



NATIONAL ENDOWMENT FOR THE
Humanities

DIVISION OF PUBLIC PROGRAMS

Sample of a Successful Application

This document contains the narrative and walkthrough of a previously funded grant application. Every successful application is different, and this application may have been prepared to meet a slightly different set of guidelines. Each applicant is urged to prepare a proposal that reflects its unique project and aspirations, as well as the requirements in the current notice of funding opportunity (NOFO). Prospective applicants should consult the current Public Humanities Projects NOFOs at <https://www.neh.gov/grants/public/public-humanities-projects> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Public Programs staff well before a grant deadline.

The attached application is incomplete. Portions may have been deleted 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: *Revisiting the Founding Era*

Institution: Gilder Lehrman Institute of American History

Project Director: Susan F. Saidenberg

Grant Program: Public Humanities Projects: Community Conversations

Revisiting the Founding Era – Application Narrative

A. Abstract

The Gilder Lehrman Institute of American History seeks to develop *Revisiting the Founding Era*, a library outreach program based on primary sources. The program will prompt conversations in 100 public libraries in underserved communities about the Founding Era and suggest how this period's ideas continue to resonate today. New appreciation of many uniquely American ideals, achieved through a close reading of Founding Era documents, will encourage participants to explore current issues in light of historic controversies, conversations, and compromises.

The Institute, in cooperation with the American Library Association and the National Constitution Center, plans to create a website, videos, and a 100-page reader in print and digital formats to support community conversations. Local libraries may use the resources in different ways to plan programs that encourage Americans to draw on these ideas when talking about issues of concern in their communities.

B. The Nature of the Request

The Gilder Lehrman Institute of American History (GLI), in collaboration with the Public Programs Office of the American Library Association (ALA) and the National Constitution Center (NCC), is requesting a three-year, \$606,012 grant, in partial support of a Community Conversations Grant Chairman's Special Award from the National Endowment for the Humanities (NEH), to develop an innovative library outreach program with a nationwide impact to re-acquaint audiences with one of the most important periods in American history: The Founding Era (1760-1800). The goal is to expand public understanding of the Founding Era through primary sources in order to inform and inspire conversations about Founding Era issues that resonate today. *Revisiting the Founding Era* will examine key events and documents from this period, and introduce the words and deeds of people often left out of the Founding Era narrative—women, African Americans, and ordinary Americans who participated in and were affected by great events.

The Founding Era has reemerged into popular culture thanks to *Hamilton: An American Musical* written by Lin-Manuel Miranda. With its multiracial cast and a hip-hop score, *Hamilton* has brought the issues of the Founding Era to light in the twenty-first century. After the launch of the musical, the Gilder Lehrman Institute was approached by the *Hamilton* team and the Rockefeller Foundation to create the Hamilton Education Program. This national program provides thousands of high school students from Title I schools in New York City, Chicago, San Francisco and other cities with the opportunity to engage in a creative Gilder Lehrman–designed curriculum, which enables them to attend *Hamilton* and learn about the Founding Era using primary source documents. We intend to leverage our experience from the Hamilton Education Program to create *Revisiting the Founding Era*.

Revisiting the Founding Era will offer libraries the opportunity to act as catalysts for conversation within their communities, presenting a public humanities program that will explore the Founding Era through group discussion. The project will address NEH areas of interest, including humanities in the public arena and reaching underserved audiences. The project will offer materials in several formats to accommodate community libraries. Each library will receive ten copies of a 100-page reader containing essays by historians, documents, and suggested humanities themes for discussion. These readers will be available to libraries for circulation and for reference during the group conversations. The program will also have a “mini-booklet” containing the Declaration of Independence and the US Constitution, a dedicated public-facing website which will provide a digital version of the reader, six short videos of historians interpreting Founding Era documents, and a video of a town-hall discussion covering various themes in the humanities.

Drawing upon the expertise of the Public Programs Office of the ALA, the program will select 100 libraries in underserved communities. We define underserved communities as a significant part of the population living at or below the poverty line. In addition, libraries in these communities often operate on limited resources. Each library will receive a \$1,200 grant to host community conversations that highlight significant humanities issues that were under debate during the Founding Era and how they are viewed through the lens of our own time. The National Constitution Center will host a community conversation to inaugurate the *Revisiting the Founding Era* program. This conversation will be a moderated town-hall-style discussion with scholars and community leaders considering specific Founding Era documents and their significant humanities themes. The program will be recorded and included as one of the web-based resources to inspire participating libraries when they conduct their own community conversations. In addition, we are outlining several different formats for community conversations. The different formats offer flexibility based on available resources, including staff, space, access to scholars, and community participation.

The primary goal of the project is to become acquainted with the Founding Era through key documents, and to present ideas from the period as context for conversations about issues of concern in communities today.

C. *Humanities Content*

Introduction to Revisiting the Founding Era

Modern discourse often references the events, people, and ideas of the Founding Era. But the origins of those ideas and the vibrant and diverse lives of those people often go unrecognized. On April 22, 2016, the New York Times published an interview with the Pulitzer Prize-winning historian Annette Gordon-Reed. Reflecting on the recent popularity of books about the American past, Professor Gordon-Reed noted that some aspects of modern life “raise questions about the fundamental nature of democracy in the United States. . . . Maybe people are now, even more than usual, feeling the need to look at how it all got started and are seeking out books that may give them a clue. The cliché about not being able to know where you’re going until you know where you’ve been may be in operation here. In the face of uncertainty about the future, people are looking to the past.”

The new interest in the Founding Era arising from the popularity of *Hamilton: An American Musical* and the blockbuster biography of Hamilton by Ron Chernow have brought questions about the origins of fundamentally “American” ideas to the fore. The Declaration of Independence, the Revolutionary War, the US Constitution, and the Bill of Rights arose out of uncertainty, controversy, conversation, and compromise among common people as well as political and military leaders—a process that has become obscured over time. The new cultural zeitgeist surrounding that period and the ideas it fostered provides an opportunity to explore how those ideas still resonate today in many of the nation’s discussions about what it means to be American.

Within communities, local libraries are in an ideal position to sponsor and guide conversations on these issues, to encourage the study of historical people, events, and ideas through primary source documents that resonate in today’s America. In addition to the major documents of the era, these community conversations will focus on less well-known Americans—women, African Americans, and ordinary citizens—and their contributions to the Founding Era.

Introduction to the Founding Era

From a protracted war to the rise of independent states to the formation of a republic, the American Revolution resulted in the creation of a new nation, and the first generations of Americans were responsible for building the institutional foundations of our country. However, there were challenges every step of the way, not only for American political leaders but for ordinary citizens. Ideological, political, economic, and cultural divisions fueled contention and compromise within the Founding

generation. *Revisiting the Founding Era* aims to define these divisions, explore the solutions reached at the time, and understand how those solutions reverberate in our society today.

The political leaders of the Founding Era wrote thousands of historical documents, including those that remain of fundamental importance to the United States. Lesser-known players—including women, African Americans, and ordinary citizens—also produced documents. The Gilder Lehrman Institute of American History has amassed a rich collection of documents from this era, some well-known and others unfamiliar to the public at large. In partnership with the American Library Association and the National Constitution Center, *Revisiting the Founding Era* will provide a selection of important texts and pair them with other documents and additional resources to spark discussions and bring to life for Americans today the people, events, and ideas of the Founding Era in new and exciting ways.

Revisiting the Founding Era will begin with a timeline of the period, from colonial resistance of royal authority to the Declaration of Independence. Selected broadsides and letters illustrate that, by the 1770s, grassroots movements and a variety of communications strategies inspired colonists in North America to challenge British rule.

Section One Humanities Themes

- **Grassroots movements and their power to bring about transformative change**
- **The role of communication through images and media to engage and motivate people to achieve change**

Documents like Paul Revere’s engraving of the Boston Massacre (1770) and Ezekiel Russell’s *Bloody Butchery by the British Troops* (1775) demonstrate how patriot leaders used words and images to build a movement, first for resistance to new British policies, and later for independence. Revere’s image of British soldiers firing on innocent Bostonians, although more propaganda than a realistic depiction of the event, was seared into many colonists’ minds. The actual history of the Boston Massacre is more complex than Revere’s one-sided engraving would suggest: although 4,000 British troops were stationed in a town with a population of 15,000, many Bostonians got along amiably with the soldiers. However, on March 5, 1770, the Boston crowd did a great deal to provoke the soldiers’ violence by hurling projectiles at them.

One of the most remarkable things about the prewar period is how colonists slowly transformed from loyal members of the British Empire to rebels against that empire through small grassroots networks that shared ideas. Clues to this process can be found in Isaac Merrill’s letter to Captain John Currier, written on April 19, 1775, in the wake of “the shot heard round the world.” Merrill was a militia colonel in Essex, Massachusetts. After the Battle of Lexington and Concord, he urged Currier to bring local militia together in the service of something larger than themselves: “Mobilize and muster as many of your under officers and Soldiers as you can” for “the relief of our Friend[s] and Country.” By using correspondence networks, newspapers, town meetings, spinning bees, boycotts, and other strategies, the revolutionaries persuaded men and women to see themselves as defenders of unalienable rights—and eventually to imagine the colonies as an independent nation.

Today, the mechanisms to disseminate images and words are far more varied and their impact on popular opinion is more immediate. Internet sites carry both fact-based and fake news stories and 24-hour cable news channels, online magazines, and newspapers reach millions each day as do print magazines and newspapers. The causes advocated are not only local or national but global. Bombarded with information and urged to sign petitions or attend rallies, American citizens face the difficult task of interpreting the information they receive and determining how the issues affect their lives.

Today, as in Revere’s and Merrill’s era, the influence of a single iconic image remains great. The power of Revere’s image lies in its portrayal of British troops firing the citizens of Boston. Modern Americans might draw analogies to the impact of the photograph of a young woman kneeling beside a body in the

aftermath of the Kent State shootings in 1970 or a video of police firing tear gas on rioters. The conflict between law and order and citizens' protests, the role the media plays in shaping opinion, and the way in which information is disseminated remain critical topics for consideration.

Section Two Humanities Themes

- **The role of sacrifice to achieve goals and democratic outcomes**
- **Balancing the rights of the individual against the power of the majority in wartime**

On July 4, 1776, the Continental Congress formally approved the Declaration of Independence. It set forth the radical proposition, shaped by Enlightenment thinkers such as John Locke, that “all men are created equal, that they are endowed by their Creator with certain unalienable Rights, which among these are Life, Liberty and the pursuit of Happiness.” Thomas Jefferson is acknowledged as the author of the Declaration of Independence, but recent scholarship has established that citizen-based action—both individual and collective—laid the foundations. Dozens of declarations of independence were written by towns, counties, and colonies throughout the spring of 1776. These documents greatly influenced Jefferson as he drafted the Declaration of Independence. Their existence reveals that the Revolution was not a top-down movement but a popular rebellion, and they help us understand why Jefferson's words resonated so widely among the colonists.

The Revolution was divisive. Loyalists in 1776 were criticized and in some cases physically attacked or exiled, and their rights curtailed. Opponents of modern wars have suffered similarly. The question of a government's right to curtail civil liberties—and even to imprison or exile critics of a war—remains a central question in a democracy. From the Alien and Sedition Acts to WWII internment camps to Guantanamo Bay, the problem of national security in wartime remains controversial.

