



Project Summary for **History Matters: The U.S. History Survey on the Web**

This proposal seeks support for further development of a Web site to enhance the teaching of the U.S. history survey course at the high school and college levels. With funds from the W. K. Kellogg Foundation, we have developed a prototype of the site at <http://historymatters.gmu.edu>, which was successfully launched in the fall of 1998. Project funds from NEH will allow us to greatly develop the current features of the *History Matters* prototype—significantly broadening the breadth and depth of coverage, making more effective use of the Web's potential for interaction and visual presentation, and expanding the resources teachers need to make effective use of Web-based materials in the classroom. To those ends, we will develop the following features of History Matters:

- **WWW.History:** our annotated guide to U.S. history web sites will be expanded to at least 900 listings.
- **Many Pasts:** 275 first-person historical documents (including oral history interviews and images) that reflect on the lives of ordinary Americans will be added to the 150 already on line.
- **Talking History:** will feature nine forums with leading teacher/scholars that will consider major topics in the teaching of the survey course. To lead those forums, we have lined up some of the most respected and influential scholars writing in U.S. history: Tom Bender, Alan Brinkley, Eric Foner, Linda Gordon, Christine Heyrman, Fred Hoxie, James O. Horton, David Montgomery, and Emily Rosenberg.
- **Under the Magnifying Glass:** will include four, new interactive, on-line exercises focusing on questions of historical method—critically examining evidence, synthesizing evidence into a narrative, and comparing competing accounts of a single events.
- **Making Sense of History:** ten guides to using on-line primary source documents
- **Visualizing the Past:** will be a databank of 200 public domain images of American history.
- **Digital Blackboard:** will have a databank of at least seventy teacher-tested, Web-based assignments.
- **Student as Historian:** will feature on-line student projects to illustrate how student-constructed projects can be incorporated into courses.
- **Past Meets Present:** will contain six, timely and Web-linked essays that connect the past with current issues and events.
- **Secrets of Great History Teachers:** will add ten more on-line interviews in which distinguished teachers share their classroom strategies and techniques.
- **Syllabus Central:** will include at least fifteen annotated syllabi for the survey course that offer different approaches to teaching. In this and other features of the site, we will pay particular attention to internationalizing the teaching of the survey; here, by providing the syllabi for survey courses taught outside the United States.

The organizers of the project are the Center for History and New Media at GMU and the American Social History Project at the City of the University of New York—two groups with extensive experience in digital history and in working with high school and college teachers. The project will draw upon help from and also support the work of a parallel project, the New Media Classroom—a series of national and regional seminars for high school and college teachers on using technology in teaching.

History Matters

The U.S. Survey Course on the Web

– I. Overview –

Type “Abraham Lincoln” into an Internet search engine, and you will soon be overwhelmed with 43,000 “hits.” You will quickly find yourself scrolling down lists offering you the Web sites of the Abraham Lincoln Memorial Hospital and the Abraham Lincoln Brigade. Meanwhile, you might miss out on some terrific Web-based resources on Lincoln, including, for example, original Lincoln letters at the Library of Congress’s American Memory site.

Even more seasoned Web users encounter frustrations when they try to incorporate its resources into their history classes. They may, for example, be aware of the archival riches of the American Memory project and other well-known sites, but they soon discover significant gaps in the Web’s coverage of the past. Some topics (e.g., the Civil War and the Great Depression) are much more richly covered on line than others (e.g., labor and working-class history, colonial settlement, and rural life). In addition, teachers face questions about how to use the available materials with their students. What sorts of assignments work best in this new medium? How can students engage critically with the material available on line?

To respond to such problems and questions the Center for History and New Media (CHNM) at George Mason University and the American Social History Project (ASHP) at the Graduate Center of the City University of New York created *History Matters: The U.S. Survey Course on the Web*. Our goal has been to develop a Web-based set of resources to assist high school and college teachers of the U.S. history survey course and, thereby, improve teaching of this basic course, taken by tens of thousands of students every semester. The *History Matters* Web site (<http://historymatters.gmu.edu>), thus, serves as a “gateway” to the vast but uneven resources now available on the World Wide Web that teachers—faced with so many demands on their time—can not always quickly master.

This project emerges out of a particular moment in the evolution of the Internet as a teaching tool. Even just four years ago, the Web was a novelty; as a resource for teachers and scholars, it was of interest largely to a relatively small band of techno-enthusiasts. “Isn’t it all junk?” was a frequent—and not unjustified—comment. Now, the Internet has become an essential resource for historians and it is arguably professionally irresponsible to ignore what is out there and how best to use it. To neglect it is little different from saying: “I don’t want to bother with that newfangled microfilm.” But, as more and more historians and teachers recognize the centrality of the Internet to

their work, they also realize that they need tools and guides— like *History Matters*—to use it effectively.

This project also comes out of our own long-term commitment to using new technology to improve the teaching and public presentation of history. In the early 1990s, we developed the award-winning U.S. History CD-ROM, *Who Built America?* We have continued working in CD-ROM in both U.S. and European history but have increasingly focused our efforts on the World Wide Web and on helping teachers to make effective use of new technology. In 1997 we received a \$130,000 grant from the W. K. Kellogg Foundation to support professional development workshops for teachers on using new technology and new media as well as to develop a prototype of the *History Matters* Web site. This allowed us to expand on work under an NEH-funded project called the New Media Classroom (NMC). This proposal seeks support to continue and expand the prototype Web site developed with Kellogg funding, which ended in February 1999. The site will be particularly used in professional development workshops organized through the ongoing NMC project but it will also be used more generally by the thousands of high school, community college, and university teachers who offer the U.S. Survey course—one of the most widely taught courses in any subject.

We have three main goals under this grant:

1. Significantly broaden the *History Matters* Web site's depth and breadth of coverage—e.g., adding hundreds more Web sites to our annotated guide; providing primary source documents covering all of US history; and placing U.S. history in an appropriately global context.
2. Make more effective use of the Internet's potential for interaction and visual presentation—developing more interactive teaching exercises, offering additional on-line teaching forums between leading scholars and classroom teachers, and adding a visual archive. In other words, we want particularly to expand the features that provide a close interrelationship of content and inquiry.
3. Expand the resources that teachers need to make use of Web-based materials in the classroom—e.g., providing more model on-line teaching exercises, more guidance on teaching with primary sources, and the advice and support of veteran teachers and scholars.

- II. What Has Been Done So Far -

We publicly launched *History Matters* in September 1998. Although the site is still only a prototype, *History Matters* has already been used extensively by teachers of U.S. history. During the 1998-99 academic year, we averaged about 2,400 visitors (not "hits"—a more inflated measure of traffic) per week. About 800 teachers have voluntarily registered in our guestbook and about 150-200 have signed up each month for our "talking history" forums. Given that our audience is largely teachers, and not students, these are impressive numbers. More important, the teachers and other history professionals who have used the site have responded with enthusiasm. "Great site; I go there

often and have recommended it to others,” high school teacher John Marcus wrote us. “Great! I will get lots of use out of it this year,” commented another high school teacher. “I only wish I had discovered you sooner.”

