



NATIONAL ARCHIVES

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The attached document contains the Grant Narrative of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Be aware that minor changes may have been made to the plan of work and other portions of the proposed project in response to comments made during the review process. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations.

Prospective applicants should consult the NHPRC's application guidelines at <https://www.archives.gov/nhprc/apply> for instructions. Applicants are also strongly encouraged to consult with the NHPRC staff member listed in the grant announcement well before a grant deadline. Prospective applicants are also strongly encouraged to submit a draft application by the deadline listed in the grant announcement.

The Commission welcomes collaborations that target institutional advancement for small and underserved local archives and repositories, **especially those with collections that focus on the voices and perspectives of Black, Indigenous, and People of Color.**

Project Title: Bridging the Gap: Archives in the Classroom and Community Project

Institution: Wayne State University

Project Director: Min Yu

Grant Program: Public Engagement with Historical Records

**Wayne State University Public Engagement with Historical Records:
Bridging the Gap: Archives in the Classroom and Community Project**

Walter P. Reuther Library, Archives of Labor and Urban Affairs and
Wayne State University College of Education
Application 2019

1. Overview

Too often, archivists work alone or exclusively with other information professionals. In a field searching for ways to connect researchers and educators to primary source documents, this isolation poses a serious problem. Archivists and faculty from the College of Education at Wayne State University have identified a need for greater communication between archivists, educators, and community members who are influenced and empowered by access to primary source material. This partnership proposes “Bridging the Gap: Archives in the Classroom and Community,” a project to develop partnerships between archivists and teachers at various stages in their careers that will increase K-12 access to relevant archival materials.

“Bridging the Gap: Archives in the Community and the Classroom Project” creates a learning community comprised of archivists, classroom teachers, and teacher education students. This group will share the rare opportunity to combine different areas of expertise and, together, find new paths for student access to primary sources. Our aim is that such a model can be used to aid other archivists and educators in working together across the country.

In order to accomplish this goal, the team will use four tools: (1) teacher education courses at Wayne State, (2) learning community groups comprised of teachers and teacher education students, (3) a web-based collaboration tool to create and test lessons at a distance, and (4) outreach (through presentations, advertising and publications) to increase access to materials. Project products will include the collaborative web portal, classroom-tested lesson plans focused at teacher-identified student needs, teacher-training courses designed around primary source

pedagogy, and a community of educators and archivists who better understand how to work together to increase K-12 access to diverse archival materials.

Wayne State University is uniquely positioned to undertake this project. WSU's large population of non-traditional and First Time in Any College students, paired with a strong tradition of student diversity, makes the university an ideal host for developing archives-centered curriculum plans in which students can find reflections of themselves and their research interests.

The Walter P. Reuther Library, Archives of Labor and Urban Affairs at Wayne State is the largest labor archive in North America and the largest archival repository of political and community records in the Detroit metropolitan area, encompassing nearly 75,000 linear feet of archival collections and millions of AV assets. In recent years, the archives have embraced a public-facing model, hiring a permanent full-time Outreach Archivist and developing a popular program for archival instruction. To date, the program has served hundreds of undergraduate and graduate students, community members, and high school students.

The archives' mission to serve the community pairs with Wayne State University's College of Education's urban mission and commitment to diversity. The college has practiced a field-based approach to teacher training since its inception in 1881 and created deep roots in Detroit area schools through generations of educators. The College of Education lives its mission, which states "...to prepare professionals who learn in the classroom and in the community, believe that education is the means by which human circumstances can be improved..." Specifically, the Division of Teacher Education in the College of Education serves a diverse group of students and teachers creating school experiences that are academically rigorous, personally meaningful, and sustain a vibrant democracy.

Significance of the project

There is a growing understanding that History, as a discipline that relies upon inquiry-based knowledge and the combination of multiple perspectives, is a critical component of social studies curricula in K-12 classrooms. Effective teachers need to design and implement curricular and instructional tools that reflect the complex nature of historical knowledge in the classroom. However, as many educators and teacher educators have pointed out, classroom practices in history and social studies still predominantly use information from a single source in the textbook, ask students to learn information from a single perspective, or focus on students' memorization of predetermined statements and others' analysis. To realize the goals of modern educational standards, there is a demonstrated need to examine the ways in which teachers work with primary source repositories in their teaching and professional learning. In other words, if teachers themselves do not understand the nature of critical historical thinking, engage with diverse forms of primary sources, and appreciate the process of historical interpretation, they will not be able to bring meaningful learning experiences to life for their students.

