

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



Picturing America School Collaboration Projects
Institution: Sumter County



NATIONAL
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DIVISION OF EDUCATION
PROGRAMS

1100 PENNSYLVANIA AVE., NW
WASHINGTON, D.C. 20506
ROOM 302

PASCP@NEH.GOV
202.606.8500
WWW.NEH.GOV

National Endowment for the Humanities Division of Education Programs

Narrative Section of a Successful Application

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, or résumés.

Project Title: Out of the South: The Great Migration

Institution: Sumter County

Project Director: Booth Chilcutt

Grant Program: Picturing America School Collaboration Projects

OUT OF THE SOUTH

The African American Migration North

Intellectual Rationale

The “Great Migration” is the movement of thousands of African Americans from southern states to northern states around 1910 until 1930. This population movement is important for two reasons: first, it is the largest mass movement in America’s history, and, second, it resulted in a dramatic environmental change for Black and White Americans. There were many catalysts for this movement, one of which was the beginning of World War I. Another was the effect of the boll weevil on the cotton crops in the rural south. Additionally, many migrants were trying to escape the discrimination and danger of lynching in the south.

Two 2-day Picturing America teacher conferences are designed to tell the story of migration through various aspects of history and culture. Included in the conference experience are a consideration of post-Civil War and post-reconstruction conditions in the South, a discussion of the reasons for the migration, a description of the transformation in the life of the migrants once they moved from rural to urban areas, a brief history of the rise of Harlem and the migrant’s impact on the Harlem Renaissance, and an evaluation of the results of the migration.

All aspects of migration will be examined by analyzing and examining the art of Jacob Lawrence as a sort of road map to the migration. Jacob Lawrence described his thoughts on the “Great Migration” and his life in an interview with Alan Govenar, September 3, 1998, which can be found in the book African American Frontiers: excerpted at www.inmotionaame.org/texts. Lawrence was a child of the migration. He grew up in

Harlem, New York, but was born in Atlantic City New Jersey. His Mother was born in Fredericksburg, Virginia and his father in South Carolina. His family moved up the coast and settled in various places as they migrated north. The last place he remembers living before Harlem are Easton Pennsylvania, and Philadelphia, Pennsylvania. His parents separated and he and his sister and brother were raised by their mother who worked as a domestic.

Lawrence maintains that one of the reasons he created the migration series of paintings was that he and his family were a part of the migration. As an adult he became quite aware of the movement of Africans Americans from south to north and its significance. He began thinking about the migration series in 1939 and completed the sixty panel series in 1941. He gained his inspiration through talking with people who came up from the south. He also explains the rationale of the series this way. *“And it shows the people, North, South, North, South, North, South, with the panels alternating like that”*. *“This was happening in the South, we moved north, happening in the South, we moved north, happening in the South we moved north, until sixty panels were completed”*. By examining the life and art of Jacob Lawrence, teachers will gain an appreciation for visual literacy and history while analyzing historical events.

An examination of the way in which Jacob Lawrence used bold colors and patterns to tell the story of the Great Migration of African Americans will provide an unparalleled view of culture that will make history lessons more interesting.

The conferences are designed to promote collaboration between the teachers and visiting scholars, strengthen visual literacy and introduce the various functions of American art such as: descriptive/documentary, didactic, metaphorical, and allegorical.

The conferences will highlight the social and cultural context of art and demonstrate interdisciplinary teaching strategies. Participants will explore connections to literature and music and visit other local cultural institutions. Other major subject areas of the proposed 2010 conferences include a closer examination of actual maps and the role the railroad played in the migration. The intended impact of the project on educators and their students are a solid understanding of the experience of African Americans in the twentieth century and additional historical context that will allow them to use visual culture and primary documents effectively in their own teaching; prepare teachers to teach their students how to place visual images in historical context, raise questions that illuminate the meaning and significance of art and primary sources and draw conclusions.

