

Stony the Road We Trod...: Exploring Alabama's Civil Rights Legacy Institute

*Stony the road we trod, bitter the chastening rod. Felt in the days when hope unborn had died.
Yet with a steady beat, have not our weary feet, come to the place for which our fathers sighed?"*

James Weldon Johnson, Negro National Anthem: Lift Every Voice and Sing

NARRATIVE

a) Nature of the Request: The **Alabama Humanities Foundation (AHF)** requests support in the amount of \$214,955 to conduct a Level II, three-week National Endowment for the Humanities Institute for thirty K-12 School Teachers entitled "*Stony the Road We Trod...: Exploring Alabama's Civil Rights Legacy*" to be held June 20 – July 10, 2021. If funded, this will be AHF's third National Teacher Institute.

b) PROJECT DEVELOPMENT: For several years, *Stony the Road...* was hosted by the Birmingham Civil Rights Institute as a one-week Landmarks Workshop for Schoolteachers. In 2016, AHF offered *Stony the Road...* as two, one-week NEH Landmarks of American History and Culture workshops. Evaluative comments from teachers over the course of several years indicated that one week was not enough time to fully explore the subject of civil rights in such a rich landscape and environment. We decided to look at ways to enhance the experience. Taking advantage of the NEH not offering Landmarks and Culture Workshops in 2018, we re-evaluated *Stony the Road...* and our goals and objectives for the project as it relates to teaching and learning. As a result, the project evolved into a three-week NEH Teacher Institute. The subject's significance and former participants' evaluations allowed us to re-imagine the program as an Institute. Because of the positive feedback from the 2018 and 2019 participants we feel strongly that the change has allowed us to offer a more robust and academically rich project. Please see **Attachment 5** for evaluations of *Stony the Road...*2019.

c) Intellectual rationale: *Stony the Road...* seeks to educate, engage, and empower teachers by transforming teaching and learning into measurable and memorable classroom experiences. Our Institute plan incorporates valued input from participants and NEH reviewers into the overall Institute. The three-week timeframe allows time for in-depth research in Birmingham, Montgomery, Selma, and Tuskegee. The Institute format incorporates the use of noted scholars, foot soldiers of the movement, travel to key sites of memory, primary and secondary resources, and selected texts and tools that allow teachers to delve into the intellectual, religious, and philosophical bases of the Civil Rights Movement in Alabama and its impact upon the nation and the world. Working with two exemplary teachers from the 2019 Institute, we will support teachers in their use of National, Common Core, and their own state Standards/Courses of Study to develop curricular products.

Mary McLeod Bethune, confidant to presidents, a friend of Eleanor Roosevelt, and founder of Bethune-Cookman College “left her legacy on the walls of time,” a legacy, built upon her philosophy of living and serving. Alabama’s “legacy,” as it relates to the Modern Civil Rights Movement, was written by men, women, and children on the streets of big cities like Birmingham, small towns such as Tuskegee, along stony unpaved roads, at the foot of the Edmund Pettus Bridge in Selma, and even along major thoroughfares. It is a legacy of hope built upon the U.S. Constitution, steel willed determination to not be turned around despite incredible odds, courage in the face of certain danger, and the belief that non-violent confrontation would turn the heart of the nation toward African Americans living in a Jim Crow society. The protest movement launched from Alabama attacked segregation in all its forms as leaders sought for all citizens the right to vote, attend schools supported with taxpayer dollars, seek community improvements, eat at local restaurants, try on clothes in department stores, utilize public

accommodations, seek equal employment opportunities, find justice in courtrooms, and sit in any open seat on city buses. This legacy is found in national legislation such as the 1964 Public Accommodations Act and the 1965 Voting Rights Bill, both inspired by events that took place in Alabama, the epi-center of a non-violent protest movement that swept across the United States and around the world.

Project Goals: 1) To increase teacher knowledge and understanding of Alabama's pivotal role in the Modern Civil Rights Movement; 2) To enhance instruction of this subject matter by providing teachers with a variety of resources and instructional tools that take into consideration how people learn; and 3) improve student achievement, knowledge, and understanding of the significance of the Modern Civil Rights Movement in U.S. and World History. Teaching excellence brings about greater student achievement. **See Attachment 2** for an expanded list of goals and objectives.

