

Not that I deem'd a death a new occasion Not that I deem'd a death a new occasion Not that I deem'd

Revisiting the FOUNDING ERA

the happiness otherwise to have been enjoy'd the happiness otherwise to have been enjoy'd



THE GILDER LEHRMAN
INSTITUTE of AMERICAN HISTORY

Revisiting the Founding Era is an initiative to encourage understanding and appreciation of the Founding Era through community conversations about the enduring themes of the era. The project highlights lesser-known archival documents from the Gilder Lehrman Collection that explore different viewpoints of the time. The documents are presented with background information, transcripts, guiding themes and questions, and scholars' essays. The program is designed to spark valuable community discussions about the issues that faced Americans of the Founding Era, and how these issues still resonate today.

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General

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Project Overview

The Gilder Lehrman Institute has been awarded a \$400,000 grant from the National Endowment for the Humanities (NEH) to launch *Revisiting the Founding Era*, a library outreach program using historical documents to spark public conversations about the Founding Era's enduring ideas and themes.

Susan Saidenberg, Senior Curator of Exhibitions and Public Programs, explains, "We hope that becoming familiar with the ideas and people of the Founding Era will jumpstart conversations about issues of concern in communities today."

Revisiting the Founding Era is designed to give librarians and local leaders the resources and support they need to create engaging community conversations around Founding Era ideas and themes that influence our lives today. Up to 100 U.S. public libraries were selected to host programs. All participating libraries received:

1. Grants of \$1,000 to help fund local programs.
2. Ten printed copies of a reader containing selected documents from the Gilder Lehrman Collection to familiarize program leaders and participants with the people, events, and ideas of the Founding Era.
3. A training webinar, coordinated by the Institute and the American Library Association, to provide tools to implement programming. Gilder Lehrman staff will be available to provide ongoing support to libraries during the project term.

To expand the program's reach, the grant also funds a public-facing *Revisiting the Founding Era* website (www.foundingera.org), to feature the digital version of the Gilder Lehrman Collection reader as well as additional documents and videos.

The website features a recording of a Town Hall inaugural event at the National Constitution Center in Philadelphia, where a panel of historians and local community leaders discussed how selected historical documents relate to current humanities issues, providing a template for libraries planning their own community-based conversations on the Founding Era. Participating libraries are encouraged to use this recorded event to inspire and organize their own town halls.

Revisiting the Founding Era is designed to accommodate libraries of various sizes and resources. The programming ideas provided in this guide are flexible to ensure adaptability for any library. A programming series may include, for example, a youth-focused forum led by local high school students and teachers, moderated dialogues with local scholars, or a series of group discussions on historic Founding Era documents. Use this guide as a starting point to plan programs capitalizing on local assets and are best suited for the interests and needs of your community.

Programming

Sites are required to host **at least two public programs** selected from the programming formats on p. 7. The programs should be based on the documents in the reader, which can also be found at www.foundingera.org. Each participating library will receive ten hard copies of the reader, *Revisiting the Founding Era: Readings from the Gilder Lehrman Institute of American History*.

The reader explores Founding Era documents and humanities themes through a series of guiding questions.

Humanities Themes and Guiding Questions

Revisiting the Founding Era focuses on a series of central questions guided by humanities themes. The three questions below serve as a general entry point to the major humanities themes:

1. What can we learn from the ideas and actions of people from the Founding Era?
2. What do the records they left behind tell us?
3. How can the past help us chart our future?

Each of the four sections of the reader—Declaring Independence, Realizing Independence, Creating the Constitution, and Governing the New Nation—highlights questions raised by the themes presented both in the scholars' essays and the highlighted documents.

Humanities themes include:

- Communication and persuasion
- Mobilizing for independence
- Nation-making and state-making
- Race
- Onset of war
- The home front
- Unequal hardships
- Treatment of veterans
- The limitations of the Articles of Confederation
- Making a more perfect union
- Ratifying the Constitution
- Establishing a national economy
- Dissent and national security
- Elections and peaceful transitions of power

Guiding Questions:

Declaring Independence

1. One of the most remarkable things about the period 1763–1775 is how the colonists went from being willing participants in a triumphant British empire to arming themselves against the minions of the British Crown. How did this come about? How did activism and coalition building sustain the resistance movement and bring about the push for independence?
2. How do shocking images travel through social networks to galvanize political movements?
3. What is America's "duty to mankind at large," viewed by Thomas Paine as the bedrock of the nation? Has the US always comported itself as an asylum for the persecuted?

Realizing Independence

1. How do Revolutionary War casualty statistics and firsthand accounts of hardship by Lucy Knox, George Washington, Peter Kitteredge, and others change your understanding of the country's founding?
2. How was the experience of American men and women during the Revolution similar to or different from the experience of war today?
3. In what ways has the treatment of veterans changed (or not changed) since the Revolutionary War?

Creating the Constitution

1. If a new constitutional convention were called in your lifetime, what issues do you believe would be on the agenda and which would be the most controversial?
2. Is federalism still a source of conflict and tension within American politics? What contemporary issues raise problems between the states and the federal government? What solutions would you propose?
3. In the eighteenth century, political debate took place in pamphlets, newspapers, and often in taverns. Where do these debates take place today—and what are the strengths and weaknesses of these modern forums?

Governing the New Nation

1. Madison and Jefferson opposed the Alien and Sedition Acts, which suppressed dissent and freedom of the press, as unconstitutional. With the balance between preserving free speech and maintaining national security in today's headlines, how do Americans shape debates about dissent and freedom of the individual as set forth in the First Amendment?
2. Since the founding, supporters of the federal government's authority have clashed with defenders of states' rights, who have asserted the right to overturn laws not stipulated by the Constitution. Where does the ultimate power of the American people reside, with the federal government or with the individual states?
3. The election of 1800 highlighted a flaw in the procedures for electing a president. Jefferson and Burr appeared on the same ballot and received equal votes, because the Electoral College had no clear guidelines for breaking a tie. Today, concerns over the Electoral College focus on a different issue: that a presidential candidate can win in the Electoral College but lose the national popular vote. Do we need the Electoral College today?

Programming Formats

Each participating site will be required to schedule **at least two programs**, based on the formats described below, within a three-month period. The programming formats are offered as three different models for libraries to choose from to best fit their communities and resources.

However, at least one of the events must be youth-oriented and libraries must partner with a school or youth-serving organization to coordinate the youth program.

The following programming ideas target a multigenerational audience through the implementation of different conversation models, drawing voices from all age groups and demographics in the community. Each format offers community members a chance to engage in thoughtful discussion of the humanities themes, primary source documents, and their ties to contemporary issues that matter most to the community.