Those working in public history have also found the site valuable. Last fall, Dwight T. Pitcaithley, Chief Historian, National Park Service, wrote an email to NPS employees saying: “Occasionally we come across web pages that are of such exceptional quality that they need to be touted. George Mason University has recently launched one such page. Its address is <http://historymatters.gmu.edu>.” Outside evaluators have also praised the site. The Scout Report for the Social Sciences has included us in their widely read newsletter. And this past summer, NEH’s own Edsitement panel named us a leading humanities site. (*See Appendix V for letters from teachers about History Matters.*)

The site is organized through multiple paths. New visitors, for example, can “browse” the resources available by different categories (the guide to history Web sites or the primary documents, for instance). Repeat visitors will be more likely to use our search engine, which allows you to search either by key word (e.g., “women” or “Civil War”) or by topics and time periods. In order to make it easy for users to find things on our site and to allow for easy expansion, we have organized everything into a Web-based database. The current features of the site are:



WWW.History is our annotated guide to the most useful Web sites for teachers of U.S. history. Unlike most other available guides, which are simply lists (and hence of little more use than a conventional search engine), our guide includes paragraph-length annotations that we have written for each site. The annotations provide an overview of resources available and a brief evaluation that emphasizes the site’s utility for survey teachers. At present, we have about 250 annotations, but we continually expand our listings.



Many Pasts contains about 150 first-person documents in text, image, and audio that focus on the experience of “ordinary” Americans in the period from Reconstruction to the end of World War II. For example, you can listen to Laura Ellsworth Seiler recall campaigning for suffrage on an automobile tour, read Elfidio López on rural Mexican-American life in the Southwest, or examine the World War II sketchpads of U.S Army Corporal Ben Hurwitz.



Under the Magnifying Glass offers interactive exercises that explore the historian’s craft. Our prototype uses the Farm Security Administration photos of the 1930s to consider the problem of photographs as historical evidence.



Digital Blackboard offers forty teacher-tested, Web-based assignments, nine of them growing directly out of the work of participants in the New Media Classroom.



Student as Historian features eleven on-line student projects. These illustrate how student-constructed projects can be incorporated into courses.



Past Meets Present contains articles and resources that link the past with current issues and events. The idea here is to give teachers materials that they might use to spark class discussion about the ways current issues and controversies are rooted in the past and the ways that historical knowledge helps illuminate current day issues—for example, sweatshop labor and the impeachment trial.



Secrets of Great History Teachers are on-line interviews in which distinguished teachers share their classroom strategies and techniques. The initial set of teachers interviews are with Philip Bigler, the 1998 National Teacher of the Year and a history teacher at Thomas Jefferson High School for Science and Technology in Northern Virginia; Pat Oldham, a veteran instructor at Hostos Community College in New York; and James Horton of George Washington University



Syllabus Central provides syllabi for the survey course that offer different approaches to teaching with an emphasis on using technology. We take particular advantage of hypertext in this feature to provide popup annotations in which teachers explain their course themes, strategies, and assignments.



Talking History offers teachers an opportunity to engage with leading teacher/scholars on how to teach key subjects covered in the U.S. Survey. So far, these Web-based forums have included Gerda Lerner on women's history; Gary Nash on the American Revolution; Lawrence Levine on cultural history; Marilyn Young on the Vietnam War; Richard White on Western history; and William Tuttle on World War II.



Puzzled by the Past is a monthly feature that presents puzzles that prompt users to evaluate the perspectives conveyed in historical evidence (including visual resources) and offers unusual information about U.S. history. An average of forty people per month have offered answers to the puzzles.

- III. Connection to New Media Classroom -

The *History Matters* Web site is our most tangible “product” but the project also is intimately connected with the seminars and workshops for high school and college teachers that we have been running for the past four years through the NEH-funded New Media Classroom (NMC), a national professional development program involving hundreds of high school and college teachers. This link has insured that our Web-based efforts have drawn ideas and inspiration from and reinforced the efforts of a large number of classroom teachers across the country. Together, *History Matters* and NMC address the need for a Web-based set of high quality resources to assist teachers and improve teaching, and the need for sophisticated staff development to enable humanities faculty to make effective use of new media.

In 1995 and 1996, NEH funded the pilot phase of the New Media Classroom program, introducing high school and college history teachers to the use of new electronic media. In 1996 and 1997, New Media Classroom featured national summer institutes held in New York City, drawing together educators, scholars, and media producers for a week of challenging conversation and collective research. With continued support from NEH and the W. K. Kellogg Foundation the NMC has grown into six regional centers in Tulsa, Oklahoma; Williamstown, Massachusetts; Pullman, Washington; New York City; Kansas City, Missouri and Millersville, Pennsylvania. These centers provide year-long professional development programming, and help faculty employ new media resources to enhance the teaching and learning of humanities in high school and college classrooms. In 1998 and 1999 each regional center held week-long institutes and sustained involvement with the participating teachers. Summer Institutes and on-campus workshops are supplemented with on-line discussions throughout the year for all NMC participants.

Over the next two years (supported by an additional grant from NEH) the number of regional centers will expand to ten and continue to reach out to previously under served communities, recruiting teachers from urban and rural areas, and working with regional leaders from racially, ethnically and culturally diverse backgrounds. The broad classroom experience of NMC participants suggests that new digital resources offer exciting opportunities for enhanced learning, and for helping students take more active roles in the history classroom. Taking advantage of these opportunities is not as simple as the technology proselytizers proclaim, however. In fact, the NMC experience has confirmed the challenge of new media as well as its potential to enhance liberal arts education. Most humanities faculty need intensive support to help them begin to develop and implement effective strategies for using new media. In their extensive work with teachers, NMC leaders make extensive use of *History Matters*. This insures one particularly active and interested audience for the site.

At the same time, *History Matters* benefits greatly from the input of NMC participants. Thus, *History Matters* represents a unique collaboration between the site designers and programmers and

classroom teachers of the NMC. We have involved the NMC teachers directly in designing and then implementing the site. This continually expanding group of faculty provides teaching resources, syllabi, student work and essays to the *History Matters* site and helps us refine our approach to the material and the site's design and functionality. In this way, the NMC provides the *History Matters* developers with a "laboratory" to assess the effectiveness of the site's features and resources, to examine how teachers work with the site and to include teachers from across the country in the on-going evaluation and revision of the site.

