

Virginia Sesquicentennial of the American Civil War Commission



Workgroup 3: EDUCATION
The Honorable Algie T. Howell, Jr., *Chairman*

Responses Received to Decision Matrix

Activities and Events Beginning 2009

Priorities for 2009 (Rated 5)

- Coordinate with Workgroup 1 (Coordination) to identify and provide information regarding available age-appropriate educational, cultural, and experiential opportunities within localities which will supplement instruction and reinforce the theme(s).
- Enlist and encourage the assistance of representatives of the larger education community in developing, implementing, and publicizing the Workgroup's initiatives to facilitate their investment in the commemoration.
- Offer live chats, workshops, and webinars on specific issues for targeted audiences on a rotating schedule; blogs dedicated to selected themes; an intergenerational newsletter; online resources for teachers and administrators; online study guides, games, puzzles, and fun interactives and manipulatives for K-12 students; links on the Commission's website to selected sites to support scholarly research by college students and researchers; a pamphlet chronicling the Commission's work, the commemoration, and the American Civil War.
- Develop and publish an annotated bibliography designed for multiple age groups and purposes.
- Establish a competitive writing and an art contest for K-12 students concerning an aspect of the American Civil War for which successful students would receive recognition.
- Establish an arts exhibit for students K-16, in which students would be asked to interpret and/or capture an aspect(s) of the American Civil War or its legacy.
- Challenge K-12 students to interpret "Civil War slang" and compare the language to that used today to understand words, terms, and expressions in their historical context and how the meaning of words change over time.
- Engage Dan Roberts, "A Moment in Time," the HistoryNet.com, National Geographic Society, and the History Channel in specially designed collaborative arrangements to broadcast clips, programs, audiovisual streaming, (e.g. music, literature, and art from the era; conferences; workshops), and maximize available technology to educate students and the public concerning the American Civil War.
- Promote Virginia as the "American Civil War Classroom."
- Provide virtual or other online exhibits as an alternative to field trips
- Collaborate with institutions of higher education, public libraries, the National Park Service, and historical entities to offer mini-workshops for teachers throughout the school year, a speakers' bureau for schools and other institutions and community groups, the "*Teacher-Ranger-Teacher Program*," mentors for students and teachers, "Saturday Academy" for the public, and maximize the state's technological infrastructure to deliver programs and online resources.
- Develop and publish an annotated bibliography designed for multiple age groups and purposes.
- Collaborate with the education community to promote Virginia as the "American Civil War Classroom."
- Facilitate the provision of workshops and seminars for pre-service and in-service training of teachers on the American Civil War and related issues.

- Request institutions of higher education to provide resource instructors for K-12 teachers
- Collaborate with public libraries to host lunch time, afternoon, and evening lecture series and colloquia related to various aspects of American Civil War history for “targeted” audiences at different locations across the Commonwealth through partnerships with local libraries, professional associations, public and private schools, community organizations, churches, grocery stores, book stores, etc.
- Promote/provide teacher preparation for in-service and pre-service teachers, curriculum supervisors, resource teachers, and school administrators concerning American Civil War history and Virginia’s role in the war.
- Collaborate with institutions of higher education to offer mini or weekend classes and “American Civil War Weekend” designed for various audiences on aspects of American Civil War history, e.g. K-12 students, teachers, college students, scholars, general public, Civil War buffs. See VCU’s Mini-Medical School Model, Harvard University’s School of Public Health Mini-Rounds, UNC’s health broadcasts as models. Programs could be delivered over the Internet through webcasts or via ODU’s TELETECHNET.
- Collaborate with institutions of higher education to offer a concert series, in collaboration with the Richmond Symphony, local churches, and other musical groups, featuring music of the 19th century, the Civil War era, and music of African American slaves during this period.
- Collaborate with institutions of higher education to produce DVD’s and CD’s of concerts and make available for purchase by public.
- Host together with the Law Schools a conference and/or symposia that addresses the:
 - historical, political, social, and legal context of the 13th, 14th, and 15th Amendments
 - the significance of the Amendments to the Rule of Law
 - the nexus between the Amendments and the legacy of the war relative to their fulfillment
 - and application in American society