In each format, the host library is also responsible for identifying and working with scholars and other local partners, organizations, agencies, and groups that have an interest in the subject. In recognition of the fact that many libraries may not have access to a college or university scholar, the scholar designation will be left to the discretion of the programming librarian in consultation with the Gilder Lehrman project staff. The programming formats include:

1. A **Town Hall discussion** that can serve as an introduction to the *Revisiting the Founding Era* program as whole and focus on one of the humanities themes. The panel will be moderated by the local scholar, who will guide the conversation through the chosen primary source documents and the humanities theme. The moderator will also pose the guiding thematic questions to the panelists and field questions from the audience.
 - a. This discussion can be modeled on the NCC Town Hall in January (available for viewing on www.foundingera.org), but should be scaled to community interests and available resources. The panel should feature community leaders, including but not limited to local scholars, historians, teachers, city officials, legal professionals, and members of the clergy. The Town Hall should consist of two components:
 1. A moderated panel discussion about the program's humanities themes, selected documents, and guiding questions.
 2. A robust Q&A session in which all audience members are encouraged to engage with the panel members about the Founding Era issues that most resonate with them today.
2. A **youth-focused program** led by local teens and teachers or youth organization leaders. This program aims to engage students through a discussion of the humanities themes and documents that matter most to them as tomorrow's leaders. Librarians are

encouraged to design the program to be responsive to their young community in order to attract, engage, and embolden students in discussion. To best reach students in their community, sites will collaborate with the Liaison and school/youth-serving organization named in their application to help shape the program.

3. A **moderated discussion**. This program will reach participants on a more informal and personal level. The moderated discussion will focus on one of the program's humanities themes using one section of the reader and its accompanying documents and questions as the basis for discussion. The moderator will read passages chosen from the reader and ask the guiding questions to engage the participants. It is likely that many will find one or two themes the most important to their community.

Draft Agendas of Programming Formats

1. Town Hall

An opening “Town Hall” panel discussion of one or more humanities themes selected by the scholar in collaboration with the librarian program coordinator. The following is an example of the format it could take:

Planning

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

Agenda (Total length of program: 90 minutes)

- Welcome and Introduction (5–8 minutes)
 - Librarian welcomes participants, introduces the theme(s).
 - State the program goal: Host conversations about current concerns in our community informed by documents and ideas from the Founding Era.
 - Explain the handout.
 - Introduce moderator/scholar (if someone other than the librarian) and panel members, who will identify themselves.
- Panel Discussion (30 minutes)
 - Moderator will ask the panelists to briefly summarize the chosen theme(s) and cite the selected documents to illustrate it.
 - Example theme:
 - Communication and Persuasion
 - Example documents:
 - *The Bloody Massacre perpetrated in King-Street Boston*, Paul Revere, 1770 (Gilder Lehrman Institute of American History, GLC02548)
 - “On being brought from Africa to America,” *Poems on Various Subjects, Religious and Moral* by Phillis Wheatley, 1773 (Gilder Lehrman Institute of American History, GLC01868)
 - Passage from *Common Sense* by Thomas Paine, 1776 (Gilder Lehrman Institute of American History, GLC08643)
 - Moderator will pose questions to the panelists about the current issues that resonate with the theme(s) of choice.
 - Example questions from the Declaring Independence section of the reader:
 - One of the most remarkable things about the period 1763–1775 is how the colonists went from being willing participants in a triumphant British empire to arming themselves against the minions of the British Crown. How did this come about? How did activism and coalition building sustain the resistance movement and bring about the push for independence?
 - How do shocking images travel through social networks to galvanize political movements?
 - What is America’s “duty to mankind at large,” viewed by Thomas Paine as the bedrock of the nation? Has the US always comported itself as an asylum for the persecuted?
- Audience Q&A (15 minutes)
 - Audience members will be encouraged to direct questions pertaining to the themes, documents, guiding questions, or current issues to each of the panelists.

- Closing Remarks (5 minutes)
 - Moderating librarian thanks participants, moderator and panel members for attending and acknowledges that this event marks the close of the grant program. Directs participants to learn more on the program website, www.foundingera.org, and encourages them to complete post-program surveys.

2. Youth-Focused Programming Ideas

The purpose of the youth-focused program is to encourage middle and high school students to become engaged citizens and voters. Young people absorb contemporary news and issues as adults do, but are not usually offered the opportunity to share their own opinions or concerns. In order to have truly holistic community conversations, it is important to engage students in exciting, creative, and productive ways. The youth program, as noted earlier, is flexible so that programming librarians and teacher liaisons can design a community conversation that best fits their audience. The following draft agendas are merely ideas for the kinds of youth-focused programs *Revisiting the Founding Era* can inspire.

2A. Youth Debate

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

Planning

- Notify Community
 - The participating library will identify a teacher at a local high school or middle school or a program leader at a local youth-serving organization. This liaison ideally will be a history or civics teacher, but can be any teacher, school librarian or media specialist, or YA librarian who has agreed to develop youth programming in partnership with the coordinating librarian.
- Select a Date and Time
 - Select a program date and time that will maximize audience participation based on past youth-programming attendance. Coordinate with the teacher liaison for date and time selection. Plan for a program of about 90 minutes.
- Host Meeting(s) with the Teacher Liaison
 - Set up one or two meetings with the teacher liaison to identify how to market the event to students. Work together to choose one humanities theme, a guiding question, and corresponding documents from *Revisiting the Founding Era: Readings from the Gilder Lehrman Institute of American History*.
- Publicize the Program
 - The programming librarian will send a press release advertising the program to local news outlets and post it on social media, and the teacher will spread the word at the

local middle and high schools. Potential youth groups to work with include drama club, debate club, history club, current events club, etc.

- Prepare Handouts
 - Prepare handouts for the students including the debate topic, the agenda of the program, and PDFs of the scholars' essays, the Founding Era documents and transcripts of the Founding Era documents up for discussion, and the guiding questions.

Agenda (Total length of program: 90 minutes)

- Welcome and Introduction (15 minutes)
 - Welcome by the librarian, who thanks the audience for attending and the teacher liaison for helping with the planning.
 - State the program goal: Host a youth debate on a Founding Era topic and require the students to cite historical documents and current issues to support their arguments.
 - Review the debate topic and the structure of the debate. Explain the handout, and describe how students will use the printed documents as well as their knowledge of current issues and events to defend their positions.
 - Example theme:
 - The role of communication through images and media to engage and motivate people to achieve change.
 - Example debate topic:
 - Was war more of a hardship to those on the home front or those on the front lines?
 - Example documents:
 - *from* Mercy Otis Warren to Catharine Macaulay, August 24, 1775 (Gilder Lehrman Institute of American History, GLC1800.02)
 - *from* Lucy Flucker Knox to Henry Knox, August 23, 1777 (Gilder Lehrman Institute of American History, GLC02437.00638)
 - Peter Kiteredge, Petition to the Selectmen of Medfield, Massachusetts, April 26, 1806 (Gilder Lehrman Institute of American History, GLC1450.702)
 - Break the students into teams
 - Each debate has two teams: the proposition and the opposition. Each team has three students: first speaker, second speaker, and rebuttal speaker. Depending on the number of participants, decide whether to allow larger teams with representative speakers or to break the group into a number of separate debate teams.