Many colonists served in the military, sacrificing their lives and their livelihoods to win independence. More than 230,000 soldiers served in the Continental Army over the course of the war, and the casualty rate was the second highest in American history. In a letter dated January 1777 urging the state of New Hampshire to fulfill troop allotments set by Congress, General George Washington wrote, “You must be fully sensible of the Hardship imposed upon Individuals, and how detrimental it must be to the Public, to have her Farmers and Tradesmen frequently called into the Field as Militia-men.” Washington knew that sacrifice was necessary, lest America “submit to a greater [inconvenience], the total Loss of our Liberties.” Sacrifice was demanded of those who served and those who remained at home. The war Washington and other revolutionaries faced was a home-front war. Today, wars are more likely to be waged outside of US borders. As a result, the nature of sacrifice has changed both for those participating in wars and those who stay home.

The Revolutionary War entailed new responsibilities for women as well as men. For some, this meant deprivation and exhaustion as the war progressed and basic necessities became scarce. For others, the war led to a new sense of competence and self-confidence. For example, Lucy Knox, wife of General Henry Knox, hoped that her husband would not consider himself “as commander in chief of your own house . . . but be convinced . . . that there is such a thing as equal command.” The wartime experience of women like Lucy Knox highlights the new realities and new perspectives that war can bring.

War also engendered hope for freedom among African Americans. More than 7,000 African Americans served at some point during the war, inspired in part by the idea that all men are created equal. In 1776, Lemuel Haynes, a free African American, wrote a treatise entitled “Liberty Further Extended: Or Free Thoughts on the Illegality of Slave-Keeping.” In this work he stated that “Liberty is Equally as pre[c]ious to a *Black man*, as it is to a *white one*, and Bondage Equally as intol[e]rable to the one as it is to the other.” In 1780, the slave Elizabeth Freeman, also known as Mum Bet, had heard about the Declaration of Independence and successfully sued for her freedom in Massachusetts. However, many African Americans who served during the war were unable to achieve the freedom to which they aspired.

The sacrifices of war resonate long after the battles have ended. Since the Revolutionary War, every generation of Americans has confronted the question of how best to treat the nation's veterans. After the Revolutionary War, veterans suffered financially as well as physically, as the states and federal government proved unable to provide back pay or the promised reward of land to farm. Soldiers unable to support themselves faced particularly serious problems. This can be seen in a letter dated April 26, 1806, in which Peter Kiteredge, a former slave who had fought for five years in the war, asked town officials for financial support. He was no longer able to work due to injuries sustained in battle. Despite their sacrifice, African Americans were denied freedom and liberty in a country founded on the ideal of equality.

Americans today confront similar challenges related to war. International conflict, the threat of terrorism, and new forms of attack such as cyber war have created new domestic battlefields. Likewise, heroic men (and now) women in uniform continue to make enormous sacrifices for their country. Veterans returning from Iraq and Afghanistan are the Peter Kiteredges of our time. Once again, Americans must determine what the nation owes to its veterans. Today, the emergence of an all-volunteer specialized army, while one of the nation's great achievements, has also altered the nature of sacrifices required of "ordinary" citizens. Recalling the broad sacrifices of the revolutionary generation offers an opportunity for Americans today to reflect on their own roles within the republic.

Section Three Humanities Themes

- **The meaning of "We the People" and citizenship**
- **Defining and establishing the authority of the federal government**

With 200 years of hindsight, we tend to think that the creation of the United States and its founding documents had a certain inevitability. In truth, the formation of the American republic was unprecedented in modern history. On January 9, 1790, less than a year into his presidency, George Washington wrote that the republic was the "last great experiment for promoting human happiness." And during the Founding Era many people were convinced that this great experiment was going to fail.

In 1787, four years after the war ended, delegates from the states assembled at the Constitutional Convention in Philadelphia. Although the delegates espoused ideas already familiar to the former colonists, they also introduced two major innovations. The first was the assertion that the government's power, or sovereignty, arose from the citizens themselves; the second was the idea of federalism. The political principle that the citizens were sovereign meant America would be a republic with a representative government. Federalism, on the other hand, was a unique structural innovation; it created a system that divided sovereignty and authority in such a way that some powers belonged exclusively to the national government, some powers belonged exclusively to the state governments, and some powers belonged to both. Men like Alexander Hamilton understood the problems that federalism was likely to produce when state and federal governments disagreed on policy. The problem of ultimate authority remains today and can be seen in conflicts over such issues as health insurance, women's health, the right to marry, and the legalization of marijuana.

The ratification of the US Constitution took nine months and spawned contentious debates in many states, including Virginia, New York, and Massachusetts. Those who opposed its ratification believed that local, or state governments, were better able to protect citizens' rights and liberties and less likely to become oppressive than a central government. Supporters of ratification believed that the checks and balances built into the Constitution protected citizens from abuse by the federal government. In their view, only the federal government was capable of establishing law and order, securing national boundaries, and promoting economic prosperity. Today, concern over the power of the federal government remains a key political issue, but concern over state laws that infringe upon civil rights is also strong.

While the US Constitution has endured for 228 years, the definition of citizenship, the rights of the individual, and the nature of American society itself have changed dramatically. The vast differences

between the eighteenth-century world and our own have prompted new understandings of the framers' handiwork. For example, the preamble to the Constitution states that "We the People" are the ultimate source of political power. But in 1787, the citizenship of "We the People" was limited to free, adult white males who owned property. In the twenty-first century, "We the People" includes all native-born or naturalized men and women of voting age. That is, citizenship in today's America is a birthright, not a privilege of a particular group. The struggle for inclusion can be charted throughout our national history, from the expansion of the vote to all adult white men, to the constitutional amendment eliminating race—but sustaining gender—as a qualification for suffrage, to the amendment granting women the right to vote, to the Civil Rights Acts of the 1960s. Today, the nature of citizenship continues to be a topic of increasingly vigorous national debate.

The preamble to the US Constitution defines the expectations of the American people and the articles outline the duties of the federal government. However, many of the critical details for the day-to-day functioning of the government are absent from the document. For instance, the Constitution invests the nation's executive power in the president, but it does very little to define that power. Many of the documents in the Gilder Lehrman Collection invite a close examination of the central role George Washington played in creating the executive branch, its departments, and its role in establishing diplomatic policies and maintaining law and order. During his two terms in office, Washington understood the uncharted waters he was to navigate. In a letter to Henry Knox on April 1, 1789, following his election to the presidency, Washington wrote: "I am embarking the voice of my Countrymen and a good name of my own on this voyage, but what returns will be made for them—Heaven alone can foretell.—Integrity & firmness is all I can promise."

Washington's decisions established precedents, many of which still guide presidents today. As the new nation struggled under a crushing war debt, President Washington appointed Alexander Hamilton to be the first Treasury Secretary. Hamilton established a modern system of credit and a national bank and put procedures in place to ensure the smooth running of the economy. By the time Hamilton retired in 1795, the United States was fiscally sound, yet the federal government's decision to levy national taxes to reduce the debt raised questions about federal authority in relation to the rights of states. In fact, many individuals were hesitant about the ratification of the Constitution because it lacked a bill of rights. On September 28, 1787, during the public debates over the ratification of the Constitution, Mercy Otis Warren, a leading patriot and historian, wrote, "we have struggled for liberty and have made lofty sacrifices at her shrine: and there are still many among us who revere her name too much to relinquish the rights of man for the Dignity of Government."

The passage of the first ten amendments to the Constitution, known today as the Bill of Rights, affirmed the federal government's respect for the rights and liberties of American citizens. The choices made by the Founding generation reflected the mores of their society. They knew that the United States would change, but they could not predict how, or what the consequences would be. This is one reason they included an amendment process in the Constitution. The documents that remain provide us with a starting point for understanding the evolution of citizenship, the rights of citizens, and the power and authority of the government. The struggles to achieve democracy are at the core of American history from the Revolution to the present day.

Learning and Takeaways

The primary goal of the project is to encourage an appreciation of the Founding Era through community conversation and historical documents that highlight humanities themes of enduring importance. Project advisor and historian Ben Carp wrote that "Anyone who wants to draw upon the reservoir of principles expressed in the Revolution and Constitution to defend their own arguments must possess a genuine familiarity with what happened in the Founding Era." *Revisiting the Founding Era* will provide primary sources and other materials to help librarians and community leaders become familiar with the people, events, and ideas of the Founding Era as well as provide them with the means to explore modern issues in

light of Founding Era history in community conversations. Conversations will touch upon the humanities themes of the Founding Era and the relevance of those themes to contemporary America.

Building upon the success of the Hamilton Education Program and past NEH programs, we will design evaluations that accurately measure the efficacy of the project. We will implement a series of surveys before and after the program takes place at each library. The pre program surveys will be completed by the libraries. The post program surveys will be completed by individuals who take part in the community conversations. Finally, each participating library will complete a final report. These reports will measure the communities' awareness of the Founding Era before and after the program, assess the links between Founding Era ideas and current issues, and evaluate the overall efficacy of the community conversations.

D. Project Formats

The main feature of the *Revisiting the Founding Era* program is a series of facilitated discussions among community members held at local libraries, primarily in underserved communities. The discussions will be supported by a stand-alone website, a mini-booklet containing the Declaration of Independence and the US Constitution, and a 100-page reader available in both print and online formats. These materials provide a wide range of access points to Founding Era documents and themes.

During the inaugural period of the grant, the Institute will work with the National Constitution Center in Philadelphia, Pennsylvania, to hold a town-hall discussion. The town hall will feature a panel discussion during which historians and local community members will focus on one or more historical documents, particularly as they relate to relevant humanities issues. A robust Q&A session will follow. The entire town hall will be recorded and featured on the public-facing website. This video can be used as a template for each library to consider when planning community conversations.

Two tracks for community conversations will be available for this program. Track A will target a multigenerational audience through the implementation of three different conversation models, aiming to draw voices from all age groups and demographics in the community. Track B will offer a deeper dive into the humanities themes by offering scholar-led, small-group discussions inspired by the ALA's *Let's Talk About It* model. Both tracks offer community members a chance to engage in thoughtful discussion of the humanities themes and primary source documents, and their ties to contemporary issues that most matter to the community.

The American Library Association will be responsible for building an administrative website on its online grant management system. The system provides for application submission, application evaluation, site reports, and other project forms to be completed and managed online. The application materials will feature a full description of the project and an outline of what will be expected of selected libraries by both the ALA and the Institute.

In addition, the Institute will compile a site-support notebook that covers all aspects of program administration and humanities content. The notebook will provide a list of all state humanities councils and contact information for historians who might be asked to take part in the program.

E. Project Resources

The Gilder Lehrman Collection

The project will be supported by a unique repository: the Gilder Lehrman Collection, owned by the Gilder Lehrman Institute of American History. The Collection includes more than 60,000 letters, diaries, maps, pamphlets, printed books, newspapers, photographs, and ephemera that document the political, social, and economic history of the United States. The Collection is widely considered one of the nation's great archives in Revolutionary War and early national documents.

The American Revolution

The Collection contains materials written by leaders, soldiers, and women during the American Revolution. The experiences of soldiers, loyalists, and prisoners of war are recorded in numerous letters, diaries, orderly books, and other manuscript documents.

Highlights:

- Nearly 70 documents pertaining to the experience of African Americans during the American Revolution in their roles as both slaves and soldiers.
- Over 3000 items written by Henry Knox, chief of artillery during the American Revolution and the first secretary of war, detailing almost every aspect of the birth and founding of the United States.
- 282 letters written to and from Lucy Knox, wife of Henry Knox, providing accounts of battles, the plight of loyalists, and hardships on the home front.
- The papers of English historian Catharine Macaulay Graham, demonstrating the key role played by women in defining and influencing the conflict.
- 66 maps depicting key events and battles from the Revolutionary War (1763–1790).
- Pierce Butler's notebook from the Constitutional Convention, including four pages of notes, doodles, and calculations concerning the Constitutional Convention and the need for compromise.

