



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Proposal

The attached document contains the narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful proposal may be crafted. Every successful proposal is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the program guidelines at <http://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: The USS Constitution and the War of 1812

Institution: USS Constitution Museum

Project Directors: Sarah Watkins and Rebecca Crawford

Grant Program: Landmarks of American History and Culture Workshops

War of 1812 Teacher Workshop

Intellectual Rationale

USS *Constitution*: The United States frigate *Constitution* is the most important artifact of the naval War of 1812. The ship is a model of American craftsmanship, a reminder of the US Navy's victorious past, and a national symbol embodying the ideals of self-sacrifice, discipline and teamwork. Named by George Washington and built of timber harvested from Maine to Georgia, the ship was launched in Boston in 1797. Although she served in almost every conflict from the Quasi War with France to the Civil War, the ship is most famous for her participation in the War of 1812. During that war with Great Britain, *Constitution* won three morale-inspiring victories against the formidable Royal Navy. While fighting HMS *Guerriere* on August 19, 1812, British cannonballs bounced off her thick oak sides. American sailors, impressed with their ship's apparent invincibility cried, "Huzza, her sides are made of iron!" The ship has gone by the nickname "Old Ironsides" ever since.

Undeclared in the war, the ship inspired fervent devotion. As the *National Intelligencer* editorialized in 1815, "Let us keep 'Old Iron Sides' at home. She has, literally, become a *Nation's* Ship, and should be preserved...that our children, and children's children, may view this stately monument of our Naval Triumphs." Oliver Wendell Holmes' famous 1830 poem "Old Ironsides," argued against scrapping the aging warship and helped ensure that the "Eagle of the Sea" would live on in American hearts and minds. By the late nineteenth century, *Constitution* was firmly entrenched in the popular culture of the nation and enjoyed an almost cult-like status: "Ladies have been seen kissing the hem of her sails; men to scrape the barnacles from her bottom to preserve as souvenirs..., and canes and boxes without number have been made from the original wood of the Constitution."

Constitution stands alone as a “Naval Monument,” but to appreciate and understand the ship’s significance, we must look at her history within the context of her time. When launched, the Ship and her five sisters were among the largest, most technologically-advanced structures ever built in the United States. They were products of their society. The story of the ship is not just about naval technology and tactics, but also politics, personalities, labor relations, and gender. Seafaring in the early republic offers a springboard to explore themes of political conflict and compromise, team building and leadership, diversity and self-sacrifice for a common cause.

Today, USS *Constitution* is among the top tourist destinations in Boston. The ship welcomed 511,824 visitors in 2010, one of the most visited attractions on Boston’s famous “Freedom Trail.” *Constitution* remains a commissioned warship in the US Navy. Active duty sailors from across the country lead daily tours of the historic ship. During an in-depth tour led by the historian at the Naval History & Heritage Command Detachment Boston (the facility responsible for maintaining the Ship), participants will see the unique construction features that contributed to the Ship’s success in battle, and will get to explore spaces usually off-limits to the public including the captain’s cabin, surgeon’s cockpit, and magazine.

Adjacent to USS *Constitution* is the USS Constitution Museum, a private non-profit 501(c)3 educational organization. The Museum receives **no** direct funding from the US Navy or the US Government (other than through competitive grants such as this). In 2011, 304,600 visitors crossed the pier and visited the Museum to learn the stories of *Constitution*’s travels and see the artifacts relating to the crew. The Museum creates compelling hands-on exhibits that engage all ages in conversations about history.

The War of 1812: Any examination of *Constitution* must necessarily include her role in the War of 1812. Often called the “Second War of Independence,” this conflict helped the young nation

establish itself as a player on the world stage. Issues of free trade, infringements on the rights of American citizens, flawed diplomacy, and caustic regional politics all contributed to the War's outbreak. Studying the War's causes and consequences offers an opportunity to discuss many of the issues that have shaped our nation. Out of the war came greater unity. The nation acquired new heroes and symbols, including "Old Ironsides" and the "Star Spangled Banner."

Throughout 2012 and continuing into 2015, the nation will celebrate the Bicentennial of the War of 1812. Communities and organizations across the nation are planning commemorative events, educational programs, and publications that will focus the national spotlight on America's "forgotten war." But why study *Constitution* and the War of 1812? Some people remember the war as the origin of the national anthem. Some know that the British burned the White House and the Capital. Still others fondly repeat Capt. James Lawrence's dying words, "Don't give up the ship!" Beyond these bare facts, the war is largely underrepresented and forgotten. Despite its relative obscurity today, it was very much a turning point in American history. Workshop participants will be exposed to the complexities of the period. The invited scholars possess expertise in all aspects of early American culture. Teacher participants will consider the political justifications for and against the war. They will follow the victories and the reverses at sea and on land. They will read the words of ordinary people who participated in the battles and stayed at home. Finally, participants will consider the war's impact, and how it was viewed at the time and in the nation's cultural memory.

While the War of 1812 had no clear winners (indeed, the Treaty of Ghent gave no concessions to either side), there were certainly losers. Indigenous populations in the northwest and southeast were dealt a staggering blow, from which they never recovered. The Federalists, who had adamantly opposed the war, never regained the prominence they once enjoyed, and

faded from the American political scene. Even so, later-day Americans often regarded the post war period with affection. With the advent of peace came decades of stability, improved diplomatic relations and economic growth, the so-called “Era of Good Feelings.” A sense of self-confidence pervaded the nation, and it inspired the western expansionism that characterized the rest of the nineteenth century. The War of 1812 allowed the new nation to break free of its colonial past, and told the nations of Europe that a new player had emerged on the world stage. As British diplomat Augustus J. Foster acknowledged at war’s end, “The Americans . . . have brought us to speak of them with respect.”