- IV. Guiding Principles -

Although *History Matters* is intended for teachers working in a wide range of different settings, our work on it has proceeded from a series of general intellectual and pedagogical commitments. To state these commitments briefly is to oversimplify them inevitably, but it is nevertheless useful to lay out the underlying principles of this project.

- **History is Doing:** We believe that good teaching, even at the basic survey level, requires involving students with the primary materials of history.

- **Technology Can Put the Novice in the Archives:** One of the great values of the Internet and the World Wide Web is that it can open up to beginning students the primary documents often locked away in archives—to bring the "novice" into the archives, as our colleague Randy Bass, has argued. This is particularly important for students in high school and in smaller colleges and community colleges, which often lack good library facilities. In that way, the Internet can be a vehicle for democratizing education rather than simply reinforcing existing inequalities.

- **Technology is not Teaching:** Technology is a great tool and resource; but it needs to be used with care, just like other tools and resources. The primary goal is to promote student learning. Teachers need to think carefully and critically about how to integrate new technology into their classes. They and their students need help in finding the particularly valuable resources available on line while avoiding materials that have been poorly prepared or without consideration of scholarly standards. Thus, our annotated guide to Web sites (WWW.History), for example, provides a critical guide to on-line resources.

- **New Technology, New Ways of Learning:** The strengths of the Web lie not just in its offering a range of information in many different forms but also in providing a "lab" to create new ways to combine text, images, and sound in configurations that promote new ways for users to investigate, evaluate, and participate in intellectual work. Our "Under the Magnifying Glass" feature, for example, strives to enhance students' understanding of the uses of historical evidence with interactive exercises that are assisted by Web programming such as Shockwave and Java, inviting active inquiry and participation instead of passive acceptance.

• **New Technology, New Voices:** Although the effort to write “history from the bottom up” is far from new, it has gained a renewed vitality and significance in the multicultural classrooms in which so many of us teach. New technology, moreover, offers novel ways to present those diverse voices, including incorporating the actual voices, as recorded in oral history interviews.

• **Good Scholarship, Good Teaching:** Just as new technology can infuse excitement into traditional survey courses, we also believe that the latest scholarship reinvigorates classrooms. New technology makes that easier because it offers a way to put teachers at more isolated institutions in contact with leading scholars, as we are doing through our “Talking History” forums.

• **Internationalizing American History on the Internet:** The U.S. Survey course remains a venerable and vital part of the curriculum—taught (and often required) in virtually every high school and college in the United States as well as in most countries around the world. Yet new political, economic, and intellectual currents are reshaping how we think about that course. Scholars have begun to question the “given-ness” of the nation state as a unit of study as the fall of Communism, the rise of the global economy, and continuing transnational flows of people, culture, and ideas have challenged the fixity of national boundaries. In these contexts, we need to rethink how we teach a specifically national history. Because the Internet is a global medium, it is a particularly appropriate space to foster the internationalization of American history.

– V. What We Plan To Do –

A. Developing the Site

Our plans under this grant proposal are to build directly on the successful launch of *History Matters* and greatly enhance its current features beyond the initial, W. K. Kellogg-funded prototype. Below we summarize our plans for each of the key features of the site. Obviously, not all of these sections are of equal weight in terms of the work that will be required to develop them; hence some are described in more detail.

• **Many Pasts:** In the current prototype, this section of 150 first-person documents in text, image, and audio about the experience of “ordinary” Americans focuses on the period from Reconstruction through World War II. The most important task is to expand our coverage to embrace the full span of U.S. history and create a database of freely available primary documents that teachers around the country (and the world) can use in their teaching.

To offer an adequate level of coverage for each period, we want to add at least another 275 first-person documents. These documents need to be located, edited, and digitized. In addition, we need to write introductory head notes to make them useful in history classes. We will draw on a variety of sources to locate the additional documents: recommendations from teachers with whom we have

been working; documents used in the various education projects of the American Social History Project; and recommendations of our consulting historians. Because the core group working on this project has its primary expertise in post-Civil War U.S. history, we are bringing in an Associate Editor to oversee the selecting, editing, and annotating of 150 pre-1876 primary documents—David Jaffee of CCNY (CUNY), a scholar with broad range in seventeenth, eighteenth, and early nineteenth-century American History, a veteran teacher of the U.S. Survey, and an active participant in the NMC seminars. These documents will focus on the first-person voices of ordinary people and on sources particularly useful in the survey course. Jaffee will use a full range of sources in his efforts, but he will take particular advantage of a unique collection that is in the possession of the American Social History Project: eight linear feet of documents collected by the social historian Herbert Gutman. These documents, many of which are first-person accounts, were culled over a thirty-year period by Gutman but never used in any systematic way. Two consultants—Ann Fabian, an expert on early American autobiography, and Neal Salisbury, a historian of American Indians—will assist Jaffee.

Collecting early American voices poses particular problems since print was scarce and many early Americans (e.g., American Indians) had their stories mediated through Europeans. But the genre of autobiography begins with Puritan spiritual autobiographies; conversion narratives, for example, tell us about everyday life as well as the religious world view of the English settlers. King Philip or Metacom's War can be viewed across the cultural divide between Indians and European through the words of Mary Rowlandson (a Puritan minister's wife captured in a frontier community) or James Quanapohit, a Christian Nipmuc Indian. American Indian voices continued with such authors as Samson Occom, an eighteenth-century Mohegan minister, whose *A Short Narrative of My Life* (1768) discusses education and Christianity as strategies for Indian survival in European colonial society.

After the Revolution the number of first-person accounts exploded as the anti-patriarchal impetus of Revolutionary rhetoric gave rise to a generation who sought new opportunities and then told their stories in print as part of that transformative process. The *Biography of Silas Felton Written by Himself* (1802), for instance, describes Felton's travels via print to new worlds and new ideas as a village enlightenment enveloped rural communities. The increased mobility of nineteenth-century Americans also left caches of family letters that we plan to use to explore the move to newly settled regions of the United States or the transition from farm to factories. The letters of Mary Paul, for example, tell about the movement of a young Vermont woman in the 1840s and 1850s as she eventually entered the Lowell textile mills. Naturally, we will incorporate diverse voices from different regions and different groups. Students will also become aware of the different genres of first-person accounts: spiritual autobiographies and speeches, family letters, and diaries.

We also plan to make much more extensive use of visual documents as "first-person accounts." Joshua Brown of ASHP, who is a specialist in this area, will select twenty-five pictorial

reminiscences, memoirs, commentaries, and reports from the Revolution to World War One (constituting altogether approximately 100 images) that we will incorporate in the Many Pasts section. These visual accounts will include illustrator David Claypool Johnston's observations of ethnic violence in antebellum Boston; British artist Eyre Crowe's illustrated chronicle of an 1850s Virginia slave auction; and newspaper artist Frank Schell's sketchbook reminiscences of the Civil War.