Through a 3-year pilot collaboration between archivists at the Walter P. Reuther Library and College of Education faculty, the obstacles to K-12 teachers' use of primary source material in the classroom have become clear. While many teachers are too busy to devote time to archival research and from-scratch lesson preparation under normal conditions, the larger issue is a lack of access to archives that are responsive to student needs. For their part, archivists have not traditionally organized their work around the needs of K-12 educators, and certainly have not gone out of their way to make themselves available for collaborative partnerships. Misconceptions on both sides get in the way of learning. Our existing work has found that

teachers often have misconceptions about archival description or concepts like provenance, while most archivists have no idea how educational standards are used in conjunction with primary sources in classrooms. Teachers guess at what archival sources are available and where, and archivists guess at what teachers may need. This project seeks to eliminate the guesswork.

Our central goal is to build a community that can share information from various areas of expertise. Participants will meet in person through classes and workshops as well as collaborate online using a custom-built tool that can support multiple levels of user permissions and act as a space to build, test, and assess draft lessons as well as a place to share ideas, archival documents, and professional learning. Crucially, this project allows teachers to participate in the process of creating and testing these lessons, establishing an understanding of archival arrangement and description in the process.

Where archivists bring knowledge of collections and access, teachers and teacher education students bring expertise on the application of complex educational standards. Preliminary work has indicated that Common Core State Standards and the College, Career and Civic Life (C3) Framework for Social Studies are well-suited to an archival partnership. In particular, teacher education students will learn to articulate the ways in which they are meeting and applying standards while remaining responsive to their students' interests and learning needs.

As teachers apply standards and incorporate primary source materials, they must also confront their own assumptions. We hope to develop a framework of critical historical thinking for both teachers and teacher education students that encourages them to (1) see their role in the process of developing historical interpretations, (2) examine a variety of historical sources and perspectives and (3) create meaningful curriculum and instructional materials for K-12 students. Participants in this project will explore the ways in which their own understanding of history and

historical materials affects their students, while creating impactful curriculum and instructional materials to teach critical thinking to a broad range of students and prepare them for long-term success as active participants in education.

Existing work

As teacher educators from the fields of archives and curriculum studies, we seek to support both teachers and teacher education students to develop more authentic and nuanced understandings of what history is and how to teach history in a more meaningful way through engaging archives of local and national historical events. We have taken some initial steps: from the fall semester of 2015 to the spring semester of 2019, we have piloted a three-hour archives analysis and lesson planning workshop each semester for teacher education students from the College of Education. From the fall semester of 2019 to the spring semester of 2020, we will begin professional development workshops to add teachers to the program and work with them to create lesson plans, with the support of an existing university educational development grant covering costs of teacher participants' travel and parking, snacks, and meals during the workshops at the Reuther Library on Wayne State's campus. The teacher education students who participate in this project through enrollment in the Elementary and Secondary Education programs in the College of Education at Wayne State University have incorporated the archive project as one of their core Teacher Education Courses assignments. For the recruitment of K-12 teachers, we have invited the district curriculum consultant to the workshop and also discussed the recruitment with colleagues at different K-12 schools and districts in the three major counties in the Southeast Michigan region.

During the workshops, archivists introduce teachers to primary sources made available physically and through the Reuther Library's digital archives. Two preexisting digital archives include the historical records represent the 1968 sanitation workers strike in Memphis, Tennessee (<https://digital.library.wayne.edu/iamaman/>) and another focused on employment, housing, policing, and race relations in the events of 1967 in Detroit, Michigan (<http://projects.lib.wayne.edu/12thstreetdetroit/>). Guiding questions encourage teacher education students to consider the influences of multiple perspectives. Participants interrogate the sources using the 5Ws: Who, What, Where, When, and Why. They then add another W: Wonder. Students are asked to *wonder* what they don't know about the document and *wonder* where they might look for additional perspectives. While using the 5Ws isn't unknown in K-12 education, but archivists apply this tool from a unique understanding. Rather than simply asking why a document was made, for example, archivists ask participants to consider why the material was kept in an archive or why it was arranged the way it is in a collection. Shifting to an archival mindset changes the way teachers and students understand archival documents and trains them to consider the context, thus developing a richer historical understanding.

Teacher education students also participated in an organized discussion incorporating evidence from the archives and developed related curriculum unit and lesson plan components based upon the discussions and resources. To date, classes have found the 5Ws exercise to be particularly powerful in reshaping their relationship with historical thinking.