USS Constitution Museum: The USS Constitution Museum will leverage its extensive research on *Constitution’s* crew and expertise in family learning to help teachers create memorable experiences in their classrooms that trigger curiosity and inspire our youngest citizens. The Museum has a proven capacity for executing projects of this scale and complexity. For the last ten years, USS Constitution Museum staff have traveled across the country presenting workshops about “Old Ironsides.” Since 2000, staff have run 30 teacher workshops in cities across the country, reaching 746 teachers who teach 53,016 students. In addition, staff have offered 695 hands-on classroom programs to elementary students reaching 28,510 students with stories of *Constitution* “From Launching to Legend.” These teachers received the Museum’s award-winning curriculum *All Hands on Deck: Learning Adventures aboard “Old Ironsides,”* available free online at www.allhandsondeck.org. This K-12 interdisciplinary theme unit blends *Constitution’s* story with engaging hands-on activities to bring history to life in the classroom. Teacher response has been overwhelmingly positive. As a middle school teacher in Austin, TX reported after attending a Museum led workshop: “*Constitution* . . . is a wonderful piece of American History that needs to be preserved for all Americans. For middle school students it is

important to bring history alive, and this workshop will help me do just that.” In Cleveland, Ohio, one teacher remarked: “What a fabulous experience! After 17 yrs. as a teacher, I finally attended something I can use immediately in my room.”

In addition, the Museum has brought to life its decade long research project into the lives of ordinary individuals on *Constitution* in a new interactive and educational website, *A Sailor's Life for Me* (asailorslifefor.me.org). The site allows virtual visitors to explore the ship as it would have appeared in 1812 through a tapestry of individual stories, full color animated illustrations, and activities that further learning through game and exploration modules. The site also includes a free online War of 1812 Curriculum. This interdisciplinary resource includes downloadable lesson plans for a K-12th grade audience, all linked to national education standards. The Curriculum integrates objects from the Museum's collection and archives, uses the award-winning interdisciplinary curriculum *All Hands on Deck*, and suggests other War of 1812 resources for educators.

In spring 2012, the Museum will open its new *Old Ironsides 1812 Discovery Center*. Filled with colorful graphics, important artifacts, and engaging, hand-on activities, the *Discovery Center* will allow visitors to explore the causes, course, and outcomes of the war. Built around the theme of “one ship, one crew, one nation,” the center will form the core of the Museum's bicentennial initiative.

Each year Museum staff run a nine-week intensive history and interpretation course about USS *Constitution* and the early Navy. This college level course, offered to sailors who serve on *Constitution* today, introduces life at sea in the early US Navy through the lens of America's oldest commissioned warship. Sailors who participated in 2009 earned college credit through Suffolk University. Participants explore *Constitution's* story by learning how craftsmen built the

ship without electric tools; by following her two hundred years of service to the nation; by examining life for the 450 men who lived on board; and by surveying the ways Americans have adopted *Constitution* as a national symbol. Drawing on the expertise of Museum staff and respected members of Boston's learning community, as well as the rich resources in the Museum's collections, the course helps sailors interpret the ship's past in an accurate and engaging manner for more than 500,000 annual visitors. The project directors for this proposed workshop – Sarah Watkins and Rebecca Crawford – run this well respected course, with Watkins responsible for the overall administration and intellectual content and Crawford leading the sessions on interpretive techniques.

Participants in the Teacher Workshop will benefit from the Museum staff's experience in running nationwide training courses for sailors and teachers. Teachers will see original documents and artifacts related to each day's topic. Effective techniques for engaging students in curriculum activities will be modeled and discussed. Teachers will gather methods for creating interactive history lessons. In addition, participants will have access to the leading scholars in the field. Each scholar will present his research to the teachers, followed by an open discussion of the talk and readings. Scholars will be available throughout the day for informal conversation and questions. Often there will be more than one scholar on hand, so teachers will benefit from the discussion between experts and will see first-hand how history is often a maze of conflicting interpretations.

The Opportunity: The War of 1812 Bicentennial will be commemorated with spectacular events around the country. On July 4, 2012, *Constitution* will be at the center of the festivities in Boston Harbor. Foreign and United States naval vessels will be on hand to salute America's Ship of State. Cities across the United States and Canada are planning commemorative events, too. The

US Navy has partnered with OpSail to bring international tall ships to six American cities. New Orleans, Norfolk and New York City will each host a parade of ships. For Flag Day, Baltimore's Fort McHenry will honor the "Star Spangled Banner" and in 2014 the fort will commemorate the bicentennial of the famous bombardment. Naval and sailing vessels will navigate the Great Lakes and visit many 1812 battle sites. Sites around Lake Erie will celebrate the 1813 battle at Put-in-Bay. Inland sites are also planning commemorations, exhibitions, symposia and films. Teachers and students nationwide will therefore return to school in September 2013 with awareness of the War of 1812 Bicentennial and a curiosity to learn more about this conflict. Those teachers who participate in the Teacher Workshop will return with enthusiasm, enhanced knowledge, and lesson plans developed during their week in Boston. For years to come their students and colleagues will benefit from their experience and the materials they take home. Even teachers who cannot attend the workshop will benefit from it. Selected lesson plans developed by the participants will be posted online with the Museum's curricula materials, along with reading lists for teachers and students nationwide to access at their convenience.

War of 1812 Workshop Content and Design

Two workshops will be held during the weeks of 22-26 July 2013 and 5-9 August 2013 at the USS Constitution Museum. Each week-long session will accommodate 40 teachers and focus on the War of 1812 using *Constitution*, the Museum, and Boston as backdrops for study. **Topics to be Examined:** Although the topic is broad, guiding questions crafted with the help of Principal Scholar Donald Hickey, Project Directors Sarah Watkins and Rebecca Crawford, and Master Teacher Rashaun Martin will help focus the participants. While simple, these guiding questions demand considerable thought and discussion to resolve. The guiding questions will be:

- What caused the war?
- How did the United States Army and state militias perform in the war?

● How did the United States Navy perform in the war? ● Who supported the war and who opposed it? ● What were some of the artistic and cultural responses to the war? ● Did the war have clear winners or losers? ● Who benefited most from the conflict? ● How did the war impact the country? ● Why does the war matter to us today? To address these questions, five major topics will be explored during the week. Each is designed to give participants a better understanding of the War of 1812, *Constitution*'s role, and the people who participated in the war. The week will begin with the "Seeds of Conflict." Teachers will explore the causes and fierce debates that led to the declaration of war against Great Britain. Tuesday's session, "Boats and Bombs – War on Land and Sea," will focus on significant military events including major battles and strategies undertaken by both sides. While the battles and turning points of the war are important, it is the stories of the people who experienced them that bring history to life. Wednesday and Thursday's topics will therefore focus on individual lives and perspectives. Wednesday's session, "Ordinary People in Extraordinary Times," will illuminate stories of African American combatants and the men who served on board *Constitution*. On Thursday, participants will explore "Warring Perspectives" to understand the viewpoints of women and Boston residents not directly engaged in military action. Field trips this day will expose participants to artistic responses to the war as well as the dissent movement in New England. The week concludes with "Memory and Meaning – Impact of the War of 1812," a look at the War's short and long term consequences. Appendix A includes a detailed agenda with specific topics to be covered.