Extremely Important for 2009 (Rated 4)

- Host together with the Law Schools a conference and/or symposia that addresses the:
 - historical, political, social, and legal context of the 13th, 14th, and 15th Amendments
 - the significance of the Amendments to the Rule of Law
 - the nexus between the Amendments and the legacy of the war relative to their fulfillment
 - and application in American society
- Host together with the Law Schools a Moot Court — *A Case of Divorce: Virginia v. West Virginia*
- Institutions of higher education publish proceedings of the conference and/or symposia
- Public libraries host lunch time, afternoon, and evening lecture series and colloquia related to various aspects of American Civil War history for “targeted” audiences at different locations across the Commonwealth through partnerships with local libraries, professional associations, public and private schools, community organizations, churches, grocery stores, book stores, etc.
- Offer live chats, workshops, and webinars on specific issues for targeted audiences on a rotating schedule; blogs dedicated to selected themes; an intergenerational newsletter; online resources for teachers and administrators; online study guides, games, puzzles, and fun interactives and manipulatives for K-12 students; links on the Commission’s website to selected sites to support scholarly research by college students and researchers; a pamphlet chronicling the Commission’s work, the commemoration, and the American Civil War.
- Collaborate with institutions of higher education, public libraries, the National Park Service, and historical entities to offer mini-workshops for teachers throughout the school year, a speakers’ bureau for schools and other institutions and community groups, the “*Teacher-Ranger-Teacher Program*,” mentors for students and teachers, “Saturday Academy” for the public, and maximize the state’s technological infrastructure to deliver programs and online resources.
- Expand the premise of the “*Teacher-Ranger-Teacher Program*,” to expose classroom teachers across the Commonwealth to Civil War history through an immersion program via the Civil War battlefields with “Staff Rides,” in collaboration with the Civil War History Trust.
- Work with the education community and other interested parties to provide learning experiences on Civil War battlefields in Virginia for in-service teachers throughout the Commonwealth

- Enlist and encourage the assistance of representatives of the larger education community in developing, implementing, and publicizing the Workgroup's initiatives to facilitate their investment in the commemoration.
- Provide virtual or other online exhibits as an alternative to field trips
- Request the Department of Education staff to brief the workgroup regarding the review process for the History and Social Studies SOLs, technical edits to the History and Social Studies framework and the Scope and Sequence Guides, and the textbook adoption schedule. ****The technical edits to the History and Social Studies SOLs have been completed.***
- Request institutions of higher education to offer mini or weekend classes and "American Civil War Weekend" designed for various audiences on aspects of American Civil War history, e.g. K-12 students, teachers, college students, scholars, general public, Civil War buffs. See VCU's Mini-Medical School Model, Harvard University's School of Public Health Mini-Rounds, UNC's health broadcasts as models.
- Request members of the Education Workgroup to sponsor activities and events related to the respective fields that they represent.
- Address the content of history textbooks vis-à-vis the curriculum used to teach American Civil War history.
- Promote/provide teacher preparation for in-service and pre-service teachers, curriculum supervisors, resource teachers, and school administrators concerning American Civil War history and Virginia's role in the war.

Very Important for 2009 (Rated 3)