One particularly exciting feature of our current site is the inclusion of 55 oral history interviews. These interviews were collected over the years by historians but rarely heard by outsiders—the transcripts of the interviews might be in archives or quotes from the interviews might appear in books, but the audio has been generally inaccessible. Given our interest in “ordinary” people, this is a way that we can literally give “voice” to the diversity of Americans. We want to further enhance this feature of the site by adding at least 50 interviews focusing on the post World War II period. We will be doing further research to determine the best sources for these interviews, but we have already established contacts in our ongoing multimedia work that we will use to enhance the *History Matters* site. For example, we will again draw interviews from the collections at California State University, Long Beach, and the Montana Historical Society. The CSULB archive includes interviews on such topics as the counterculture of the 1960s, McCarthy Era experiences, Vietnam veterans, and Mexican Americans. The Montana collection covers plant closures in the early 1980s, union activism in the 1950s, American Indians, and veterans of the Korean, Vietnam, and Gulf wars. Of particular importance, we will also be working with Ron Grele, the director of the Columbia Oral History Research Office, the oldest and largest oral history project in the U.S., to select excerpts from their extensive collection. Among the hundreds of interviews available from Columbia are: Thurgood Marshall describing his appointment to the Supreme Court; Governor Orville Faubus on the Little Rock crisis; Dorothy Parker on writing for the movies; and General Omar Bradley on World War II.

Providing coverage of the post-World War II period is a challenge given that most written documents are still in copyright. Not surprisingly, the Internet is strongest on public domain historical documents prior to 1923. We have three strategies for providing historical documents from the most recent period. First, as already noted, we will use oral history interviews about the turbulent events of the past half-century. Second, a number of popular and important magazines and newspapers from the postwar period subsequently went out of business and the rights were not purchased by anyone.

Third, we will draw extensively from government documents, since they are already in the public domain. One important government source for providing “first-person” voices are congressional hearings. Such hearings have covered many of the most important topics of the post-war period—communism, crime and racketeering, juvenile delinquency, the Vietnam war and the anti-war movement, and race and civil disorder. Among the committee hearings that we will likely draw upon are: Senator Estes Kefauver's Special Committee to Investigate Organized Crime in Interstate

Commerce; HUAC and Senator Joseph McCarthy's hearings on Communism and radicalism; Senator John McClellan's Select Committee on Improper Activities in the Labor and Management Field, which investigated labor racketeering; Senator Lyndon Johnson's Defense Preparedness Subcommittee hearings, which looked into the failure of the U.S. to beat the U.S.S.R. into space; and the 1960s hearings on civil rights, voting rights, the Great Society, and the Vietnam War. Donald Ritchie, Associate Historian of the U.S. Senate, will assist us in making selections from these hearings. Between the textual and oral history sources, we will add 100 documents on the post-1945 period.

•**WWW.History:** By July 1, 2000, the start date of the work under this project, we intend to have 300-350 annotated history Web sites. Thus far, two advanced graduate students have done the annotations under the close supervision of Executive Producer and Principal Investigator Roy Rosenzweig. Although it might have been useful to have the sites annotated by specialists in the area of the site, that level of review was simply too expensive to undertake and would also have provided more detailed reviews than survey teachers need. Moreover, having the reviews done by a small group allows for more consistency and quality control.

Under the grant, we want first to improve the quality and indexing of our Web annotations by having three consultants review the current list. For that task, we have chosen Randy Bass, because of his wide familiarity with the Web and with teaching with technology; Nancy Hewitt, as someone with strong credentials in history scholarship and teaching but without a particular orientation to electronic materials, and Carl Schulkin, a veteran high school teacher who has been active with the NMC.

Based on this consultation, we will revise the existing annotations and set the template for the second round of annotations. The team doing the annotations will talk with Bass, Hewitt, and Schulkin and review our guidelines before annotating at least 600 additional sites. We currently have a backlog of 900 additional sites to annotate, and we are assuming that at least 800 more sites will appear in the next 18 months. Out of this larger database, we will select for annotation the 600 most likely to be valuable to teachers.

•**Visualizing the Past:** This is a new feature that we will be adding—a databank of public domain images of American history drawn from the extensive pictorial archive collected by the American Social History Project as well as other on-line collections. "Visualizing the Past" will offer 150 images from illustrated periodicals such as *Yankee Notions*, *Gleason's Pictorial Drawing-Room Companion*, *Frank Leslie's Illustrated Newspaper*, *Harper's Weekly*, the *National Police Gazette*, and the *New York Illustrated Times*. Dating from the 1850s to the 1890s, the images derived from these and other periodicals depict events and opinions about American politics, society, and culture. Unlike the bulk of pictorial archives available on the Web, this feature will also provide commentary with each image that contextualizes the events portrayed, illuminates the perspectives of the artists and publications, and explicates how pictorial conventions conveyed ideas and interpretations. In a similar

fashion, this feature will also provide tools and insights that students can use in evaluating other Web-based pictorial archives such as the visually rich Library of Congress American Memory site.

• **Under the Magnifying Glass:** Teachers who have seen our one example of an interactive teaching exercise, which helps students think about the uses and limitations of historical photographs, have been excited by its classroom potential. They agree with us that such exercises can effectively use the Web to teach about questions of historical method—critically examining evidence, synthesizing evidence into a narrative, and comparing competing accounts of a single event. We will produce four more of these exercises to cover a wider variety of types of historical research and a wider range of periods:

Visions of John Brown: How History Changes History: Rather than immutable facts transferred forward in time, history is a process that involves continuous reinterpretation and reevaluation. Whether it is considered in scholarly studies, portrayed in works of art, or conveyed in popular entertainment, the past is affected by the times in which its historians, artists, and viewers live. Each era possesses its own peculiar lens for looking back on the past with its own resulting emphases, perceptions, and distortions. Using John Brown and the 1859 raid on Harpers Ferry, this exercise demonstrates how the past constantly interacts with different presents. For example, students will be presented with five unidentified images of John Brown from 1859 to 1940 that offer different views of the man and the event (including a *Harper's Weekly* engraving of his trial by southern artist David Strother, an 1863 lithograph of his execution by Union-supporter Louis Ransom, an 1884 painting of his "Last Moments" by Thomas Hovenden, a detail of a New Deal mural by John Steuart Curry, and a still from the 1940 Hollywood movie *Sante Fe Trail* showing actor Raymond Massey in the role of Brown). These images will be juxtaposed to five boxes that list the images' creators and provenance, and another set of five boxes describing perspectives about Brown and Harpers Ferry. Students will be asked to match the pictures to their respective eras and attitudes; correct matches will reveal analyses that describe how the different portrayals reveal the prevailing beliefs about Brown in different historical periods (e.g., Hovenden's view of a martyr during Reconstruction, Curry's populist hero during the New Deal, and Massey's fanatic on the eve of World War II).