Content and Design

We propose two 2-day conferences for 25 teachers each. We will use an interdisciplinary approach as we probe the “Great Migration” through the visual images of Jacob Lawrence. The institutes are organized topically into six major parts: Visual Analysis of Jacob’s Lawrence’s Great Migration Series; the history of the Great Migration; the Great Migration and literary imagination; the impact of migration on the music of the Harlem Renaissance, August Wilson’s depiction of urban life after migration; the use of primary sources and visual art in the classroom. The institute format has been designed for presentations by scholars, discussions with scholars, discussions of readings, gallery walks, participation in theater monologues, the use of primary sources, the study of visual sources, small group work, and the use of maps in examining events, culture, and local community. Scholarship, discussion, oral histories, photographs and

music will establish a broader context for the use of visual art by teachers in their classrooms. They will also obtain tools and develop strategies for engaging their students.

The first conference will be held for high school teachers on Monday and Tuesday August 9th and 10, 2010. The institute will meet both days in the morning and the afternoon. The teachers will work over lunch. The morning sessions are scheduled from 8:30 to 11:30; afternoon sessions are scheduled from 1:00 to 3:30. The second conference will be held for middle school teachers on Wednesday and Thursday August 11th and 12th 2010. The same time frame and program format will be repeated for the middle school teachers.

Three pre-events will occur before August 9th. During the entire month of July 2010 the Sumter Little Theatre has agreed to add August Wilson's play *Joe Turner's Come and Gone* to its 2010 schedule. All selected conference teachers will be encouraged to attend. On Sunday August 8th the Sumter County African American Cultural Society will open a special exhibit titled the *Traveling Trunk Exhibit*. All selected conference teachers along with conference scholars will receive a special invitation to attend the opening reception and exhibit. The *Traveling Trunk Exhibit* will display items that the migrants would have taken with them on their journey north knowing they would not be returning to South Carolina. The Phillips Gallery in Washington, DC will provide permission for the Sumter County Cultural Commission to enlarge, mount and display copies of all 60 art panels in the Jacob Lawrence series. The display will be on exhibit in the Cultural Commission's Gallery beginning in July through the end of the conferences. The public will also be able to view the panels. Participants will also read books prior to the conferences (see appendix 1) to acquaint themselves with topics and themes to be covered during the week

and to aid in discussion. A field trip has been planned to the Sumter County Library to review resource materials and primary sources. (See appendix 2) for list of books and DVDs on corresponding subjects.

Prior to the conferences we will ask participants to send a statement of what they plan to achieve during the two-day conference. Based on this information we will create tentative groups to work collaboratively on lesson plans. We will also ask for a short profile on each teacher and distribute this prior to the conference so that the getting acquainted process is underway when we convene on August 9th. Each day of the conference will have its own bibliography.

Orientation to the Conferences: Teachers, project director, staff, and participating scholars who are in the area will gather on Sunday evening August 9th at the Sumter County African American Cultural Society for a reception, Jazz and the opening of the *Traveling Trunk Exhibit*.

Day 1- Monday

- Dr. Mark David will open the conference, welcome everyone and lay out his vision and expectations for the conference.
- Dr. Suzanne Wright, Director of Education, The Phillips Collection will serve as the conference keynote presenter and present a slide presentation and visual analysis of Jacob Lawrence's Great Migration Series, followed by discussion and questions and answers.
- Dr. Patricia Sullivan, the African American Studies Department at the University of South Carolina will lead teachers in a seminar discussion about the history of the great Migration and the visual history of the period. There will also be a

- Dr. Gerald Early of Washington University in St Louis, Mo who is a professor of English and African American Studies and of American Cultural Studies directs the “Teaching Jazz as American Culture” Summer Institute and will offer teachers an exciting opportunity to learn about the impact of migration on the music of the Harlem Renaissance. Dr. Early’s session will occur over lunch and will be combined with a working lunch discussion and interaction by the participants.
- The Participants will make a field trip to the Sumter County Library for the review of literature, photographs, oral histories, and primary sources. This session will be facilitated by Robert Harden Director of the Sumter County Library along with Dr. Tom Powell, History Professor at the University of South Carolina Sumter Campus. Dr Powell will introduce the teachers to maps as primary sources to include any artistic features on the maps, and lead a discussion on the role of the railroad in migration. Railroad art will also be viewed.