- Request institutions of higher education to conduct research and publish mini briefs on unexplored/under-researched issues and topics related to the Civil War appropriate for scholars and the general public
- Request members of the Education Workgroup to sponsor activities and events related to the respective fields that they represent
- Address the content of history textbooks vis-à-vis the curriculum used to teach American Civil War history
- Request the Department of Education staff to brief the workgroup regarding the review process for the History and Social Studies SOLs, technical edits to the History and Social Studies framework and the Scope and Sequence Guides, and the textbook adoption schedule. ****The technical edits to the History and Social Studies SOLs have been completed.***
- Identify and partner with entities in Virginia that offer American Civil War teacher institutes to provide a gateway for professional development of educators on the Civil War and access to primary sources and activities for students.
- Offer scholarships to enable eligible licensed teachers to attend American Civil War teacher institutes.
- Offer financial support to identified teacher institutes to increase the number of teachers able to attend.
- Provide workshops and seminars for pre-service and in-service training of teachers on the American Civil War and related issues.
- Collaborate with institutions of higher education, public libraries, the National Park Service, and historical entities to offer mini-workshops for teachers throughout the school year, a speakers' bureau for schools and other institutions and community groups, the "Teacher-Ranger-Teacher Program," mentors for students and teachers, "Saturday Academy" for the public, and maximize the state's technological infrastructure to deliver programs and online resources.
- Expand the premise of the "Teacher-Ranger-Teacher Program," to expose classroom teachers across the Commonwealth to Civil War history through an immersion program via the Civil War battlefields with "Staff Rides," in collaboration with the Civil War History Trust.
- Collaborate with the Department of Education and institutions of higher education to establish "American Civil War Teacher Institutes," using the Summer Governor's School model.

- Seek alliances and collaborative arrangements with Schools of Education at public and private institutions of higher education, the Department of Education, State Council of Higher Education, and Virginia Community College System to provide:
 - faculty exchange programs
 - resource instructors for K-12 teachers
- Request institutions of higher education to conduct research and publish mini briefs on unexplored/under-researched issues and topics related to the Civil War appropriate for scholars and the general public
- Host the American Civil War Debates.
- Request institutions of higher education to offer mini or weekend classes and “American Civil War Weekend” designed for various audiences on aspects of American Civil War history, e.g. K-12 students, teachers, college students, scholars, general public, Civil War buffs. See VCU’s Mini-Medical School Model, Harvard University’s School of Public Health Mini-Rounds, UNC’s health broadcasts as models.
- Collaborate with institutions of higher education to offer a concert series, in collaboration with the Richmond Symphony, local churches, and other musical groups, featuring music of the 19th century, the Civil War era, and music of African American slaves during this period
- Produce DVD’s and CD’s of concerts and make available for purchase by public
- Develop and publish an annotated bibliography designed for multiple age groups and purposes.
- Publish proceedings of the Law School conference and/or symposia

Important for 2009 (Rated 2)

- Request members of the Education Workgroup to sponsor activities and events related to the respective fields that they represent
- Address the content of history textbooks vis-à-vis the curriculum used to teach American Civil War history
- Work with the education community and other interested parties to provide learning experiences on Civil War battlefields in Virginia for in-service teachers throughout the Commonwealth
- Teacher preparation for in-service and pre-service teachers, curriculum supervisors, resource teachers, and school administrators concerning American Civil War history and Virginia’s role

Least Important for 2009 (Rated 1)

- Request institutions of higher education and schools to develop faculty exchange programs
- Request the Department of Education staff to brief the workgroup regarding the review process for the History and Social Studies SOLs, technical edits to the History and Social Studies framework and the Scope and Sequence Guides, and the textbook adoption schedule. **The technical edits to the History and Social Studies SOLs have been completed.*
- Address the content of history textbooks vis-à-vis the curriculum used to teach American Civil War history
- Develop and publish an annotated bibliography designed for multiple age groups and purposes.
- Establish a competitive writing and an art contest for K-12 students concerning an aspect of the American Civil War for which successful students would receive recognition.
- Establish an arts exhibit for students K-16, in which students would be asked to interpret and/or capture an aspect(s) of the American Civil War or its legacy.
- Challenge K-12 students to interpret “Civil War slang” and compare the language to that used today to understand words, terms, and expressions in their historical context and how the meaning of words change over time.

Activities and Events Beginning 2010 through 2015

Priorities for 2010 (Rated 5)

- Identify and partner with entities in Virginia that offer American Civil War teacher institutes to provide a gateway for professional development of educators on the Civil War and access to primary sources and activities for students.
- Collaborate with the Department of Education and institutions of higher education to establish “*American Civil War Teacher Institutes*,” using the Summer Governor’s School model.