The New Nation

The primary documents in this section address the creation of the US Constitution after the failure of the Articles of Confederation, in both official records and personal correspondence. These include the fiery debates leading up to the Constitutional Convention, drafts of the Constitution, and the ratification debates around the country.

Highlights:

- Extensive collection of letters by Founders including George Washington, Alexander Hamilton, and Thomas Jefferson.
- Over 100 letters and documents detailing the civil unrest during Shays' Rebellion (1786-1787) and the Whiskey Rebellion (1794), which threatened to destroy the new nation.

Public Programming

The Institute's unique experience in running successful public programming initiatives since 1994 will be leveraged to support *Revisiting the Founding Era*. The programs facilitated by the Institute include:

- *Abraham Lincoln: A Man of His Time, a Man for All Times*: The Institute developed a scholar-curated traveling exhibition that was hosted by more than 100 sites in five years. The Institute managed the tour, including a site programming notebook, and collected and analyzed surveys for reports to the NEH.
- *Civil War 150*: In partnership with the Library of America, The Institute developed a traveling exhibition that drew upon documents from the Gilder Lehrman Collection. The Institute selected sites, managed the tour, and built the project website.
- *Created Equal*: In 2013 the NEH selected the Institute to implement *Created Equal*, a three-year initiative based on four films about the civil rights era. The Institute posted and reviewed more than 550 applications, and in consultation with NEH selected 473 sites to host public programs organized around the films. The project concluded in December 2016.
- *World War I and America*: The Institute partnered with the Library of America on *World War I and America*, a two-year NEH grant. The Institute reviewed applications, created and managed a traveling exhibition to 40 of the 120 sites selected to receive programming grants, and hosted a webinar.

Additional Resources

For this project, the Institute will provide the participating libraries with special access to a curated selection of Founding Era materials from the Gilder Lehrman website, including videos, interactive timelines and online exhibitions.

F. Project History

The Gilder Lehrman Institute of American History has been the recipient of several NEH grants. The Institute has served as a coordinator and partner on two major projects, *Created Equal* and *World War I and America*, reinforcing the value of document-based conversations in libraries.

In 2013 the NEH selected the Institute to develop and manage the *Created Equal* initiative. *Created Equal* brought four outstanding films on the long Civil Rights Movement to communities across the United States. The program encouraged communities to revisit the history of Civil Rights in America and to reflect on the ideals of freedom and equality that have helped bridge deep racial and cultural divides. The project offered scholarly resources and program guides to help Americans explore the legacy and meaning of our shared Civil Rights history, which continues to unfold today. The project supported public programs in 473 communities across the country, wrapping up in December 2016.

World War I and America is an ongoing grant funded by the NEH in partnership with the Library of America. The program is bringing veterans together with the general public in libraries and museums around the country to explore the transformative impact of WWI by reading, discussing, and sharing insights into the writings of Americans who experienced it firsthand. The aim is to create structured opportunities for those who served in more recent conflicts to bring their experiences to bear on historical events and texts, illuminating for a wide audience the similarities and differences between wars past and present.

Revisiting the Founding Era will build upon the Institute's track record to complement the mission of the NEH's Community Conversations, which is to host a series of discussions in which diverse populations creatively address community challenges, guided by the perspectives of the humanities. In addition to our success with past NEH programs, we are also building directly off our other work on the Founding Era, particularly the Hamilton Education Program.

In 2015, the producers of *Hamilton*, together with the Rockefeller Foundation, selected the Institute to create a multifaceted document-based education program for students in Title I schools to learn about the Founding Era, create an original piece of performance art based on primary sources, and see the musical. The program is well on its way to serving 20,000 students in New York City. Thanks to the tremendous success of the program in New York City, the Institute is expanding the program to reach more than a 100,000 students across the nation as the musical opens in different cities. The phenomenal success of *Hamilton* has rekindled interest in the Founding Era among people of all ages and walks of life, and the Institute aims to continue building interest in this era using primary source documents to develop community conversations that encourage understanding of the Founding Era, and how it relates to the twenty-first century.

The Institute began to plan its historical and humanities themes for *Revisiting the Founding Era* in April 2016. The Institute consulted distinguished historian Gordon Wood, who invited four scholars to join an advisory group and draft document-based Founding Era essays for public discussion. The scholars received a list documents from the Gilder Lehrman Collection upon which to base their essays. The group met on October 25, 2016, to review the essays and to refine and suggest themes for conversations.

In 2016 the Institute also reached out to the American Library Association and the National Constitution Center to discuss collaborating on this project. The American Library Association will be responsible for library marketing and selection, as well as for building an application and grant management portal

accessible through the Institute's public-facing website to process applications and evaluations from participating libraries. The National Constitution Center will be responsible for developing and hosting a town-hall discussion, which will be taped and posted on the public-facing website, using documents and humanities topics provided by the Institute.

G. *Chairman's Special Award*

Revisiting the Founding Era will provide a national platform for humanities-based conversations, connecting the Founding Era to today. The 100 selected libraries across the nation will directly serve a large public audience, at minimum, tens of thousands of individuals. The project's impact will be further enhanced by the wide range of program formats, including discussion groups, a comprehensive reader, and an in-depth website.

Apart from the project's humanities content and the platform it provides for community conversations about the Founding Era and issues that are still present in our society today, the structure of the project itself is significant. By bringing diverse community members into a structured setting, it allows groups with too few occasions with the chance to learn, explore, and share ideas—an aspect of community building the project team hopes will long outlive the project.

The project will also provide permanent resources for every library that participates in the program. Ten copies of the printed reader will be available in each library for members of the community to borrow with the goal of stimulating further learning opportunities.

Also, we hope that organizations in each community will consider replicating the community-moderated discussion model (Track A), as the Institute plans to donate three copies of the reader to the high schools that participate in the youth-oriented program. The reader will be a reference for students as they continue to talk about issues of concern to them as future voting citizens.

For these reasons and others, *Revisiting the Founding Era* more than meets the criteria for consideration for the Chairman's Special Award.

H. *Audience, Marketing, and Promotion*

The primary audience for this project is local, underserved communities. The Institute will work extensively with the ALA in reaching out to libraries, who will facilitate outreach focusing on promoting and marketing the program to underserved libraries. It will draw upon its extensive communications channels, large member base (58,000), and partnerships throughout the library field. The plan will include:

- Targeted email and/or mail marketing through ALA and external/rented mailing lists
- Strategic alliances with ALA divisions and external library associations, such as the Public Library Association (PLA) and Association for Rural and Small Libraries (ARSL), and with state-level library associations
- Social-media marketing using ALA's Facebook (reach: 165,000), Twitter (92,000), Google+ (245,000), and Instagram (18,500) channels
- Press outreach to library media outlets
- Publication on ALA's Programming Librarian website (<http://www.programminglibrarian.org/>) (approx. 10,000 unique visitors/month) and distribution in the Programming Librarian e-newsletter (approx. 4,250 subscribers)
- Outreach to ALA listservs and membership groups, including the Programming Librarian Member Initiative Group

- Advertising/promotion at library conferences; depending on the time of year, these may include ALA's Midwinter Meeting (January) or Annual Conference (June), PLA's Conference (April, even years), ARSL's Conference (Fall); and state library association conferences

The Institute will coordinate with ALA and contribute to the marketing campaign, expanding upon its track record in promoting and marketing NEH funded public programs such as *Created Equal* and *World War I and America*. The plan will include:

- A robust email outreach campaign to libraries and former participants in NEH funded projects
- Printing and mailing 1000 copies of a project flier to support all aspects of the marketing
- Outreach to each of the 50 State Library Associations via email and print fliers
- Working with each of the 50 State Humanities Councils to publicize the project to their communities and to suggest potential candidates to apply for programming grants. (This strategy was effective in promoting, soliciting and managing applications for 473 sites that participated in the *Created Equal* initiative.)
- Once libraries have been selected, the Institute will help recruit local high schools for the youth-oriented portion of the community conversations. We will leverage our network of hundreds of scholars and more than 10,000 Gilder Lehrman Affiliate Schools to reach these constituencies.

I. Evaluation of the Project's Impact

The Institute will design its evaluation program to ensure we collect the maximum learning about this program's effectiveness. Leveraging a multifaceted approach, we will draw upon the evaluation programs implemented for two of our past NEH programs -- *Created Equal* and *Civil War 150*. The Institute will also leverage the evaluation design and learning from our Hamilton Education Program. The organization hired a highly experienced, PhD research professional who created a program that is being implemented across the country and will allow us to analyze data by market as well as compare them. This approach would be transferrable to our *Revisiting the Founding Era* program.

In addition to providing demographic information for each participating community, our *Revisiting the Founding Era* evaluation program will measure the program's stated learning goals, which include "becoming acquainted with the Founding Era through the investigation of key documents, and considering the themes and documents from the period as a context for conversations about issues of concern in community today."

Elements of the evaluation process include the following:

1. **Pre-Program Evaluation:** As part of the application process for the program, every participating site coordinator (librarian) will submit an overview of community knowledge of the Founding Era. The application will be developed by the Institute, and will cover topics ranging from historical knowledge of documents (such as the US Constitution and the Bill of Rights) to knowledge of humanities issues that were important during the Founding Era.
2. **Post-Program Evaluation:** Every individual will complete a visitor survey at the end of the program they attended. Participants will be asked to comment on the application of the program's content on the Founding Era and how they used this newly acquired knowledge to address issues of concern in their community.
3. **Library Final Report:** Based on the program participant evaluations, libraries will complete a final summary report, which will be submitted to the project team via the online application portal, which will maintain a lifecycle database on all program participants from application to project completion. This report will measure the efficacy of the individual programs as well as the overall learning goals of the program. Librarians will be able to compare their initial diagnostic

from their pre-program evaluation and compare it to the surveys completed after the program.

J. Organizational Profile

The Gilder Lehrman Institute of American History

Founded in 1994 by Richard Gilder and Lewis E. Lehrman, the Gilder Lehrman Institute of American History is a nonprofit organization devoted to the improvement of American history education. The Institute has developed an array of programs for schools, teachers, and students that now operate in all fifty states, including a website that features more than 60,000 unique historical documents in the Gilder Lehrman Collection. Each year the Institute offers support and resources to tens of thousands of teachers, and through them enhances the education of more than a million students. The Institute's programs have been recognized by awards from the White House and the Organization of American Historians, and grants from the National Endowment for the Humanities. The Institute has a staff of 35 and an organizational budget of \$7.4 million.

Student Programs

- **Hamilton Education Program:** The Hamilton Education Program is providing students from Title I schools with the opportunity to engage in a creative Gilder Lehrman–designed curriculum, enabling them to learn about the Founding Era and attend Lin-Manuel Miranda's acclaimed musical *Hamilton*. Students and teachers have accessed to a robust portal that included primary source documents from the Founding Era, lesson plans, and other resources. This unique program will impact 20,000 students in New York City and is now expanding to Chicago, San Francisco and other cities throughout the country, allowing the program to reach several hundred thousand underserved students over the next several years.
- **Saturday Academies:** This program offers low-income students the opportunity to delve deeply into American history through primary source documents and to prepare for college in free, elective weekend courses.
- **Online Study Guides:** The Gilder Lehrman website, which hosted more than seven million unique visitors in 2016, provides students with comprehensive study guides for the AP US History and SAT II US History exams. Because we know that 475,000 students took the test, it is possible given our traffic numbers that nearly 75% of them made use of our AP materials.
- **Essay Contests:** The Institute conducts three different essay contests serving K–12 students, who must use primary sources as the basis for their essays, and winners receive awards, including a cash prize and American history resources.