Looking back over the last sixty plus years of American history, our nation has made monumental progress as it relates to the cause of civil and human rights. Disenfranchisement, school segregation, "colored balconies" in movie theaters, and seats in the back of the bus are fading memories of an America that seems foreign to many today. The Modern Civil Rights Movement started in hopes of eradicating injustice and securing equal protection under the law for all citizens. One cannot fully understand modern American history and culture without understanding the Civil Rights Movement. *Stony the Road...* equips teachers to effectively teach the history of the Modern Civil Rights Movement by integrating it into the overall narrative of American history. Most teachers have not had an opportunity to study this history in a college or

university setting. Over the last two decades school districts started to offer 20th Century U.S. History as a stand-alone course, and teachers are not adequately prepared to teach the subject.

In 1776, in Philadelphia, Thomas Jefferson wrote “ . . . all men are created equal, that they are endowed by their Creator with certain unalienable Rights...Life, Liberty and the pursuit of Happiness.” In 1863 at Gettysburg, Abraham Lincoln spoke of a nation "conceived in liberty and dedicated to the proposition that ‘all men are created equal.’” Almost 100 years after the Gettysburg Address, on the steps of the Lincoln Memorial in Washington, Dr. Martin Luther King, Jr. called for a nonviolent revolution to obtain those same liberties and rights for people of color. The Modern Civil Rights Movement made the hopes of the American Revolution, the promises of the Constitution, and the sacrifices of the Civil War a reality for all Americans.

Today, educators often employ scientific methods in their study of history. As such, *Stony the Road...* uses Historical Thinking Skills, History Habits of Mind, National Standards of Social Studies, and National Standards of English Language Arts to provide an in-depth study of Alabama’s Civil Rights Legacy. These tools allow the “student” of history to apply a set of comprehensive skills when examining historical records. See **Attachment 2** for the National Standards that will guide the *Stony the Road...* 2021 Institute.

A cohort of thirty teachers will be invited to Alabama to literally walk in the footsteps of unsung foot soldiers and heralded generals of the “Movement.” Meeting and interacting with history makers will inspire teachers to bring authenticity to their own classroom presentations.

An added feature of this Institute is the use of fine art as an instructional tool. The use of art, music (contemporary and gospel), and poetry adds depth to a teacher’s instructional tool kit,

helping students to better understand and interpret our nation’s history. For this Institute, we have selected three images from the Picturing America Series: *Ladder for Booker T. Washington* by Martin Puryear; *Migration of the Negro*, panel 57 by Jacob Lawrence; and *Selma-to-Montgomery March for Voting Rights* by James Karales. All of these images figure masterfully in the overall study of the quest for civil rights. The religiosity of the Movement and the role of the church offers yet another lens through which participants can peer into the intellectual and philosophical foundation of the Movement, which was launched from the church. The *Stony the Road...* Institute builds knowledge and provides pedagogical training that prepares teachers to teach the lessons of hope, justice, and citizenship woven into the tapestry of our nation. The Institute is structured using guiding questions. As the Institute progresses, teachers will ask new questions borne of interactions with scholars, movement participants, peers, and their field study experiences.

Stony the Road We Trod...” Guiding Questions	
History records the names of leaders of the Modern Civil Rights Movement. Why is it important to also remember the unsung heroes of the Movement?	In what way did the 1965 Selma to Montgomery Voting Rights March and the subsequent passage of the Voting Rights Act change America?
How did the Montgomery Bus Boycott change how African Americans addressed subjugation as second-class citizens?	What major economic, political, judicial, and social reforms happened because of the Modern Civil Rights Movement? Is one more significant than another?
Why were the Freedom Rides undertaken? What concerns did participants hope to address? What gains were made as a result of this heroic journey?	What was the over-arching role of the church in establishing, launching and sustaining the Modern Civil Rights Movement?
How did the use of children, in 1963, dramatically change the struggle for civil rights in Birmingham, Alabama?	Of the strategies used by Movement leaders to gain media coverage and support, which do you view as successful? Which do you view as unsuccessful?
What impact did the 1964 Civil Rights Act have on life in the United States?	Why is Alabama viewed as “hallowed ground” in terms of the Modern Civil Rights Movement?
Comparing the work and philosophies of Booker T. Washington with that of W.E.B. DuBois, and those of Rev. Fred L. Shuttlesworth with that of Dr. Martin L. King, Jr. is there a right or wrong way to	The phrase, the end justifies the means refers to the morality of an action. It means that the morality of an action is based solely on the outcome of that action and not on the action itself.” Could the