In a similar fashion, another exercise will ask students to match passages from biographical and fictional accounts of Brown with their eras of publication to also uncover how interpretations of historical events are shaped by their times. The textual accounts will include Oswald Garrison Villard's *John Brown: A Biography Fifty Years After* (1910); Max Ehrlich's *God's Angry Man* (1932); Truman Nelson's *The Surveyor* (1960); George MacDonald Fraser's *Flashman and the Angel of the Lord* (1994); and Russell Banks's *Cloudsplitter* (1998).

The general pattern in this and the other "under the magnifying glass" exercises is to, first, engage students in a puzzle that has a right or wrong answer (since that is all the computer can

evaluate). But after the student has correctly solved the puzzle, he/she is presented with a fuller analysis that explores the problems and possibilities of evaluating historical evidence.

Making Sense of Political Cartoons: The political cartoon had its origins in eighteenth-century Europe, but in the United States it developed into an unusually varied and popular device for the expression and dissemination of opinion. First as single-sheet prints, then as engravings and lithographs in weekly periodicals, and finally as daily commentary in mass-circulation newspapers, the political cartoon in all its formats offers students evidence about the societies that produced and circulated them. In this exercise, students will be shown how the viewpoints conveyed in political cartoons from the Revolution to the Cold War, along with the pictorial conventions they used, reveal many of the beliefs and prejudices of their times. In one part of the exercise students will be introduced to the role of caricature in political cartoons, and will be presented with two sets of images. The first set will be photographic portraits of public figures throughout U.S. history, the second set will be details of caricatures of the same people (showing only parts of the face or body) published in local and national periodicals. Students will be asked to consider the power and purpose of caricature, especially the value judgements conveyed through its emphasis on particular physical exaggerations (e.g., Boss Tweed's girth in Thomas Nast's Gilded Age cartoons or Joseph McCarthy's "five o'clock shadow" in Herblock's 1950s work), as they try to match the caricature detail to the actual countenance.

Another part of the exercise will demonstrate how conflicting views about American domestic politics, society, and foreign policy were embodied in the visual language of political cartoons. Using contending political cartoons from the national, local, immigrant, African-American, labor, and feminist press, this exercise will ask students to consider the perspectives expressed to correctly link together "warring" cartoons about Reconstruction (*Harper's Weekly* versus the *Daily Graphic*), the 1886 Henry George campaign (*Puck* versus the *Irish World*), the U.S. war in the Philippines (*Judge* versus *Leslie's Weekly*), and woman's suffrage (*Life* versus *The Suffragist*).

Counting the Past: Change and Continuity in Women's Lives: Benjamin Disraeli once said that there are three kinds of lies: "Lies, damned lies, and statistics." Or, at least Mark Twain claimed he said that. Although many non-quantitative historians share Twain's skepticism about statistics, they are a vital source for historical inquiry, at least when used with care. In this exercise, students will be asked to analyze sets of data about the political, social, and economic lives of women in the twentieth century—employment statistics, numbers of women in elective and appointive office, polls about attitudes toward women in politics, data on women's participation in professions, wage data, birth rates, etc. One level of questions will require students to closely read the tables and answer questions like: Which groups of women (black v. white, married v. unmarried) have been most likely to work? Which professions have women been concentrated in?

Another set of questions will encourage students to consider the limitations of the statistics, e.g., the difference between results expressed as percentages versus raw numbers. For example, students might be asked to analyze the increasing numbers of women in the professions in the first half of the century, but then see the limitation of that analysis by looking at figures on women as a percentage of all professional workers, which declined from 44.1% in 1920 to 39.6% in 1950. Manipulating the statistics in different ways will allow students to evaluate how statistics can be used and misused. Finally, students will be asked to speculate on the meaning of the statistics. We will offer multiple choice answers to such questions. But in all cases, the answers will provide additional detail and nuance rather than simply tell students that they are right or wrong.

Houses and The People Who Live in Them: This exercise, in which students learn to look at houses as artifacts, draws on J. B. Jackson's essay "The Westward Moving House," where he presents the history of America from a seventeenth-century New England frame house to a twentieth-century Texas suburban house, not just in terms of the architectural detail, but the families who inhabited those structures (and their beliefs). In this exercise, we will include, for example, a New England Salt Box, a Southwestern adobe structure, a Southern Dog Trot, and a Midwestern balloon frame house on the prairie. Interactive exercises will ask students to match up family descriptions with house forms and to associate particular house forms with areas of the country and chronology. After successfully completing the exercises, students will be presented with a fuller analysis that "reads" the house. Another exercise would ask students to explore a particular house or its floor plan, using the representative historical documents that go along with that particular structure: floor plans (Historical American Building Survey), probate records, census materials, family papers. Here students could be asked questions based on their examination of these documents—issues about how people used objects, furniture, and furnishings (inventories); what do people think about their homes (family papers); how houses might be related to the presentation of the self.

• **Making Sense of History**: Closely connected to this expanded "Under the Magnifying Glass" will be a new feature that will provide detailed guidance to teachers on teaching with primary sources. The plethora of primary materials suddenly available to students (and teachers) on the Web can be a challenge as well as an opportunity. Students need help in making critical use of these materials; teachers need strategies for effectively integrating them into their teaching. To help teachers and students, "Making Sense of History" will include ten "Learner's Guides" on Primary Materials and the Use of Evidence. The Learners' Guides will have both teacher-directed and student-directed components. For students, the Learners' Guides will include introductory essays about different genres and types of primary materials, an outline of "critical reading strategies" addressing some of the questions that one might ask when working with different kinds of materials, and bibliographies of print and electronic resources. The Guides will include separate on-line introductions to different kinds

of primary materials found on the Web, such as: oral history, facsimile manuscripts, photographs, visual art, government documents, political cartoons, material artifacts, and film. The guides will draw upon the resources in "Many Pasts" as well as the interactive exercises in "Under the Magnifying Glass." The guides will be produced in collaboration with "The 'Visible Knowledge' Project" organized by Randy Bass's Center for Learning and Networked Knowledge at Georgetown University and slated for funding by a major foundation. As a result, although these materials will greatly enhance *History Matters*, we are not seeking NEH funds for their development and, hence, have not provided a detailed work plan.