Teacher Programs

- **Professional Development Programs:** Teaching Literacy through History is a hands-on, interdisciplinary professional development program that helps teachers effectively use primary source documents in the classroom and adjust to Common Core State Standards, which require the use of non-fiction texts in literacy instruction.
- **Teacher Seminars:** Each summer, the Gilder Lehrman Institute offers academically rigorous Teacher Seminars for K–12 educators across the country. Through these 30 different seminars, educators delve deeply into important topics in American history under the guidance of renowned historians and engage in pedagogical sessions with master teachers.
- **Affiliate School Program:** Serving more than 10,000 schools in all 50 states, 44 countries, and 4 US territories, the Affiliate School Program provides students and teachers with free access to Gilder Lehrman resources and programs all year round.
- **Online Courses:** The Gilder Lehrman Institute offers educators the opportunity to earn graduate credit for individual courses or for an MA in Humanities with an Emphasis in American History.

National Programs

- **Digital Programs:** The Gilder Lehrman website contains more than 60,000 primary source documents from the Gilder Lehrman Collection as well as interactive timelines, video lectures, and other resources for students, teachers, and the general public.
- **Exhibitions:** The Institute offers traveling panel exhibitions for display at schools, libraries, and other community sites in the continental US, covering ten major topics in American history. In 2016, Gilder Lehrman traveling exhibitions traveled to 104 sites in 31 states.

The American Library Association

The American Library Association is a nonprofit 501(c)(3) educational association, incorporated under the laws of the Commonwealth of Massachusetts. The Association’s mission is to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.

ALA fulfills its mission through the work of a large and diverse membership, as well as the efforts of its staff. ALA’s more than 63,000 members include individual, student, organizational, and corporate members. Membership in the association is open to “any person, library, or other organization interested in library service and librarianship.”

ALA is governed by an elected Council and an Executive Board, which “acts for the Council in the administration of established policies and programs.” ALA members elect the ALA President, who serves a three-year term as President-Elect, President, and Immediate Past President, and the ALA Treasurer. Headquartered in Chicago, its operations are directed by an Executive Director and implemented by staff through a structure of programmatic offices and support units. ALA is home to eleven membership divisions, each focused on a type of library or type of library function. It also includes round tables—groups of members “interested in the same field of librarianship not within the scope of any division.” An expansive network of affiliates, chapters, and other organizations enables ALA to reach a broad and diverse audience.

ALA is committed to eight Key Action Areas as guiding principles for investment of energies and resources. The Key Action Areas are approved by the ALA Council, the Association’s governing body. These Key Action Areas include: Diversity, Education and Lifelong Learning, Equitable Access to Information and Library Services, Intellectual Freedom, Literacy, Organizational Excellence, and Transforming Libraries.

The ALA has 248 employees, and an annual operating budget of \$51 million.

National Constitution Center

The National Constitution Center was chartered by Congress in 1988 to “disseminate information about the United States Constitution on a non-partisan basis.” As the Museum of We the People, the Center presents exhibits on the history and contemporary meaning of the Constitution; as a headquarters for civic education, it directs a national program of public constitutional education; and as America’s Town Hall, it is an intellectual center drawing the leading academics and practitioners from all perspectives to debate constitutional issues.

By congressional charter, the National Constitution Center is a nonpartisan forum for constitutional education and dialogue in America. The Center’s purpose is to bring the US Constitution to life by hosting interactive educational content and exhibits, and to raise public awareness and understanding of key constitutional issues through balanced and principled conversation. The Center is a leading provider of constitutionally themed education and has been accredited by the American Alliance of Museums.

Located on Philadelphia's historic Independence Mall, the Center receives more than 800,000 diverse visitors annually, including more than 200,000 schoolchildren. Since 2009, 60 percent of Center visitors are local or regional; 35 percent are other US visitors; and 5 percent are international. 46 percent are women and 54 percent are men. Most are between the ages of 25 and 64.

As America's Town Hall, the Center provides a non-partisan platform for debates, conversations, panels, and lectures, offering rigorous constitutional analysis by scholars from across the ideological and philosophical spectrum.

The National Constitution Center has 77 full time staff, 80 part time staff, 87 volunteers, and an operating budget of \$17 million.

K. Project Team

The Gilder Lehrman Institute of American History Staff

Project Director: Susan F. Saidenberg

Susan Saidenberg is the Director of Publications and Exhibitions at the Gilder Lehrman Institute of American History. She supervised the Advanced Placement US History online study guide, launched in September 2014, and the digitization of the print booklet *Why Documents Matter*. Since 1997, she has developed traveling and online exhibitions, among them *Battlelines: Letters from America's Wars, Emancipation and Its Legacies, Freedom Riders, and Freedom: A History of US*. She is project director and senior editor of ten volumes in the History in a Box series, with audio, video, and print components, including the prize-winning *American History: An Introduction* for grades five through eight. At the Institute, she has served as project director for exhibition-based programs supported by grants from the National Endowment for the Humanities including *Abraham Lincoln: A Man of His Time, A Man for All Times, Created Equal: America's Civil Rights Struggle, and Civil War 150*. From 1986 to 1995 Ms. Saidenberg was Manager of the Exhibitions Program Office at the New York Public Library, where she developed several history exhibitions with teacher guides, including *Are We to Be a Nation: The Making of the Constitution*, and served as project director on four government grants. She holds an MA in History from Columbia University and an MS in Museum Education from Bank Street College. Ms. Saidenberg will manage all aspects of *Revisiting the Founding Era* program.

Digital Humanities Producer/Manager of Exhibitions and Public Programs: Mary Kate Kwasnik

Mary Kate Kwasnik serves as the Digital Humanities Producer and Manager of Exhibitions and Public Programs at the Gilder Lehrman Institute of American History. Ms. Kwasnik manages the Gilder Lehrman Institute's public programming initiatives, including grant-funded programs such as *World War I and America*. She has an MLIS from UW-Madison and has experience working in libraries, museums, and schools. As a trained librarian and archivist, Ms. Kwasnik offers a unique perspective on public programming with historical content and primary sources. She also served as an Americorps literacy tutor, and her experience working with elementary school-aged students has inspired her work with the Gilder Lehrman Institute. In addition to her work with exhibitions and public programs, Ms. Kwasnik serves as a producer of digital humanities content for the Gilder Lehrman website, including digital timelines, exhibitions, maps, and other learning tools based on documents in the Gilder Lehrman Collection.

Multimedia Producer: Peter Shea

Peter Shea, a graduate of New York University's Tisch School of the Arts, serves as the Multimedia Producer at the Gilder Lehrman Institute of American History and has more than ten years of experience as a producer/shooter/editor in both narrative and documentary media production. His resume includes producing roles at WGBH in Boston, Maryland Public Television, and New Jersey Network. Mr. Shea's work for the Institute ranges from creating short promotional spots to overseeing the video assets for multiyear partnerships with the Hamilton Education Program, the Library of America, and other

educational initiatives and organizations.

Educational Assistant: Daniel Pecoraro

Daniel Pecoraro is the Education Programs Assistant at the Gilder Lehrman Institute of American History and a M.A. candidate at Hunter College, City University of New York with a focus on urban history of the 19th and 20th Centuries. At the Institute, Daniel is responsible for the day-to-day operations of the Affiliate School Program, a network of more than 10,000 K-12 schools worldwide, and coordinates monthly offerings to teachers and all three student writing contests.

Director of Sales and Marketing: Josh Landon

Josh Landon is the Director of Sales and Marketing for The Gilder Lehrman Institute of American History. Josh promotes the Institute's mission to improve the teaching and learning of American history through K-12 professional development programs and Common Core initiatives, teacher seminars, online graduate courses, the History Teacher of the Year awards, book prizes, and student study guides and contests. He is also responsible for the creation and implementation of marketing campaigns both physical and digital, including that for the Hamilton student ticket partnership. Josh is also involved in all the professional development operations and donor-support initiatives. Previously, Josh was a National Account Representative, Barnes & Noble, Books-A-Million, Follett at Oxford University Press.

Marketing Assistant: Anna Khomina

Anna Khomina is the Sales and Marketing Assistant at Gilder Lehrman, responsible for publicizing the Institute's programs and outreach to public and universities libraries. A recent graduate of Brandeis University, where she studied American History, she has previously worked at the Center for Jewish History and various educational non-profit organizations.

Executive Editor: Justine Ahlstrom

Justine Ahlstrom is the Executive Editor at the Gilder Lehrman Institute of American History. She has been a professional editor in the field of American history for twenty-five years, and has worked at the Gilder Lehrman Institute for the past thirteen years. She was previously Editor at the National Maritime Historical Society. At the Institute, she edits materials produced by all departments, including exhibitions and didactics, lesson plans and other educational resources, and all website materials including American history content, digital projects, and program pages. In addition, she develops and writes explanatory texts for document books and other printed materials. Justine has a BA in history from Vassar College and did graduate work in American history and museum studies at the College of William and Mary and the Colonial Williamsburg Foundation. She has a certificate in copyediting from the University of California, San Diego.

Curator and Director: Sandra Trenholm

Sandra Trenholm is the Curator and Director at the Gilder Lehrman Institute of American History. Ms. Trenholm has been with the Institute for more than 15 years, and has been instrumental in the acquisition and preservation of historical documents, and has been instrumental as a Project Administrator for multiple NEH funded projects. Ms. Trenholm is also responsible for creating and implementing a field trip program for students in grades 5-12 to the Gilder Lehrman Collection, containing over 60,000 documents and objects. Ms. Trenholm has BA in history from Gettysburg College.

Curator of Books and Manuscripts: Beth Huffer

Beth Huffer is the Curator of Books and Manuscripts at the Gilder Lehrman Institute of American History. She has been with the Institute for six years and has been involved in developing, coordinating, and implementing several educational programs. Beth acted as Project Administrator for multiple NEH-funded projects, most recently *Created Equal: America's Civil Rights Struggle*, an educational initiative

that brought Civil Rights films and programming to 473 organizations across the US. In her current role, Beth conducts document-based workshops with students and teachers and is responsible for the daily management of the Gilder Lehrman Collection, containing over 60,000 documents and objects. She received her BA in History and Art History from the University of Virginia and her MA in Museum Studies from New York University.

Project Assistant: Laura Hapke

Laura Hapke is the Public Programs Assistant at the Gilder Lehrman Institute of American History. She has served as the primary administrative support for the NEH-funded program *World War I and America*. She manages site applications, communicates with accepted sites and new applicants about the grant program and the traveling exhibition, and tracks the programming at sites across the country. Ms. Hapke received a BA in History from the University of Illinois at Urbana-Champaign and is currently pursuing an MA in Museum Studies from Johns Hopkins University. She has experience working in museum collections and in copy editing.

American Library Association Staff

Project Director: Melanie Welch

Melanie Welch is the Project Director in the ALA Public Programs Office and will be responsible for advising the overall effort and will serve as the lead for carrying out ALA's project responsibilities. Ms. Welch is a veteran nonprofit management professional, with experience and expertise in project management, community engagement, informal education, and outreach programs. She has a BS in environmental biology from Bradley University and an MS in biology from Northern Illinois University, and is a fellow of the Aspen Institute.