While the content lectures, discussions, and topics are of prime importance, so too are the teaching model sessions and active work time for the teachers to complete their projects. These sessions will address a variety of curricular approaches used in the museum field with great

potential for classroom application, including using objects and primary sources, storytelling, role playing and using real people to bring history to life.

Workshop Structure: The workshop will provide teachers with historical content knowledge about *Constitution* and the War of 1812 and will support the development of effective teaching practices and resources for use in the classroom. • **Lectures and Discussions** will give teachers the opportunity to learn about the topics outlined above from leading scholars. The presentations will provide in-depth information, as well as facilitate teachers' understanding of the content through active discussions based on the lectures and readings. Museum staff will present artifacts, artwork and documents from the Museum's collections that illuminate the topic.

• **Trips and Tours** will take teachers to Boston historic sites, including USS *Constitution*, early city neighborhoods, the Harrison Gray Otis House Museum, the Museum of Fine Arts, and the Black Heritage Trail. These field trips will give teachers access to the historic built environment, while exposing them to different viewpoints and ways of presenting history. • **Hands on**

History with Museum staff and the Master Teacher will enable participants to learn about best practices in museum education and how to incorporate these methods into their classrooms.

Teachers will be active participants in the sessions and will think critically about the benefits and challenges of different teaching strategies. • **Work Sessions** will allow teachers to collaborate

and create lesson plans under the guidance of the Master Teacher, as described below. They will have access to resources including the Museum's research library and the teaching collection of

authentic and reproduction artifacts. • **Assigned and Recommended Readings** will expand teachers' knowledge and understanding of *Constitution* and the war. They will prepare them to

get the maximum benefit from the workshop and understand different historical perspectives.

(See Appendix B for a complete reading list)

Lesson Plan Project: Teachers will have the option to form small teams based on grade level or to work independently. Each group or individual will create a lesson plan anchored in national and state standards that will incorporate, at minimum, one hands-on instructional activity. Participants will integrate the content from scholars' presentations and techniques, and Museum-developed materials that they can use in their classrooms. These work sessions provide an opportunity for sharing ideas, strategies, and best practices about how to engage students more meaningfully and actively in the study of history. The Master Teacher will offer guidance to participants during work sessions. At the end of the week, each team or individual will present their lesson plan to their peers.

To receive professional development points and/or graduate credit for the course, teachers must produce a lesson plan that:

- Directly relates to an aspect of the War of 1812 explored during the course of the workshop;
- Incorporates one or more primary sources or reproduction artifacts;
- Incorporates a teaching technique introduced during the workshop, including role playing, debate, artifact examination, reenactment, or primary source interpretation;
- Clearly relates to skills or content mandated by state and/or national curriculum frameworks in history and social sciences, English language arts, visual arts, math and/or science; and
- Includes clear objectives, materials lists, step-by-step directions, a method for assessing whether the objectives have been met, and suggestions for modifications and/or adaptations for learners with disabilities.

Lesson plans that meet the highest standards of academic excellence, creativity, and clarity will be posted on the Museum's online War of 1812 Curriculum [www.asailorslifeforme.org/educatorresources]. Teachers from around the globe will be able to download the plans for use in their classrooms.

To receive a certificate of completion and be eligible for graduate credit, a draft of the unit must be completed before 5 pm on the final day of the workshop. Final lesson plans will be submitted within four weeks of the end of the workshop. The Museum is a professional development point provider for Massachusetts teachers.

Required and Recommended Reading: All participants will be expected to read Donald Hickey's *The War of 1812: A Forgotten Conflict*; Stephen Budiansky's *Perilous Fight: American's Intrepid War with Great Britain on the High Seas, 1812-1815; A Sailor's Life* (forthcoming 2012) by Sarah Watkins and Matthew Brenckle; J.C.A. Stagg's *Mr. Madison's War: Politics, Diplomacy, and Warfare in the Early American Republic*; James Madison's *Message from the President of the United States Recommending an Immediate Declaration of War Against Great Britain* (primary source, provided); and the 1814 Treaty of Ghent (primary source, provided) prior to the workshop. These works will give teachers a sturdy foundation on which to build greater understanding about the war during the workshop. A packet of readings organized by topic and day will be sent to teachers in advance of the workshop, and will include articles and selected material from books recommended by scholars and lecturers. (See Appendix B for a complete reading list.)

Benefits of the Workshop to Participating Teachers: The workshop will be of tremendous benefit to teachers and their students in the ensuing academic year and for many years to come. Teachers will receive access to the most recent scholarship on the War of 1812 and exposure to historians who are passionate and knowledgeable about this period in American history. Teachers will listen to lively lectures about the causes of the War, the social history of the era, and contributions made by people of color and women, and will have a chance to engage with these historians in conversations and debate. Experienced museum educators will guide teachers in

hands-on, participatory techniques, including games, role playing, primary source interpretation, historical debate, and artifact examination that will enrich history lessons and help them engage even the most reluctant learners. Participants will have direct access to *Constitution*, one of the most significant artifacts of the War of 1812, as well as a rare opportunity to examine significant period documents, paintings, and artifacts from the early Republic in the USS Constitution Museum's collection and at other sites. They will also receive historically accurate background and curricular materials to share with their students, as explained in Appendix B.

Educators will gain exposure to an interdisciplinary approach to teaching history, one which weaves together history, literature, and art. This is also an opportunity to collaborate with and learn from teachers around the country. Finally, teachers who participate may choose to earn up to three graduate credits from Framingham State University or earn professional development points necessary in many states for teacher re-certification. All of these benefits directly affect the students that these teachers will reach both in the following academic year and beyond.

Faculty and Staff

Faculty and staff selected to participate in the *War of 1812 Teacher Workshop* have strong scholarly records and a demonstrated commitment to excellent teaching.

Robert Allison, Professor of History and Chair of the History Department at Suffolk University.

Dr. Allison is the author of several books on the early American Republic, including *Stephen Decatur: American Naval Hero*, and *A Short History of Boston*. Dr. Allison will lead a tour on Boston's historic Beacon Hill, discussing the community of free blacks who lived on the back side as well as the prominent merchants such as John Hancock who lived atop the hill. Dr.

