



***"Stony the Road We Trod . . . :"*** Alabama's Role in the Modern Civil Rights Movement

***Presented By: Birmingham Civil Rights Institute***

***Martha V. Bouyer, Project Director***

***Dr. Glenn Eskew, Lead Scholar***

Dear Colleague:

My name is Martha Bouyer and I am the developer and project director for the NEH Landmarks of American History and Culture Teacher Workshop: ***"Stony the Road We Trod . . . :"******Alabama's Role in the Modern Civil Rights Movement.*** The ***"Stony . . ."*** Workshop offers a unique opportunity for educators to participate in a one-week, interactive field study of the Modern Civil Rights Movement and the pivotal role that Alabama played in making the promises of the U.S Constitution a greater reality for more Americans. Teachers will trace the role of protest in American history as a tool used to obtain civil liberties and civil rights by examining Alabama's Role in the Modern Civil Rights Movement. Birmingham will serve as the host city for this series of Workshops which include travel to Selma, Montgomery, and Tuskegee, all key "battleground" sites in the struggle for civil rights. The first workshop starts July 11 and ends on July 17, 2010. The second workshop starts August 1 and ends on August 7, 2010.

The State of Alabama is synonymous with Civil Rights. Landmark places like Birmingham, Selma, Montgomery, and Tuskegee have left an indelible mark in the minds of people around the world. Looking back over the last 50 years of American history, the United States has made monumental progress as it relates to the cause of civil liberties and civil rights. Separate drinking fountains, "colored balconies" in movie theaters, and seats in the back of the bus are memories of America that are incomprehensible to students today.

Teachers participating in this Workshop work with scholars; engage in stimulating lectures; participate in discussion groups; meet Movement leaders and foot soldiers; examine works of art,

literature, and music; and travel to landmark sites dedicated to the preservation of the history and accomplishments of the Modern Civil Rights Movement.

The Modern Civil Rights Movement caused the nation to re-think, re-examine, and re-structure how it dealt with issues relating to race and citizenship. Teachers will examine how the political, social, economic, and cultural institutions of the United States of America were changed as a result of the events that took place in Alabama. Examining these institutions will help participants paint a clearer picture in their “historic minds” of the true impact of the struggles for civil and human rights upon the institutional threads that create the fabric of our nation.

Teachers will work in cooperative grade level groups to develop lesson plans and/or study units based on prior knowledge and knowledge gained as a result of their workshop experience, interaction with scholars, presenters and their peers, and travel experiences. Teachers, working with the project director and master teachers will sharpen their knowledge of this era and enhance their instructional delivery skills.

The “*Stony . . .*” staff, using current research on how the brain learns, will present an interactive session designed to help participants make curricular connections and explore instructional strategies and formats designed to keep students interested, involved, and motivated. This model of instruction mirrors what great teachers do every day. Teachers will not be asked to abandon their proven techniques but will find ways to dramatically enhance what they are doing to maximize retention.

The creative and innovative approach of this project is true staff development. Participants are immersed in the history of the Modern Civil Rights Movement by working with scholars, meeting history makers and traveling to landmark sites. To further the ability to effectively transfer the knowledge and experiences gained as a result of the workshop, teachers are given proven research-based strategies to help them teach the history of this era of United States history. Thus far, over 850 teachers from 43 states and 5 foreign countries have participated in this workshop.

The “*Movement*” has just made it into the history books with the re-structuring of many curricula making 20<sup>th</sup> Century U.S. History a stand-alone course. As a result, teachers finally have an opportunity to teach this era of United States history. This restructuring means that many teachers have never studied the events of the movement in any disciplined way. For teachers who are old enough to remember the

events or who may have taken part in the movement, memory may be blurred by racial, emotional, or family biases. Scholars are just now beginning to sift through the facts, fiction, myths and personal memories in search of the truth. Alabama presents educators a unique learning laboratory from which to explore and make sense of this time period for themselves and their students.

