick Douglass in the politics and institutions of Reconstruction-era Washington. To utilize the records of the Freedmen's Bank as a pedagogical tool. Assigned readings: Excerpts from <i>Black Reconstruction in America, 1860-1880</i> , W.E.B. DuBois; <i>The Life and Times of Frederick Douglass</i> , Frederick Douglass; and <i>Forever Free: The Story of Emancipation and Reconstruction</i> , Eric Foner and Joshua Brown.				
Time	Location	Event	Faculty/Scholars	Notes
9AM-10:30 AM	Decatur House Carriage House	Lecture and Discussion "African Americans in Reconstruction-era Washington"	Marya McQuirter	
10:30-12PM	Decatur House Carriage House	Lecture and Discussion: "The Freedman's Bank: A History and a Research Introduction"	Reginald Washington	
12-1PM	Participants' Choice	Lunch		
1-1:45 PM	Decatur House Carriage House	Introduction and Pedagogical resources: Frederick Douglass and the Frederick Douglass National Historic Site (FDNHS)	Julie Galonska, Site Director of FDNHS	
1:45-2:15 PM		Travel from Decatur House to the FDNHS		
2:15-3:45 PM	Frederick Douglass National Historic Site	Field study: Frederick Douglass National Historic Site	Galonska, FDNHS Staff	Groups of 15-20 people will tour the house staggered by 15 minutes. While waiting to begin the tour and after its conclusion, participants can view the permanent exhibits on Douglass' life and the Site Director will be on hand to answer questions.

DAY 4: RECONSTRUCTION

July 2008

3:45-4:15 PM		Travel from FDNHS to NTHP HQ		
4:15-6 PM	NTHP Boardroom and Coal Bin	Curriculum Project: Curriculum worktime	Wise-Whitehead, Malone-France, van Balgooy, Asst. to Project Director	Computer access will be available at Decatur House and at the National Trust's headquarters building, a short walk or subway ride from Decatur House. Via the subway, participants can also travel to research facilities such as the Moorland-Springarn Research Center at Howard University and the National Archives.
7:30-9 PM	NTHP Boardroom	Film presentation and discussion with the producer: <i>Freedom Bags</i>	Elizabeth Clark-Lewis	<i>Freedom Bags</i> (1990, 30 minutes) <i>Freedom Bags</i> tells the story of one of the largest migrations in history, where many unskilled women fled North to Washington in search of better wages and working condition. Many found hardship, loneliness, racism, and \$5 per week salaries instead—hardly the better life they were expecting. Co-produced by workshop scholar Elizabeth Clark-Lewis. Funded by the Humanities Council of DC. Awards: Gold Apple, National Educational Film & Video Festival, Best Non-Fiction Film, Black Filmmakers Hall of Fame.

DAY 5: SEGREGATION

July 2008

Topic: COMMUNITY, EDUCATION, AND ACTIVISM IN SEGREGATED WASHINGTON				
Goals: To study African-American community institutions and activism in Washington in the first half of the 20th century. To identify the national impacts of DC desegregation lawsuits. Assigned Readings: Excerpts from <i>Living In, Living Out: African American Domestic Workers in Washington, DC, 1910-1940</i> , Elizabeth Clark-Lewis and <i>Segregation in Washington: A Report</i> , Kenesaw M. Landis. "Don't Buy Where You Can't Work: The New Negro Alliance of Washington," Michele Pacifico.				
Time	Location	Event	Faculty/Scholars	Notes
8:30-9 AM		Travel by 2 mini buses to Howard University and LeDroit Park		1 bus will take participants to LeDroit Park and another will take them to the upper campus at Howard University.
9-10:15 AM	LeDroit Park Historic District and Howard University	Field study: Walking tours of LeDroit Park and Howard University	McQuirter and Kinard	Each walking tour will last 30 minutes with a 15 period of travel between LeDroit Park and the upper campus of Howard University.
10:15-10:45 PM		Travel from Howard University and LeDroit Park to Decatur House		
10:45-12:15 PM	Decatur House Carriage House	Lecture and Discussion: "Keep A-Pluggin' Away: Paul Laurence Dunbar High, 1870-1954"	Amber Wiley	
12:15-1 PM	Participants' Choice	Lunch		

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DAY 5: SEGREGATION

July 2008

1-2 PM	Decatur House Carriage House	Introduction and pedagogical resources: Mary McLeod Bethune and the Mary McLeod Bethune Council House National Historic Site (MMBCHNHS)	Joy Kinard, Park Ranger, MMBCH NHS	The MMBCH National Historic Site just concluded strategic planning process. As a part of this effort, new educational and curriculum-based materials were created for the site.
2-2:20 PM		20-minute walk or subway ride from Decatur House to the MMBCHNHS.		Participants who walk will be encouraged to follow the route used by Mrs. Bethune as she walked to and from the White House.
2:20-3:30 PM		Field study: MMBCHNHS	Kinard, MMBCHNHS Staff	2 groups of 25 people each will move through 2 stations for 30 minutes each. Station 1: (Kinard) Tour of first floor of MMBCHNHS. Station 2: (MMBCHNHS Staff) Tour of National Black Women's Archives on the second floor of the MMBCHNHS.
3:30-4 PM		Walk or take subway from MMBCHNHS to NTHP HQ.		
4-6 PM	NTHP Boardroom and Coal Bin	Curriculum project: work or research time	Wise-Whitehead, Malone-France, van Balgooy, Asst. to Project Director	

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DAY 6: CURRICULUM COLLABORATION

July 2008

Goal: To allow participants to present their curriculum projects and receive feedback from their peers.				
Time	Location	Event	Faculty/Scholars	Notes
9-11 AM	Decatur House Carriage House and NTHP Coal Bin	Curriculum project: work time or time for reflection and relaxation.	Wise-Whitehead, Malone- France, Asst. to Project Director	Participants who do not need additional project work time can select from recommended activities, such as a tour of Ford's Theater or tour of the Supreme Court. Space will also be provided for informal discussions and information exchange between educators.
11-12 PM	Decatur House Carriage House	Curriculum project presentations	Wise-Whitehead, Malone- France, Asst. to Project Director	
12-1 PM	Participants' Choice	Lunch		
1-4PM	Decatur House Carriage House	Curriculum project presentations	Wise-Whitehead, Malone- France, Asst. to Project Director	