Allison will also participate in the closing panel discussion exploring the impact of the War.

Margherita Desy, Historian at the Naval History and Heritage Command Detachment Boston and adjunct faculty member at Tufts University, holds an MA in American Civilization from George Washington University and studied at Sotheby's Institute in London. Desy will lead an in-depth tour of *Constitution*, exploring how primary sources have shaped the restoration work on this 215 year old frigate.

William Fowler, Distinguished Professor of History at Northeastern University, has written extensively on early American naval and maritime history, including *Jack Tars and Commodores: The American Navy 1783-1815*, and *Silas Talbot: Captain of Old Ironsides*. He is the former Gay Hart Gaines Distinguished Fellow in American History at Mount Vernon, and past Director of the Massachusetts Historical Society. Dr. Fowler will explore the causes, progression and consequences of the naval War of 1812, and will participate in the final panel discussion of the memory and meaning of the War.

Donald Hickey, Professor of History at Wayne State College, has written multiple books on the War of 1812, including *The War of 1812: A Forgotten Conflict*, and *Don't Give Up the Ship! Myths of the War of 1812*. Hickey won the American Military Institute's Best Book Award and the National Historical Society's Book Prize and is featured in the recently-released PBS film "The War of 1812." Dr. Hickey will serve as the Principal Scholar, working closely with Museum staff to shape the intellectual content and conversation within the workshop. Hickey will present overarching questions to be explored throughout the workshop and will participate in the discussion of the War of 1812's causes, the frontier conflict, and the roles of indigenous peoples, as well as British and American forces.

Sidney Hart is the Senior Historian at the Smithsonian's National Portrait Gallery and editor of the Peale Family Papers. He most recently curated an exhibit about the War of 1812 at the

Portrait Gallery (see resume). Dr. Hart will speak to participants about the aesthetic responses to the War of 1812.

Dale Jones is Principal of Making History Connections. An expert at bringing history to life through storytelling, Jones will help teachers think about how to use the stories of real historical figures as teaching tools in the classroom.

Gene Smith, Professor of History and Director of the Center for Texas Studies at Texas Christian University & Curator of History at the Fort Worth Museum of Science and History, is the author of numerous books including *Nexus of Empire: Negotiating Loyalty and Identity in the Revolutionary Borderlands, 1760s-1820s*. Dr. Smith has received research awards from Texas Christian University, the US Navy, the US Military Academy at West Point, and the National Endowment for the Humanities. He is currently focusing on a study of African American combatants during the War of 1812, as well as developing an American military history textbook. Dr. Smith will discuss the roles of both free and enslaved African Americans during the War.

Matthew Brenckle, Research Historian at the USS Constitution Museum, holds an MA in Maritime History from East Carolina University. Brenckle coordinated the Museum's extensive research project into the lives of crewmembers aboard *Constitution* during the War of 1812, and is the author of numerous articles on naval material culture, and co-author of *A Sailor's Life*, to be published in 2012 with support from MassHumanities. Brenckle will introduce teachers to the enlisted crew who served on *Constitution* during the war, and will lead the teachers in an after-hours powder-passing drill on board *Constitution*.

Rebecca Crawford, MA in Art and Museum Education from the Rhode Island School of Design, is the Manager of Academic and Family Programs at the USS Constitution Museum. With nine years of experience working with students and teachers in a variety of capacities,

Crawford has delivered teacher workshops at the Museum and on the road to over 200 teachers. Crawford will lead teachers in Hands on History Sessions that model museum education techniques and help them adapt those techniques to the classroom. She will share responsibility for administration of the grant.

Rashaun Martin, District Supervisor for Social Studies and World History for Haverhill (MA) Public schools, holds a BA in History from The Catholic University of America and a Masters in Teaching and Certificate of Advanced Graduate Studies in Educational Leadership from Simmons College. Prior to Haverhill, he served as the Program Director for History at the Boston Latin School and Principal of Cathedral High School in Boston. Martin will serve as the Master Teacher.

Sarah Watkins, MA in American Studies from the College of William and Mary, and MS from the Graduate School of Library and Information Science at Simmons College, is the Director of Collections and Learning at the USS Constitution Museum. Watkins directed the research project and exhibit development that brought the stories of *Constitution's* enlisted sailors to life, and with Matthew Brenckle, is co-author of a forthcoming book on *Constitution's* crew. She received an Excellence in Exhibition Label Writing award from American Association of Museums in 2010. Watkins will discuss primary sources and museum collections related to each day's theme, and will be responsible for administration of the grant.

The Museum will draw on the strong graduate school candidate pool in Boston to hire a **Project Coordinator** to assist with administrative duties leading up to the Workshop. The Project Coordinator will work 10 hours/week from January to March, 20 hours/week from April to June, and 40 hours/week in July and August.

Selection of Participants

The USS Constitution Museum will form a selection committee to choose participants. The committee will include Project co-Directors, Sarah Watkins and Rebecca Crawford, the workshop's Principal Project Scholar, Donald Hickey, and the Master Teacher, Rashaun Martin. Preference will be given to educators in social studies and history fields, especially those grades which focus on American history, in accordance with national curriculum standards.

To attract a diverse and wide-ranging participant body, the USS Constitution Museum will draw on its extensive network of educators and teaching professionals, built through a decades-long series of successful workshops, outreach programs, and partnerships with local and national organizations. Through its national outreach program, "*Old Ironsides*" *Across the Nation*, the Museum has established relationships with school districts nationwide, and maintains a database of over 30,000 educators who have received the Museum's *All Hands on Deck* curriculum. The Museum will publicize the workshop online (email, listservs, websites and event postings) and in print (flyers, postcards, and mailings), and by targeting its internal network, as well as professional contacts and associations.

Professional Development

All teachers will leave with a continuing education certificate of completion so that they may seek the equivalent in their home state. In addition the Museum will work with Framingham State University to offer up to three graduate school credits to those teachers who wish to pursue them at a reasonable cost. For Massachusetts teachers, the Museum will offer professional development points in accordance with the Massachusetts Department of Education.