- **Digital Blackboard:** We want to expand this to create a databank of at least seventy assignments covering the range of subjects taught in the survey. We will work with our advisors to determine key topics and themes that need to be addressed in the teaching assignments. In particular, we will ask David Jaffee, Ann Fabian and Neal Salisbury to suggest activities related to the early American primary documents they will be editing and adding to the site. Staff, advisors, and NMC teachers will also create assignments drawing on the primary documents from Visualizing the Past, Many Pasts, and Under the Magnifying Glass features of the site. We will advertise widely through the Internet and our existing circle of contacts—especially the teachers working with us in the New Media Classroom and with Randy Bass at the ASA Crossroads project—to find model assignments already in use in the classroom. We will pay teachers a modest honorarium (\$50) for both writing the assignments and a commentary on how the assignment worked in their particular classroom. Our staff will edit the assignments to insure that they follow a consistent format, address broad historical themes, follow sound pedagogical practice, and use quality resources. We will pay particular attention to soliciting assignments that require students to think about U.S. history in less conventional ways and include at least five assignments from classes taught outside the United States. We will also continue to link to exemplary assignments developed by the Library of Congress, the National Archives, and other education organizations on the Internet.

- **Student as Historian:** This feature provides teachers with models for their own assignments and offers students a broader audience for their work. It, thus, promotes and reinforces the seriousness of student's work and gives them a sense of public accountability. We will continue to solicit students' Web work through our network of teachers and on the site as well as through searching the Web for exemplary student work. We anticipate increasing the number of examples to around twenty-five as more teachers and students utilize the Web for presenting student projects.

- **Syllabus Central:** We have only just begun to collect and annotate survey syllabi. We want to have at least fifteen annotated syllabi that represent a range of different approaches to teaching U.S. history. This will be a unique resource for new teachers as they can learn through the annotations how different teachers conceptualize their survey courses. In the spirit of internationalization, we will

include four to six syllabi from those who teach the survey outside the United States—a unique comparative perspective on how American history is taught around the world.

• **Talking History:** The forums we have sponsored so far have engaged diverse audiences in discussing teaching strategies and issues with leading scholars. Although we ask teachers to subscribe separately for each discussion, an average of 150 have joined each discussion. The success of the 1998-99 forums convinced us of the importance of continuing them in 1999-2000. We obtained a grant from the New York Council for the Humanities, which will allow us to sponsor four forums this year: Ira Berlin on Slavery; Gary Gerstle on ethnicity and immigration; Linda Kerber on the Constitution; and John Kuo Wei Tchen on Asian-American history.

By lining up leading scholars as moderators, we put at the center of the discussion the question of how to infuse the latest scholarly insights into classroom practice. This area of the site, thus, will be the place where new scholarship and new modes of instruction are most directly linked. Although many excellent on-line discussion lists do offer discussions of teaching approaches and resources, the leading scholars in subject areas are generally not active participants in those lists. Our forums, therefore, provide a unique opportunity for classroom teachers to engage with renowned scholars. We are particularly happy that we have been able to foster an atmosphere of mutual sharing in these discussions. Responding to the cultural history forum, for example, Katie Curtiss, who teaches at a small community college in Northern Wyoming (Sheridan College) commented on “the generosity of sharing in this discussion” and noted that as someone “brand new in terms of using technology in the classroom this discussion has been extremely helpful.” She concluded that “the generosity of scholars to share ideas, Web sites and book lists [is] really inspiring. I find the whole project to be one which represents wonderful collegiality.” Although the active forums only last for one month each, we see them as long-term resources. The postings are archived and searchable by teachers looking for ideas about teaching a subject that was discussed earlier. They serve as an evolving on-line guide to teaching all of the basic subjects covered in the survey course. We will also post a separate list of resources that have emerged out of each forum.

We plan nine additional forums, three per semester over the year and a half of the grant, which will cover some of the most important topics included in any survey course. To lead those forums, we have lined up some of the most respected and influential scholars writing in U.S. history: American Indians (Fred Hoxie); labor (David Montgomery); rise of American imperialism (Emily Rosenberg); Religion (Christine Heyrman); Reconstruction (Eric Foner); New Deal and Depression (Alan Brinkley); family (Linda Gordon), African American (James O. Horton) and Internationalizing the Survey (Tom Bender). We think that these major figures will attract a substantial audience to the site; and will offer useful insights to survey teachers.

• **Past Meets Present:** By its nature, this feature is not one that can be readily planned in advance. We think that it is important to convey to students (and teachers for that matter) the message that history is not dead, but connected to how we live our lives everyday. Although we cannot predict the current issues that might come up during the eighteen months of this grant, we can suggest some of the topics that we might have addressed had this idea been in operation in 1999—e.g., the Scopes case (in relation to the teaching of evolution in Kansas), or U.S. responses to the Holocaust (in relation to Kosovo). In addition, we want to broaden our focus beyond the direct linkage between current events and the past. We also want to use this section to consider how the past constantly interacts with different presents. Thus, we might, for example, consider the continual revisions of the Titanic story, exploring how different stories (and lessons) have been told at different times through this particular saga. In general, we will pay particular attention to how the past is represented in contemporary popular culture.

We will develop at least six on-line essays (two per semester) that respond to similar issues. Again, we hope to draw in at least two non-U.S. based scholars to this effort in order that students (and other teachers) can see how the links between past and present are conceptualized differently in different contexts.

• **Secrets of Great History Teachers:** Good teaching is more often honored in rhetoric than reality. And great teachers are generally known locally within their own schools, but less often to a larger national group of colleagues. Our goal in this section of the site is, in part, to identify and honor those people who have taught with excellence, dedication, and distinction. But more than that, we believe that these teachers have lessons to offer the rest of us and that there are remarkably few forums for hearing their wisdom. The *History Teacher* has published print versions of our interviews with Bigler and Oldham and is interested in publishing the entire series, which brings them to another audience and also publicizes *History Matters* further. To the three interviews that we already have placed on line, we are planning on adding another ten. We have assembled a preliminary list of twenty possible teachers to include; these have been culled from lists of winners of American Historical Association and Organization of American Historians teaching prizes; winners and finalists in National Teacher of the Year competitions; recommendations from people actively involved in history teaching like Bill Weber, the editor of the *History Teacher*, and leaders of the AHA and OAH. We will include at least two non-U.S. based instructors in the final selection of interviewees. Our goal will be to represent the diversity of settings in which good teaching takes place (different kinds of schools, levels of instruction, and locations, including outside the United States) and the diversity of approaches used by good teachers (lectures, discussion, role playing, interdisciplinary collaboration, etc.)

As before, the interviews in "Secrets of Great History Teachers" are accompanied by portraits and accompanying illustrations that serve as emblematic summaries of conceptual points. These visual

items help to make the information more accessible and interesting, and also expand the conception of how ideas may be uniquely expressed and understood in the medium of the Web. This visual approach characterizes the *History Matters* Web site as a whole: we have striven to make the appearance of the site—including its interface design, page layouts, icons, and logos—complementary to the learning process, creating a perceptual context that is attractive and comprehensible to users while also providing pictorial cues that enhance various features' ideas and information. This belief in the interplay of form and content requires a certain flexibility to respond to user needs and we are committed to periodic revisions in design to enhance the utility of *History Matters*

B. Publicity, Dissemination, Evaluation, and Continuation

In the early days of the Web (way back in 1995!), people would find their way to any site of good quality. But “build it and they will come” is no longer a viable strategy. Making the audience aware of your site is an important part of what any site must do; in effect, in this self-publishing medium, you need to take on the traditional advertising and marketing functions of the publisher.