Communications Manager: Sarah Ostman

Sarah Ostman is the Communications Manager in the ALA Public Programs Office and will be responsible for promotions and outreach to the library community for the project. In her role at ALA, Ms. Ostman develops and executes communications strategies for Public Programs Office projects and serves as editor of the ALA website programminglibrarian.org. Previously, she worked as a freelance writer and marketing editor at Northwestern University's McCormick School of Engineering. She has an MA in Journalism from Columbia College Chicago and a BA in Sociology and Theater from Smith College.

Director for Data Operations: Erik Cameron

Erik Cameron is the Director for Data Operations in the ALA Public Programs Office and will be responsible for data systems, web infrastructure, software development, and support for the online application and reporting process. Erik has been working in technology since the late 1990s. After a brief foray into academic publishing, he joined ALA in 2009 and built Apply, the Public Programs Office's online grant management system. His first programming experience was on the Commodore 64, transcribing video games in BASIC from a book checked out of the local public library.

Program Coordinator: TBD

In the ALA Public Programs Office, a program coordinator will be responsible for general administrative needs and the day-to-day logistics of the program.

National Constitution Center Staff

Vice President for Visitor Experience and Education: Kerry Sautner

Kerry Sautner is the Vice President of Visitor Experience and Education at the National Constitution Center. Ms. Sautner manages the museum's Annenberg Center for Education and Outreach, which develops interactive programs, theatrical productions, webcasts, and standards-based classroom materials.

Sautner is the 2011 recipient of the International Museum Theater Alliance Award. Previously, she was the museum's director of public programs. She has also served as an adjunct professor of education at Drexel University. She is a member of the American Association of Museums and the National Council for the Social Studies.

L. Humanities Scholars and Consultants

To inform the humanities themes, which were incorporated into the essays by our leading scholars, the following ex officio humanities scholars were consulted:

- **James G. Basker** is President of the Gilder Lehrman Institute of American History and Richard Gilder Professor of Literary History at Barnard College, Columbia University. He is an elected member of the Society of American Historians and former fellow of the American Antiquarian Society. He serves on Mount Vernon's Scholarly Advisory Board and the boards of the Gilder Lehrman Lincoln Prize and the Frederick Douglass Book Prize, and as a trustee of the New-York Historical Society. His publications include *Amazing Grace: An Anthology of Poems about Slavery, 1660–1810* (2002), *Early American Abolitionists: A Collection of Anti-Slavery Writings, 1760–1820* (2005), and *American Antislavery Writings: Colonial Beginnings to Emancipation* (2012), as well as scores of essays and educational booklets on various topics in English and American history and literature.
- **Gordon S. Wood** is the Alva O. Way University Professor Emeritus at Brown University. His books on the Founding Era include *The Creation of the American Republic, 1776–1787* (1969), which won the Bancroft Prize; *The Radicalism of the American Revolution* (1992), which won the Pulitzer Prize for History; and *Empire of Liberty: A History of the Early Republic, 1789–1815* (2009).

The community conversations will be complemented by a variety of resources that underscore how Founding Era documents serve as a point of reference or inspiration today. The following leading scholars have contributed essays:

- **Carol Berkin** is Professor Emerita at Baruch College, The City University of New York, and an Organization of American Historians Distinguished Lecturer. She is editor of *History Now*, the Gilder Lehrman Institute's online journal of American history, and author of many ground-breaking books in the history of the Revolutionary Era, including *First Generations: Women in Colonial America* (1996); *A Brilliant Solution: Inventing the American Constitution*; and *The Bill of Rights: The Fight to Secure America's Liberties*.
- **Denver Brunsman** is Associate Professor of History at George Washington University, where he writes and teaches on the politics and social history of the American Revolution, early American republic, and British Atlantic world. His courses include George Washington and His World, taught annually at Washington's Mount Vernon Estate. His book *The Evil Necessity: British Naval Impressment in the Eighteenth-Century Atlantic World* (2013) received the Walker Cowen Memorial Prize for an outstanding work in eighteenth-century studies in the Americas and Atlantic world. He is also a co-author of the college and AP US History textbook *Liberty, Equality, Power: A History of the American People* (2015) and an editor of *The American Revolution Reader* (2013) and *Colonial America: Essays in Politics and Social Development* (2011).
- **Benjamin Carp** is Associate Professor and the Daniel M. Lyons Chair of History at Brooklyn College. Formerly, he taught at Tufts University and the University of Edinburgh. He is the author of *Defiance of the Patriots: The Boston Tea Party and the Making of America* (2010), which received the Society of the Cincinnati Cox Book Prize, and *Rebels Rising: Cities and the American Revolution* (2007). With Richard D. Brown, he co-edited *Major Problems in the Era of the American Revolution, 1760–1791* (2014). He has written articles appearing in publications such as the *Wall Street Journal* and *Washington Post*.

- **Julie Silverbrook** is a Doctor of Law from the William and Mary School of Law and Executive Director of the Constitutional Sources Project. She completed her undergraduate studies at George Washington University. She has given lectures on the Constitution at a number of colleges and universities and has been a guest expert on television and radio programs. At William and Mary, she received the National Association of Women Lawyers Award and the Thurgood Marshall Award.

Consultants

Rayogram will build and design the public-facing website of *Revisiting the Founding Era*. Rayogram is a twenty-year-old creative agency based in New York City. They have worked extensively with arts and education organizations, nonprofits, private foundations, and government agencies. They are currently building out the Hamilton Education Program website for the Gilder Lehrman Institute and will work with us in the future on the Gilder Lehrman Institute main website.

Book and Pamphlet Designer: Barbara Leff

Barbara Leff is the co-founder and president of The Monk Design Group, Inc. Her firm has been in operation for more than 15 years, specializing in publishing, exhibition design, and graphic design/marketing for non-profit organizations. Her expertise lies in creating visually accessible and engaging viewer experiences. She holds a BFA in Communication Design from Parsons School of Design, and has attended numerous continuing education seminars in the newest publishing, marketing, and digital technology. Ms. Leff has worked as the graphic designer for three traveling exhibitions created by the Gilder Lehrman Institute that were funded by grants from NEH. She will design the Reader and the mini-booklet for *Revisiting the Founding Era*.

M. Work Plan

The project will accept twenty-five libraries in four rounds to host programs.

* NOTE: The programming rounds have been scheduled to best avoid conflict with summer programming at public libraries.

2017

September

- 9.1 Planning team meeting to discuss timeline and project implementation, and to review content for the reader, in consultation with volume editor and humanities advisors
- 9.15 After close consultation with humanities advisors, GLI editors finalize contents
- 9.15 ALA Develop detailed promotion plan, design promotional materials
- 9.15 ALA create and develop grant management portal and application guidelines

October

- 10.1 Editing of the reader
- 10.1 Finalize application guidelines
- 10.15 Implement promotion plan and launch grant management portal website
- 10.15 Signature event, “Town Hall Discussion,” at the National Constitution Center
- 10.15 Reader design reviewed
- 10.15–11.15 Tape and edit four scholar conversations

November

- 11.1 Reader launched in print and digital formats
- 11.1 Development of public programming guides and materials
- 11.1 Marketing plan finalized
- 11.1 Videos completed
- 11.1 Project website completed

December

- 12.15 Library application deadline. All library applications due via the ALA portal.
- 12.15 GLI/ALA review of applications

2018

January

- 1.15 Libraries selected and notified
 - Ongoing communication with sites address questions and provide additional support as needed
- 1.15 Webinars announced

February

- 2.15 Webinar 1
 - Focus on humanities content and logistics
- 2.15 Site-support materials completed

March

- 3.15 Webinar 2
 - Focus on professional training for host-moderated discussions and other programming formats
- 3.1 Update programming dates and review plans with libraries in Round One

April-July

- 4.1 Round One begins (April 2018 through July 2018)

August

- 8.1 Reports due from sites that hosted community conversations in Round One
- 8.1 Review reports and surveys from Round One libraries
- 8.1 Update programming dates and review plans with libraries in Round Two
- 8.15 Best Practices posted on project website for sites planning to host programs in Rounds Two, Three, and Four

September

- 9.1 Interim report due to NEH
- 9.1 Round Two begins (September 2018 through December 2018)

2019

January

- 1.1 Reports due from sites that hosted community conversations in Round Two
- 1.1 Review reports and surveys from Round Two libraries
- 1.1 Update programming dates and review plans with libraries in Round Three

February

- 2.1 Round Three begins (February 2019 through May 2019)

June

- 6.1 Reports due from sites that hosted community conversations in Round Three
- 6.1 Review reports and surveys from Round Three libraries
- 6.1 Update programming dates and review plans with libraries in Round Four

October

- 10.1 Round Four begins (October 2019 through January 2020)

2020

February

- 2.1 Reports due from sites that hosted community conversations in Round Four
- 2.1 Review reports and surveys from Round Four libraries

N. Project Funding

The Institute plans to share the costs related to implementing *Revisiting the Founding Era* (please see attached budget). We will also apply to additional foundations and reach out to individuals donors should the project scope expand beyond the one we have outlined in this proposal. We have carefully budgeted this multi-year program and feel confident that this budget well represents the associated costs. Based on our previous experiences with NEH programs and others, we feel confident that this budget well represents the associated costs and we will manage the program within budget. In addition, the Institute will contribute \$68,000, 10% of the total project budget, to show our commitment to the program.

Revisiting the Founding Era: Project Walkthrough

Introduction

The audience will experience *Revisiting the Founding Era* as a true community conversation. The goal of the program is to encourage open conversations about how the documents and ideas of the Founding Era resonate in today's communities. The enduring value of considering foundational documents in the twenty-first century was noted by President Barack Obama at the dedication of the National Museum of African American History and Culture. Quoting the eminent historian John Hope Franklin, President Obama said, "Good history is a good foundation for a better present and future."

Each participating site will be required to schedule three programs within a three-month period. The programming formats will be offered as two different tracks for libraries to choose from to best fit their communities and resources. Track A will target a multigenerational audience through the implementation of three different conversation models, aiming to draw voices from all age groups and demographics in the community. Track B will offer a deeper dive into the humanities themes by offering scholar-led, small-group discussions inspired by the ALA's *Let's Talk About It* model. Both tracks offer community members a chance to engage in thoughtful discussion of the humanities themes, primary source documents, and their ties to contemporary issues that matter most to the community. The programming format options offer flexibility based on need. Each community will be coming to the program with a different level of access to resources, including library staff, space, local scholars, or ready participants. Libraries with strong ties to other community organizations, such as local schools, universities, and social service organizations, or libraries with a larger staff and larger programming spaces may choose Track A in order to bring in greater numbers of participants and reach all corners. Smaller libraries with limited staff and space may choose Track B in order to bring in more intimate numbers for smaller group conversations.