Institutional Context

Located in the historic Charlestown Navy Yard and directly across from USS *Constitution*, the USS Constitution Museum offers workshop participants unmatched access to the history of “Old Ironsides” and the stories of people associated with her. As the **memory** and **educational voice** of USS *Constitution*, the Museum ensures these stories remain relevant through engaging programs, compelling interactive exhibits, and the country’s largest and most comprehensive collection of *Constitution*-related material documenting every aspect of the Ship’s 215-year history, from construction and battles to her current role as America’s Ship of State.

The collections at the USS Constitution Museum encompass over 10,000 artifacts, including fine and decorative art; tools; personal possessions; trophies and spoils of war; commemorative items; logbooks, journals, scrapbooks and personal correspondence; early nineteenth century newspapers and magazines; pamphlets, broadsides, and booklets; maps, charts, and plans; maintenance reports, restoration records and deck logs; rare books; and photographs documenting the Ship’s history after 1839. The Museum’s teaching collection of both period and reproduction artifacts will also be available for participants to explore and incorporate into their lesson plans.

Most activities will take place on-site in the Museum’s theater. With portable seating and tables, this space can be easily reconfigured to accommodate any need, from presentations and interactive discussions to small break-out groups. The theater is equipped with projector and sound systems, and a DVD/CD player to facilitate multimedia presentations.

The Museum’s research facility, the Samuel Eliot Morison Memorial Library, will also be available to attendees for research and additional workspace. The Library holds a strong, focused collection of primary documents and secondary works related to USS *Constitution*; microfilm

from manuscript repositories across the country; subject research covering every aspect of *Constitution's* construction, crew, and career; and a full complement of library services. Members of the Museum's Curatorial and Education departments will be on-hand to assist teachers with research as needed. As author William Martin stated, "The [collection] at the USS Constitution Museum is unparalleled in America for the specificity of its focus yet the breadth of its impact. It tells the story of one ship, but that ship is a remarkable vehicle for exploring, explaining, and understanding the American experience."

For lodging, participants may choose between the Constitution Inn and the Marriott Residence Inn Boston Harbor on Tudor Wharf. Both are within a 5-minute walk from the Museum, and in close proximity to Boston's historic North End and downtown. Participants who choose the Marriott may opt for single suites or to bunk with a roommate for the government per diem rate of \$171-200 per night. The 2013 per diem rates have not yet been released; however, they will not exceed \$200 for the months of July and August. The Marriott offers many benefits, including a full kitchen, workspace, and living room in each suite; complimentary breakfast each morning; state-of-the-art fitness equipment; and optional grocery delivery service. The Constitution Inn will be available at the low rate of \$119 per night, with the option of bunking with a roommate for an additional \$15 per person. Amenities include access to fitness facilities, wireless Internet, refrigerators and microwaves in each room, and on-site laundry.

Public transportation to Boston and surrounding communities is readily available. Coffee and refreshment breaks will be provided each day, and participants will have ample time to purchase lunch from a number of eateries within walking distance of the Museum. For dinner and other meals, participants may choose from abundant local options including coffee shops, delis, restaurants, and taverns. A vibrant, thriving community, Boston is home to one of the

richest collections of cultural institutions in the country, with hundreds of excellent museums, galleries, historic sites, world-class educational facilities, sports facilities, harbor trails, and parks.

Dissemination and Evaluation

The Museum has long been committed to sharing resources and this workshop will be no exception. At the conclusion of the workshop, those lesson plans that meet the highest level of academic standards will be posted on the Museum's online War of 1812 Curriculum [www.asailorslifeforme.org/educatorresources], making them available for download to teachers worldwide.

At the conclusion of each workshop, teachers will be asked to fill out an evaluation of the content, format, instructors, and facilities. Lecturers will also be asked to give feedback to the project directors. Where possible, feedback from teachers and presenters will be incorporated into the second week's workshop. All evaluation will be shared in a final report to NEH, with suggestions incorporated into future workshops offered by the Museum.



War of 1812 Teacher Workshop
at the USS Constitution Museum
July 22 - 26, 2013 & August 5 - 9, 2013

Monday **Topic: Seeds of Conflict**

8:30-9:00 Gather/Coffee

9:00-9:30 **Welcome and Orientation** - Project Directors/President

Guiding Questions -Donald Hickey

Introduction to Curriculum Project –Rashaun Martin

Principal scholar, Donald Hickey, will frame the week's topics by asking a number of guiding questions that will help teachers focus on the larger topics of the workshop. Master Teacher, Rashaun Martin, will introduce the lesson plan project to the teachers and set the context for what they will be expected to complete by the end of the workshop.

9:30-11:30 **Lecture & Discussion:** Winding up to War – Donald Hickey

Hickey will begin the workshop by discussing the political landscape of the decade leading up to war, the strong feelings for and against war, and specifically James Madison's role in the declaration of war. This will be followed by a discussion with the teachers led by Hickey. A synthesis of the main take-aways from the discussion will be led by Martin.

11:30-12:00 **Tour:** Galleries, Library, and Collection Storage – Museum Staff

Teachers will be divided into three groups. One group will tour the Museum's galleries, another will be introduced to the Samuel Elliot Morrison Library and the third will go through Collection Storage. The teachers will rotate each day the talks are given.

12:00-1:00 Lunch

1:00-2:00 **Teaching Models:** Using primary sources – Rashaun Martin

Teaching from the authentic object requires a skill set that is often not covered in teacher training programs. Martin and Museum staff will guide teachers in a series of activities that highlight primary sources - including documents, objects, and art - and how they might be woven into lessons.

Collection highlights: Broadside, "War Declared," June 1812; Broadside, "Free Trade and Sailors' Rights," Journal kept by Isaac Mayo describing sentiment when War was declared.

2:00-3:00 **Hands-on History:** Why War Debate - Rebecca Crawford

Based on the information learned during the morning lecture, teachers will be asked to role play a character from the period and stage a debate taking a stance either for or against the War. Teachers will acquire a perspective on the difficulties and realities that Congress faced. Throughout the debate they will have access to primary sources to support their cause. This activity is based on programming used with visiting students at the Museum. A discussion of how this type of activity can work in the classroom will be included.

3:00-3:30 **Work Session:** Day one synthesis – Donald Hickey and Rashaun Martin

Referring back to the guiding questions, Hickey and Adams will begin to help teachers synthesize the day's learning into manageable pieces and guide them in filling out their Classroom Action Plan which serves as a guiding document throughout the week as they create their lesson plan.