I hope that this letter and the attached information will give you a good sense of the project and answer many of the questions that you may have regarding this Workshop. If you need additional information, please contact Karen Houston, Administrative Assistant at [nehworkshop@bcri.org](mailto:nehworkshop@bcri.org).

Thank you for your interest in the Stony Landmark of American History and Culture Workshop. We look forward to working with you and to making this era of United States history alive and real for you and your students.

Sincerely,

*Martha V.J. Bouyer*

Martha V.J. Bouyer

Project Director

*"Stony The Road We Trod . . ."*

*Alabama's Role in The Modern Civil Rights Movement*

**Workshop Dates: July 11-17, 2010 and August 1-7, 2010**

**Overview of the Workshop Activities and Assignments**

The Workshop begins with a lecture by Dr. Glenn Eskew, lead scholar, followed by a tour of the Permanent Exhibit of the [Birmingham Civil Rights Institute](#) and dinner. While in Birmingham, we will begin each day at 8:30 and end at 5:00. Participants will work with scholars, Movement leaders, master teachers, one another, and the project director. Activities include lectures, travel to historic sites, discussion groups, panel discussions, and curriculum development.

Wednesday and Thursday are travel days. To accommodate the activities of the field study, we will depart Birmingham at 7:30 a.m. on Wednesday. While traveling, our motor coach will serve as our mobile classroom and will provide an opportunity to view vintage film footage of the sites we will visit and to interact with the lead scholar, project director, peers, and master teachers.

Participants will become "road" scholars as they, figuratively – by way of books, music, and video, and literally travel the highways of Alabama in search of truth, knowledge, and understanding. On our quest, we will meet scholars, local historians and foot soldiers of the movement who will share their knowledge and personal experiences.



Our quest for meaning and knowledge will take us from Birmingham to Selma and the apex of the [Edmund Pettus Bridge](#) where marchers were attacked by armed deputies for trying to secure the right to vote. Leaving Selma, we will retrace the historic route of the Selma to Montgomery Voting Rights March on our way to [Montgomery](#), the birth place of the Confederacy and the site of the Bus Boycott inspired by the courage of Rosa Parks. In Montgomery, participants will visit

[Dexter Avenue King Memorial Baptist Church](#), [The Dexter Parsonage](#), [The Rosa Parks Museum](#) and the [Teaching Tolerance Civil Rights Teacher's Center](#). Participants will visit [Tuskegee](#), home of the first college for African Americans in Alabama. The college, established by Booker T. Washington, is well known for the agricultural revolution inspired by the work of Dr. George Washington Carver. This city is also the home of The Tuskegee Airmen. We will tour the

refurbished training site that prepared the men to serve in the Army Air Corp. Events in Tuskegee, as they relate to voting, caused the nation to enforce the “one man-one vote” principle as a result of *Gomillion v Lightfoot*. Our last stop in this landmark city will be the [Tuskegee Multicultural Center](#) where we learn about the infamous [Tuskegee Syphilis Experiment](#) conducted on unsuspecting patients by the local Veterans Administration Hospital.

To make this study and travel opportunity as rewarding as possible, participants must come to the Workshop with background knowledge about the Modern Civil Rights Movement beyond their textbooks. Prior to the Workshop, you will be provided a small library of books, a “Civil Rights Reader” in the form of an interactive compact disc, and daily reading assignments. The books and the required and suggested readings will allow you to examine the history, music, literature, art, and religiosity of the movement. Please see the [agenda](#) for an outline of presentations, required and suggested readings, and field study experiences.

Participants will work in grade level teams to develop an interactive concept based curricular unit or lesson plan. To make these units, plans that they can use, participants are encouraged to bring their state standards for this era of history. In order to facilitate working with a diverse group of educators, national standards of United States history will be used as a basic starting point allowing participants to modify the standards to meet local school district requirements.