bring about sustainable change? In which camp would you have been most comfortable?	struggle for civil and human rights in the United States have been won in a different manner?
How did the bombing of the Sixteenth Street Baptist Church impact the focus and direction of the quest for civil rights in Birmingham? How did media coverage impact the Movement?	What role did the Tuskegee Airmen play in winning WWII? How did their role change race relations in the U.S.? Why would one view Eleanor Roosevelt as a 20 th Century abolitionist?

Teachers will receive texts that represent current scholarship on the Modern Civil Rights Movement. The visiting faculty will use their scholarship, the field study sites, and the “Central Questions” to underscore Alabama’s importance in the Movement. Dr. Glenn Eskew will provide the opening lecture for *Stony the Road*.... In his book *But for Birmingham* he artfully weaves the history of Birmingham, and Alabama into the national story of the quest for freedom and equality. This sets the stage for scholars to share research and for history makers to share stories of triumph as we examine the role of the individual and groups in history.

d) Program of study: *Stony the Road*... connects the Modern Civil Rights Movement to other key events in U.S. history and examines how these events forced the nation to wrestle with how it dealt with issues of race and citizenship. *Stony the Road*...starts and ends in Birmingham, “Ground Zero” of the Modern Civil Rights Movement. The strategies to address segregation and discrimination in Birmingham differed from strategies in other cities. Reverend Fred L. Shuttlesworth, mastermind of the Birmingham campaign, attacked segregation on all fronts, from the back of the bus to the front of the voting booth. Starting in Birmingham, teachers will undertake a journey to reconcile knowledge with facts, memory, history, and myths. In addition to the selected texts, participants will receive related documents, bibliographies, songs, poetry, curricular products developed by previous participants, and other instructional tools. See **Attachment 2** for a list of Institute resources and an annotated bibliography. Teachers are required to attend and participate in the activities for each day. While in Birmingham, we will

depart the hotel at 8:30 a.m. and, depending on the activities for the day, return by 4:00 p.m. Following the lecture, presentation, and/or site visit for the day, participants will have an opportunity to collegially engage the presenter/s and one another on the day's readings, discussions, lectures, questions, and experiences. Teachers will meet in cross-curricular grade level groups to discuss and explore ideas for curricular products. As participants travel, the motor-coach will serve as a classroom on wheels. The staff will use the motor-coach to prepare teachers for site visits using documentaries and other resources. Teachers will journal their thoughts and experiences for personal use and group discussions. This entire Institute, down to tasting local cuisine, is designed to expand teacher knowledge through the use of diverse forms of academic stimuli and experiences.

Participants will be actively engaged in the Institute in a variety of ways including leading discussion groups, introducing guest lecturers, sharing instructional strategies in large and small groups, and by sharing primary sources they discover. Because of their active participation in the daily activities, teachers will be motivated to create individual projects that reflect their knowledge, skills, and talents. Studying the history in a rich environment, with scholars and history makers alike, provides a wealth of instructional resources for teachers to take back to the classroom. In addition to the resources being available to participants, they will also be available to other "students" of history via the project website and other outlets. Teachers will share classroom implementation plans with their cohort, scholars, project director, and master teachers. Teachers who participate in *Stony the Road...* will emerge not only with a deeper understanding of the Civil Rights Movement but the concomitant skills and tools necessary to turn what they learn into engaging, empowering, and measurable classroom experiences.