Track A will consist of three public programs in different formats. This option aims to achieve holistic community conversations, targeting large numbers of participants from diverse demographics. The host site is responsible for identifying and working with scholars and other local partners, organizations, agencies, and groups that have an interest in the subject. In recognition of the fact that many of the libraries participating may not have access to a college or university scholar, the scholar designation will be left to the discretion of the programming librarian in consultation with the Gilder Lehrman project staff. Libraries will be encouraged to contact their state humanities council. The programming formats include:

1. An opening community conversation, modeled on the National Constitution Center Town Hall (scheduled to take place in October 2017), will serve as an introduction to the *Revisiting the Founding Era* program as whole and focus on one of the humanities themes: The Town Hall will consist of two components: a) a moderated discussion among panel members about the program's humanities themes, selected documents, and guiding questions, and b) a robust Q&A session in which all audience members are encouraged to engage with the panel members about the Founding Era issues that most resonate with them today. The panel will feature community leaders, including but not limited to local scholars, historians, teachers, city officials, and clergy members. The panel will be moderated by the programming librarian or a scholar, who will guide the conversation through the chosen primary source documents and the humanities theme. The moderator will also pose the guiding thematic questions to the panelists and field questions from the audience.
2. A youth-focused forum led by local high school students and teachers aims to engage students through a discussion of the humanities themes and documents that matter most to them as

tomorrow's leaders. To best reach students, sites will be required to name a School Liaison in their application and describe how they will work together to reach a high school audience. The format of this program will be flexible in recognition of local librarian and teacher familiarity with students. Librarians are encouraged to design the program to be responsive to their young community in order to attract, engage, and embolden students in discussion. A youth-focused program is especially pressing in the wake of the 2016 election. According to the Center for Information and Research on Civic Learning and Engagement (CIRCLE), only 50% of eligible voters aged 18–29 voted in the 2016 general election.¹ The same research suggests that the two-party system—a system that George Washington himself warned against in his Farewell Address²—is failing to attract young voters.³ The Hamilton Education Program currently being run by the Gilder Lehrman Institute, is based on providing students with important Founding Era documents and giving them the freedom to interpret those documents in light of the issues that concern them today. The success of the Hamilton Education Program has taught us that young people can engage with history and contemporary issues on a profound level when they are encouraged to do so on their terms. In recognition of the uniqueness of communities, the program will give the librarians and teacher liaisons the resources to engage in these powerful youth-driven conversations in a creative, flexible way.

3. A moderated discussion led by a local scholar, potentially the same scholar who moderated the Town Hall panel, will reach participants on a more informal level than the panel discussion and will offer them the chance to engage with each other and the moderator directly. The moderated discussion will focus on one of the humanities themes from the reader and its accompanying documents and questions. The moderator will read passages from the chosen humanities-themed essays and documents and ask the guiding questions to engage the participants. It is likely that many will find one or two themes the most important to their community. For example, at a recent Town Hall discussion at the National Constitution Center, participants felt that the most pressing issue concerning the people of Philadelphia was education: local control versus federal mandates.

Track B will consist of a three-part reading and discussion series modeled on the ALA's *Let's Talk About It* program. The program model involves reading a common series of books or documents (in this case, the reader), and discussing them in the context of larger, overarching themes. During each meeting, the group discusses selections they have all read. A local scholar opens the program, bringing the documents to life, provoking the group's curiosity with insights and background on the author and the document. At the same time, the scholar relates the reading to the theme, raising questions and sparking discussion. The audience breaks into smaller groups to talk about the document, share ideas, and raise more questions. The larger group reconvenes for final discussion and closing comments.

¹ [The Center for Information and Research on Civic Learning and Engagement, *Young Voters in the 2016 General Election* \(Boston, 2016\), 1.](#)

² [Address of . . . General George Washington to the Citizens of the United States \(Hartford: Hudson and Goodwin, 1796\).](#)

³ [The Center for Information and Research on Civic Learning and Engagement, 3.](#)

Draft Agendas of Programming Formats

Track A

1. Town Hall

Opening “Town Hall” panel discussion of one or more humanities themes selected by the librarian program coordinator based on community responses to a call for comments. The following is an example of the format it could take:

Planning

- Notify Community
 - The participating library will send out a press release to local newspapers or other news outlets, as well as through social media, including Twitter and Facebook, to announce the grant for community conversations. The press release will outline the proposed programs and humanities themes and topics, and call for responses to what is most important to community members. The coordinator will compile community responses and form a planning committee.
- Identify and Invite Panelists
 - The panel should represent a range of perspectives and roles in the community. Possible panel members might include a member of a social service organization, a community organizer, teacher, representative of the local government, or a public safety professional.
- Select a Date and Time
 - Select a program date and time that will maximize audience participation based on past programming attendance. Plan for a program of about 90 minutes.
- Host Meeting(s) with the Panelists
 - Make sure all panelists have received appropriate background information on the program, including the chosen humanities theme and the reader (both print and online). Organize a meeting with all panelists to discuss themes. Plan to choose three to five documents from the reader to be introduced and discussed during the program.
- Publicize the Program
 - Aim to publicize the Town Hall community discussion in the local newspaper, library newsletter, and on social media. Work with local businesses or websites to market the program.
- Prepare Handouts
 - Prepare handouts for the audience, including the agenda of the program, PDF facsimiles and transcriptions of the Founding Era documents up for discussion, and the guiding questions.

Agenda (Total length of program: 90 minutes)

- Welcome and Introduction (5–8 minutes)
 - Librarian welcomes participants, introduces the theme, and introduces the quote from John Hope Franklin: “Good history is a good foundation for a better present and future.”
 - State the program goal: Host group conversations about current concerns in our community informed by documents and ideas from the Founding Era.
 - Introduce panel members who will identify themselves and explain the handout
- Panel Discussion (30 minutes)
 - Moderator will ask the panelists to briefly summarize the chosen theme and cite the selected documents to illustrate it.
 - *Example theme:*

- The role of sacrifice to achieve goals and democratic outcomes
- *Example documents:*
 - Letter from Lucy Knox to Henry Knox on daily life and family, August 23, 1777 (Gilder Lehrman Institute of American History, GLC02437.00638)
 - Lucy Knox describes daily life in detail, as requested by her husband, Henry. Her letter touches on the role of women on the home front when she writes, “I hope you will not consider yourself as commander in chief of your own house—but be convinced . . . that there is such a thing as equal command.”
 - Letter from Mercy O. Warren to Catharine Macaulay regarding the barbarity of the British, August 24, 1775 (Gilder Lehrman Institute of American History, GLC01800.02)
 - Mercy Otis Warren discusses current events, noting “the Bravery of the peasants of Lexington.”
 - Cuffee Wells’s Purchase of Freedom, April 30, 1781 (Gilder Lehrman Institute of American History, GLC00318)
 - This signed document asserts that Cuffee Wells served in the Continental Army and is a free man.
 - Peter Kiteredge to the selectmen of Medfield, April 26, 1806 (Gilder Lehrman Institute of American History, GLC01450.702)
 - In this document, Kiteredge gives an account of his life as a slave, soldier, laborer, and requests aid in supporting his wife and children as he is disabled by injury and illness.
- Moderator will pose questions to the panelists about the current issues that resonate with the theme of choice.
 - *Example questions:*
 - How were “ordinary” citizens, such as women or farmers, affected by the war?
 - How are “ordinary” citizens affected by war today?
 - How do we remember the service of men like Kiteredge and honor the service of soldiers in our own time?
 - What are the different sacrifices made by soldiers and common citizens? What about when a war is taking place in a foreign location?
- Audience Q&A (15 minutes)
 - Audience members will be encouraged to direct questions pertaining to the documents, themes, guiding questions, or current issues to each of the panelists.
- Closing Remarks (5 minutes)
 - Moderating librarian thanks participants and panel members for attending and acknowledges that this event marks the close of the grant program. Directs participants to learn more on the program website, and encourages them to complete post-program surveys.

2. Youth-Focused Programming Ideas

The purpose of the youth-focused program is to encourage middle and high school students to become engaged citizens and voters. Young people absorb contemporary news and issues as adults do, but are not usually offered the opportunity to share their own opinions or concerns. In order to have truly holistic community conversations, it is important to engage students in exciting, creative, and productive ways. The youth program, as noted above, is flexible so that programming librarians and teacher liaisons can

design a community conversation that best fits their audience. The following draft agendas are merely ideas for the kinds of youth-focused programs *Revisiting the Founding Era* can inspire.

2A. Youth Debate

The youth debate is designed for middle and high school students. The debate will be based on one of the program's humanities themes and related documents, selected by the librarian program coordinator and the teacher liaison. The debate will focus on a guiding question related to the theme, and students will be presented with documents from the reader to help them formulate the proposition and opposition. They will be expected to cite the documents, as well as contemporary events and issues, to support their arguments.

Planning

- Notify Community
 - The participating library will identify a teacher liaison at a local high school or middle school. This liaison ideally will be a history or civics teacher, but can be any teacher or school librarian willing to aid the librarian in developing the youth program.
- Select a Date and Time
 - Select a program date and time that will maximize audience participation based on past youth-programming attendance. Coordinate with the teacher liaison for date and time selection. Plan for a program of about 90 minutes.
- Host Meeting(s) with the Teacher Liaison
 - Set up one or two meetings with the teacher liaison to identify how to market the event to students. Work together to choose one humanities theme, a guiding question, and corresponding documents from the *Revisiting the Founding Era* reader.
- Publicize the Program
 - The programming librarian will send a press release advertising the program to local news outlets, and the teacher will spread the word at the local middle and high schools. Potential youth groups to work with include drama club, debate club, history club, current events club, etc.
- Prepare Handouts
 - Prepare handouts for the students including the debate topic, the agenda of the program, and PDF facsimiles and transcriptions of the Founding Era documents to be analyzed.

Agenda (Total length of program: 90 minutes)

- Welcome and Introduction (15 minutes)
 - Welcome by the librarian, who thanks the audience for attending and the teacher liaison for helping with the planning.
 - State the program goal: Host a youth debate on a Founding Era topic and require the students to cite historical documents and contemporary issues to support their arguments.
 - Review the debate topic and the structure of the debate. Explain the handout, and describe how students will use the printed documents as well as their knowledge of modern day issues and events to defend their positions.
 - *Example theme:*
 - The role of communication through images and media to engage and motivate people to achieve change.
 - *Example debate topic:*
 - The media have the power to engage and motivate people to achieve change.

- *Example documents:*
 - Paul Revere, Engraving of the Boston Massacre, 1770 (Gilder Lehrman Institute of American History, GLC01868)
 - This is a famous engraving of the Boston Massacre depicting the British army as the aggressor.
 - Phillis Wheatley “On Being Brought from Africa to America,” in *Poems on Various Subjects, Religious and Moral*, 1773 (Gilder Lehrman Institute of American History, GLC06154)
 - Written by the teenage prodigy Phillis Wheatley, a slave in Boston, this is the first book of poetry ever published by an African American.
 - Phillip Dawe, *The Bostonians Paying the Excise Man, or Tarring and Feathering*, 1774 (Gilder Lehrman Institute of American History, GLC04961.01)
 - This political engraving shows five unsavory Bostonians forcibly pouring a pot of tea into the mouth of a tarred-and-feathered excise collector. The background shows the Boston Tea Party and a “Liberty Tree” with a paper “Stamp Act” pinned to it upside down.
 - Ezekiel Russell, *Bloody Butchery by the British Troops*, 1775 (Gilder Lehrman Institute of American History, GLC04810)
 - This broadside features images of forty coffins and the names of American casualties of the Boston Massacre.
- Break the students into teams
 - Each debate has two teams: the proposition and the opposition. Each team has three students: first speaker, second speaker, and rebuttal speaker. Depending on the number of participants, decide whether to allow larger teams with representative speakers or to break the group into a number of separate debate teams.
- Preparation Period (30 minutes)
 - Participants will have thirty minutes to review the documents in the handout, build an argument with teammates, make notes, and ask questions.
 - Participants may review any materials that may help them prepare, including the handout, the reader, books, newspapers, or the internet.
- Debate (30 minutes)
 - First Proposition Constructive (5 minutes)
 - The speaker makes an opening argument, providing proof of three or four major points.
 - First Opposition Constructive (5 minutes)
 - The speaker makes several arguments against the proposition’s case and refutes the proposition’s major points
 - Second Proposition Constructive (5 minutes)
 - The speaker builds upon and extends the proposition’s case defending and strengthening the original proposition points and refuting the opposition’s major arguments.
 - Second Opposition Constructive (5 minutes)
 - The speaker amplifies the opposition arguments against the proposition’s case, providing new information in support of the opposition. This speaker responds to the proposition’s answers to the opposition’s previous arguments.
 - Opposition Rebuttal (3 minutes)

- The speaker must put the debate together and explain why, given one or more arguments, the opposition team should win the debate. The speaker accounts for or refutes the opposition's major points. No new arguments may be made.
- Proposition Rebuttal (3 minutes)
 - The speaker summarizes the issues in the debate and explains why, despite the opposition's arguments, the proposition should win the debate. Response to all of the major points from the opposition team. No new arguments may be made.
- Decision Making (10 minutes)
 - The teacher liaison may act as the judge. Liaison will carefully and fairly decide the outcome of the debate and notify the audience of the winner.
- Closing Remarks (5 minutes)
 - Moderating librarian thanks participants for attending and acknowledges that this event marks the close of the grant program. Directs participants to learn more on the program website, and encourages them to complete post-program surveys.