### **Host City - [Birmingham](#)**

Formally organized in 1871, Birmingham was built by land barons at a time when railroads literally ran the country. Named after England’s industrial giant, the new town became a commercial hub, with railroads crisscrossing throughout the community. The young city sprang up, thrived and grew so quickly that many observers said it happened “just like magic.” Soon the nickname “The Magic City” was applied to Birmingham.

Nearly wiped out by cholera and then by an economic depression in the late 1870s, the little boomtown found its resurgence in a natural abundance of coal, iron ore and limestone, all the ingredients necessary to make steel. Then, the steel making industry took off in a big way.

Throughout the Great Depression, Birmingham used “Yankee” capital and an infusion of labor from European immigrants, planting the beginnings of the city’s strongly diverse ethnic character.



### **The Civil Rights Years**

After a shaky post-war recovery, Birmingham entered the decade of the [1960s](#). The 1960s brought events that would forever change the image of the city. This was the historic era of police

dogs and fire hoses turned on civil rights demonstrators, and the bombing of the 16<sup>th</sup> Street Baptist Church. The city's national reputation was near ruins. Nonetheless, it was the occurrences in Birmingham that played the pivotal role in the success of America's Modern Civil Rights Movement.

The opening of the Birmingham Civil Rights Institute in 1993 did more to heal the city from within and in the eyes of the nation than any other single event. Now the city has developed an entire district devoted to Birmingham's historic struggle for human rights and common decency for the African American citizens of Alabama and the entire country.

The Institute set out to "focus on what happened in the past, to portray it realistically and interestingly, and to understand it in relationship to the present and future developments of human relations in Birmingham, the United States and perhaps the world."



From its inception the Institute founders recognized the universality of human conflict. After all, Dr. Martin L. King had been deeply influenced by the religious and ethnic conflicts in India, parts of Africa and Eastern Europe earlier in the twentieth century. In time these and other nations drew positive lessons from the American Civil Rights Movement. Given this broad historical context the Institute perceived human rights as a universal striving. The events that occurred in Birmingham, Alabama in the mid twentieth century provided a relevant case study of conflict resolution with global application. Birmingham Civil Rights Institute: [www.bcri.org](http://www.bcri.org)

**Project Director:** Martha Bouyer, the developer of the “Stony . . .” project will serve as the project director. Martha has extensive classroom experience and served as the secondary social studies supervisor for the Jefferson County Board of Education in Birmingham, Alabama for fifteen years. During that time, her creative approach to curriculum and instruction allowed her to introduce many innovative programs to the district and to positively impact the teaching and learning process. Martha has had the opportunity to work with and develop curriculum or serve as a presenter on the Modern Civil Rights Movement for the National Park Service, The Center for Civic Education, The Gilder-Lehrman Institute of American History, the Birmingham Civil Rights Institute, Rivers of Change, several Teaching American History Grants, and About Learning.





**Lead Scholar:** We are honored to have as our Lead Scholar **Dr. Glenn Eskew**. Dr. Eskew is a master historian, and author of the highly acclaimed, *But for Birmingham*. Dr. Eskew brings a wealth of knowledge and personal insights to the overall Workshop experience. He will connect freedom struggles in Alabama to events across the nation and allow participants to paint a broader picture in their historic mind of the impact of the events that took place in Alabama on the Modern Civil Rights Movement and the nation.

**Keynote Speakers and Scholars:** Dr. Eskew will be joined by Dr. Robert Corley, who will guide participants in a study of the economic factors surrounding the movement and the protests, sit-ins, and boycotts that severely crippled the economic system forcing leaders to broker a resolution to end practices of racial discrimination.

In addition to the scholars, *“Foot Soldiers”* of the Movement will be invited to share their experiences and the personal resolve that inspired them to “. . . march on ‘til victory was won.” Presenters include: Mrs. Joanne Bland, a youth participant of the Selma March for the Right to Vote. Mrs. Bland a co-founder of the National Voting Rights Museum and director of Journey’s for the Soul, has been featured in several documentaries on the events that led to the passage of the 1965, Voting Rights Act.