To help organize course content into relevant curricular products, teachers will work with the Master Teachers in grade-level cohorts and large group settings to share and discuss ideas. Lesson plans must employ National Standards for U.S. History, Civics, English, and Geography as well as the required Course of Study for the participants' state. National standards give participants a common language making their work nationally relevant. Teachers are encouraged to examine their repertoire of instructional strategies and incorporate ideas that allow students to make meaning of what they learn. Each participant will produce a grade appropriate lesson plan or unit based on their Institute experience. Participants will share their work with and receive feedback from their peers, the project director, and master teachers. At the start of the Institute we will discuss the NEH Rules of Civility that will guide participant interactions with faculty and one another.

e) Project Faculty and Staff: Dr. Martha Bouyer, project developer, will serve as Project Director. Dr. Bouyer has served as Project Director for all of the *Stony the Road...* workshops and institutes. She is a former teacher and social studies supervisor for the Jefferson County Board of Education. Martha has developed curriculum for the Center for Civic Education, the Birmingham Civil Rights Institute, Gilder-Lehrman Institute, Alabama Public Television, National Park Service, and Minnesota Public Television where she served as the Curriculum and Workshop advisor for the documentary, *Slavery by Another Name*. If Dr. Bouyer is unable to serve as Project Director, Dr. Tondra Loder-Jackson has agreed to serve as Project Director.

As the Project Director, Dr. Bouyer will: Act as host for the Institute; Co-lead the instructional development process and facilitate discussions; Promote a positive, creative and collegial atmosphere; Act as a resource person for participants; Provide appropriate resource materials;

Conduct discussions; Provide bibliographies that enhance participants' understanding and knowledge of the Institute theme. Additionally, Dr. Bouyer will develop an interdisciplinary approach to accommodate the diversity of the Institute participants and foster collegial intellectual inquiry as set forth in the Principles of Civility for NEH Seminars and Institutes.

Program Administrator: Ms. Laura Anderson, AHF Director of Operations, will serve as Program Administrator. Duties: Serve as the grant administrator and representative of AHF; work with the Project Director to achieve the goals of the Institute; supervise the work of the Administrative Assistant; generate all purchase orders; issue contracts; and work with all staff to ensure that the project is carried out based on the established goals.

Master Teachers: This year, I have invited two teachers from the 2019 *Stony the Road...* Institute to serve as Master Teachers. Christine Fanning is an elementary teacher from Atlanta, Georgia. Bonnie Belshe is a high school teacher from Sacramento, California. Both teachers were outstanding participants and well respected by their peers. In that we want to recruit elementary through high school teachers, they will be great additions to the staff. Duties: Help lead the instructional development process and facilitate discussions; Promote a positive, creative, inclusive, and collegial atmosphere; Act as resource persons for participants; Oversee the development of curricular products; Provide appropriate resource materials and bibliographies that enhance the Institute theme; and offer support to the Project Director, Scholars, and other presenters.

Administrative Assistant: Mrs. Evelyn Davis will serve as the Administrative Assistant. Mrs. Davis served in this capacity for several years and brings great knowledge and skills to the position. Duties: Coordinating all communication with participants; Maintaining an active

contact file; Submitting requests for funds and reimbursements to the Program Administrator; General secretarial duties; Placing orders for all Institute materials as approved; Creating weekly rolls of Institute participants; Coordinating mailing of Institute materials, print certificates; and other support services as directed.

Guest Scholars and Presenters: We have assembled a stellar faculty of scholars and history makers for the 2021 *Stony the Road...* Institute. **Bishop Calvin Woods**, a founding member of the Alabama Christian Movement for Human Rights, will be our opening speaker. Bishop Woods worked with Reverends Shuttlesworth and King in the Birmingham Campaign. **Barry McNealy**, a former *Stony the Road...* participant, local history teacher and director of summer youth programs for the Birmingham Civil Rights Institute will serve as our tour guide for Birmingham. **Dr. David Carter**, author of *The Music Has Gone Out of the Movement: Civil Rights and the Johnson Administration, 1965-1968* will share his work in the field of history and civil rights. Author of *But for Birmingham*, **Dr. Glenn Eskew**, will again join us and help teachers make critical connections between local, regional, and the national movement for human and civil rights. Retired historian **Dr. Robert Corley** will lecture on the economics of racism at Sloss Furnaces, which used convict leasing. **Dr. John McKerley** will lecture relative to an oral history book he co-edited, *Foot Soldiers for Democracy: The Men, Women, and Children of the Birmingham Civil Rights Movement*. **Dr. Tondra Loder-Jackson**, author of *Schoolhouse Activists* and director of the Center for Urban Education at UAB, will lecture on the role of teachers in the Birmingham campaign. **Dr. Hasan Jeffries**, author of *Bloody Lowndes* and associate professor of history at Ohio State University, will lecture on organizing efforts in rural Alabama. **Dr. Danielle McGuire** has been invited to talk about the role of women in the Modern Civil Rights Movement. **Mrs. Joanne Bland**, a noted speaker on the 1965