- Preparation Period (30 minutes)
 - Participants will have thirty minutes to review the documents in the handout, build an argument with teammates, make notes, and ask questions.
 - Participants may review any materials that may help them prepare, including the handout, the reader, books, newspapers, or the internet.
- Debate (30 minutes)
 - First Proposition Constructive (5 minutes)
 - The speaker makes an opening argument, providing proof of three or four major points.
 - First Opposition Constructive (5 minutes)
 - The speaker makes several arguments against the proposition's case and refutes the proposition's major points.
 - Second Proposition Constructive (5 minutes)
 - The speaker builds upon and extends the proposition's case defending and strengthening the original proposition points and refuting the opposition's major arguments.
 - Second Opposition Constructive (5 minutes)
 - The speaker amplifies the opposition arguments against the proposition's case, providing new information in support of the opposition. This speaker responds to the proposition's answers to the opposition's previous arguments.
 - Opposition Rebuttal (3 minutes)
 - The speaker must put the debate together and explain why, given one or more arguments, the opposition team should win the debate. The speaker accounts for or refutes the opposition's major points. No new arguments may be made.
 - Proposition Rebuttal (3 minutes)
 - The speaker summarizes the issues in the debate and explains why, despite the opposition's arguments, the proposition should win the debate. Response to all of the major points from the opposition team. No new arguments may be made.
- Decision Making (10 minutes)
 - The teacher liaison may act as the judge. Liaison will carefully and fairly decide the outcome of the debate and notify the audience of the winner.
- Closing Remarks (5 minutes)
 - Moderating librarian thanks participants for attending and acknowledges that this event marks the close of the grant program. Directs participants to learn more on the program website, and encourages them to complete post-program surveys.

2B. Dramatic Reading Youth Book Club

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

Planning

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

Agenda (Total length of program: 75 minutes)

- Welcome and Introduction (5–10 minutes)
 - Welcome by the librarian, thanking the audience for attending and the teacher liaison for helping with the planning.
 - State the program goal: Stage dramatic readings of selected Founding Era documents from the reader under a specific humanities theme, pose guiding questions to the students, and encourage them to draw parallels to today's issues.
 - Explain the format of the dramatic reading. Present the chosen theme and the order in which the letters and other documents will be read, followed by the guiding questions for discussion.
 - Example theme:
 - To ratify or not to ratify the Constitution.
 - Example documents:
 - *from* Mercy Otis Warren to Catharine Macaulay, September 28, 1787 (Gilder Lehrman Institute of American History, GLC01800.03)
 - *from* George Washington to Henry Knox, February 3, 1787 (The Gilder Lehrman Institute of American History, GLC02437.09412)
 - *from* Henry Knox to Marquis de Lafayette, October 24, 1787 (The Gilder Lehrman Institute of American History, GLC02437.03680)
- Dramatic Reading (30 minutes)
 - Break up into small groups (one group per document), and assign each group one of the documents. Give them several minutes to prepare their dramatic reading, and allow them the option to choose excerpts from the longer documents.
 - Have the students give a short summary for their document before performing their dramatic reading.
- Guiding Questions (30 minutes)
 - After the reading, the programming librarian or the teacher liaison will pose the guiding questions, asking students to analyze the historic documents and to draw parallels with today's issues with examples from the news or media.
 - Example questions:
 - If a new constitutional convention were called in your lifetime, what issues do you believe would be on the agenda and which would be the most controversial?

- Is federalism still a source of conflict and tension within American politics? What contemporary issues raise problems between the states and the federal government? What solutions would you propose?
- In the 18th century, political debate took place in pamphlets and in newspapers and often in taverns. Where do these debates take place today—and what are the strengths and weaknesses of these modern forums?
- Closing Remarks (5–10 minutes)
 - Librarian thanks participants for attending and acknowledges that this event marks the close of the grant program. Directs participants to learn more on the program website, and encourages them to complete post- program surveys.

These are just two examples of programming types to engage students. If another type of program is better suited for your partners and community, you are encouraged to create your own custom program.

3. Moderated Discussion

A moderated reading and discussion program presented with a local scholar, librarian, teacher, or qualified community member to open and lead the program, bringing the documents to life, provoking the group's curiosity with insights and background on the authors and the documents. At the same time, the program leader relates the reading to the theme, raising questions and sparking discussion. The audience breaks into smaller groups to talk about the document, share ideas, and raise more questions. The larger group reconvenes for final discussion and closing comments.

Planning

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

Guidelines for Scholars/Discussion Leaders

- Role of Scholars
 - Scholars will act as moderators and program partners in the series. Make sure the scholar understands that role. The project director and the scholar serve only to make this discussion series a valuable experience for the participants. Both must be open to the interests of the group, encouraging their ideas and offering assistance.
- The Scholar's Responsibilities
 - Thorough and thoughtful review of all project materials, themes, and program procedure.
 - Preparation and delivery of an opening presentation on the documents and theme for discussion (typically 15–25 minutes).

- Submission of autobiographical information (2–3 paragraphs) for the program director to use in an introduction.
- Preparation of opening discussion points to be used as a basis for group or small group discussion. (Ideally, these should be sent to the program director for distribution at least one week before the program.)
- Facilitation of group or small-group discussions, including listening to comments, answering questions, and emphasizing the important ideas.
- Completion of program evaluation for the program director.
- Scholar Qualifications:
 - Scholar should possess appropriate academic qualifications to speak on the program themes and have teaching or other relevant experience. A PhD or advanced degree in English literature, American history, or other related humanities subject is preferred. However, if finding a scholar is difficult in your community, a teacher or community leader with expertise is acceptable.
 - Should be engaging, comfortable, and experienced speaking before adult audiences in non-classroom settings.
 - Should be adept at generating discussion on topics in the humanities.

Agenda (Total length of program: 90 minutes)

- Welcome and Introduction (5–10 minutes)
 - Project director welcomes participants and introduces self and scholar. Thanks participants, library, funders, and partners.
 - Goes over format and lets participants know what to expect. Provides any necessary information regarding program materials, as well as the schedule for the rest of the series. Leads applause for scholar.
- Scholarly Presentation (15–25 minutes)
 - Scholar’s presentation on the Founding Era, selected *Revisiting the Founding Era* documents, and the overarching humanities theme.
 - Example theme: The limitations of the Articles of Confederation
 - Example questions:
 - Is federalism still a source of conflict and tension within American politics? What contemporary issues raise problems between the states and the federal government? What solutions would you propose?
 - In the eighteenth century, political debate took place in pamphlets, newspapers, and often in taverns. Where do these debates take place today—and what are the strengths and weaknesses of these modern forums?

- With the balance between preserving free speech and maintaining national security in today’s headlines, how do Americans shape debates about dissent and freedom of the individual as set forth in the First Amendment?
 - Example documents:
 - *from* George Washington to Jonathan Trumbull, July 21, 1799. (The Gilder Lehrman Institute of American History, GLC05787)
 - The Articles of Confederation, 1777. (The Gilder Lehrman Institute of American History, GLC00268, p. 1)
 - *from* George Washington to Henry Knox, April 2, 1787. (The Gilder Lehrman Institute of American History, GLC02437.09412, p. 1)
 - Preamble to the first draft of the US Constitution, August 6, 1787. (The Gilder Lehrman Institute of American History, GLC00819.01)
 - Preamble to the final draft of the US Constitution, September 17, 1787. (The Gilder Lehrman Institute of American History, GLC03585)
- Discussion (45–60 minutes)
 - If the group exceeds 30–35 people, it may be necessary to break into small groups. In this case, the project director should recruit discussion leaders to facilitate small-group discussion while the scholar floats between the groups. After the discussion period, the small groups may reconvene for closing remarks.
 - Example questions:
 - What role does federalism have to play in protecting the political, civil and economic rights of citizens? When has the federal government intervened to protect these rights? When have the states pushed back against the federal government to protect them?
 - What are pros and cons of the Electoral College system, as it exists today?
 - How important is the peaceful transition of political power?
- Wrap Up (10–20 minutes)
 - Closing comments by scholar.
 - Project director thanks the participants and scholar, distributes and collects evaluations, gives instructions for next session (if applicable), and makes other announcements.