Extremely Important for 2010 (Rated 4)

- Establish a competitive writing and an art contest for K-12 students concerning an aspect of the American Civil War for which successful students would receive recognition.
- Establish an arts exhibit for students K-16, in which students would be asked to interpret and/or capture an aspect(s) of the American Civil War or its legacy.
- Offer scholarships to enable eligible licensed teachers to attend American Civil War teacher institutes.
- Offer financial support to identified teacher institutes to increase the number of teachers able to attend.
- Provide workshops and seminars for pre-service and in-service training of teachers on the American Civil War and related issues.
- Collaborate with institutions of higher education, public libraries, the National Park Service, and historical entities to offer mini-workshops for teachers throughout the school year, a speakers’ bureau for schools and other institutions and community groups, the “*Teacher-Ranger-Teacher Program*,” mentors for students and teachers, “Saturday Academy” for the public, and maximize the state’s technological infrastructure to deliver programs and online resources.
- Expand the premise of the “*Teacher-Ranger-Teacher Program*,” to expose classroom teachers across the Commonwealth to Civil War history through an immersion program via the Civil War battlefields with “Staff Rides,” in collaboration with the Civil War History Trust.
- Collaborate with the Department of Education and institutions of higher education to establish “*American Civil War Teacher Institutes*,” using the Summer Governor’s School model.
- resource instructors for K-12 teachers

Very Important for 2010 (Rated 3)

- Challenge K-12 students to interpret “Civil War slang” and compare the language to that used today to understand words, terms, and expressions in their historical context and how the meaning of words change over time.
- Engage Dan Roberts, “A Moment in Time,” the HistoryNet.com, National Geographic Society, and the History Channel in specially designed collaborative arrangements to broadcast clips, programs, audiovisual streaming, (e.g. music, literature, and art from the era; conferences; workshops), and maximize available technology to educate students and the public concerning the American Civil War.
- Provide virtual or other online exhibits as an alternative to field trips.
- Offer financial support to identified teacher institutes to increase the number of teachers able to attend.

Priority for 2011 (Rated 5)

- Host together with the Law Schools a Moot Court — *A Case of Divorce: Virginia v. West Virginia*.

Priority for 2011 (Rated 5)

- Request institutions of higher education to offer mini or weekend classes and “American Civil War Weekend” designed for various audiences on aspects of American Civil War history, e.g. K-12 students, teachers, college students, scholars, general public, Civil War buffs. See VCU’s Mini-Medical School Model, Harvard University’s School of Public Health Mini-Rounds, UNC’s health broadcasts as models.

Extremely Important for 2011 (Rated 4)

- Seek alliances and collaborative arrangements with Schools of Education at public and private institutions of higher education, the Department of Education, State Council of Higher Education, and Virginia Community College System to provide:
 - faculty exchange programs
 - host the American Civil War Debates
- Collaborate with institutions of higher education to offer a concert series, in collaboration with the Richmond Symphony, local churches, and other musical groups, featuring music of the 19th century, the Civil War era, and music of African American slaves during this period.

Very Important for 2011 (Rated 3)

- Produce DVD's and CD's of concerts and make available for purchase by public

Extremely Important for 2012 (Rated 4)

- Expand the premise of the *"Teacher-Ranger-Teacher Program,"* to expose classroom teachers across the Commonwealth to Civil War history through an immersion program via the Civil War battlefields with "Staff Rides," in collaboration with the Civil War History Trust.

Very Important for 2012 (Rated 3)

- Request institutions of higher education to provide resource instructors for K-12 teachers
- Collaborate with the Department of Education and institutions of higher education to establish *"American Civil War Teacher Institutes,"* using the Summer Governor's School model.

Priority for 2014 (Rated 5)

- Offer scholarships to enable eligible licensed teachers to attend American Civil War teacher institutes.
- Offer financial support to identified teacher institutes to increase the number of teachers able to attend.

Extremely Important for 2014 (Rated 4)

- Provide workshops and seminars for pre-service and in-service training of teachers on the American Civil War and related issues.