Historical background and examples

As an example, one archival document set in use with teacher education students explores the history of Detroit's 1967 Urban Uprising. Over 50 years later, Southeast Michigan's

communities still grapple with many of the same social and economic conflicts that gave rise to violence. Many students and teachers approach this topic through the lens of personal opinions communicated by older family members and, as such, have deeply rooted feelings about what took place. By providing users with *evidence* of the events and conditions that led up to the Uprising, working with archives encourages users to rely on analysis and appraisal rather than belief. This level of access to archival materials also ensures that the power of these documents rests with the community, especially students and teachers.

We have chosen this example in part because, by necessity, it involves countless voices and perspectives. The Reuther Library contains dozens of collections documenting the Uprising, each representing different viewpoints. In our ongoing work, we have seen students learn to view archival records with a critical eye and weave them into a cohesive narrative. Perhaps most importantly, we have seen that this work builds teachers' confidence in their ability to develop personally meaningful curriculum for students, in turn building students' levels of engagement in the classroom. Both students and teachers discover primary sources as useful tools for understanding historical themes rather than believing what they see in a workbook or memorizing dates for a test. It also allows teachers and students a framework for having tough conversations about society in a way that encourages scholarly dialogue over discord.

Goals and outcomes

Ultimately, this project aims to create an equal and horizontal partnership between archivists, teachers, and teacher education students that can be replicated across the country. In order to achieve this goal we see several steps. First, the project will develop workflows for collaboration between archivists and faculty in the College of Education both in-person and

online, providing an exemplary case for institutions beyond Wayne State University. Second, teachers will work with archivists to begin creating lessons, strengthening teachers' critical historical thinking and reflective instructional skills in both theory and practice. Third, the project will develop a custom tool for this type of collaboration tested by teachers and available to others.

The related benefits are numerous. Through the implementation of archives-based unit and lesson plans, K-12 students will develop greater competence in using primary sources. Teachers and teacher education students will develop unit and lesson plans to enable critical thinking, not just memorization, and give students the agency to investigate further the historical, sociocultural, and political contexts of events that impact their own communities and the world. We have worked with Detroit Public Schools teachers as they work to develop Detroit-focused curriculum, and hope to expand this partnership during the term of this grant.

While some basic free tools exist to do some of the online portions of the project, they put the burden on the user to navigate between disparate systems and functions with limited functionality. Based on published research and our own anecdotal experiences, we know that teachers need an efficient, user-friendly portal to fully engage with this project. This is why we propose a customized "one-stop" web portal that will take the navigation burden off teachers. Professional graphic design and user experience testing will ensure that teachers engage with educational content. The site will host finished document sets and lesson plans, but more importantly it will be the focal point for professional learning, through which teachers will be able to offer feedback and refine their works in progress, exploring and sharing both the opportunities and challenges of conducting this work in in real classrooms. Participants will have user permissions that allow lesson plan curation, offering a chance to work collaboratively on

sets and develop materials at a distance. In order to maintain the archival context, the site will be specifically designed to represent archivally appropriate metadata schemas and return results that work for teachers' needs. In addition, the site will gather customized user behavior metrics that will help us understand how teachers engage in the process online. With the continuous technical support from professional web developers throughout the 2-year project period, this information will inform our final report as well as a potential case study of our experience.

Feedback and assessment

As part of our pilot work for the proposed project, we have gathered hundreds of qualitative and quantitative survey responses from participants. Students who have completed teacher education programs in the College of Education express deep interest in acquiring the skills to develop lesson plans and curriculum units based upon archival materials. Existing survey data indicates a need for our proposed work.

During the proposed 2-year project, we intend to continue using these assessment tools and conduct a formal analysis of the ways teachers and archivists work together. As equal partnerships between these professional groups are rare, we anticipate qualitative findings that can improve communication with critical user groups. In addition, the proposed collaborative website will request feedback from users that can be used in year two toward improvements based on need. Quantitative data such as site analytics will help us verify more quantitative statements received through surveys and verbal feedback.

2. Plan of Work

The project will be completed in two years. Year one will include teacher training courses, teacher workshops and trainings, preliminary lesson drafting, and website launch, and year two will focus on outreach, lesson creation, website and lesson refinement, and analysis. This project aims to engage educators at various stages in their careers: as K-12 students, as teacher education students, and as teachers in the classroom. Some participants will transition from teacher education student to full-time teacher during the grant period. In the first phase of the project, teacher education students will attend workshop sessions to examine primary sources and discuss the ways in which archives can be used for various age groups. Through classes and teacher workshops, we anticipate involving 125-150 teachers and teacher education students. In addition, project staff will travel to archival and education conferences with the goal of reaching 200 practitioners across multiple sessions. These outreach efforts will be accompanied by modest print and digital advertising for the materials aimed at reaching an additional 1000 practitioners who may be unable to attend an in-person conference session.