Tips for Engaging Students

When working with K-12 students, asking questions is an essential way to engage students in a program, and the program's success can easily hinge on the quality of the questions.

Types of Questions - Factual v. Thought-provoking

Discussion facilitators should strike a balance between "factual" and "thought-provoking" questions. Factual questions are "who," "what," "when," and "where" questions. These help students recall specific data and events and usually result in brief student responses. Using too many factual questions limits participation to memorized facts and the mere recall of information.

Thought-provoking questions are often "how" or "why" questions, or questions asking students to explain a phenomenon or compare two or more topics. This encourages students to develop ideas, interpretations, relationships, analyses, and conclusions, and they encourage sustained responses and deeper thought.

Characteristics of Effective Questions

- **Purposeful:** Each question should further the conversation and relate to the central idea of the discussion.
- **Logically Sequenced:** Questions should be posed in a sequential order that smoothly develops the main ideas of the program. A series of thought-provoking, pivotal questions are the links in the chain of a program's development.
- **Clear and Definite in Meaning:** Students should immediately know what each question means. Questions should not be too ambiguous or hard to understand.
- **Include the Necessary Facts in the Question:** The "who," "what," and "when" can often be incorporated into one thought-provoking question. This approach often saves the time that would ordinarily have been spent in eliciting factual information in order to pose the really important question of "why."
- **Thought-provoking:** Thought-provoking questions require reflection and sustained responses on the part of the students as they analyze facts and ideas, interpret data, establish relationships, make inferences, judgments, and comparisons, and draw conclusions.
- **Adapted to the Varying Levels of Ability:** The librarian can tailor their questions to the appropriate ability level of the students through language and conceptual modifications. Use language students are already familiar with to introduce them to new concepts and vocabulary.

Characteristics of Ineffective Questions

Ineffective questions inhibit discussion and discourage participation. It is important to avoid the common pitfalls of ineffective questioning:

- **Multiple Questions:** Before students start to formulate a reply to the first question, the teacher poses a second question to the class. This causes confusion and students will often give up. Instead, the teacher should ask questions one at a time and give the students several seconds to formulate a response.
- **Whiplash Questions:** Questions that start with the declarative and end with the interrogative are called whiplash questions. This formula causes confusion. Students are ready to receive information when suddenly they are “whipped” with an unexpected question. Questions should begin with an interrogative and reflect the natural flow of regular speech.
- **Leading Questions:** This type of question gives part of the answer away or sways opinion before the facts are in. This type of question tends to slant and “force-feed” student thinking and can usually shut down discussion.
- **Ambiguous Questions:** An ambiguous question is open to various interpretations. These questions often create confusion because students are not sure what they mean.
- **One-word Fact and Yes-No Questions:** Questions using “who,” “what,” “when,” and “where” do not usually elicit meaningful, sustained responses. Instead, the teacher should provide facts in the question and ask for an analysis or explanation to promote sustained student discussion.
- **Verbose Questions:** Pupils tend to get “lost” in questions that are not clearly and simply stated.
- **Tugging Questions:** This type of question attempts to pull additional information out of the students. Instead of phrasing new or more explicit questions, the teacher merely asks, “What’s another?” or “Think. What else?” Similar exhortations “tug” at the pupils’ patience, raise their level of frustration, and do not stimulate additional critical thought. It is more effective to pose another question which contains additional information and asks for a further explanation or interpretation.
- **Questions Answered By The Teacher:** A question that is answered by the teacher deprives pupils of the opportunity to participate in class discussion.
- **Asking Too Many Questions:** Less is more. Ask fewer factual questions and focus on thought-provoking questions to stimulate sustained student responses. Because thought-provoking questions elicit more sustained answers, fewer questions are needed to develop meaningful discussion among the students.

Involving Scholars and Community Leaders

What is a humanities scholar?

Someone who has an advanced degree in a discipline of the humanities is generally considered a scholar. Scholars can provide context for a project and identify relevant humanities themes and ideas.

The importance of working with scholars

The National Endowment for the Humanities funds projects grounded in sound humanities research. Humanities advisors will strengthen the intellectual substance of a program. Humanities scholars can bring local perspectives and help shape them for discussion.

When to contact humanities advisors

Include humanities scholars as early as possible in the planning process. Early involvement of scholars will strengthen the quality and depth of the scholarship at the heart of your program.

Engaging public audiences

Be mindful of your audience. Scholars should work with the programming team to ensure the scholarship is made accessible and appealing for public audiences. Be sure to build into your program opportunities for audience members to ask questions and share their own experiences.

Identifying scholars for a public programming event:

- Start by contacting a nearby college or university academic department. Members of the institution's faculty may be able to suggest scholars on campus or at other universities. If you are affiliated with a college or university, email faculty members with a description of the project and seek assistance from resident scholars. If you are not affiliated with a college or university, many institutions maintain an online directory of faculty, which even includes a professor's area of research and teaching expertise.
- Send a request for information to the editors of H-Net, the humanities online discussion network for humanities scholars. H-Net is at <http://h-net.msu.edu>.
- You can also peruse book lists, libraries, and web resources to see who has published on topics related to your project.
- Call your local State Humanities Council, which regularly works with scholars in your area. A directory of State Humanities Councils is available in this guide.
- Contact local museums, historical societies, or other educational institutions.

Logistics

Be sure to confirm, in writing, the dates the scholar will be needed. Provide logistical information, such as directions, contact information, and parking instructions. It is also helpful to provide a rundown of the entire event, including setup and rehearsal in advance.

Honoraria

The NEH/Gilder Lehrman Institute programming stipend may be used to provide honoraria to scholars working on your program. There is no set fee. Discuss your project with the scholars, including the work that you expect from them, and negotiate a fair rate.

Accessibility

The Americans with Disabilities Act: <http://www.ada.gov>

The Americans with Disabilities Act (ADA) (PL 101-336), effective since July 1992, guarantees that people with disabilities shall have equal access to employment, public services and accommodations, transportation, and telecommunication services. As public service providers, sites must make reasonable efforts to give disabled people the same access to information, programs, and resources enjoyed by those who are not disabled.

Welcoming and inclusive events are achievable with advance outreach, clear communication, detailed follow-through, and most of all recognition that access improves the event for everyone. A diverse audience increases opportunity for meaningful exchange.