campaign for the right to vote, will conduct a tour of Selma as she shares the role of Selma in the passage of the 1965 Voting Rights Act. **Dr. Jeanne Theoharis** will again present a riveting lecture on Mrs. Rosa Parks and the Montgomery Bus Boycott. New this year will be **Dr. Bernard Lafayette**, co-founder of SNCC, participant in the Selma Movement and member of SCLC. Staff at the Alabama Department of Archives and History, will employ a variety of tools including maps, images, and primary source documents from their vast collection to broaden our overall perspective. **Dr. Andrew Manis** author of *A Fire you Can't Put Out: The Civil Rights Life of Birmingham's Fred L. Shuttlesworth* will share about the rich legacy of Reverend Shuttlesworth from Bethel Baptist Church. **Mrs. Ruby Shuttlesworth-Bester**, daughter of Reverend Shuttlesworth, will tell her own story of personal involvement in the Movement and what it was like to live through the violence of the Modern Civil Rights Movement as a child of a man both feared and revered. We will again invite **Mrs. Peggy Wallace Kennedy**, daughter of Governors George and Lurleen Wallace, to share her personal story of conflict and finding her voice among so many discordant ones. **Mrs. Janice Kelsey, Mrs. Myrna Jackson, and Mr. Alvin Wesley**, all participants in the Children's March, and **Mrs. Catherine Burke-Brooks** a Freedom Rider, will share their stories of triumph as they sought first class citizenship. **Mr. Richard Pizitz** will join the panel to share his story of being a business owner caught in a vice of following the law or doing what he knew was right. **Rev. Dr. Carolyn McKinstry**, author of *While the World Watched* and survivor of the bombing at Sixteenth Street Baptist Church, will offer her account of the days before and after the bombing. Former State Senator and retired U.S. District Judge of the U. S. District Court for the Northern District of Alabama, U.W. Clemon, who successfully integrated the Birmingham Public Library, will serve as our last keynote speaker. And members of the **Carlton Reese Memorial Choir**, formerly known as the

Alabama Christian Movement for Human Rights Choir, will share the history of the Movement in Song and Stories. Using “Movement” songs and personal vignettes, choir members will take participants on a journey that is still filled with hope and possibilities because of the events that took place along stony roads in Alabama. **Please see Attachment 3 for resumes of Staff and Faculty. See Attachment 4 for Letters of Commitment from the staff and faculty.**

f) Institutional Resources: **Field Study Sites: Birmingham**, once dubbed “The Most Segregated City in America,” is viewed as a second Gettysburg - an urban battlefield. No American city is better known for its role in the Modern Civil Rights Movement. Because of intense media coverage in 1963, images of Birmingham were indelibly seared on the world's collective consciousness. For many, Birmingham is still largely defined by images of non-violent protestors met with massive, often violent resistance. Leaders like Rev. Fred L. Shuttlesworth and Dr. Martin Luther King, Jr., challenged Public Safety Commissioner Eugene “Bull” Connor and committed acts of civil disobedience to make their just cause known to the world. The images of police dogs and fire hoses turned on children, and the bombing of Sixteenth Street Baptist Church on September 15, 1963 that resulted in the deaths of four young girls, shook the nation but failed to break the ever-tightening grip of segregation. The Birmingham Civil Rights Institute serves as a repository of much of this historical record. The extended time afforded by the *Stony the Road...* Institute format will allow participants to explore the Modern Civil Rights Movement using multiple resources.