We have already done substantial publicity to make teachers aware of the site. For example, we have done a mailing to 7,000 college and high school history teachers, sent multiple notices to all the H-NET lists, and written articles and announcements for the newsletters of the major scholarly organizations (Organization of American Historians, American Historical Association, and American Studies Association). We have written more targeted letters to people prominent in history and social studies education such as the 140 members of the Social Studies Education Consortium as well as to instructors who teach social studies methods courses in schools of education. We have also made a systematic effort to insure that the site is listed in search engines and in specialized sites that attract educators.

We have also used more commercial devices to attract attention. “As people wander by your site,” recommends Web designer David Siegel, “hold out a basket of goodies to tempt them.” Contests and prizes are one obvious form of what he calls Web “fish food.” In that spirit, we have devised a monthly history puzzle with a prize (a coffee mug with our Web address) for the first ten people who solve the puzzle. In December 1998, for example, visitors were shown an altered New Deal mural and challenged to recognize the historical anachronism we had created by reversing gender roles. Our April 1999 puzzle took a different approach by showing engravings from three contemporary mid-nineteenth century pictorial newspapers and asking visitors to decide (from several possible choices) what event they depicted. In these and other ways, we hope that our puzzles are actually more than just a publicity “gimmick.” We are trying to come up with puzzles and contests that make some pedagogical point. Looking for historical anachronisms and identifying and comparing pictorial

depictions of events prompt students to closely read historical images and think about historical context. We are pleased that teachers are making use of the puzzles in their own teaching.

After the expansion of the site, we will do another round of similar publicity work to build awareness of this resource, including another mailing to at least 7,000 teachers as well as similar targeted mailings. Another way of publicizing the site and disseminating our work is to present papers and workshops at professional conferences and universities. We have already been active in doing this—speaking at the Oral History Association, the National Council on Public History, the American Historical Association, and National Council of Social Studies annual meetings as well as to numerous workshops for college and high school teachers at University of Rochester, Clark-Atlanta University, Vassar College, Georgetown University, Pulawy, Poland, Carnegie-Mellon University; we will continue that work under this grant.

We have already begun gathering information to assess the effectiveness of the site—for example, through our conversations at the NMC workshops and through registration forms that some visitors to the site complete. We will expand those efforts under this grant—collecting feedback from the comments feature on the site as well as from the teachers in the NMC seminars. In addition, we will hire an educational evaluator in conjunction with our NMC program, to review the site, observe its use by teachers and students in a variety of settings and evaluate its strengths and weaknesses. In consultation with the evaluator we will develop an evaluation form to send to a broad sample of people who sign the site guest book or participate in a forum. These responses will be periodically reviewed with our advisory board. In addition, at the end of the project, we will systematically review all evaluation materials and use them in writing up reports on the project to be presented at scholarly meetings and published in journals and newsletters.

We envision *History Matters* as a permanent resource for teachers, and we are committed to seeking additional funds to maintain the site after the end of funding. In fact, CHNM has applied to NEH for a challenge grant that would start an endowment; that endowment would allow us to appoint post-doctoral fellows and work on *History Matters* would be one of their responsibilities. Both ASHP/CML and CHNM have an institutional base that provides for stability and on-going commitments to the Web site as part of our long-term mission. The grant would, thus, bring the site to a level of comprehensiveness and completeness that would allow it to be maintained without additional major grants. (*See Appendix II for Plan of Work*).

- VI. Project Team -

The team that will conceive, produce, and evaluate this project possesses a unique mix of scholarly, educational, artistic, and production talent and expertise. Working in collaboration, we have

been engaged for almost two decades in rethinking the ways historical ideas and information can be conceived and presented most effectively to both students and the public.

Our interest in making innovative use of new media grows directly out of our successful work in developing one of the first scholarly based CD-ROMs about U.S. history—*Who Built America? From the Centennial Celebration of 1876 to the Great War of 1914* (published by Voyager in 1993), which won the American Historical Association's James Harvey Robinson Prize for "outstanding contribution to teaching." Since the publication of that disk, we have been involved in other new media projects aimed largely at educational audiences, including development of a sequel to the original disk, *Who Built America? From the Great War of 1914 to the Dawn of the Atomic Age in 1946* (now in production and to be published by Worth in 2000); a game-like exploration of key moments in U.S. social history (*Landscapes in Time*); and a Web/CD-ROM project on the French Revolution for high schools and colleges (*Liberty, Equality, Fraternity: Exploring the French Revolution*). These projects have received support from the Public Programs divisions of NEH, the Rockefeller Foundation, and the Florence Gould Foundation.

This work in new media is solidly rooted in extensive and ongoing work in traditional media and in curriculum development. The ASHP's "Who Built America?" multimedia curriculum—including the two-volume comprehensive social history of the United States (Pantheon, 1990, 1992; new edition forthcoming from Worth in 2000) on which the *WBA?* CD-ROMs are based, and a ten-part documentary video series—has been widely used in high school and college classrooms. The development of this curriculum was funded by major grants from NEH, the Ford Foundation, the Rockefeller Foundation, four state humanities councils, and several smaller private foundations. And since 1989 ASHP has worked closely with high school and college faculty across the country, providing them with educational tools and leading hundreds of professional development workshops and seminars. Faculty from history, English, and the social sciences explore social history scholarship, innovative pedagogy and multimedia resources, aiming to enhance curricula, improve instruction, and strengthen student achievement. ASHP's ongoing education work has been funded by major grants from the Aaron Diamond Foundation, the DeWitt Wallace-Reader's Digest Fund, and the Pew Charitable Trusts.

This proposal benefits from bringing together the resources of two different universities with complementary constituencies. The Center for History and New Media (CHNM) is at George Mason University, the Northern Virginia campus of the state university system in Virginia. GMU serves a heterogeneous student body (diverse in ages and ethnic and racial composition) of about 24,000 students. Located amid one of the greatest concentrations of information technology firms in the United States, GMU has taken a strong interest in information technology, in general, and in the use of new technology in teaching, in particular. In addition to its work with ASHP, CHNM has worked on

numerous projects in new media, including: experiments in publishing on-line hypertext scholarship (in collaboration with *American Quarterly* and the *Journal of American History*); the development of a technology-enriched version of the history survey course (supported by the Mellon Foundation); and an experiment in collecting the history of science and technology on line through a pilot focused on the New York City blackouts, which is funded by the Sloan Foundation. CHNM also oversees a minor in Information Technology for liberal arts majors at GMU, runs a History Masters degree track in new media, and will soon launch a doctoral program centered on history and new media.