Mrs. Janice Kelsey, Mrs. Myrna Jackson, and Bishop Calvin Woods are all featured in the Academy Award winning documentary *“The Children’s March.”* They will be joined by Mrs. Katherine Burks Brooks a *“Freedom Rider.”* Each will share their history making experiences as they describe life under segregation and how the actions of committed and focused children inspired our nation and ultimately, the world.

**Mrs. Carolyn McKinstry**, a survivor of the Sixteenth Street Church bombing, has been featured in national and international documentaries concerning the struggle for civil rights in Birmingham. As a survivor of the church bombing, Mrs. McKinstry brings a unique vantage point from which to examine the Movement and the world changing events that took place in Birmingham.



Proving that justice delayed is not necessarily justice denied, former **U.S. Attorney Doug Jones** will share his story of successfully prosecuting a case that was 45 years old. Mr. Jones has the distinction of delivering justice for an entire nation by his successful prosecution of the men accused of bombing the Sixteenth Street Baptist in 1965. This final presentation will serve to bring us full circle in our quest for answers, meaning, and understanding.

As a result of participating in this Workshop, teachers will be better prepared to teach the lessons of justice, hope, authority, perseverance, democracy, citizenship, courage, economic empowerment, and law that are woven into the tapestry of the history of the United States of America and the Modern Civil Rights Movement. Please visit <http://stonytheroad.wikispaces.com> to get a better idea of the project activities and lesson plans developed by participants.



### **Academic Resources**

Teachers will receive a wealth of resources. In addition to the books listed, participants will also receive a “Stony Reading Resource CD” to enhance their overall educational experience. Using the “*Stony* . . . “ [Workshop Agenda](#) as a guide, note that some readings are required and others are suggested. Please make an effort to get as much of the reading done as possible as that will help to enhance your overall workshop experience. You may want to load the “Reader” on to your laptop. Internet access is available at the dorm and you will need to bring Ethernet cords in order to connect to the Internet.

- Carter, [The Politics of Rage](#)
- Eskew, [But for Birmingham:](#)
- Fallin, [Shelter in a Storm](#)
- Robinson, [The Montgomery Bus Boycott and the Women Who Started It](#)
- Raines, [My Soul Is Rested](#)
- White, [A Walk to Freedom](#)

### **Additional Resources:**

Teachers will also receive a copy of Alabama Moments in American History – a curriculum binder developed by the Friends of Alabama Archives. The curriculum binder will allow teachers to better weave Alabama History into their overall United States history courses. Participants will also receive classroom resources from Teaching Tolerance as part of our visit to the Teaching Tolerance Teacher Resource Center in Montgomery, Alabama. The Birmingham Civil Rights Institute will provide certificates detailing Workshop hours for those needing CEUs.

## Accommodations

This is a residential program. Participants will be housed on the campus of the University of Alabama at Birmingham in [Blazer Hall](#). For your convenience and to build a sense of collegiality, we have reserved four person - two bathroom suites. Each bedroom has a private bath and will accommodate two people. There is a kitchenette in each suite. The cost of the suite is \$17.50 per day, per person. Meal tickets may be purchased to cover breakfast and dinner. To ensure your comfort while staying at the dorm, we have contracted with Tee's Hospitality Service to outfit each room with bed pillows, bed linen, bath towels, and waste-baskets. Rooms will be ready to move into when you arrive. Irons and ironing boards will also be available. Hospitality services, \$60.00. These costs will be deducted from the stipend. Laundry facilities are also available. If you need to arrive on Saturday you must pay for the extra day upon check-in. To find out more about UAB campus services, please visit [www.uab.edu](http://www.uab.edu).

While traveling, participants will be housed at the [Kellogg Conference Center](#) on the campus of Tuskegee University. Participants will have double room accommodations. Meals, sleeping rooms, and use of recreational facilities are offered at a cost of \$100.00 per person.