Very Important for 2014 (Rated 3)

- Establish an arts exhibit for students K-16, in which students would be asked to interpret and/or capture an aspect(s) of the American Civil War or its legacy.
- Engage Dan Roberts, "A Moment in Time," the HistoryNet.com, National Geographic Society, and the History Channel in specially designed collaborative arrangements to broadcast clips, programs, audiovisual streaming, (e.g. music, literature, and art from the era; conferences; workshops), and maximize available technology to educate students and the public concerning the American Civil War.
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Least Important for 2014 (Rated 1)

- Request institutions of higher education to conduct research and publish mini briefs on unexplored/under-researched issues and topics related to the Civil War appropriate for scholars and the general public.

Priority for 2015 (Rated 5)

- Host together with the Law Schools a conference and/or symposia that addresses the:
 - historical, political, social, and legal context of the 13th, 14th, and 15th Amendments
 - the significance of the Amendments to the Rule of Law
 - the nexus between the Amendments and the legacy of the war relative to their fulfillment and application in American society
- Publish proceedings of the conference and/or symposia
- Host the American Civil War Debates

Very Important for 2015 (Rated 3)

- Collaborate with institutions of higher education to offer a concert series, in collaboration with the Richmond Symphony, local churches, and other musical groups, featuring music of the 19th century, the Civil War era, and music of African American slaves during this period.
- Produce DVD's and CD's of concerts and make available for purchase by public
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- Host together with the Law Schools a Moot Court — *A Case of Divorce: Virginia v. West Virginia*

Important for 2015 (Rated 2)

- Collaborate with public libraries to host lunch time, afternoon, and evening lecture series and colloquia related to various aspects of American Civil War history for “targeted” audiences at different locations across the Commonwealth through partnerships with local libraries, professional associations, public and private schools, community organizations, churches, grocery stores, book stores, etc.

Least Important for 2015 (Rated 1)

- Establish a competitive writing and an art contest for K-12 students concerning an aspect of the American Civil War for which successful students would receive recognition.
- Challenge K-12 students to interpret “Civil War slang” and compare the language to that used today to understand words, terms, and expressions in their historical context and how the meaning of words change over time.
- Publish proceedings of the Law School conference and/or symposia

Virginia Sesquicentennial of the American Civil War Commission



Workgroup 3: EDUCATION
The Honorable Algie T. Howell, Jr., *Chairman*

CONSENSUS OF COMMEMORATIVE ACTIVITIES AND EVENTS

Priorities

- Coordinate with Workgroup 1 (Coordination) to identify and provide information regarding available age-appropriate educational, cultural, and experiential opportunities within localities which will supplement instruction and reinforce the theme(s).
- Enlist and encourage the assistance of representatives of the larger education community in developing, implementing, and publicizing the Workgroup's initiatives to facilitate their investment in the commemoration.
- Offer live chats, workshops, and webinars on specific issues for targeted audiences on a rotating schedule; blogs dedicated to selected themes; an intergenerational newsletter; online resources for teachers and administrators; online study guides, games, puzzles, and fun interactives and manipulatives for K-12 students; links on the Commission's website to selected sites to support scholarly research by college students and researchers; a pamphlet chronicling the Commission's work, the commemoration, and the American Civil War.
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- Engage Dan Roberts, "A Moment in Time," the HistoryNet.com, National Geographic Society, and the History Channel in specially designed collaborative arrangements to broadcast clips, programs, audiovisual streaming, (e.g. music, literature, and art from the era; conferences; workshops), and maximize available technology to educate students and the public concerning the American Civil War.
- Promote Virginia as the "American Civil War Classroom."
- Provide virtual or other online exhibits as an alternative to field trips
- Collaborate with institutions of higher education, public libraries, the National Park Service, and historical entities to offer mini-workshops for teachers throughout the school year, a speakers' bureau for schools and other institutions and community groups, the "*Teacher-Ranger-Teacher Program*," mentors for students and teachers, "Saturday Academy" for the public, and maximize the state's technological infrastructure to deliver programs and online resources.
- Develop and publish an annotated bibliography designed for multiple age groups and purposes.
- Collaborate with the education community to promote Virginia as the "American Civil War Classroom."
- Facilitate the provision of workshops and seminars for pre-service and in-service training of teachers on the American Civil War and related issues.