2B. Dramatic Reading Youth Book Club

This youth program is designed for middle and high school students and aims to engage them in a non-traditional way. The dramatic readings enable the students to explore the documents in-depth through drama. Participants will be given one Founding Era document to prepare. They will preface their reading with background information for the rest of the group. After the dramatic readings, the programming librarian will ask guiding questions pertaining to the overarching theme. Students will be asked to draw parallels between the Founding Era documents and today's issues when discussing the questions.

Planning

- Notify Community
 - The participating library will identify a teacher liaison at a local high school or middle school. This liaison ideally will be a history or civics teacher, but can be any teacher or school librarian willing to aid the librarian in developing the youth program.
- Select a Date and Time
 - Select a program date and time that will maximize audience participation based on past youth-programming attendance. Coordinate with the teacher liaison for date and time selection. Plan for a program of about 90 minutes.
- Host Meeting(s) with the Teacher Liaison
 - Set up one or two meetings with the teacher liaison determine how to market the event to students. Work together to choose one humanities theme, corresponding documents from the *Revisiting the Founding Era* reader, and guiding questions for discussion.
- Publicize the Program
 - The programming librarian will send a press release advertising the program to local news outlets, and the teacher will spread the word at the local middle and high schools. Potential youth groups to work with include drama club, debate club, history club, current events club, etc.
- Prepare Handouts
 - Prepare handouts for the students, including the debate topic, the agenda of the program, and PDF facsimiles and transcriptions of the Founding Era documents to be analyzed.

Agenda (Total length of program: 75 minutes)

- Welcome and Introduction (5–10 minutes)

- Welcome by the librarian, thanking the audience for attending and the teacher liaison for helping with the planning.
- State the program goal: Stage dramatic readings of selected Founding Era documents from the reader under a specific humanities theme, pose guiding questions to the students, and encourage them to draw parallels to today's issues.
- Explain the format of the dramatic reading. Present the chosen theme and the order in which the letters and other documents will be read, followed by the questions for discussion.
 - *Example theme:*
 - Grassroots movements and their power to bring about transformative change
- Dramatic Reading (30 minutes)
 - Break up into small groups (one group per document), and assign each group one of the documents. Give them several minutes to prepare their dramatic reading, and allow them the option to choose excerpts from the longer documents.
 - Have the students give a short summary for their document before performing their dramatic reading.
 - Example documents:
 - Phillis Wheatley, *Poems on Various Subjects, Religious and Moral*, 1773 (Gilder Lehrman Institute of American History, GLC06154)
 - Written by Phillis Wheatley, enslaved by John Wheatley of Boston, this is the first book of poetry ever published by an African American.
 - Letter from Isaac Merrill to John Currier, April 19, 1775 (Gilder Lehrman Institute of American History, GLC00303)
 - In this letter, Isaac Merrill, a colonel in the militia, provides an account of the American militia's opposition to British troops at Lexington and Concord.
 - Declaration of Independence, July 4, 1776. (Gilder Lehrman Institute of American History, GLC00959)
 - This famous document declares the United States' independence from Great Britain and lists the reasons for the separation.
 - Letter from Benjamin Franklin to Jonathan Williams, May 27, 1777 (Gilder Lehrman Institute of American History, GLC04430)
 - In this letter to his nephew, Benjamin Franklin expresses his support for the Revolution.
 - Letter from Timothy Pickering to Timothy Pickering Sr., February 23, 1778. (The Gilder Lehrman Institute of American History, GLC02325)
 - Colonel Pickering writes to his loyalist father, Deacon Pickering upon learning that the Deacon is gravely ill. He expresses regret over their political differences and his respect for his father.
- Guiding Questions (30 minutes)
 - After the reading, the programming librarian or the teacher liaison will pose the guiding questions, asking students to analyze the historic documents and to draw parallels with today's issues with examples from the news or media.
 - *Example questions:*
 - How do grassroots movements and communications efforts work together to bring about transformative change?

- How do we weigh the demands of assembled (and sometimes lawless) crowds or rebellious militiamen against the assertion of authority and control?
 - Through which channels do arguments travel today?
- Closing Remarks (5–10 minutes)
 - Librarian thanks participants for attending and acknowledges that this event marks the close of the grant program. Directs participants to learn more on the program website, and encourages them to complete post- program surveys.

3. Moderated Discussion

A moderated discussion will be organized around a theme with selected documents and questions for discussion from the *Revisiting the Founding Era* reader. Recognizing that people have limited time, the themes and relevant documents will be available at the library before the programs and the online version will be available on the project’s public-facing website.

To facilitate community conversations, a host site need only have a meeting area, equipment to screen a video, and an audience. The host site is responsible for identifying and working with a scholar/discussion facilitator and with local partners, organizations, agencies, and groups whose constituents have a special interest in the series’ subject.

Planning

- Define Target Audience
 - Identify the ideal audience for the moderated discussion based on the outcome of the town hall and youth-focused events.
- Identify Scholar to Participate in the Program
 - Seek out partnership with a local university, if applicable, or a local museum or historical society. Identify a scholar who has a background in the Founding Era to lead the moderated discussion. Note that sites with limited access to universities may use their discretion to choose an appropriate moderator from their community. Work with the scholar to choose the humanities theme and Founding Era documents for discussion.
- Select the Day/Date/Time for Series
 - Select a program date and time that will maximize audience participation based on past programming attendance. Plan for a program of about 90 minutes.
- Promote Event
 - Aim to market the moderated discussion in the local newspaper, library newsletter, and on social media. Work with local businesses or websites to promote the program.
- Prepare Handouts
 - Prepare handouts that include the agenda for the program and PDF facsimiles and transcriptions from the online *Revisiting the Founding Era* reader.

Guidelines for Scholars/Discussion Leaders

- Role of Scholars
 - Scholars serve as moderators for the programs, providing historical context and facilitating discussions. They foster an accepting atmosphere to encourage the free exchange of ideas and responses. The short time allotted for the scholars’ presentations requires that they be more facilitators than lecturers and that they focus on participants’ comments as the basis of discussion.
- The Responsibilities of the Scholar

- Reviewing the overall approach to the series material and the specific theme concepts developed for the series.
- Studying the section in the reader on Making the Constitution into a Working Government as background to the theme. It is imperative for the scholar to watch the video and read all related documents before the program. The scholar should become familiar with the four documents selected.
- Providing a 10–15 minute introduction to the program.
- Preparing several discussion questions that will be posed to the group at large.
- Briefly summing up important ideas as a way to close the program.
- Moderated Discussion Guidelines
 - Out-of-school adults will make up most of the audience. Developing discussions for this group differs from working with students in the classroom, as your audience may have formed personal views about well beyond those of the usual student.
 - The presentation is a catalyst for discussion rather than a definitive explanation of the program’s theme. The scholar is the participant’s’ guide and the focus of the program is on their discussion.

Agenda (Total length of program: 90 minutes)

- Welcome and Introduction (5–8 minutes)
 - Use a simple opening exercise to welcome the participants and get them thinking about the topic and the theme. Asking a quick question that everyone has to respond to ensures that each participant gets a chance to share his or her voice with the group.
 - State the theme and ask for a one-word or brief response to a question related to the theme.
 - *Example theme:*
 - Defining authority: establishing the authority of the federal government
 - *Example question:*
 - What relevance does the Constitution have today in the lives of individuals and the nation as a whole?
- Video and Handouts (20 minutes)
 - Show one brief video — a conversation between Professors Ben Carp and Carol Berkin about the Preamble to the Constitution.
 - Use active viewing strategies to help viewers find evidence they can use later in the discussion.
 - Distribute the handout containing PDF facsimiles of the chosen documents and their transcriptions
 - Ask participants to review the documents and transcriptions.
 - *Example documents:*
 - US Constitution [printing of first draft] [page 1], August 6, 1787 (Gilder Lehrman Institute of American History, GLC00819.01)
 - A printing of the first draft of the US Constitution, signed by Pierce Butler and featuring his annotations, this version of the Preamble noticeably calls out each state by name.
 - US Constitution, September 17, 1787 (Gilder Lehrman Institute of American History, GLC03585)
 - This is Benjamin Franklin’s copy of the US Constitution, inscribed by Franklin as President of Pennsylvania. The Preamble shows changes from the first draft, and is recognizable as the Preamble we know today.

- Letter from Edmund Pendleton to James Madison, April 2, 1790. (The Gilder Lehrman Institute of American History, GLC00099.143)
 - Discusses Pendleton’s unhappiness over Hamilton’s plan, concerns over its nature, principles, and constitutionality and the powers of separation.
- Letter from George Washington to Henry Knox, April 1, 1789 (Gilder Lehrman Institute of American History, GLC02437.09419)
 - Here, Washington expresses his hesitation to become president.
- Letter from George Washington to Jonathan Trumbull, July 21, 1799 (Gilder Lehrman Institute of American History, GLC05787)
 - In this letter, Washington explains why he had been unwilling to accept a third term as president
- Letter from Alexander Hamilton to Harrison Gray Otis, December 23, 1800 (Gilder Lehrman Institute of American History, GLC00496.028)
 - Despite his animosity toward Thomas Jefferson, Hamilton here suggests that the Federalists should support Jefferson for president over Aaron Burr.
- Check Comprehension (5 minutes)
 - Are there any phrases that need further clarification? Any people or historical facts that require a bit of context so that everyone feels comfortable before starting the discussion?
- Discussion (30 minutes)
 - Ask questions to guide the discussion.
 - Example questions:
 - How do you think the Americans’ victory in the War for Independence shaped the US Constitution?
 - Based on a close reading of the Preamble, what concerns motivated the Founders to write the Constitution?
 - How may these foundational issues contribute to community conversations in the twenty-first century?
- Bring Back to the Present (10 minutes)
 - Draw the conversation to a close by asking participants to think about how the theme and the documents relate to twenty-first century challenges. Ask participants to tie the Founding era issues to matters of importance today.
- Closing Remarks (5-8 minutes)
 - Moderating librarian thanks participants and moderating scholar for attending, and acknowledge that this event marks the close of the grant program. Directs participants to learn more on the program website, and encourages them to complete post-program surveys.

Track B

ALA’s *Let’s Talk About It* Series

The program model involves reading a common series of documents selected by a local scholar from the Reader and discussing them in the context of a larger, overarching theme. Reading and discussion groups explore the theme through the lens of the humanities. *Let’s Talk About It* will be a three-part series, with several weeks in between each discussion. Each session will focus on one humanities theme from *Revisiting the Founding Era* and its documents.