## Cultural and Recreational Resources

We refer to Alabama as “Alabama the Beautiful.” “*Stony . . .*” will allow you visit several landmark locations in the State historically known as the “Cradle of the Confederacy” and the “Birthplace of the Modern Civil Rights Movement.” Our Workshop schedule will not permit you to take in everything that Alabama has to offer. I invite you to either come early or arrange to stay over. The Greater Birmingham Convention and Visitors Bureau will help you plan your extended stay. Birmingham is the largest city in Alabama and offers a variety of world class cultural and recreational opportunities. Alabama has it all: beaches; cultural arts museums; industrial parks; mountain hiking; motor sports museums and racing; world class science museums; water parks; fishing; and recreational parks for “children” of all ages.



**“Stony The Road We Trod . . .”**  
**Alabama’s Role in the Modern Civil Rights Movement**  
**Workshop Agenda: July 11-17 and August 1-7, 2010**

**Sunday, Depart Blazer Hall at 3:00 p.m. for the Birmingham Civil Rights Institute**

**Readings for the day: Eskew, But for Birmingham**

	White Minister’s Law and Order Appeals (Stony CD)
	Letter From A Birmingham City Jail (Stony CD)
11:30 - 1:00 p.m.	Lunch – Blazer Hall
3:00 p.m.	Depart Blazer Hall for Birmingham Civil Rights Institute
3:30 - 4:00 p.m.	Project Overview, Martha Bouyer- Project Director
4:10 -5:30 p.m.	Tour of the Permanent Exhibit of the Birmingham Civil Rights Institute
6:00 p.m.	Dinner and Lecture: Bishop Calvin Woods

**Monday, July 12, & August 2, 2010**

**Place: Birmingham Civil Rights Institute**

**Readings for the day:**

**Eskew: But for Birmingham Required Reading; Angela Davis: An Autobiography (In Binder – Reading Section); Birmingham Historical Society, A Walk To Freedom**

8:00 a.m.	Depart Campus for Kelly Ingram Park
8:30 - 12:15 p.m.	Tour of Kelly Ingram Park and Birmingham, Barry McNealy. Sites include Sloss Furnaces, Bethel Baptist Church, Collegeville, and “Dynamite Hill”
12:30 - 1:25 p.m.	Lunch
1:30 – 2:30 p.m.	Lecture by Dr. Glenn Eskew – <i>But for Birmingham</i>
2:30-2:45 p.m.	Break
2:45 -3:45 p.m.	Continuation of lecture by Dr. Eskew
3:45-4:00 p.m.	Break
3:30 - 4:15 p.m.	Group Discussion and Reflection
4:20 – 5:30 p.m.	Work Session Grade Level Groups
5:40 p.m.	Return to Campus
	Dinner on your own

**Tuesday, July 13, & August 3, 2010**

**Place: BCRI**

**Readings for the day: From In Search of Racial Harmony (In Binder – Reading Section) “Southern Businessmen and Desegregation” (In Binder – Reading Section)**

**Fallin, The African American Church; Carter, The Politics of Rage (pp. 133—263 Required)**

8:00 a.m.	Depart Campus for BCRI
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- 8:30 - 9:45 a.m. The Role of Women in the Movement
- 9:45 - 10:00 a.m. Break
- 10:00 - 11:30 a.m. Lecture - Dr. Robert Corley, UAB Center for Urban Studies  
*The Search For Racial Harmony: Birmingham Community Leaders and Desegregation*
- 11:30 – 11:40 a.m. Snack/Break
- 11:40 – 12:45 p.m. Lecture by Dr. Wilson Fallin - *The African American Church, Shelter in the Time of a Storm*
- 12:50 – 1:30 p.m. Lunch
- 1:40 - 3:00 p.m. Panel Discussion - “Foot Soldiers” of the Movement. Moderator: Dr. Eskew  
Panelist: Mrs. Katherine Burks-Brooks, Mrs. Janice Kelsey, and Mrs. Myrna Jackson
- 3:00 - 3:15 p.m. Break
- 3:15 - 5:00 p.m. Making Curricular Connections
- Complete Evaluations
- 5:30 p.m. Depart BCRI
- Dinner on your own