Continued

- Request institutions of higher education to provide resource instructors for K-12 teachers
- Collaborate with public libraries to host lunch time, afternoon, and evening lecture series and colloquia related to various aspects of American Civil War history for “targeted” audiences at different locations across the Commonwealth through partnerships with local libraries, professional associations, public and private schools, community organizations, churches, grocery stores, book stores, etc.
- Promote/provide teacher preparation for in-service and pre-service teachers, curriculum supervisors, resource teachers, and school administrators concerning American Civil War history and Virginia’s role in the war.
- Collaborate with institutions of higher education to offer mini or weekend classes and “American Civil War Weekend” designed for various audiences on aspects of American Civil War history, e.g. K-12 students, teachers, college students, scholars, general public, Civil War buffs. See VCU’s Mini-Medical School Model, Harvard University’s School of Public Health Mini-Rounds, UNC’s health broadcasts as models. Programs could be delivered over the Internet through webcasts or via ODU’s TELETECHNET.
- Collaborate with institutions of higher education to offer a concert series, in collaboration with the Richmond Symphony, local churches, and other musical groups, featuring music of the 19th century, the Civil War era, and music of African American slaves during this period.
- Collaborate with institutions of higher education to produce DVD’s and CD’s of concerts and make available for purchase by public.
- Host together with the Law Schools a conference and/or symposia that addresses the:
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 - the significance of the Amendments to the Rule of Law
 - the nexus between the Amendments and the legacy of the war relative to their fulfillment
 - and application in American society
- Host together with the Law Schools a Moot Court — *A Case of Divorce: Virginia v. West Virginia*.
- Identify and partner with entities in Virginia that offer American Civil War teacher institutes to provide a gateway for professional development of educators on the Civil War and access to primary sources and activities for students.
- Collaborate with the Department of Education and institutions of higher education to establish “*American Civil War Teacher Institutes*,” using the Summer Governor’s School model.
- Request institutions of higher education to offer mini or weekend classes and “American Civil War Weekend” designed for various audiences on aspects of American Civil War history, e.g. K-12 students, teachers, college students, scholars, general public, Civil War buffs. See VCU’s Mini-Medical School Model, Harvard University’s School of Public Health Mini-Rounds, UNC’s health broadcasts as models.
- Offer scholarships to enable eligible licensed teachers to attend American Civil War teacher institutes.
- Offer financial support to identified teacher institutes to increase the number of teachers able to attend.

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Workgroup 3: EDUCATION
The Honorable Algie T. Howell, Jr., *Chairman*

PROPOSED WORK PLAN AND CALENDAR OF EVENTS

NOVEMBER 2007—DECEMBER 2008: Planning and Development

- Coordinate with Workgroup 1 (Coordination) to identify and provide information regarding available age-appropriate educational, cultural, and experiential opportunities within localities which will supplement instruction and reinforce the theme(s).

Education DVD—*“Virginia in the Civil War: A Sesquicentennial Reflection”*

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Enlist and encourage the assistance of representatives of the larger education community in developing, implementing, and publicizing the Workgroup’s initiatives to facilitate their investment in the commemoration.

Sesquicentennial Previews for Education Community

- ✚ Launch Date
- ✚ Purpose/History
- ✚ Sample Lesson Plans
- ✚ Preliminary Activities
- ✚ Preliminary Calendar of Events
- ✚ Characters
- ✚ Resources