Application of the USS Constitution Museum

24

3:30 - 5:30 **Tour:** USS *Constitution* in 1812 - Margherita Desy
An introductory tour of the landmark ship, USS Constitution, will be led by ship's Historian Margherita Desy. It will highlight the ship's unique design, construction, and how it appeared in 1812. Teachers will be given access to parts of the ship that are not included on the public tour including: the Captain's Cabin, Officer's Wardroom, Surgeon's Cockpit, and the Magazine (gunpowder storage).

Tuesday Topic: Boats and Bombs: War on Land and Sea

8:30 – 9:00 Gather/Coffee

9:00 – 11:30 **Lecture & Discussion:** Land War of 1812 - Donald Hickey
Hickey will lead teachers through the major land battles of the War of 1812 as well as the strategies attempted by each side. He will highlight the stories of indigenous peoples and their involvement in the conflict. A discussion with the teachers will follow and highlight the suggested readings assigned. Under the leadership of Hickey and Martin, teachers will have time to digest the presented material and begin to strategize how they might include it in their lesson plan.

11:30-12:00 **Tour:** Galleries, Library, and Collection Storage – Museum Staff
Teachers will be divided into three groups. One group will tour the Museum's galleries, another will be introduced to the Samuel Elliot Morrison Library and the third will go through Collection Storage. The teachers will rotate each day the talks are given.

12:00-1:00 Lunch

1:00 - 4:00 **Lecture & Discussion:** Naval War of 1812 - William Fowler
Fowler will cover the Naval battles along the Great Lakes and East Coast during the War of 1812. He will draw out Constitution's role and her significance in the overall War. A discussion between participants and lecturer will follow. Under the leadership of Hickey and Martin, teachers will have time to digest the presented material and begin to strategize how they might include it in their lesson plan.

4:00-4:30 **Collection Highlights:** Sarah Watkins and Matthew Brenckle
With direction from the Curator and Research Historian at the USS Constitution Museum, teachers will study pieces of the collection that reflect the day's themes and underscore the importance of telling stories through objects.
Collection highlight options: Federal era small arms and edged weapons; Newspaper accounts of battles, Moccasins obtained by Purser Thomas Chew on the Great Lakes, Series of four paintings by George Ropes, Jr. of *Constitution's* battle against *Guerriere*, painted in 1812; Dinner plate removed from HMS *Guerriere*; Bible removed from HMS *Java*; Battle diagram drawn by Charles Waldo on board *Constitution*; Battle diagram drawn by Captain Isaac Hull

4:30-5:00 **Work Session:** Day Two Synthesis - Donald Hickey & Rashaun Martin
Under Hickey's and Martin's guidance, teachers will have time to digest the presented material using the guiding questions as a framework. They will begin to strategize how they might include the information in their lesson plans. They will be introduced to the resources of the "All Hands on Deck" and "A Sailor's Life for Me" War of 1812 Curricula. These will serve as boilerplate information for them to create their lesson plans.

Evening **Hands-on History:** USS *Constitution* (optional) – Museum & US Navy Staff
Now understanding how the War progressed, teachers will come onboard 'Old Ironsides,' again, this time as members of the War of 1812 crew. They will forge together as a team to pass powder from the Magazine at the bottom of the Ship to the guns on the Spar deck at the top. This teamwork activity will emphasize how history lessons may be taught in an engaging and hands-on manner and incorporate 21st Century Skills such as cooperation and critical thinking.

Wednesday Topic: Ordinary People in Extraordinary Times

8:30-9:00 Gather/Coffee

9:00-11:30 **Lecture & Discussion:** African American Combatants in the War of 1812 - Gene Smith
The role of African Americans in the War of 1812 will be covered in a lecture and discussion that explores the often overlooked service of Blacks in the military in our early republic. Smith will speak to how their involvement did not bring to fruition their hope of liberty and helped to accelerate the American Civil War. Under the leadership of Hickey and Martin, teachers will have time to digest the presented material and begin to strategize how they might include it in their Curriculum Project.

Collection highlight: Copies of letter to and from the Secretary of the Navy on behalf of David DeBias

11:30-12:00 **Tour:** Galleries, Library, and Collection Storage – Museum Staff
Teachers will be divided into three groups. One group will tour the Museum's galleries, another will be introduced to the Samuel Elliot Morrison Library and the third will go through Collection Storage. The teachers will rotate each day the talks are given.

12:00-1:00 Lunch

1:00-3:00 **Lecture & Discussion:** American Naval Crews in 1812 - Matthew Brenckle
Brenckle will present over a decade's worth of research into the lives of the ordinary men who served on board Constitution in the War of 1812 and use this information to extrapolate the life of an American Navy sailor in 1812. These ordinary men from all walks of life came together to accomplish truly extraordinary feats and changed the young Nation's course. Participants will understand Constitution's role, and the Navy's, in the War of 1812 by looking through the lens of the crew. Under the leadership of Hickey and Martin, teachers will have time to digest the presented material and begin to strategize how they might include it in their Curriculum Project.

Collection highlights: Book by Alexander Pope owned by Captain Isaac Hull and carried aboard USS *Constitution*, 1812-1814; Purser Thomas Chew's sea bag, telescope, and clothing; Captain William Bainbridge's toilet (bottle) case, circa 1812; Midshipman Frederick Baury's Book of Common Prayer, taken aboard USS *Constitution* during War of 1812; Enamel miniature of Isaac Hull, his pocket watch and gold-framed spectacles, dueling pistols, sword and scabbard; Midshipman Pardon Mawney Whipple's hat, sword & journal

3:00-3:30 **Teaching Models:** Storytelling & Teaching through People – Dale Jones
Combining the tool of storytelling with the stories of historic individuals is a powerful way to teach history. Master story teller and museum theater expert Dale Jones will lead teachers in thinking about how to use the stories of individuals from history as teaching tools in the classroom.

- 3:30-4:00 **Hands on History:** Museum Theater – Dale Jones & Rebecca Crawford
In small groups, teachers will take part in skits and stories based on primary sources that tells the stories of two battles in Constitution's War of 1812 history. One is the battle between USS Constitution and HMS Cyane and Levant told through the eyes of David DeBias (who they will have "met" earlier in the day) The other is the battle between USS Constitution and HMS Guerriere, when she earned her nickname 'Old Ironsides,' as told by the real participants.
- 4:00-5:00 **Work Session:** Group work and Peer Feedback – Donald Hickey & Rashaun Martin
After revisiting the guiding questions set forth at the start of the workshop and how they might be answered in light of the day's presentations, teachers will begin to pull together all of the information they have gathered and start creating hands-on instructional activities to include in their Curriculum Project. With the guidance of the Master Teacher they will present what they have for peer feedback.
- Evening **Tour:** Black Heritage Trail (optional) - National Park Service
The Black Heritage Trail is a walking tour of the North Slope of Beacon Hill where a large African American community thrived in the nineteenth century. Offered by the National Park Service, the tour traces the community through the 1800's and includes Belknap Street where Constitution sailor David DeBias was born.