**Wednesday, July 14, & August 4, 2010 Travel Day - Depart for Selma at 7:30 a.m.**

**Overnight stay at the Kellogg Center, Tuskegee University**

**Readings for the day: *Selma* – CD/Binder (Suggested), Carter; *The Politics of Rage* pp. 227—263(Required); Webb, *A Child of the Movement* (On CD/Resource Binder – Selma Section (Suggested)); Montgomery – CD/Binder (Suggested)**

Teachers will view “*Lay My Burdens Down*” En-route to Selma

- 9:30 – 11:30 a.m. Tour of Selma and the National Voting Rights Museum - Tour conducted by Joanne Bland, Journeys for the Soul
- 11:45 -12:30 p.m. Lunch
- 1:30 – 3:00 p.m. Whitehall Interpretive Center
- Stop at the Viola Luizzo Monument as we re-trace the route of the 1965 Selma to Montgomery Voting Rights March
- 4:00 p.m. Southern Poverty Law Center – Civil Rights Memorial
- 5:30 p.m. Drive to Tuskegee University and the Kellogg Center
- 7:00 p.m. Dinner at Kellogg Center
- 8:30 p.m. Dr. Eskew and Martha Bouyer - Debrief of the activities and readings for the day. Introduction of the Movement in Montgomery.

(Bring your swimsuits and/or workout clothing)

**KELLOGG EXECUTIVE CONFERENCE CENTER**

## **Tuskegee University**

**Tuskegee Institute, Alabama 36088**

**1-800-949-6161**

**Thursday, July 15, & August 5, 2010 -- Travel Day**

**Readings for the day:** *Raines, My Soul Is Rested, pp. 325—434(Suggested), Carter, The Politics of Rage pp. 264—370 (Required), Robinson, The Montgomery Bus Boycott and the Women Who Started it (Required), Raines, My Soul is Rested pp. 27-147 (Suggested), *Tuskegee Section – Resource CD/Binder (Required)**

7:00 - 8:15 a.m. Breakfast Conference Center Restaurant

8:30 – 10:15 a.m. Tour Campus and the National Park Sites dedicated to the preservation of African American History in Tuskegee

10:30 – 12:00 p.m. Tuskegee Multicultural Center  
Box Lunch as we travel to Montgomery

1:00 p.m. Tour of the Rosa Parks Museum

3:00 - 4:00 p.m. Dexter Avenue King Memorial Baptist Church

4:10 – 5:00 p.m. Alabama Department of Archives and History/State Capitol

### **Return to Birmingham**

6:30 p.m. Dinner own your own

## **Friday, July 16, & August 6, 2010 Birmingham Civil Rights Institute**

8:30 a.m. Depart Campus for BCRI

9:00 - 10:30 a.m. Mrs. Carolyn McKinstry

10:30 - 10:45 a.m. Break

10:45 - 12 Noon Justice Delayed is Not Justice Denied – Mr. J. Douglas Jones, Former U.S. Attorney

12:00 – 12:45 p.m. Lunch

1:00 - 2:00 p.m. Tour of Sixteenth Street Baptist Church

2:00 - 4:30 p.m. Participants will work in cooperative groups to discuss curricular connections and lesson plans ideas using the information gained from their studies, travels, and readings. The project director, lead scholar, master teachers, and staff of the Birmingham Civil Rights Institute will assist participants.

**6:30 p.m. Closing Dinner and Program Presentation - Birmingham Botanical Gardens “Music That Moved a Nation” - The Carlton Reese Memorial Choir**

## **Saturday, July 17, & August 7, 2010 - Blazer Hall Meeting Room**

7:30 - 8:45 a.m. Continental Breakfast

9:00 – 10:30 a.m. Groups share lesson plan ideas and journal entries

10:30 – 10:45 a.m.	Break
10:45 – 12:00 p.m.	Groups continue to share lesson plan ideas, journal entries, and turn in final evaluations.
1:00 p.m.	Depart for Birmingham Shuttlesworth International Airport. Transportation will be arranged.