Day 2- Tuesday

- Dr. Mark David will begin the day with a review of day one and an overview of day two. Dr. Jerry Ward of Dillard University, a leading Scholar on Richard Wright will present on the works of Richard Wright and facilitate a discussion on

- Dr. Val Littlefield, Assistant Professor, History Department, University of South Carolina will present a seminar on African American History in the Classroom. Dr. Littlefield will lead a seminar and discussion on the history of the Great Migration and how it can be used in an interdisciplinary manner in the classroom. In this session the participants will learn how African Americans took with them their music, literature, family structure, customs, and food as they moved north.
- During lunch the teachers will engage in the reading and interpretation of monologues from August Wilson's Joe Turner's Come and Gone. The reading will be done under the direction of Eric Bultman Director of the Sumter Little Theatre. There will be time allocated for discussion of the readings.
- Dr. Minuette Floyd is Art Education Professor, University of South Carolina and contributor to the Jacob Lawrence and Migration series Teaching Kit for the Phillips Collection. Dr Floyd will work with the teachers on the use of the Jacob Lawrence Teaching kit in the classroom. Additionally Dr. Floyd will lead the teachers in a discussion about using visual literacy and interpreting patterns, colors, and shapes. Dr Floyd's session will be a curriculum session and an ideal session to end the conference.
- Dr. Mark David will conclude the conference for high school teachers with a short closing discussion facilitated by Dr. Tom Powell. Participants will be directed to

The second conference will be held on Wednesday and Thursday August 11 and 12th for 25 middle school teachers. The same scholars will be used and the same format will be followed.

Faculty and Staff

This section provides an overview of faculty, staff and nationally known scholars. Vitas and letters of commitment are found in (Appendix 3)

Dr. Mark David will serve as project Director. As Chair of the Religion and Humanities Department at Morris College in Sumter South Carolina, Dr. David will provide critical guidance, personal and institutional support for the Picturing America Teacher Conferences. Dr. David will work with the Sumter County Cultural Commission and the Sumter County African American Cultural Society and ensure that a well designed conference is implemented. Dr. David has decades of experience and learning in the humanities. **Mr. Booth Chilcott** will serve as Site Coordinator. As Executive Director of the Sumter County Cultural Commission he has years of experience in events planning and conference coordination. Chilcutt manages all logistics and cultural activities at the Cultural Commission which consists of the Patriots Hall Performing Arts Center, an art gallery, the Sumter Little Theater, and conference facilities. Additionally he oversees the awarding of grants for arts related projects in Sumter County.

Audrey Maple will serve as Administrative Assistant. She is responsible for all administrative duties at the performing arts center to include facility bookings and registrations.

Doris Dupree will serve as the teacher liaison. In that role she will work with the participant teachers on all communications, the teacher website and coordinate teacher activities.

Suzanne Wright is Director of Education at the Phillips Collection in Washington DC. In that role she oversees and evaluates the museum's interpretive programs and products for school, teacher, family community and adult audiences. She also designs the museum educational products including teaching kits. She is responsible for the design and publication of the Jacob Lawrence Migration Series teaching Kit. Dr. Wright will serve as the keynote presenter for the high school and middle school conferences.

Patricia Sullivan. Sullivan's area of specialization is twentieth century United States, focusing particularly on the African American experience and race relations. She is Associate Professor of History and African American Studies at the University of South Carolina. Dr. Sullivan will present and lead the discussion on the History of the Great Migration.

Gerald Early is one of the country's most important scholars on Jazz and American Music. Dr. Early is the Merle Kling professor of modern Letters and the Director for the Center for the Humanities at Washington University in St. Louis, Mo. Dr. Early will lead a presentation and discussion on the impact of the migration on the Harlem Renaissance and Jazz music.