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Offer live chats, workshops, and webinars on specific issues for targeted audiences on a rotating schedule; blogs dedicated to selected themes; an intergenerational newsletter; online resources for teachers and administrators; online study guides, games, puzzles, and fun interactives and manipulatives for K-12 students; links on the Commission’s website to selected sites to support scholarly research by college students and researchers; a pamphlet chronicling the Commission’s work, the commemoration, and the American Civil War.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Develop and publish an annotated bibliography designed for multiple age groups and purposes.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Establish a competitive writing and an art contest for K-12 students concerning an aspect of the American Civil War for which successful students would receive recognition.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Establish an arts exhibit for students K-16, in which students would be asked to interpret and/or capture an aspect(s) of the American Civil War or its legacy.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Challenge K-12 students to interpret “Civil War slang” and compare the language to that used today to understand words, terms, and expressions in their historical context and how the meaning of words change over time.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Engage Dan Roberts, “A Moment in Time,” the HistoryNet.com, National Geographic Society, and the History Channel in specially designed collaborative arrangements to broadcast clips, programs, audiovisual streaming, (e.g. music, literature, and art from the era; conferences; workshops), and maximize available technology to educate students and the public concerning the American Civil War.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Promote Virginia as the “American Civil War Classroom.”

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Provide virtual or other online exhibits as an alternative to field trips.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Collaborate with institutions of higher education, public libraries, the National Park Service, and historical entities to offer mini-workshops for teachers throughout the school year, a speakers’ bureau for schools and other institutions and community groups, the “*Teacher-Ranger-Teacher Program*,” mentors for students and teachers, “Saturday Academy” for the public, and maximize the state’s technological infrastructure to deliver programs and online resources.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Develop and publish an annotated bibliography designed for multiple age groups and purposes.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Collaborate with the education community to promote Virginia as the “American Civil War Classroom.”

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Facilitate the provision of workshops and seminars for pre-service and in-service training of teachers on the American Civil War and related issues.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Request institutions of higher education to provide resource instructors for K-12 teachers

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Collaborate with public libraries to host lunch time, afternoon, and evening lecture series and colloquia related to various aspects of American Civil War history for “targeted” audiences at different locations across the Commonwealth through partnerships with local libraries, professional associations, public and private schools, community organizations, churches, grocery stores, book stores, etc.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Promote/provide teacher preparation for in-service and pre-service teachers, curriculum supervisors, resource teachers, and school administrators concerning American Civil War history and Virginia’s role in the war.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Collaborate with institutions of higher education to offer mini or weekend classes and “American Civil War Weekend” designed for various audiences on aspects of American Civil War history, e.g. K-12 students, teachers, college students, scholars, general public, Civil War buffs. See VCU’s Mini-Medical School Model, Harvard University’s School of Public Health Mini-Rounds, UNC’s health broadcasts as models. Programs could be delivered over the Internet through webcasts or via ODU’s TELETECHNET.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Collaborate with institutions of higher education to offer a concert series, in collaboration with the Richmond Symphony, local churches, and other musical groups, featuring music of the 19th century, the Civil War era, and music of African American slaves during this period.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Collaborate with institutions of higher education to produce DVD's and CD's of concerts and make available for purchase by public.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Host together with the Law Schools a conference and/or symposia that addresses the:
- historical, political, social, and legal context of the 13th, 14th, and 15th Amendments
 - the significance of the Amendments to the Rule of Law
 - the nexus between the Amendments and the legacy of the war relative to their fulfillment
 - and application in American society

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Host together with the Law Schools a Moot Court — *A Case of Divorce: Virginia v. West Virginia*.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Identify and partner with entities in Virginia that offer American Civil War teacher institutes to provide a gateway for professional development of educators on the Civil War and access to primary sources and activities for students.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Collaborate with the Department of Education and institutions of higher education to establish "*American Civil War Teacher Institutes*," using the Summer Governor's School model.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Request institutions of higher education to offer mini or weekend classes and “American Civil War Weekend” designed for various audiences on aspects of American Civil War history, e.g. K-12 students, teachers, college students, scholars, general public, Civil War buffs. See VCU’s Mini-Medical School Model, Harvard University’s School of Public Health Mini-Rounds, UNC’s health broadcasts as models.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Offer scholarships to enable eligible licensed teachers to attend American Civil War teacher institutes.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____

- Offer financial support to identified teacher institutes to increase the number of teachers able to attend.

Workgroup Members: _____
Resources Needed: _____
Interim Report Date _____
Implementation Deadline: _____