### **2009 “Stony . . . “ Participants Comments:**

In terms of content, this workshop is the best I’ve been to . . . .

The best ever!

I feel genuinely privileged to have attended and participated in this unbelievable journey.

NEH must keep this workshop . . . and I’ve attended six.

Stony was my first NEH workshop and it will set a high bar for future workshops.

This is a life changing week that all teachers should experience.

The future NEH workshops I attend have a high standard to meet.

NEH must keep this workshop. It changes lives/hearts.

I thought I came in with a lot of Civil Rights background, but this workshop has given me so many tools to bring back to my class and colleagues.

I absolutely loved it! For my first NEH I was expecting just information on the movement. I was so surprised by not only the abundance of info, but also the amazing experiences. The four ladies did an amazing job of organizing the workshop. I will truly use every thing we have received this week.

I thought it was very effective to conclude our journey at the Sixteenth Street Baptist Church. I feel I will be better able to convey to my students what happened there, having had the opportunity to visit and listen to Mrs. McKinstry.

I was really looking forward to my first NEH workshop. Stony far exceeded my expectations.

Thanks also for all your attention to detail. I felt like an honored guest.

Aside from living and working for 30 years with the Pueblo people of Colorado, this is the best program that I have ever participated in – NEH or otherwise.

### **NEH LANDMARKS OF AMERICAN HISTORY AND CULTURE: WORKSHOPS FOR SCHOOL TEACHERS**

#### **APPLICATION INFORMATION AND INSTRUCTIONS**

Landmarks of American History and Culture Workshops are offered by the National Endowment for the Humanities to provide K-12 educators with the opportunity to engage in intensive study and discussion of important topics and issues in American history and culture, while providing them with direct experiences in the interpretation of significant historical and cultural sites and the use of archival and other primary evidence.

Prior to completing an application, please review the letter/prospectus from the project director (available on the project’s website, or as an attachment) and consider carefully what is expected in terms of residence and attendance, reading and writing requirements, and general participation in the work of the project.

Landmarks workshops will allow 40 teachers at a time to collaborate with core faculty and visiting scholars. The workshops are designed to present the best available scholarship on a specific landmark or related cluster of landmarks, while enabling participants to gain a sense of the importance of historical and cultural places, to make connections between the workshop content and what they teach, and to develop individual teaching and/or research materials.

## **ELIGIBILITY**

These projects are designed principally for classroom teachers and librarians in public, private, parochial, and charter schools, as well as home schooling parents. Other K-12 school personnel, including administrators, substitute teachers, and classroom professionals, are eligible to participate, subject to available space.

Teachers at schools in the United States or its territorial possessions or Americans teaching in foreign schools where at least 50 percent of the students are American nationals are eligible for this program. Applicants must be United States citizens, residents of U.S. jurisdictions, or foreign nationals who have been residing in the United States or its territories for at least the three years immediately preceding the application deadline. Foreign nationals teaching abroad at non-U.S. chartered institutions are not eligible to apply. Individuals may not apply to participate in a workshop given by the same director on the same topic in which they have previously participated; in other words, they should not apply to attend the same workshop twice. Individuals may not apply to study with a Landmarks director who is a family member. Applicants must complete the NEH application cover sheet and provide all of the information requested below to be considered eligible.

**New this year:** An individual may apply to **up to three** NEH summer projects in any one year (Landmarks workshops, seminars, or institutes), but may participate in **only one**. Please note that eligibility criteria differ significantly between the Landmarks Workshops and the Seminars and Institutes Programs.

## **SELECTION CRITERIA**

A selection committee (consisting in most cases of the project director, one of the project scholars, and a veteran teacher) will read and evaluate all properly completed applications.