Robert Harden is the Executive Director of the Sumter County, South Carolina Library system. In that role he is responsible for all the libraries and library literacy programs in the county. During the conferences he will work with the teachers by providing a variety of materials on Jacob Lawrence the artist and the great migration. He

will help identify primary source material from the SC State Library and the Caroliniana Archival Library. The teachers will participate in a field trip to the library.

Tom Powell is professor of History at the University of South Carolina Sumter Campus. He is also on the Board of the Sumter County African American Cultural Society. Dr. Powell will work with the teachers on mapping the great migration and on the role the Railroad played in the Great Migration.

Gerry Ward is a scholar on the works of Richard Wright. Dr. Ward is on the faculty of Dillard University in New Orleans. He will lead a discussion on *Black Boy* and other works of Richard Wright that has themes of the great migration north to urban cities.

Eric Bultman is the Executive Director of the Sumter Little theater and on the faculty at USC Sumter. Bultman will produce and direct August Wilson's play *Joe Turner's Come and Gone* during July 2010. The play will be presented in six performances. Conference teachers will be encouraged to see the play before the conference begins. Bultman will also work with the teachers on the reading of Joe Turner Monologues at a working lunch on the second day of the conference.

Valinda Littlefield is Assistant professor, History at the University of South Carolina Columbia, SC. Her major field is African American History. She also has extensive experience in curriculum and instruction and programming in African Studies. Dr. Littlefield will present and lead a seminar discussion on the great migration and how it can be used in the classroom curriculum.

Minuette Floyd is Art Education Professor at the University of South Carolina. Dr. Floyd has worked with the Phillips Collection in implementing the Jacob Lawrence and the Migration Series Teaching Kit. Dr. Floyd worked with the Phillips Collection to

utilize the teaching kit with teachers and students in Columbia, South Carolina. Dr Floyd will lead the teachers in a discussion about visual literacy and the use of patterns, colors and shape in the classroom.

Institutional Context

The Sumter County Cultural Commission complex is one of the largest cultural institutions in the midlands area of South Carolina. The Commission is home to the Patriots Hall Performing Arts Center, The Sumter County Art Gallery, The Sumter Little Theatre and a conference facility. The facility has a large fully equipped kitchen and two large board rooms. Programming at the complex consists of art exhibits, jazz concerts, ballet performances, literary events, and educational seminars. The Cultural Commission is supported by Sumter County and is directed by Booth Chilcott. The Picturing America conferences will be held in both larger and smaller seminar conference rooms. Plenary sessions will be held in larger seminar rooms. Smaller rooms are available for smaller group work, round table discussions, one-on one conversations with scholars and group collaborations. The facility also has fully equipped working classrooms for artists and state of the art technology equipment. Participants will have access to copy machines, phones and faxes. The Sumter County library is within walking distance and has excellent computer facilities. Parking is free and plentiful.

Eligibility and Selection of Participants

Eligibility will be limited to teachers at area middle and high schools who have received the Picturing America images. The participants will be recruited through an application form (the standard form prepared by NEH for summer institutes) we will request a resume and brief essay which will focus on how the institute will impact the

participant's teaching and use of visual literacy in the classroom. A selection committee comprised of members of the Commission Board, the African American Cultural Society, and the Project Director will establish selection criteria based on NEH guidelines. They will read and evaluate the applications and select the most promising candidates. We will look for commitment as teacher and educator, commitment to participate fully, and indication that the experience will enhance the applicant's teaching. We will personally be available to visit the eligible schools and make presentations about the conferences. A second list of alternates will also be selected.

Professional Development of Participants

Upon completion of *Out of the South: The African American Migration North*, all teachers will be awarded certificates of completion and a letter confirming attendance and specifying the contact hours of the conferences. We will work with USC's College of Ed to award CEU's. Interested teachers will pay a fee directly to USC.