Once the first phase of K-12 curriculum unit and lesson plans are available through our online portal, analytics will help project staff measure online access and downloads. We anticipate a marked increase in K-12 use for the archival materials at the Reuther Library, which is currently tracked through LibAnalytics. Teachers will be asked to submit feedback on the material through the same online portal used to access unit and lesson plans and historical records. Staff will summarize data at the conclusion of the two-year project and it will be used to inform future plan creation and share our findings with our respective professional communities. In approaching K-12 teachers rather than students directly, we expect that we will have meaningful interaction with up to 1000 educators. In this case, we have focused on the quality of interaction over quantity, knowing that each teacher who leaves a workshop with a greater

enthusiasm for teaching primary sources and a greater confidence in his or her role in the process has the potential to reach hundreds of students.

Timeline, Plan of Work:

July 2020-August 2020

Project staff will meet to transition current collaboration efforts to the grant project schedule, as well as hire a web development company and contact appropriate consultants. During summer 2020, project staff will plan course materials for including teacher education students in Phase 1 of the project through the College of Education's Social Studies and Reading, Language, and Literature Curriculum courses.

September 2020-January 2021

Through content area curriculum courses, teacher education students will begin developing their draft lesson plans. Website development will begin, creating a space where these lesson plans can be stored and shared. The website will begin to fill with content as the teacher education students develop their lesson plans, as faculty and staff refine workflows on collaboration, templates to use and sample digital archives. The bulk of the lesson plans created during Phase 1 will happen during this period of time.

January 2021-May 2021

Two full-day professional development workshops for teachers will take place at Wayne State University, bringing teachers from around the Southeast Michigan region to engage with historical archives and lesson plans created by teacher education students. The two consultants

invited, who are experts on civic education, particularly the role of history and social studies education that promote democratic values and knowledge, will give lectures and work with faculty and staff in both Reuther Library and College of Education to lead the professional development workshops. Participants will create unit and lesson plans using the archives and assess lesson plans created by teacher education students from the College of Education. Project staff will gather feedback from these teacher participants to inform Phase 2.

Spring 2021-December 2021

Feedback from both teacher education students and K-12 teachers will be collected and analyzed to inform updates and revision of unit and lesson plans on the website. The new fall-term Social Studies and Reading, Language, and Literature Curriculum courses will undertake draft lesson plans using the examples and instructional materials created in Phase 1 of this project. Project staff will attend and present at the American Educational Research Association annual meeting, National Council for the Social Studies annual conference, the Society of American Archivists annual meeting, and others to offer sessions explaining our process and sharing the digital collections of archives and the sample curriculum materials available online. Project staff will conduct print and web-based promotion and outreach to encourage the use of the revised curriculum unit and lesson plans.

January 2022-June 2022

Project staff will gather feedback from teachers accessing unit and lesson plans through the online portal and summarize the qualitative data. Phase 2 teachers' work will be added to the website. Outreach to active teachers will continue both in person and online. Information about

curriculum material use and web-based feedback will be gathered, and project staff will assess the successes and challenges of the project.

Detailed Plan of Work Chart

Phase I: Summer 2020-Spring 2021

During phase 1, the project will establish a framework for collaboration. Team members will prepare local teacher education students and K-12 teachers for participation while development begins on the web-based portal. Archivists will work directly with teachers to identify and select material that meets their curriculum needs. By the end of Spring 2021, we will have a sample set of lesson plans to fuel collaboration and feedback in phase 2.