Resources

Humanities Resources by State

Alabama

Alabama Humanities Foundation
1100 Ireland Way, Suite 202
Birmingham, AL 35205-7001
205-558-3980 / 205-558-3981 (fax)
<http://www.alabamahumanities.org>

Alaska

Alaska Humanities Forum
161 East 1st Avenue, Door 15
Anchorage, AK 99501
907-272-5341 / 907-272-3979 (fax)
<http://www.akhf.org>

Arizona

Arizona Humanities
The Ellis-Shackelford House
1242 North Central Avenue
Phoenix, AZ 85004
602-257-0335 / 602-257-0392 (fax)
<http://www.azhumanities.org>

Arkansas

Arkansas Humanities Council
407 President Clinton Avenue, #201
Little Rock, AR 72201
(501) 320-5761 / (501) 537-4550 (fax)
<http://arkhums.org>

California

California Humanities
538 9th Street, Suite 210
Oakland, CA 94607
415-391-1474 / 510-808-7533 (fax)
<http://calhum.org>

Colorado

Colorado Humanities
7935 East Prentice Avenue, Suite 450
Greenwood Village, CO 80111
303-894-7951 / 303-864-9361 (fax)
<http://coloradohumanities.org>

Connecticut

Connecticut Humanities
100 Riverview Center, Suite 270
292 Main Street
Middletown, CT 06457
860-685-2260 / 860-685-7597 (fax)
<http://cthumanities.org>

Delaware

Delaware Humanities Forum
100 West 10th Street, Suite 509
Wilmington, DE 19801
302-657-0650 / 302-657-0655 (fax)
<http://dehumanities.org>

Washington DC

Humanities Council Washington DC
925 U Street, NW
Washington, DC 20001
202-387-8391 / 202-387-8149 (fax)
<http://www.wdchumanities.org>

Florida

Florida Humanities Council
599 2nd Street South
St. Petersburg, FL 33701-5005
727-873-2000 / 727-873-2014 (fax)
<http://www.flahum.org>

Georgia

Georgia Humanities Council
50 Hurt Plaza, SE, Suite 595
Atlanta, GA 30303-2915
404-523-6220 / 404-523-5702 (fax)
<http://georgiahumanities.org>

Guam

Guam Humanities Council
Reflection Center
222 Chalan Santo Papa, Suite 106
Hagatna, GU 96910
671-472-4460 / 671-646-2243 (fax)
<http://www.guamhumanitiescouncil.org>

Hawaii

Hawai'i Council for the Humanities
3599 Wai'alae Avenue, Room 25
Honolulu, HI 96816
808-732-5402 / 808-732-5432 (fax)
<http://www.hihumanities.org>

Idaho

Idaho Humanities Council
217 West State Street
Boise, ID 83702
208-345-5346 / 208-345-5347 (fax)
<http://www.idahohumanities.org>

Illinois

Illinois Humanities
125 South Clark Street, Suite 650,
Chicago, IL 60603-5200
312-422-5580 / 312-422-5588 (fax)
<https://www.ilhumanities.org/>

Indiana

Indiana Humanities
1500 North Delaware Street
Indianapolis, IN 46202
317-638-1500 / 317-634-9503 (fax)
<http://www.indianahumanities.org>

Iowa

Humanities Iowa
100 Library, Room 4039
Iowa City, IA 52242-1420
319-335-4153 / 319-335-4154 (fax)
<http://humanitiesiowa.org>

Kansas

Kansas Humanities Council
112 SW Sixth Avenue, Suite 400
Topeka, KS 66603-3895
785-357-0359 / 785-357-1723 (fax)
<http://www.kansashumanities.org>

Kentucky

Kentucky Humanities Council
206 East Maxwell Street
Lexington, KY 40508
859-257-5932 / 859-257-5933 (fax)
<https://www.kyhumanities.org/>

Louisiana

Louisiana Endowment for the Humanities
938 Lafayette Street, Suite 300
New Orleans, LA 70113
504-523-4352 / 504-529-2358 (fax)
<http://www.leh.org>

Maine

Maine Humanities Council
674 Brighton Avenue
Portland, ME 04102-1012
207-773-5051 / 207-773-2416 (fax)
<http://mainehumanities.org>

Maryland

Maryland Humanities
108 West Centre Street
Baltimore, MD 21201-4565
410-685-0095 / 410-685-0795 (fax)
<http://mdhc.org>

Massachusetts

Mass Humanities
66 Bridge Street
Northampton, MA 01060
413-584-8440 / 413-584-8454 (fax)
<http://www.masshumanities.org>

Michigan

Michigan Humanities Council
119 Pere Marquette Drive, Suite 3B
Lansing, MI 48912-1270
517-372-7770 / 517-372-0027 (fax)
<http://www.michiganhumanities.org>

Minnesota

Minnesota Humanities Center
987 East Ivy Avenue
St. Paul, MN 55106
651-774-0105 / 651-774-0205 (fax)
<http://www.minnesotahumanities.org>

Mississippi

Mississippi Humanities Council
3825 Ridgewood Road, Room 311
Jackson, MS 39211-6497
601-432-6752 / 601-432-6750 (fax)
<http://www.mshumanities.org>

Missouri

Missouri Humanities Council
415 South 18th Street, Suite 100
St. Louis, MO 63103
314-781-9660
<http://www.mohumanities.org>

Montana

Humanities Montana
311 Brantly
Missoula, MT
406-243-6022
<http://www.humanitiesmontana.org>

Nebraska

Humanities Nebraska
215 Centennial Mall South, Suite 330
Lincoln, NE 68508
402-474-2131 / 402-474-4852 (fax)
<http://humanitiesnebraska.org>

Nevada

Nevada Humanities
1670-200 North Virginia Street
PO Box 8029
Reno, NV 89507-8029
775-784-6587 / 775-784-6527 (fax)
<http://www.nevadahumanities.org>

New Hampshire

New Hampshire Humanities
117 Pleasant Street
Concord, NH 03301
603-224-4071 / 603-224-4072 (fax)
<http://www.nhhumanities.org>

New Jersey

New Jersey Council for the Humanities
28 West State Street, Suite 6
Trenton, NJ 08608
609-695-4838 / 609-695-4929 (fax)
<http://njhumanities.org/>

New Mexico

New Mexico Humanities Council
4115 Silver Avenue, SE
Albuquerque, NM 87108
505-633-7370 / 505-633-7377 (fax)
www.nmhum.org

New York

New York Council for the Humanities
150 Broadway, Suite 1700
New York, NY 10038
212-233-1131 / 212-233-4607 (fax)
<http://humanitiesny.org/>

North Carolina

North Carolina Humanities Council
320 East 9th Street, Suite 414
Charlotte, NC 28202
704-687-1520 / 704-687-1525 (fax)
www.nchumanities.org

North Dakota

North Dakota Humanities Council
418 East Broadway, Suite 8
Bismarck, ND 58501
701-255-3360 / 701-223-8724 (fax)
<http://www.ndhumanities.org/>

Ohio

Ohio Humanities Council
471 E. Broad Street, Suite 1620
Columbus, OH 43215-3857
614-461-7802 / 614-461-4651 (fax)
<http://ohiohumanities.org>