In **Selma and Lowndes County**, the National Park Service has developed two sites that interpret the 1965 Voting Rights March. The Selma site memorializes the struggles between citizens and local and state governments. The Lowndes County Interpretative Center in Whitehall documents

the accomplishments and struggles of the Selma-based movement for the right to vote from the vantage point of displaced tenant farmers and sharecroppers. Teachers will view exhibits and documents curated by the Park Service that led to the passage of the 1965 Voting Rights Act. Joanne Bland, a Selma native and “a freedom fighter” from the age of 11 will serve as our tour guide and resident historian. The gravity of being in historical spaces with historical actors can be transformative. Teachers will visit the George Washington Carver Housing Project, tour Brown Chapel AME Church, and walk across the Edmund Pettus Bridge, where Alabama State Police violently turned back the marchers on March 7, 1965. *Bloody Lowndes*, by Dr. Hasan Jefferies, vividly captures life in Alabama’s Black Belt and the birth of the Black Power Movement. *In Peace and Freedom* by Dr. Bernard Lafayette will help teachers broaden their understanding of the political, judicial, and social battles that erupted there when he sought to register voters as a SNCC Community Organizer.

Montgomery, the “Cradle of the Confederacy” and the “Birthplace of the Modern Civil Rights Movement,” is the next stop on our epic journey. Participants will begin their visit at the Rosa Parks Museum. Using interactive technology, participants will take part in the events surrounding the arrest of Mrs. Parks, launching the Montgomery Bus Boycott. The Montgomery field study includes interpretative visits to: Dexter Avenue King Memorial Baptist Church and Dexter Parsonage; Alabama Department of Archives and History; Teaching Tolerance and the Civil Rights Memorial; The Greyhound Bus Terminal Museum where the Freedom Riders were attacked; Alabama State Capitol where Jefferson Davis was sworn in as the President of the Confederate States of America and where George Wallace vowed to uphold, “Segregation today, segregation, tomorrow, and segregation forever.” Dr. Jeanne Theoharis, author of *The Rebellious Life of Mrs. Rosa Parks* will provide a lecture at the Alabama Department of Archives

and History and Dr. Lafayette will speak at First Baptist Church where the Freedom Riders sought refuge in 1961.

Located on the edge of Alabama's "Black Belt" region in Macon County, **Tuskegee** is the home of what was founded as the Tuskegee Normal School for Colored Teachers established on July 4, 1881. Out of this farming community giants like Booker T. Washington, Dr. George Washington Carver, Dr. Charles Gomillion, Mrs. Rosa Parks, Attorney Fred Gray, and the famed "Red Tailed" Tuskegee Airmen of World War II fame made a lasting impact on the nation. The 1960 Supreme Court case *Gomillion v Lightfoot* came out of Tuskegee and offered a nationwide challenge to gerrymandering. In this landmark case, the court overturned the Alabama legislature's redistricting of Tuskegee in an effort to dilute the voting strength of blacks. Participants will visit the Tuskegee Airmen Site, tour Tuskegee University, and visit the Tuskegee History Center where they will meet Attorney Fred Gray who represented defendants in the Montgomery Bus Boycott, the Selma to Montgomery march, the Tuskegee syphilis study, and other landmark cases. Additional reading and resources for all cities will be provided on the Stony Resource Link. **Please see Attachment 2 for a copy of the *Stony the Road...* Daily Agenda and the required and recommended readings.**

The Residence Inn (Birmingham, AL), and The Sonesta Inns and Suites (Montgomery, AL) will serve as lodging sites for the Institute. In Birmingham and Montgomery, participants will share two-bedroom, two-bath suites. Breakfast and evening receptions are included at both hotels. Snacks, including water, coffee and soft drinks will be provided. The opening and closing dinners are sponsored by our partners, Historic Bethel Baptist Church and the Birmingham Convention and Visitors Bureau.