Planning

- Recruit Program Scholar
 - Seek out partnership with a local university, if applicable, or a local museum or historical society. Identify a scholar with expertise in the Founding Era to lead the moderated discussion. Work with the scholar to choose the humanities theme and Founding Era documents for discussion.
- Select Program Dates, Times
 - Select a program date and time that will maximize audience participation based on past programming attendance. Plan for a program of about 90 minutes.
- Finalize Audience Recruitment Plan
 - Identify the ideal audience for the moderated discussion.
- Publicize Reading and Discussion Series
 - Aim to market series in the local newspaper, library newsletter, and on social media. Work with local businesses or websites to promote the program.
- Track Potential Participants through Sign-up System
 - Require sign-up in order to distribute program materials to participants.

Guidelines for Scholars/Discussion Leaders

- Role of Scholars
 - Scholars will act as moderators and program partners in the series. Make sure the scholar understands that role. The project director and the scholar exist only to make this discussion series a valuable experience for the participants. Both must be open to the interests of the group, encouraging their ideas and offering assistance.
- The Scholar's Responsibilities
 - Thorough and thoughtful review of all project materials, themes and program procedure.
 - Preparation and delivery of an opening presentation on the documents and theme for discussion (typically 15–25 minutes).
 - Submission of autobiographical information (2–3 paragraphs) for the program director to use in an introduction.
 - Preparation of opening discussion points to be used as a basis for group or small group discussion. (Ideally, these should be sent to the program director for distribution at least one week before the program.)
 - Facilitation of group or small-group discussions, including listening to comments, answering questions, and emphasizing the important ideas.
 - Completion of program evaluation for the program director.
- Scholar Qualifications:
 - Scholar should possess appropriate academic qualifications to speak on the program themes and have teaching or other relevant experience. A PhD or advanced degree in English literature, American history, or other related humanities subject is preferred.
 - Should be engaging, comfortable, and experienced speaking before adult audiences in non-classroom settings.
 - Should be adept at generating discussion on topics in the humanities.

Agenda (Total length of program: 90 minutes)

- Welcome and Introduction (5–10 minutes)
 - Project director welcomes participants and introduces self, scholar. Thanks participants, library, funders, and partners.

- Goes over format and lets participants know what to expect. Provides any necessary information regarding program materials, as well as the schedule for the rest of the series. Leads applause for scholar.
- Scholarly Presentation (15–25 minutes)
 - Scholar’s presentation on the Founding Era, selected *Revisiting the Founding Era* documents, and the overarching humanities theme.
 - *Example theme:* Who are “We the People?”
 - *Example documents:*
 - US Constitution [first draft printing, with annotations by Pierce Butler], August 6, 1787, page 1. (The Gilder Lehrman Institute of American History, GLC00819.01)
 - A first draft printing of the Constitution, signed by Pierce Butler and featuring his annotations.
 - US Constitution, autographed by Benjamin Franklin, September 17, 1787, page 1. (The Gilder Lehrman Institute of American History, GLC03585)
 - Benjamin Franklin’s copy of the US Constitution, inscribed by Franklin as President of Pennsylvania.
 - Excerpt from “Liberty Further Extended: Or Free Thoughts on the Illegality of Slave-Keeping,” 1776, printed in Ruth Bogin, “‘Liberty Further Extended’: A 1776 Antislavery Manuscript by Lemuel Haynes,” *William and Mary Quarterly* 40, No. 1 (Jan. 1983).
 - An essay arguing that slavery is inherently wrong and that the freedom promised by the fight for independence should be offered to African Americans as well as to whites.
 - Letter from Mercy Otis Warren to Catharine Macaulay, September 28, 1787. (The Gilder Lehrman Institute of American History, GLC01800.03)
 - Three days after the publication of the Constitution, Warren writes, “We have struggled for liberty & made lofty sacrifices at her shrine: and there are still many among us who revere her name too much to relinquish (beyond a certain medium) the rights of man for the Dignity of Government.” She discusses mixed reactions at the signing of the Constitution.
 - Certification by Henry Knox of Romeo Smith’s status as a freeman, January 9, 1784. (The Gilder Lehrman Institute of American History, GLC02437.02929)
 - A document certifying that Smith served in the army for three years and that anyone trying to return him to slavery would “incur the severest penalty of the Law and the indignation of Heaven.”
- Discussion (45–60 minutes)
 - If the group exceeds 30–35 people, it may be necessary to break into small groups. In this case, the project director should recruit discussion leaders to facilitate small-group discussion while the scholar floats between the groups. After the discussion period, the small groups may reconvene for closing remarks.
 - *Example questions:*
 - What was the Founders’ vision of America and what can we learn from it?
 - How were “the people” defined in 1787 and how are they defined today?
 - Is the vote still the most powerful shaper of policy and programs? If not, what is? If so, how is the right to vote most effectively organized and deployed?
- Wrap Up (10–20 minutes)

- Closing comments by scholar. Project director thanks the participants and scholar, distributes and collects evaluations, gives instructions for next session, and makes other announcements.

Public Programming Venues and Selection

The Gilder Lehrman Institute of American History and the National Constitution Center (NCC) will partner on a town-hall discussion at the NCC in Philadelphia, Pennsylvania. The discussion will be moderated by an NCC representative and will bring together leading scholars and local community members from across the political and ideological spectrum to discuss key humanities themes with a basis in the Founding Era. The discussion will focus, in particular, on a specific historical document dating from the debates over the US Constitution—perhaps a letter from a key figure, such as George Washington or Alexander Hamilton—and will attempt to connect the people, events, and ideas of the Founding Era to constitutional issues and debates in our communities today. We will record the town hall and distribute it digitally. It will serve as one possible model for the community conversations.

Possible Scholar-Panelists may include Jeffrey Rosen, Professor of Law at The George Washington University Law School; Akhil Reed Amar, Sterling Professor of Law and Political Science at Yale University; Randy Barnett, Carmack Waterhouse Professor of Legal Theory at the Georgetown University Law Center; Carol Berkin, Professor Emerita at Baruch College, The City University of New York; Steven Calabresi, Clayton J. and Henry R. Barber Professor of Law at Northwestern University; Ron Chernow, Pulitzer Prize-winning author of *Washington: A Life* and *Alexander Hamilton*; Michael Klarman, Kirkland & Ellis Professor at Harvard Law School; Michael McConnell, Richard and Frances Mallery Professor and Director of the Constitutional Law Center at Stanford Law School; Annette Gordon-Reed, Charles Warren Professor of American Legal History at Harvard Law School and a Professor of History in the Faculty of Arts and Sciences at Harvard University; Julie Silverbrook, Doctor of Law from the William and Mary School of Law and Executive Director at the Constitutional Sources Project; and Gordon Wood, Alva O. Way University Professor and Professor of History Emeritus at Brown University.

Community leaders may include Marcus Allen of Big Brothers Big Sisters, Independence Region; Pedro A. Ramos of the Philadelphia Foundation; and Farah Jimenez of the Philadelphia Education Fund.

The event will be streamed live and recorded for later distribution by FORA.tv (contingent upon funding). Lighting and audio for the event will be provided by the National Constitution Center’s in-house Audio Visual team. The livestream and post-event video will be accessible on the National Constitution Center’s website, YouTube channel, FORA.tv, and program partner websites. Audio of the event will be distributed as part of the National Constitution Center’s Live at America’s Town Hall podcast series available in a number of podcast apps, including Apple’s Podcast, Stitcher, and Podbean.

ALA will be responsible for the participant application and venue selection process from start to finish. The application will be developed in collaboration with the Gilder Lehrman Institute, and will be available for applicants online through *Apply*, the grant administration system of the Public Programs Office of the American Library Association. Through *Apply*, applicants can register for an account in the system and prepare their application digitally. Eligible applications will be evaluated by ALA member librarians as peer reviewers and rated on a 1 (lowest) to 10 (highest) scale. ALA and Gilder Lehrman Institute project team members will also review applications and make the final selection decisions. Libraries will be selected for participation based upon collaboratively developed criteria such as demonstrated capacity to implement the program successfully, location, and local demographics.

Program Development and Training

All selected libraries will participate in two training webinars featuring national scholars to prepare to successfully implement the program at their sites. The *Revisiting the Founding Era* resources will provide a comprehensive introduction to the time period and bring to life its people, events, and ideas for different audiences and different types of conversations. The webinars will be designed for the designated programming librarian/site coordinators and will serve as comprehensive training for them. Each webinar will be facilitated by Gilder Lehrman project staff at the Gilder Lehrman Institute in New York City. In addition, each webinar will be filmed, livestreamed, archived, and made publicly available by Gilder Lehrman's Multimedia Producer, Peter Shea.

- **Webinar One** will provide an introduction to *Revisiting the Founding Era* and will focus on the content of the reader and its humanities themes as well as serve as an introduction to the logistics of the program.
 - Panel members will include Project Director Susan Saidenberg and other Gilder Lehrman project staff, ALA Program Director Melanie Welch, and several humanities scholars (to be determined) to discuss the project themes and documents.
 - In addition to these training experts, Gilder Lehrman project staff will discuss program logistics, including reporting responsibilities, stipend information, and more.
- **Webinar Two** will serve as a hands-on training on programming formats.
 - Panel members will include Gilder Lehrman project staff, an ALA *Let's Talk About It* expert, a representative from Humanities New York, and a humanities scholar.
 - The representatives will provide in-depth training in both Track A and Track B programming options.

Secondary Project Formats

The primary format of *Revisiting the Founding Era* will be the community conversations that will arise from the public programming. Secondary formats include the *Revisiting the Founding Era* reader, the project website, and a keepsake mini-booklet of founding documents for participants. Each secondary resource serves to deepen the public's engagement with the program and the humanities themes and content.

- *Revisiting the Founding Era* Reader
 - The *Revisiting the Founding Era* reader will serve as the backbone for each library's community conversations. The reader will consist of 100-pages, divided into five sections, curated by the project's humanities scholars. Each section will feature an essay by a humanities scholar, and ten to twenty high-resolution facsimiles of Founding Era documents accompanied by transcripts. In addition to the essays, documents, and visual elements, the reader will include prompts for group discussion such as a listing of related humanities themes, and questions for group discussion. Each library will receive ten copies of the reader. The readers will be available to libraries for circulation and reference during the grant period. The project also plans to donate three copies of the reader to the high schools. The reader will be a reference for students as they plan the youth-focused program (if the participating library chooses Track A), and as they continue to talk about issues of concern to them as future voting citizens.
- *Revisiting the Founding Era* Website
 - The *Revisiting the Founding Era* website will be modeled on the success of the *World War I and America* project website (see Section 7 for Digital Media examples). The website will be designed, built, and hosted by the Gilder Lehrman Institute and will

contain explicit links to the ALA *Apply* portal. The project website will contain a digital version of the reader, a comprehensive multimedia section including six short videos of historians interpreting Founding Era documents, and a video of the National Constitution Center town-hall discussion covering various themes in the humanities. In addition, the website will offer interactive elements, including a digital timeline and annotated document “maps” of several of the Founding Era documents. The website will also provide sites with a rich site support notebook, a bibliography of where to find more information on the Founding Era, and the archived training webinars.

- *Revisiting the Founding Era* Mini-Booklet
 - The *Revisiting the Founding Era* mini-booklet will be a pocket-sized keepsake for participants, measuring roughly 3 inches by 6.5 inches. It will contain the text of the Declaration of Independence, the US Constitution, and the Bill of Rights. 4,000 booklets will be printed, and each of the 100 participating libraries will receive 40 booklets. The libraries will hand out booklets for participants to take home, and will be encouraged to share the booklets with the partner school.