Thursday Topic: Warring Perspectives

8:30-9:00 Gather/Coffee

9:00-5:00 **Lecture & Tour:** Roving Lecture and Tours – Robert Allison
Throughout the day, teachers will ride a trolley bus throughout Boston with Robert Allison. He will give participants a sense of what the city looked like in 1812. The tour will be a roving lecture on Boston and the nation's response to the War of 1812, including life for those not actively involved on the frontlines. At each stop, teachers will come to understand different perspectives on the War of 1812, from those who opposed it to the aesthetic responses.

9:00-9:30 Roving Lecture (on bus, led by Allison)

9:30-11:00 **Tour:** Otis House

A tour of the home of Harrison Gray Otis, nineteenth century businessman, lawyer, and politician, will include a conversation about life on the home front during the War of 1812. A member of the state legislature in 1812, Otis was opposed to the War. The home is an excellent example of the Federal style and will demonstrate what life was like for one segment of the population in 1812.

11:00-12:00 Roving Lecture (on bus, led by Allison)

12:00-1:00 Lunch @ Faneuil Hall

1:00-3:00 **Hands on History:** Faneuil Hall – National Park Service

Teachers will take part in a lively public debate on the War of 1812 staged in the very building that citizens came together to discuss politics and world happenings. Included is a discussion of the Hartford Convention, when New England states nearly seceded from the nation towards the end of the War of 1812.

3:00-4:00 Roving Lecture (on bus, led by Allison)

4:00-5:30 **Tour:** Museum of Fine Arts, Boston

The new Art of the Americas Wing of the Museum of Fine Arts is the perfect setting to discuss how communities chose to record and remember the War of 1812 through art. Several instructional activities will be presented, including Visual Thinking Strategies, by USS Constitution Museum and Museum of Fine Arts staff members.

Friday Topic: Memory and Meaning - Impact of the War of 1812

8:30-9:00 Gather/Coffee

9:00-11:30 **Panel Discussion:** Forging a National Identity & the Impact of the War of 1812 -

Hickey/Allison/ Fowler

The end of the War of 1812 gave no concessions to either side and resolved none of the issues that led to the conflict. The legacy of the War of 1812 is complicated. Through a panel discussion, participants and presenters will try to make sense of why the War of 1812 matters. They will trace the legacy from the viewpoints of the Americans, the British, the Canadians, and Native peoples. In addition, they will make sense of how the nation commemorated and later came to remember the War. The questions posed by Donald Hickey at the beginning of the week will be re-examined and teachers will draw their own conclusions.

11:30-12:00 **Collection Highlight:** A Ship Becomes a Symbol - Sarah Watkins

At the close of the War of 1812, USS Constitution secured a place in the hearts and minds of Americans as a national symbol. Watkins will focus on how the Ship became a unifying symbol and iconic image during and after the War and highlight objects from the collection as examples. Highlighted collections include: a celebratory broadside consisting of an 8-stanza poem about Constitution's victory over HMS Guerriere, two pitchers depicting USS Constitution vs. HMS Cyane and HMS Levant and USS Wasp vs. HMS Reindeer; a stanza from Oliver Wendell Holmes' poem "Old Ironsides;" and souvenirs from the 19th and 20th century.

12:00-1:00 Lunch

1:00-2:00 **Lecture & Discussion:** Rebirth of a Nation – Sidney Hart

Sidney Hart, Senior Historian at the National Portrait Gallery, will present a lecture on the aesthetic response to the War of 1812. He will help teachers understand how artists led the way in creating memory for the nation during and after the conflict.

2:00-5:00 **Work Session:** Final work time and presentations

After a final time to work on their lesson plan, each group of teachers will present their work to all participants and visiting lecturers. The final projects will be posted on the Museum's War of 1812 online resource (www.asailorslifeforme.org/educatorresources).

5:00-5:30 Wrap up and Grog Toast

The week will conclude with asking teachers to fill out evaluations on the content and presentation of the workshop. The week's work will be celebrated with a grog toast just as members of Constitution's crew would have celebrated in 1812.

Appendix B
Required and Recommended Reading List

Required Readings

Budiansky, Stephen. *Perilous Fight: America's Intrepid War with Great Britain on the High Seas, 1812-1815*. New York: Alfred A. Knopf, 2011.

Hickey, Donald R. *The War of 1812: A Forgotten Conflict*. Urbana: University of Illinois Press, 1989.

Message from the President of the United States Recommending an Immediate Declaration of War Against Great Britain. Washington City: Roger C. Weightman, 1812. (Primary Source)

Stagg, J.C.A. *Mr. Madison's War: Politics, Diplomacy, and Warfare in the Early American Republic, 1783-1830*. Princeton, New Jersey: Princeton University Press, 1983.

Treaty of Ghent, available online through the Library of Congress, *American State Papers*, Senate, 13th Congress, 3rd Session Foreign Relations: Volume 3. (Primary Source)

Recommended Readings

Monday – Seeds of Conflict

An Address of Members of the House of Representatives of the Congress of the United States...on the Subject of the War with Great Britain. Hartford, CT: Hudson and Goodwin, 1812. (Primary Source)

An Appeal to the People on the Causes and Consequences of a War with Great Britain. Boston: T.B. Wait and Company, 1811. (Primary Source)

Lowell, John. *Mr. Madison's War. A Dispassionate Inquiry into the Reasons Alleged by Mr. Madison for Declaring an Offensive and Ruinous War Against Great Britain. Together with some Suggestions as to a Peaceable and Constitutional Mode of Averting Dreadful Calamity. By a New-England Farmer*. Boston: Russell and Cutler, 1812. (Primary Source)

Madison, James. *All Impressments Unlawful and Inadmissible*. Boston: William Pelham, n.d. (Primary Source)

McCoy, Drew. *The Elusive Republic: Political Economy in Jeffersonian America*. Chapel Hill: University of North Carolina Press, 1980.