Dissemination and Evaluation

We will develop a list serve so that participants can collaborate and share information before and after they leave the institute. A web-site will be developed and participant work will be incorporated into the site. Resources, lesson plans, teaching strategies, art, primary and secondary sources and a bibliography and guides to audio and visual resources will be placed on the web-site. At the end of both conferences participants and scholars will be asked to complete a survey evaluating the usefulness of readings, discussions, scholar presentations, activities, facilities, and materials. We will also send another survey to participants in November asking them to evaluate how attending the conferences impacted their classrooms.

Appendix 1: Detailed Agenda

OUT OF THE SOUTH: THE AFRICAN AMERICAN MIGRATION NORTH

Conference for High School Teachers

August 9 - 10, 2010

SUNDAY August 8

5:00 p.m. Reception, Jazz music, and Traveling Trunk Exhibit
Sumter County African American Cultural Society

DAY ONE

MONDAY August 9

8:00 Breakfast (provided)

8:30 Welcome and introduction to the conference and the goals to:

1. Observe and demonstrate models of teaching American Art, History, and culture with the picturing America portfolio and Accompanying Teachers Resource Book; and
2. Explore the curricular value of picturing America for core subjects (For example using images in the teaching of history or literature as A powerful investigative tool, a stimulus to Socratic inquiry, or a catalyst to improve student writing)

9:00 Suzanne Wright, Keynote and visual analysis of Jacob Lawrence's Great Migration Series, followed by discussion.
Readings: *Lawrence, Jacob. The Great Migration: An American Story Jacob Lawrence paintings, Drawings, and Murals.*

10:15 Break

10:30 Patricia Sullivan, The History of the Great Migration and the visual history of the period. Contrasts will be drawn with the other Twentieth Century migrations using images from the series like *the Doreatha Lange image Mother, 1936 (80)*. Teacher round table discussions will occur.
Readings: Select one. *Black Exodus: The Great Migration from the American South; Black Protest and the Great Migration*

12:00 Lunch: Gerald Early, The impact of the migration on the Harlem Renaissance using jazz portraits, music and discussion. How through the study of Jazz can rethink aspects of teaching history, literature, music art and film while broadening students understanding of the impact that an artistic movement can have.
Readings: Select one. *Autobiography of Black Jazz; Voices of the Harlem Renaissance; Essays on American Culture;*

1:30 Break and travel to the Sumter County Library for sessions with Robert Harden and Thomas Powers for a review of the literature, and primary sources and an introduction to maps as primary sources, with discussion on the role the Railroad played on the migration.

Readings: Select One. *The History of the Black Experience Through Documents; From Slavery to Freedom: A History of African Americans; Historical Guide to Langston Hughes; Rose Piper: Slow Down Freight Train; Using Primary Sources in the Classroom (pages 117-135) the use of maps as primary sources; "Sir I will Thank You with All My Heart." Seven Letters From the Great Migration;*

3:30 Adjourn

DAY TWO

TUESDAY August 10

8:00 Breakfast (provided)

8:30 Welcome and review of day one and overview of day two

9:00 Jerry Ward, The Works of Richard Wright, and discussion of *Black Boy*. Romere Bearden's *The Dove, 1964 (74)* in the portfolio will be used to demonstrate how Bearden used collage to express the disjunction of the African American Experience.
Reading: *Black Boy*

10:15 Break

10:30 Val Littlefield, The History of the Great Migration and how it can be used in an interdisciplinary manner in the classroom and discussion on how the picturing America images can be used by teachers in the classrooms.
Readings: Select One. *New Negro: Readings on Race, Representation, and African American Culture, 1892-1938; Hearing Eye: Jazz & Blues Influences in African American Visual Art; Portraits of the New Negro Woman: Visual and Literary Culture in the Harlem Renaissance.*

12:00 Lunch: Eric Bultman directs teachers in the reading of Monologues from August Wilson's play, *Joe Turner's Come and Gone* and teachers explore most fully the collage motif and rendering of a fragmented culture. *The Dove, 1964 (74)* in the portfolio. Teachers will discuss the concept of creating collages out of the forced fragmentation of the Great Migration just as Romere Bearden and August Wilson established a cohesive African-American cultural heritage with their artistic vision.
Readings: *The Play Joe Turner's Come and Gone; May All Your Fences Have Gates: Essays on the Drama of August Wilson.*