Oklahoma

Oklahoma Humanities
424 Colcord Dr., Suite E
Oklahoma City, OK 73102
405-235-0280 / 405-235-0289 (fax)
<http://www.okhumanities.org>

Oregon

Oregon Humanities
921 SW Washington Street, Suite 150
Portland, OR 97205
503-241-0543 / 503-241-0024 (fax)
<https://oregonhumanities.org/>

Pennsylvania

Pennsylvania Humanities Council
Constitution Place
325 Chestnut Street, Suite 715
Philadelphia, PA 19106
215-925-1005 / 215-925-3054 (fax)
<http://www.pahumanities.org>

Puerto Rico

Fundación Puertorriqueña de las
Humanidades
109 Calle San José Esq. Luna, Viejo San Juan
PO Box 9023920
San Juan, PR 00902-3920
787-721-2087 / 787-721-2684 (fax)
<http://www.fphpr.org>

Rhode Island

Rhode Island Council for the Humanities
131 Washington Street, Suite 210
Providence, RI 02903
401-273-2250 / 401-454-4872 (fax)
<http://rihumanities.org/>

South Carolina

South Carolina Humanities
2711 Middleburg Drive, Suite 203
Columbia, SC 29204
803-771-2477 / 803-771-2487
<http://schumanities.org/>

South Dakota

South Dakota Humanities Council
1215 Trail Ridge Road, Suite A
Brookings, SD 57006
605-688-6113 / 605-688-4531 (fax)
<http://www.sdhumanities.org>

Tennessee

Humanities Tennessee
807 Main Street, Suite B
Nashville, TN 37206
615-770-0006 / 615-770-0007 (fax)
<http://humanitiestennessee.org/>

Texas

Humanities Texas
1410 Rio Grande Street
Austin, TX 78701
512-440-1991 / 512-440-0115 (fax)
<http://www.humanitiestexas.org>

Utah

Utah Humanities Council
202 West 300 North
Salt Lake City, UT 84103
801-359-9670 / 801-531-7869
<http://utahhumanities.org/>

Vermont

Vermont Humanities Council
11 Loomis Street
Montpelier, VT 05602
802-262-2626 / 802-262-2620 (fax)
<http://www.vermonthhumanities.org>

Virginia

Virginia Foundation for the Humanities
145 Ednam Drive
Charlottesville, VA 22903
434-924-3296 / 434-296-4714 (fax)
<http://virginiahumanities.org/>

Washington

Humanities Washington
130 Nickerson Street, Suite 304
Seattle, WA 98109
206-682-1770 / 206-682-4158 (fax)
<http://www.humanities.org>

West Virginia

West Virginia Humanities Council
1310 Kanawha Boulevard East
Charleston, WV 25301
304-346-8500 / 304-346-8504 (fax)
<http://www.wvhumanities.org>

Wisconsin

Wisconsin Humanities Council
3801 Regent Street
Madison, WI 53705

608-262-0706 / 608-263-7970 (fax)
<http://www.wisconsinhumanities.org>

Wyoming

Wyoming Humanities Council
Main Office
1315 E. Lewis St.
Laramie, WY 82072
307-721-9243
<https://www.thinkwy.org/>

Suggested Book List

Adult Readers – Non-Fiction

Amar, Akhil Reed. *The Constitution Today: Timeless Lessons for the Issues of Our Era*. New York, NY: Basic Books, 2016.

Archer, Richard. *As If an Enemy's Country: The British Occupation of Boston and the Origins of the Revolution*. New York, NY: Oxford University Press, 2012.

Beeman, Richard. *Plain, Honest Men: The Making of the American Constitution*. New York, NY: Random House, 2009.

Berkin, Carol. *A Brilliant Solution: Inventing the American Constitution*. Boston, MA: Mariner Books, 2003.

Berkin, Carol. *The Bill of Rights: The Fight to Secure America's Liberties*. New York, NY: Simon & Schuster, 2016.

Berkin, Carol. *Revolutionary Mothers: Women in the Struggle for America's Independence*. New York, NY: Vintage Books, 2006.

Bodenhamer, David J. *The Revolutionary Constitution*. New York, NY: Oxford University Press, 2012.

Bourne, Russell. *Cradle of Violence: How Boston's Waterfront Mobs Ignited the American Revolution*. Hoboken, NJ: Wiley, 2006.

Brunsmann, Denver & David J. Silverman, eds. *The American Revolution Reader*. New York, NY: Routledge, 2013.

Brunsmann, Denver & Joel Stone, eds. *Revolutionary Detroit: Portraits in Political and Cultural Change, 1760–1805*. Detroit, MI: Wayne State University Press, 2009.

Carp, Benjamin L. *Defiance of the Patriots: The Boston Tea Party and the Making of America*. New Haven, CT: Yale University Press, 2010.

Carp, Benjamin L. *Rebels Rising: Cities and the American Revolution*. New York, NY: Oxford University Press, 2007.

- Chernow, Ron. *Alexander Hamilton*. New York, NY: Penguin Books, 2005.
- Egerton, Douglas R. *Death or Liberty: African Americans and Revolutionary America*. New York, NY: Oxford University Press, 2009.
- Ferling, John. *Almost a Miracle: The American Victory in the War of Independence*. New York, NY: Oxford University Press, 2009.
- Fischer, David Hackett. *Paul Revere's Ride*. New York, NY: Oxford University Press, 1995.
- Fischer, David Hackett. *Washington's Crossing*. New York, NY: Oxford University Press, 2006.
- Glatthaar, Joseph T. & James Kirby Martin. *Forgotten Allies: The Oneida Indians and the American Revolution*. New York, NY: Hill and Wang, 2007.
- Jasanoff, Maya. *Liberty's Exiles: American Loyalists in the Revolutionary World*. New York, NY: Vintage Books, 2012.
- Hamilton, Phillip. *The Revolutionary War Lives and Letters of Lucy and Henry Knox*. Baltimore, MD: Johns Hopkins University Press, 2017.
- Heideking, Jürgen. *The Constitution before the Judgment Seat: The Prehistory and Ratification of the American Constitution, 1787–1791*, ed. John P. Kaminski and Richard Leffler. Charlottesville, VA: University of Virginia Press, 2012.
- Holton, Woody. *Unruly Americans and the Origins of the Constitution*. New York, NY: Hill and Wang, 2008.
- Ragosta, John A. *Wellspring of Liberty: How Virginia's Religious Dissenters Helped Win the American Revolution and Secured Religious Liberty*. New York, NY: Oxford University Press, 2010.
- Maier, Pauline. *American Scripture: Making the Declaration of Independence*. New York, NY: Vintage Books, 1998.
- McCullough, David. *1776*. New York, NY: Simon & Schuster, 2006.
- McCullough, David. *John Adams*. New York, NY: Simon & Schuster, 2001.

Morgan, Edmund S. *American Slavery, American Freedom*. New York, NY: W.W. Norton & Company, 2003.

Morgan, Gwenda. *The Debate on the American Revolution*. Manchester, UK: Manchester University Press, 2007.

Philbrick, Nathaniel. *Bunker Hill: A City, a Siege, a Revolution*. New York, NY: Penguin Books, 2014.