Special consideration is given to the likelihood that an applicant will benefit professionally and personally from the workshop experience. It is important, therefore, to address each of the following factors in the application essay:

- your professional background;
- your interest in the subject of the workshop;
- your special perspectives, skills, or experiences that would contribute to the workshop; and
- how the experience would enhance your teaching or school service.

**Preference is given to applicants who have not previously participated in an NEH Landmarks workshop, seminar or institute.**

## **STIPEND, TENURE, AND CONDITIONS OF AWARD**

Teachers selected to participate will receive a stipend of \$1,200 at the end of the residential workshop session. Stipends are intended to **help** cover travel expenses to and from the project location, books, and ordinary living expenses. Stipends are taxable.

**Workshop participants are required to attend all scheduled meetings and to engage fully in all project activities. Participants who do not complete the full tenure of the project will receive a reduced stipend.**

Participants will provide NEH with an assessment of their workshop experience, especially in terms of its value to their personal and professional development. You will be asked to provide a confidential online evaluation at the close of the workshop.

## **APPLICATION INSTRUCTIONS**

These general application instructions from the NEH should be accompanied by a “Dear Colleague Letter” from the project director that contains detailed information about the content of the workshop, the institutional setting, what is expected of participants, and specific provisions for lodging and subsistence. If you do not have such a letter/prospectus, please request one from the director of the project(s) in which you are interested before you attempt to complete and submit an application. In many cases, directors have websites for their projects and the “Dear Colleague” letter may be downloaded. **All application materials must be sent to the project director at the address listed on the program announcement or in the “Dear Colleague Letter.” Application materials sent to the Endowment will not be reviewed.** Please indicate on the application cover sheet your first and second choices of workshop dates.

## **APPLICATION CHECKLIST**

A completed application consists of **three** copies of the following **collated** items:

- the completed application cover sheet,
- a résumé or short biography, and
- an application essay (no longer than one double-spaced page) as outlined below.

In addition, it must include one letter of recommendation as described below.

### **Application Cover Sheet**

The application cover sheet must be filled out online at this address:

<http://www.neh.gov/online/education/participants/>

Please fill it out online as directed by the prompts. **When you are finished, be sure to click on the “submit” button.** Print out the cover sheet and add it to your application package. At this point you will be asked if you want to fill out a cover sheet for another project. If you do, follow the prompts and select another project and then print out the cover sheet for that project as well. Note that filling out a cover sheet is not the same as applying, so there is no penalty for changing your mind and filling out a cover sheet for several projects. A full application consists of the items listed above, as sent to the project director.

### **Résumé**

Please include a résumé or brief biography detailing your educational qualifications and professional experience.

### **Application Essay**

The application essay should be no more than one double-spaced page. The essay should address your professional background; interest in the subject of the workshop; special perspectives, skills, or experiences that would contribute to the workshop; and how the experience would enhance your teaching or school service.

### **Reference Letter**

Applicants should provide a letter of recommendation from their school principal, department head, district administrator, or home-schooling association president as appropriate. It is helpful for referees to read the director’s description of the project and your application essay. Please ask your referee to sign his/her name across the seal on the back of the envelope containing the letter, and enclose the letter with your application.

## **SUBMISSION OF APPLICATIONS AND NOTIFICATION PROCEDURE**

Completed applications should be submitted **to the project director**, not the NEH, and **postmarked no later than March 2, 2010**. **Note: this date is two weeks earlier than in past years.**

Successful applicants will be notified of their selection by April 1, 2010, and they will have until April 10, 2010 to accept or decline the offer. Applicants who will not be home during the notification period should provide an address and phone number where they can be reached. No information concerning the status of an application will be available prior to the official notification period.

## **EQUAL OPPORTUNITY STATEMENT**

Endowment programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to NEH Equal Opportunity Officer, 1100 Pennsylvania Ave., N.W., Washington, D.C. 20506. TDD: 202/606-8282 (this is a special telephone device for the Deaf).