1:30 Break

2:00 Minuette Floyd, Discussion on Visual literacy and interpreting patterns, colors, and shapes. Curriculum session on the Jacob Lawrence Teaching kit and the Picturing America Resource Book.
Readings: *Learning In and Through the Arts: Practices, Products, and Content*

3:30 Wrap-up discussion will occur about ways in which the Picturing America collection can be used with other content studies. During the Wrap-up session a follow-up meeting with teachers in January will be scheduled on their calendars to share ways in which the Picturing America collection has been used to enhance their curriculum.

Adjourn

Conference for Middle School Teachers

August 11-12, 2010

SUNDAY August 8

5:00 p.m. Reception, Jazz music, and Traveling Trunk Exhibit
Sumter County African American Cultural Society

DAY ONE

WEDNESDAY August 11

8:00 Breakfast (provided)

8:30 Welcome and introduction to the conference and the goals to:

1. Observe and demonstrate models of teaching American art, history, and culture with the picturing America portfolio and accompanying Teachers Resource Book; and
2. Explore the curricular value of picturing America for core subjects (For example using images in the teaching of history or literature as a powerful investigative tool, a stimulus to Socratic inquiry, or a catalyst to improve student writing)

9:00 Suzanne Wright, Keynote and visual analysis of Jacob Lawrence's Great Migration Series, followed by discussion.

Readings: *Lawrence, Jacob. The Great Migration: An American Story Jacob Lawrence paintings, Drawings, and Murals.*

10:15 Break

10:30 Patricia Sullivan, The History of the Great Migration and the visual history of the period. Contrasts will be drawn with the other Twentieth Century migrations using images from the series like *the Doreatha Lange image Mother, 1936 (80)*. Teacher round table discussions will occur.

Readings: Select one. *Black Exodus: The Great Migration from the American South; Black Protest and the Great Migration*

12:00 Lunch: Gerald Early, The impact of the migration on the Harlem Renaissance using jazz portraits, music and discussion. How through the study of Jazz can rethink aspects of teaching history, literature, music art and film while broadening students understanding of the impact that an artistic movement can have.

Readings: Select one. *Autobiography of Black Jazz; Voices of the Harlem Renaissance; Essays on American Culture;*

1:30 Break and travel to the Sumter County Library for sessions with Robert Harden and Thomas Powers for a review of the literature, and primary sources and an introduction to maps as primary sources, with discussion on the role the Railroad played on the migration.

Readings: Select One. *The History of the Black Experience Through Documents; From Slavery to Freedom: A History of African Americans; Historical Guide to Langston Hughes; Rose Piper: Slow Down Freight Train; Using Primary Sources in the Classroom (pages 117-135) the use of maps as primary sources; "Sir I will Thank You with All My Heart:" Seven Letters From the Great Migration;*