Pybus, Cassandra. *Epic Journeys of Freedom: Runaway Slaves of the American Revolution and Their Global Quest for Liberty*. Boston, MA: Beacon Press, 2007.

Resch, John & Walter Sargent, eds. *War and Society in the American Revolution: Mobilization and Home Fronts*. DeKalb, IL: Northern Illinois University Press, 2006.

Shorto, Russell. *Revolution Song: A Story of American Freedom*. New York, NY: W.W. Norton & Company, 2017.

Skemp, Sheila L. *First Lady of Letters: Judith Sargent Murray and the Struggle for Female Independence*. Philadelphia, PA: University of Pennsylvania Press, 2011.

Van Buskirk, Judith L. *Standing in Their Own Light: African American Patriots in the American Revolution*. Norman, OK: University of Oklahoma Press, 2017.

Watkins, William J. *Reclaiming the American Revolution: The Kentucky and Virginia Resolutions and Their Legacy*. Palgrave Macmillan, 2008.

Wood, Gordon S. *The American Revolution: A History*. New York, NY: Modern Library, 2003.

Young, Alfred F. & Gregory H. Nobles. *Whose American Revolution Was It?: Historians Interpret the Founding*. New York, NY: New York University Press, 2011.

Zagarri, Rosemarie. *Revolutionary Backlash: Women and Politics in the Early American Republic*. Philadelphia, PA: University of Pennsylvania Press, 2007.

Middle Readers and Young Adult – Fiction

Anderson, Laurie Halse. *Chains*. New York, NY: Simon & Schuster Books for Young Readers, 2008.

Collier, James Lincoln. *My Brother Sam is Dead*. New York, NY: Four Winds Press, 1974.

Forbes, Ester. *Johnny Tremain*. Boston, MA: Houghton Mifflin Harcourt, 1943.

Klass, Sheila Solomon. *Soldier's Secret: The Story of Deborah Sampson*. New York, NY: Henry Holt, 2009.

Lavender, William. *Just Jane: A Daughter of England Caught in the Struggle of the American Revolution*. Boston, MA: HMH Books for Young Readers, 2014.

Paulsen, Gary. *Woods Runner*. New York, NY: Ember, 2011.

Rinaldi, Ann. *Cast Two Shadows: The American Revolution in the South*. Orlando, FL: Gulliver Books/Harcourt, Inc., 2004.

Rinaldi, Ann. *Hang a Thousand Trees with Ribbons: The Story of Phillis Wheatley*. London, UK: Walker Books, 2008.

Rinaldi, Ann. *The Fifth of March: A Story of the Boston Massacre*. Orlando, FL: Harcourt, Inc., 1993.

Rinaldi, Ann. *The Secret of Sarah Revere*. Orlando, FL: Gulliver Books/Harcourt, Inc., 2003.

Rinaldi, Ann. *Time Enough for Drums*. New York, NY: Dell Laurel-Leaf, 1986.

Middle Readers and Young Adult – Non-Fiction

Allen, Thomas B. *George Washington: Spymaster*. Washington, D.C.: National Geographic Society, 2007.

Fink, Sam. *The Constitution of the United States of America*. New York, NY: Welcome Books, 2010.

Fritz, Jean. *Alexander Hamilton: The Outsider*. New York, NY: Puffin, 2012.

Hennessey, Jonathan. *The United States Constitution: A Graphic Adaptation*. New York, NY: Farrar, Straus & Giroux, 2008.

Schanzer, Rodalyn. *Books like George vs. George: The American Revolution as Seen from Both Sides*. Washington, D.C.: National Geographic Society, 2007.

Sheinkin, Steve. *The Notorious Benedict Arnold A True Story of Adventure, Heroism & Treachery*. New York : Flash Point, 2010.

St. George, Judith. *The Duel: The Parallel Lives of Alexander Hamilton and Aaron Burr*. St. Louis, MO: Turtleback Books, 2016.

Suggested Film and Television Viewing

Screening or circulating feature or documentary films as companion programming can open new lines of inquiry and exploration. Here are a few examples as a starting point.

Film

1776 (1972)

The film version of the Broadway musical. The plot follows the Continental Congress as they debate declaring independence.

The Devil's Disciple (1959)

A colonial New Hampshire man is arrested in a case of mistaken identity when his father is killed by the British.

Johnny Tremain (1957)

A 14-year-old silversmith apprentice finds himself in leagues with the Sons of Liberty in Boston in 1773.

Drums along the Mohawk (1939)

A New York family sets out as pioneers in the Mohawk Valley in 1776 and becomes involved with the local militia.

TV

Turn (AMC 2014–2017)

A Long Island farmer becomes a spy in the Culper Ring, helping to turn the tables in the American Revolution.

Sons of Liberty (History Channel 2014)

A miniseries about the Sons of Liberty in the years before the American Revolution.

John Adams (HBO 2008)

A miniseries about John Adams, chronicling much of his role in the founding of the United States.

The American Revolution (History Channel 2006)

A miniseries detailing the American Revolution from the Boston Massacre to the inauguration of George Washington.

American Experience: John and Abigail Adams (PBS 2006)

Freedom: A History of US (PBS 2002)

A documentary series that explores the idea of freedom, from independence to civil rights.

Ken Burns: *Thomas Jefferson* (PBS 1997)

A two part documentary that explores Jefferson as a renaissance man.

Web Resources

1. Gilder Lehrman Institute of American History

<http://gilderlehrman.org>

For Founding Era original documents, essays, digital resources, and more.

2. ALA Apply portal

apply.ala.org/foundingera

The ALA Apply portal will be used for more than just submitting your application. This will be the tool through which sites will submit their reports and evaluations.

3. *Revisiting the Founding Era* project site

www.foundingera.org

This site has been designed and created specifically for this project. This is where participating sites, library patrons, or interested individuals, can access the PDF reader, project guidelines and FAQs, site support notebook, scholar videos, and an interactive timeline.

4. Webinar

The webinar, hosted by the Gilder Lehrman Institute of American History, will be announced on February 28, 2018 and will be livestreamed in March. The webinar will be archived and made available on www.foundingera.org. Sites are strongly encouraged to attend the webinar or watch the archived video for reference when planning their programs.

5. Other Online Resources

American Library Association's Programming Librarian resources website --

www.programminglibrarian.org

EDSITEment -- edsitement.neh.gov

Gilder Lehrman Institute of American History -- www.gilderlehrman.org

Library of Congress -- www.loc.gov

National Archives -- www.archives.gov

National Constitution Center -- constitutioncenter.org

Smithsonian National Museum of American History -- americanhistory.si.edu

Promotional Materials

Credit Line

This program is part of *Revisiting the Founding Era*, a three-year national initiative of the Gilder Lehrman Institute of American History presented in partnership with the American Library Association and the National Constitution Center, with generous support from the National Endowment for the Humanities.