Watts, Steven. "The Liberal Impulse to War." *The Republic Reborn: War and the Making of Liberal America, 1790-1820* (1987). Rpt. in *Major Problems in the Early Republic, 1787-1848*. Ed. Sean Wilentz. Boston: Houghton Mifflin, 1992. 177-186.

Tuesday – Boats and Bombs: War on Land and Sea

Allison, Robert J. *Stephen Decatur: American Naval Hero, 1779-1820*. Amherst: University of Massachusetts Press, 2005.

Fowler, William M. *Jack Tars & Commodores: The American Navy 1783-1815*. Boston, MA: Houghton Mifflin Company, 1984.

Hickey, Donald R. *The War of 1812: A Short History*. Urbana and Chicago: University of Illinois Press, 1995.

Snook, George A. and Ira Dye. "An Episode of the War of 1812: The Seaman's Protective Certificate." *Manuscripts* 52.2 (2000): 111-117.

Wednesday – Ordinary People in Extraordinary Times

Altoff, Gerard T. *Amongst My Best Men: African-Americans and the War of 1812*. Put-In-Bay, OH: The Perry Group, 1996.

Bolster, W. Jeffrey. *Black Jacks: African American Seamen in the Age of Sail*. Cambridge, MA: Harvard University Press, 1997. (selected chapters)

Leech, Samuel. *A Voice From the Main Deck: Being A Record of the Thirty Years' Adventure of Samuel Leech*. Annapolis, MD: Naval Institute Press, 1999. (Primary Source)

Martin, Tyrone G. ed. *The USS Constitution's Finest Fight, 1815: The Journal of Acting Chaplain Assheton Humphreys, US Navy*. Mount Pleasant, SC: The Nautical & Aviation Publishing Company of America, 2000. (Primary Source)

Price, Norma Adams. *Letters from Old Ironsides 1813-1815, written by Pardon Mawney Whipple, USN*. Tempe, AZ: Beverly-Merriam Press, 1984. (Primary Source)

Smith, Moses. *Naval Scenes in the Last War, Or, Three Years Aboard the Frigates Constitution and Adams, Including the Capture of the Guerrière*. Boston: Gleason's Publishing House, 1846. (Primary Source)

Thursday – Warring Perspectives

Anon. "Boston as it appeared to a foreigner at the beginning of the nineteenth century." *The Bostonian Society Publications, Vol. 4*. Boston: Old State House, 1907. 107-121.

Cordingly, David. *Seafaring Women: Adventures of Pirate Queens, Female Stowaways, and Sailor's Wives*. New York: Random House, 2002. (selected chapters)

Hutchins, Catherine E. ed. *Everyday Life in the Early Republic*. Winterthur, DE: Henry Francis du Pont Winterthur Museum, 1994.

Norling, Lisa. "How Fraught with Sorrow and Heart Pangs': Mariners' Wives and the Ideology of Domesticity in New England, 1790-1880." *The New England Quarterly* Spring (1992).

Taylor, Alan. *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, & Indian Allies*. New York: Alfred A. Knopf, 2010.

Ulrich, Laurel Thatcher. "From the Fair to the Brave': Spheres of Womanhood in Federal Maine." *Agreeable Situations: Domesticity and Commerce in Coastal Maine, 1780-1830*. Ed. Laura Sprague. Kennebunk: Brick Store Museum, 1987. 215-225.

_____. "Of Pens and Needles: Sources for the Study of Early American Women." *Journal of American History* 77 (1990): 200-207.

Friday – Memory and Meaning: Impact of the War of 1812

Appleby, Joyce. *Inheriting the Revolution: The First Generation of Americans*. Cambridge, MA: Belknap Press, 2000.

Brown, Roger H. "The War of 1812 and the Struggle for Political Permanency." *The Republic in Peril: 1812* (1964). Rpt. in *Major Problems in the Early Republic, 1787-1848*. Ed. Sean Wilentz. Boston: Houghton Mifflin, 1992. 170-176.

Hicks, Daniel. "Broadsides on Land and on Sea: A Cultural Reading of the Naval Engagements of the War of 1812." *Pirates, Jack Tar, and Memory: New Directions in American Maritime History*. Ed. Paul A. Gilje and William Pencak. Mystic, CT: Mystic Seaport, 2007.

Rossiter, Clinton. "Nationalism and American Identity in the Early Republic." *The American Quest: An Emerging Nation in Search of Identity* (1971). Rpt. in *Major Problems in the Early Republic, 1787-1848*. Ed. Sean Wilentz. Boston: Houghton Mifflin, 1992. 14-22.

Zygmunt, Bryan J. *Portraiture and Politics in New York City, 1790-1825: Gilbert Stuart, John Vanderlyn, John Trumbull, and John Wesley Jarvis*. Saarbrücken, Germany: VDM, 2008.

Web Resources

A Sailor's Life for Me! USS Constitution Museum: www.asailorslifeforme.org

The James Madison Papers at the Library of Congress:
http://memory.loc.gov/ammem/collections/madison_papers/

Making of America: <http://quod.lib.umich.edu/m/moa/>

MOA is a digital library of primary sources in American social history primarily from the antebellum period through reconstruction. The collection is particularly strong in the subject areas of education, psychology, American history, sociology, religion, and science and

technology. The book collection currently contains approximately 10,000 books with 19th century imprints.

Early American Newspapers Database:

<http://www.readex.com/readex/product.cfm?product=10>

Subscription required; available through the Samuel Eliot Morison Memorial Library, as well as through many public and academic libraries.

History Matters: <http://historymatters.gmu.edu/browse/wwwhistory/>

An annotated guide to the most useful websites for teaching US history and social studies. Entries are carefully screened and selected, and include a paragraph annotation that summarizes the site's content, notes its strengths and weaknesses, and emphasizes its utility for teachers.

Teachinghistory.org: www.teachinghistory.org

Designed to help K–12 history teachers access resources and materials to improve US history education in the classroom. With funding from the US Department of Education, the Center for History and New Media (CHNM) has created Teachinghistory.org with the goal of making history content, teaching strategies, resources, and research accessible.
www.teachinghistory.org

Docs Teach: <http://docsteach.org>

Created by the National Archives, Docs Teach offers guidance, lesson plans, and ideas for using primary sources in the classroom.