The American Social History Project is based at the Center for Media and Learning of the Graduate School and University Center of the City University of New York, a nineteen-campus system that serves more than 210,000 students from all over the world in the nation's largest city. CUNY has made a major commitment in the past three years to expanding faculty and student uses of new media to improve teaching and learning. And the Center for Media and Learning has helped pioneer innovative uses of a variety of media to enhance teaching and learning both in and beyond the classroom, including launching CUNY's New Media Lab, based at the Graduate School and University Center, which brings together institution-wide human and technical resources in a major new effort to develop and improve new educational technologies.

Thus, this project team combines a very strong grounding in both traditional humanities scholarship and substantial experience in producing and using the latest technology for the teaching and public presentation of history. Few, if any, multimedia producers can match CHNM and ASHP's extensive experience in systematically testing materials and methods in a wide range of educational settings. We are one of the few groups working in the field that brings together what we see as the necessary combination of skills in all the relevant areas for presenting history in these new forms. Our connection to the New Media Lab at the Graduate Center of CUNY insures that we are aware of the latest developments in multimedia and Web development as well as the opportunity to "test" the efficacy of innovative applications for Web use. For example, we are currently exploring how to apply innovative visualization and editing programs such as SoftImage and AfterEffects (which offer compelling ways to enhance the presentation of information as well as interactivity) to the Web. Stephen Brier, Co-Director of the New Media Lab and Associate Provost for Instruction Media at the City University of New York, serves as an advisor to the project on new instructional technologies, software, hardware, and university concerns and policies on new media as well on legal and copyright issues. At GMU, we similarly benefit from our participation in the newly created Advanced Learning Technologies Group—most of which is centered in the School of Information Technology and Engineering. Assisting in our Web design and programming efforts will be Michael Piccorossi, a faculty affiliate at CHNM who has experience in both education and in the commercial world as a Web

developer for *U.S. News & World Report*. (See Appendix I for project leaders and consultants and Appendices III and IV for vitae and letters of commitment.)

– VI. Technical Requirements –

History Matters is mounted on a Macintosh G3 Web server with 340 megabytes of RAM and a 6 gig hard drive. We run Web Star 4.0 as our Web server software and use Tango for Filemaker Pro to serve up the databases. The databases are served from a separate G3 server. Our audio is loaded on a RealAudio Unix server at GMU. The Talking History forums are accessed through a Unix server with L-Soft Listserve software at the Graduate School and University Center of CUNY. Although Macintosh Web servers are less widely used than Unix or Windows NT, they offer high performance and security at a more reasonable development and maintenance cost. They are more than adequate for all but very high volume sites.

labor history.

Emily Rosenberg (imperialism): DeWitt Wallace Professor of History at Macalester College; former president of the Society for Historians of American Foreign Relations; author of important monographs in U.S. diplomatic history as well as major classroom texts.

– APPENDIX II – Plan of Work

July 2000 through September 2000

- work with historical advisors to evaluate existing resources—especially Web annotations
- meeting with teachers in the NMC seminars to evaluate existing resources and solicit new resources
- begin soliciting additional teaching assignments, annotated syllabi, student work over Internet and through personal contacts
- meetings with advisors (Grele, Gluck, Ritchie, Salsbury, Fabian) to develop topics and archive sources for Many Pasts
- associate editor (Jaffee) begins researching and selecting documents for Many Pasts
- schedule preliminary research trips for documents and pictures
- begin to develop visual history feature
- begin researching pictures and oral histories
- finalize Talking History moderators schedule initiate September forum
- select and contact teachers for interviews for Secrets of Great History Teachers

October 2000 through December 2000

- revise guidelines for Web site annotations based on advisors' (Bass, Hewitt, Schulkin) comments
- revise existing and begin new Web site annotations
- continue soliciting teaching assignments, syllabi and student work
- continue research and selection of Many Pasts documents
- begin writing head notes for Many Pasts
- initiate Talking History Forums for October and November
- develop Under the Magnifying Glass exercises
- continue oral history and visual research
- solicit, edit and program two Past Meets Present features
- begin interviews for Secrets of Great History Teachers
- ASHP Board (serving as project advisory board) meets: reviews current state of site and makes recommendations for changes

January 2001 through March 2001

- continue writing and editing Web site annotations (one-half completed and posted)
- continue research and writing headnotes for Many Past
- make oral history selections and order material
- begin layout and initial programming for Under the Magnifying Glass
- evaluate submissions and edit teaching assignments, syllabi and student work
- continue research and writing on visual history feature
- initiate Talking History Forums for February and March
- continue interviews for Secrets of Great History Teachers

April 2001 through June 2001

- begin digitizing, editing and sweetening audio for oral histories
- begin layout and programming of visual history feature
- continue writing and editing Web site annotations
- make final selections and edit Many Past in consultation with advisors
- begin digitizing text documents
- begin programming teaching assignments and syllabi
- initiate Talking History Forum for April
- continue writing and programming of Under the Magnifying Glass exercises
- develop publicity plan and begin designing publicity mailing and ads
- solicit, edit and program two Past Meets Present features
- edit interviews and begin illustrations for Secrets of Great History Teachers
- ASHP Board meets and evaluates progress of project

July 2001 through September 2001

- evaluate completed aspects of the site in discussion with NMC seminar participants
- write headnotes for oral histories, begin programming audio
- complete writing and editing headnotes for Many Past documents
- continue digitizing Many Past text documents
- begin layout, programming, and posting of Many Past documents
- continue writing and editing Web site annotations (three-quarters completed)
- complete layout and programming of visual history feature
- continue writing and programming of Under the Magnifying Glass exercises
- complete programming of teaching assignments, syllabi and student work
- complete publicity designs, purchase mailing lists, place ads
- solicit, edit and program two Past Meets Present features
- edit, illustrate and begin programming Secrets of Great History Teachers

—initiate Talking History Forum for September

October 2001 through December 2001

- complete programming of Many Pasts documents
- complete programming of Under the Magnifying Glass
- complete oral history programming
- complete programming of Secrets of Great History Teachers
- complete Web site annotations with advisors' review and edit
- initiate Talking History Forums for October and November
- publicity mailing, announcements and presentations
- send out evaluation forms to people who have signed guestbook or participated in forums
- ASHP Board meets and evaluates progress

Several aspects of the project require on-going work including developing, designing and programming the monthly puzzle, evaluating and improving the functionality of the site, promoting the nine Talking History Forums through H-Net announcements, maintaining the forums' listserv lists, upgrading server software and maintaining the server. In addition, we will be posting web site annotations, many pasts documents, and other features of the site as soon as they are completed rather than waiting for the end of the project.