3:30 Adjourn

DAY TWO

THURSDAY

August 12

- 8:00 Breakfast (provided)
- 8:30 Welcome and review of day one and overview of day two
- 9:00 Jerry Ward, The Works of Richard Wright, and discussion of *Black Boy*. Romere Bearden's *The Dove, 1964 (74)* in the portfolio will be used to demonstrate how Bearden used collage to express the disjunction of the African American Experience.
Reading: *Black Boy*
- 10:15 Break
- 10:30 Val Littlefield, The History of the Great Migration and how it can be used in an interdisciplinary manner in the classroom and discussion on how the picturing America images can be used by teachers in the classrooms.
Readings: Select One. *New Negro: Readings on Race, Representation, and African American Culture, 1892-1938*; *Hearing Eye: Jazz & Blues Influences in African American Visual Art*; *Portraits of the New Negro Woman: Visual and Literary Culture in the Harlem Renaissance*.
- 12:00 Lunch: Eric Bultman directs teachers in the reading of Monologues from August Wilson's play, *Joe Turner's Come and Gone* and teachers explore most fully the collage motif and rendering of a fragmented culture. *The Dove, 1964 (74)* in the portfolio. Teachers will discuss the concept of creating collages out of the forced fragmentation of the Great Migration just as Romere Bearden and August Wilson established a cohesive African-American cultural heritage with their artistic vision.
Readings: *The Play Joe Turner's Come and Gone*; *May All Your Fences Have Gates: Essays on the Drama of August Wilson*.
- 1:30 Break
- 2:00 Minuette Floyd, Discussion on Visual literacy and interpreting patterns, colors, and shapes.
Curriculum session on the Jacob Lawrence Teaching kit and the Picturing America Resource Book.
Readings: *Learning In and Through the Arts: Practices, Products, and Content*
- 3:30 Wrap-up discussion will occur about ways in which the Picturing America collection can be used with other content studies. During the Wrap-up session a follow-up meeting with teachers in January will be scheduled on their calendars to share ways in which the Picturing America collection has been used to enhance their curriculum.

Adjourn

Appendix 2: Work Plan

PROGRAM OF WORK: Out of the South: The African American Migration North

Organization Name: Sumter County Cultural Commission

TYPES OF ACTIVITY	Activity	Person responsible & TARGET DATE
Recruitment Selection of teachers Material preparation Fiscal management	Letters, brochure, site visits to schools	Doris Dupree - May, 2010
	Convene selection committee and make decisions	Mark David- Second week of June, 2010
	Prepare all needed materials and gather supplies	Audrey Maple and Doris Dupree June 2010
	Over see fiscal management of the project	Booth Chilcutt and Mark David- On-going
Web site development Content Development	Oversee website development and loading of Jump drives	Booth Chilcutt and Doris Dupree- June, 2010
	Work with scholars on final content for conference	Mark David- June-July 2010
Resource development	Gather and compile all primary and secondary resources	Doris Dupree and Robert Harden
	Order all needed materials	Doris Dupree and Audrey Maple
	Travel Arrangements	Audrey Maple
	Communication with teachers	Doris Dupree- On-going
	Communication with scholars	Mark David – On-going
Jacob Lawrence exhibit	Ensure that all equipment is in place	Audrey Maple- On-going
	Display copies of Jacob Lawrence paintings	Booth Chilcutt- July, 2010
Joe Turner's Come and Gone Traveling Trunk Exhibit	Begin Preparation and rehearsals for play to begin in July	Eric Bultman- April, 2010
	Preparation for Launch event at African American Cultural Society	Thomas Powers- May- July, 2010
Other Activities	Site preparation	Booth Chilcutt- On-going
	Meal arrangements	Audrey Maple
	Evaluation	Mark David & Booth Chilcutt, On-going
	Reporting	Mark David & Booth Chilcutt

Appendix 3: Reading List

Lawrence, Jacob. *The Great Migration: An American Story*

Jacob Lawrence paintings, Drawings, and Murals.

The History of the Black Experience through Documents

From Slavery to Freedom: A History of African Americans

Historical Guide to Langston Hughes

Rose Piper: Slow Down Freight Train (a story in Paintings)

Using Primary Sources in the Classroom (pages 117-135) the use of maps as primary sources

“Sir I will Thank You with All My Heart:” *Seven Letters From the Great Migration*

Black Exodus: The Great Migration from the American South

Black Protest and the Great Migration

Autobiography of Black Jazz

Voices of the Harlem Renaissance

Essays on American Culture

Black Boy

New Negro: Readings on Race, Representation, and African American Culture, 1892-1938

Hearing Eye: Jazz & Blues Influences in African American Visual Art

Portraits of the New Negro Woman: Visual and Literary Culture in the Harlem Renaissance.

The Play Joe Turner’s Come and Gone

May All Your Fences Have Gates: Essays on the Drama of August Wilson.

Learning In and Through the Arts: Practices, Products, and Content