Participants will receive texts written by the Institute faculty representing current Civil Rights scholarship, a list of required and suggested readings, and a link to a vast array of resources on the *Stony the Road...* Website for Institute participants. Teachers are encouraged to bring laptops. Wi-Fi is available at all locations. **See Attachment 2 for images of the hotels.**

g) Participation Outreach and Communication: The Institute is designed for K-12 teachers. Participants are recruited through local, regional, and national teacher organizations. Print and digital media will be distributed to state humanities councils, regional library systems, state in-service centers, and regional and national education organizations. The Institute will also be advertised by the National Endowment for the Humanities. We will seek teachers new to NEH as well as veteran NEH participants who teach a variety of subjects in diverse settings. Teachers from urban, rural, suburban, private, parochial, and home school settings make for great cohort.

The selection committee will select applicants based on (1) their meeting National Board for Professional Teaching Standards for their grade levels; (2) a geographical distribution factor; (3) their submission of an essay explaining how they plan to use the Institute experience in their professional growth plan and in their classroom; and (4) a letter of recommendation from a school administrator or peer. Selection committee: Dr. Martha Bouyer, Project Director; Ms. Laura Anderson, AHF Director of Operations; Mrs. Priscilla Hancock-Cooper, founding Project Director, Alabama African-American Civil Rights Heritage Sites Consortium; and Mr. Alan Stevens, Alabama Center for Law and Civic Education. Both Mrs. Cooper and Dr. Stevens have worked with the *Stony the Road...* Project in various capacities in the past.

Project Website: In preparation for the 2018 and 2019 NEH Institutes, AHF established a project website (www.stonytheroad.org). The website has been updated and will continue to

serve as an interactive portal for interested scholars and participants. The website provides an opportunity to learn more about the Institute via the “Dear Colleague Letter,” participant testimonials, images of the sites of memory, speaker bios, information on living accommodations, and sample curricular products. The site will serve as the digital access point and communication tool for prospective participants as well as a repository for teacher-developed curricular products.

All participants will receive a certificate from the NEH stating their successful completion of the program’s 90 hours of continuing education credits. We will again attempt to partner with UAB Department of Education to offer graduate credit for those interested. UAB Professor Dr. Loder-Jackson will serve as our faculty liaison. In the past, cost has been a deterrent.

h) Dissemination: The Institute format employs the use of scholarly presentations, exemplary texts by scholars, presentations by history makers, documentaries, discussions, and field study trips to select landmarks. This format is unique in that many of the people who made the history are still alive, and their ability to authenticate the historical record is undeniable. The expanded timeframe has greatly enhanced the ability to go beyond the basics and create curriculum based on every aspect of the Institute. All curricular products will be shared on AHF’s website, and exceptional products will be submitted to NEH’s Edsitement. To ensure the curricular products are shared on Edsitement, we will use Edsitement’s Lesson Plan design. The background of the Project Director as a 4Mat presenter and the invaluable input from the Master Teachers will strengthen our pedagogy approach in terms of helping teachers design products that educate and engage students in classroom experiences that take into consideration how the brain learns. We will also use Instructional Resources from the Library of Congress that teach how to use music

and poetry as historical artifacts, as well as tools that help document historical records. The staff will model best practices in regard to instructional strategies as they work with teachers individually and in groups, encouraging them to think outside of the proverbial box.

New this year is the creation of Blogs, Podcasts and Videocasts throughout the Institute. In addition to a closed Facebook account, teachers, visiting scholars, and presenters will participate in open Podcasts and Videocasts presentations. IA Films, a local company that we have used in the past, will coordinate. Following a presentation, teachers will be invited to share comments with the broader audience about their take on the lecture, discussion, or presentation in terms of what they gained and possible classroom applications. The Project Director and Master Teachers will direct this effort. The use of other social media outlets will allow the Institute to reach a broad audience. All of the resources developed will reside on the AHF Website and will allow us to greatly expand the reach of the Institute. These interactions should generate a great deal of discussion. We anticipate that the feedback will give us an idea of the audiences, in terms of numbers as well as feedback based on the content. Funds have also been budgeted to help 5-7 teachers attend a state, regional, or national conference as presenters to share their *Stony the Road*...Institute experiences with other educators. Evaluations from the presentations as well as feedback on the AHF website will be used to assess the effectiveness of these approaches. Teachers will be made aware of this funding opportunity and how to gain support once they have been accepted as a workshop presenter. **See Attachment 2 for Institute Requirements and Inclusivity Statement.**