Promotion and Social Media Suggestions

Below are guidelines and suggestions for how to best maximize public engagement and awareness of your Founding Era programming. Please feel free to utilize these suggestions for any of the social media networks your library uses. Libraries can use the downloadable materials provided at www.foundingera.org

- Tag all posts related to *Revisiting the Founding Era* with the hashtag #GLIFoundingEra. This will allow others to find and engage with your posts, and provide a way for you to view programs and events at other grant-participating libraries.
- If your library runs a Twitter, Facebook, or Instagram account, tag your program-related posts with the handles of Gilder Lehrman, the American Library Association, and the National Endowment for the Humanities for higher visibility:
 - Twitter
 - @Gilder_Lehrman
 - @ALALibrary
 - @NEHgov
 - Facebook
 - The Gilder Lehrman Institute of American History
 - American Library Association
 - National Endowment for the Humanities
 - Instagram
 - @gilderlehrman
 - @americanlibraryassociation
 - @nehgov
- Encourage program participants to post their own photos and impressions of your *Revisiting the Founding Era* programs and events, tagged appropriately.
- Take photos at library programs and events, particularly of the public or student groups actively engaging in programming, and post them on social media afterwards (making sure you have permission first), or have a dedicated staff member “live-tweet” the program on Twitter.
- Post about upcoming programs a week or more in advance, with regular reminders leading up to the event.

- If you would like to encourage an online discussion of Founding Era topics, you can post some of the questions in the *Revisiting the Founding Era* reader on social media and ask your followers to weigh in.

Sample Social Media Posts

1. Excited to announce that we've been awarded a *Revisiting the Founding Era* grant from @Gilder_Lehrman and @ALALibrary! Stay tuned for upcoming public programs that explore the Founding Era and how it influences our lives today. [Link to *Revisiting the Founding Era* website, press release, or Library's program schedule if applicable]
2. How does the Founding Era influence our lives today? We'll be exploring our nation's founding in a series of interactive public programs and conversations with help from a *Revisiting the Founding Era* grant from @Gilder_Lehrman and @ALALibrary. Learn more: [Link]
3. Our new *Revisiting the Founding Era* program series will explore America's roots through community conversations and public programs, with help from a grant from @Gilder_Lehrman and @ALALibrary, funded by @NEHgov. Learn more here: [Link]
4. We're excited to announce that [Name of Library] has been awarded a *Revisiting the Founding Era* grant by @Gilder_Lehrman and @ALALibrary, made possible by @NEHgov! We'll be holding a series of public programs and conversations that explore the Founding Era and its enduring themes. Learn more about our upcoming programs here: [Link]

Press Release Template

Libraries can download an editable Word document of the below press release at www.foundingera.org.

We are pleased to announce that [Name of Library] has been awarded a Revisiting the Founding Era Grant to implement public programming and community conversations that explore America's founding and its enduring themes.

[Insert quote from Library official here]

As part of the grant, [Name of Library] will receive 10 copies of a reader containing scholarly essays on selected historical documents from the lauded Gilder Lehrman Collection, \$1,000 to help implement programs, and additional digital resources, training, and support from the Gilder Lehrman Institute of American History and the American Library Association.

These resources will allow [Library] to launch a program series on the Founding Era. This includes [Provide brief description of planned Library programs here]

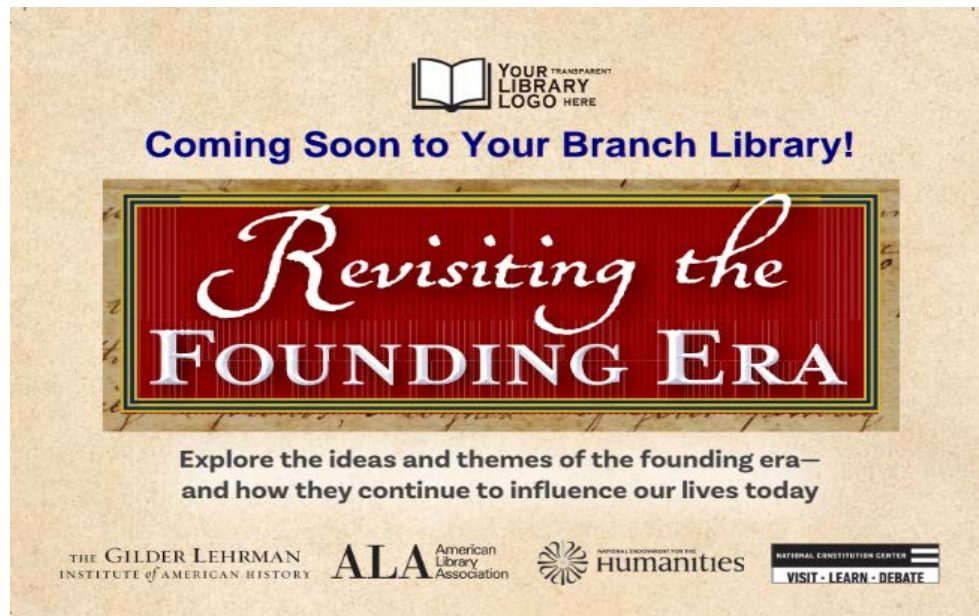
Revisiting the Founding Era is a three-year national initiative of The Gilder Lehrman Institute of American History, presented in partnership with the American Library Association and the National Constitution Center, with support from the National Endowment for the Humanities. The grant provides 100 public libraries across the country the opportunity to use historical documents to spark public conversations about the Founding Era’s enduring ideas and themes and how they continue to influence our lives today.

For more information about Revisiting the Founding Era and participating libraries, visit www.foundingera.org.

Publicity Images and Guidelines for Use

Please see www.foundingera.org for the downloadable social media images. Some of the file names say “FILL-IN.” This means you can customize these images to include your library’s logo or language about a specific Founding Era event.

For example, in this postcard file below, the grantee will be able to add their library logo at the top. They will also be able to customize the line “Coming Soon to Your Branch Library” and also add text to the back side of the postcard.



About the Gilder Lehrman Institute of American History

Founded in 1994 by visionaries and lifelong proponents of American history education Richard Gilder and Lewis E. Lehrman, the Gilder Lehrman Institute of American History is the leading American history nonprofit organization dedicated to K–12 education while also serving the general public. At the Institute’s core is the Gilder Lehrman Collection, one of the great archives in American history. Drawing on the 70,000 documents in the Gilder Lehrman Collection and an extensive network of eminent historians, the Institute provides teachers, students, and the general public with direct access to unique primary source materials.

About the American Library Association

The American Library Association is the oldest and largest library association in the world, with more than 56,000 members in academic, public, school, government, and special libraries. The mission of the American Library Association is to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.

About the National Constitution Center

The National Constitution Center is the first and only institution in America established by Congress to “disseminate information about the United States Constitution on a nonpartisan basis in order to increase the awareness and understanding of the Constitution among the American people.” The Constitution Center brings the United States Constitution to life by hosting interactive exhibits and constitutional conversations and inspires active citizenship by celebrating the American constitutional tradition.

About the National Endowment for the Humanities

The National Endowment for the Humanities (NEH) is an independent federal agency created in 1965. It is one of the largest funders of humanities programs in the United States. Because democracy demands wisdom, NEH serves and strengthens our republic by promoting excellence in the humanities and conveying the lessons of history to all Americans. The Endowment accomplishes this mission by awarding grants for top-rated proposals examined by panels of independent, external reviewers.