What	Who	Why	When
Large group meeting	College of Education (COE), Libraries Digital Publishing Team, Archivists	Finalize timelines and assign first tasks	First week July 2020
Hire web development company	Golodner, Courtney, Libraries	Enable creation of website	Quotes by first week July 2020
Finalize course materials for College of Education curriculum design courses	Yu, Crowley, Courtney	Integrate COE courses into project	July and August 2020
Begin drafting lesson plans	Yu, Crowley, teacher education students		September, October 2020
Begin website development	Web developer, Golodner, Courtney		September 2020
First lesson plans populate website	Yu, Crowley, Courtney, Web developer	Establish small sample set to work with	December 2020

PD workshops begin, teachers create lesson plans	Teachers from around SE Michigan	Gather teachers for intensive workshop and feedback	January-March 2021
Lesson plans created by teachers laid out and loaded into site	Teachers from around SE Michigan, teacher education students		January – May 2021

Phase II: Spring 2021-Spring 2022

We consider the iterative nature of this work to be one of its strengths. To that end, phase 2 is marked by the integration of feedback. We expect to create an abbreviated mid-project report in spring 2021 to identify the areas in which we can improve our process. Team members will embark on outreach efforts to encourage lesson feedback and use. Teachers will begin to collaborate on draft projects through the web portal. Teachers will also use lessons in the classroom and discuss, both in person and online, ways the plans can be improved and additional methods of working with archives/archivists. The team will conduct additional professional development workshops to train more teachers in doing this work.

What	Who	Why	When
Gather, analyze, quantify feedback from Phase I lesson plans	Yu, Crowley, Golodner, Courtney	Inform Phase II progress and goals	March-May 2021
New Social Studies Reading, Language, and Literature Curriculum course creates phase II lessons with feedback from phase I	Yu, Crowley, teacher education students, K-12 teachers	Teach teacher education students these methods, grow available lessons	August-November 2021
Attend AERA, NCSS, SAA	Yu, Crowley, Golodner, Courtney	Promote website and encourage use	Summer 2021

Conduct outreach	Yu, Courtney	Promote website and encourage use	May 2021-project end
Gather feedback from teachers using plans (online and in-person)	Courtney, Yu, Crowley, Golodner	Improve lessons	January 2022-project end
Add phase 2 lessons to website	Web developer	Grow available lessons	January 2022-March 2021
Project co-leaders gather all feedback and data and create report	Courtney, Yu, Crowley, Golodner	Create report, possibly author article or presentation to further the use of interdisciplinary partnerships in archival education	May-June 2022

3. **Project Products**

This project will develop:

1. Wayne State College of Education classes and teacher workshops to share professional knowledge. Particularly, both teacher education students and K-12 teachers will gain unique experience in the process of engaging with and using archival materials in the classroom and will develop the breadth and depth of their own critical historical knowledge, preparing them to communicate these concepts effectively with their students.
2. A custom-built website that can serve the needs of participants to interact with primary sources, unit and lesson plans, as well as one another. The site will allow teachers and archives to collaborate by following templates and workflows that

will live online. In this way, archives and teachers will not have to be in the same physical space to create effective plans for diverse student needs.

3. Lesson plans built and refined by teachers and teacher education students. Draft lessons will be tested and refined by collaborators before they are published for use by other teachers.
4. A long-lasting framework for this type of collaboration (expressed via grant report and hopefully publication). This project aims to open doors for ongoing collaboration between archives and curriculum and instruction, two groups that do not often communicate about their shared goals. We hope that this example will serve to increase communication and collaboration between these two groups of professionals across the country. The project team will present their work at various professional conferences such as the American Educational Research Association annual meeting, National Council for the Social Studies annual conference, the Society of American Archivists annual meeting.

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4. Personnel Qualifications

a. Co-Lead Project Coordinators (Walter P. Reuther Library)

Dan Golodner is the Archivist for the American Federation of Teachers (AFT) at the Walter P. Reuther Library at Wayne State University. In this role, he manages the AFT archives including field work, appraisal of new collections, processing and description of collections as

well as preservation. Mr. Golodner also works closely with the AFT staff and over 3000 AFT affiliates on records management policies. The AFT calls on Mr. Golodner for various historical projects, which include an ongoing oral history project, history videos, historical research for speeches by executive officers and their last project celebrating their 100th anniversary in 2016.

Mr. Golodner's work with teacher unions has allowed him to develop an understanding of the educational narrative and at the same time interpreting those narratives to see how they fit into an archival setting. He has worked with Share My Lesson in developing teacher plans using the historical collections at the Reuther library.

Meghan Courtney is the Outreach Archivist at the Walter P. Reuther Library, Archives of Labor and Urban Affairs at Wayne State University. For the past three years, Ms. Courtney has developed an archival instruction program to serve the needs of college students at Wayne State and other area institutions, high school students, and community groups interested in social justice and information literacy. 2016-2017 was the Reuther Library's busiest year yet for visitors, with nearly 500 participants in primary source instruction sessions.

Ms. Courtney's work focuses on thinking critically about primary source material, noting that researchers should interrogate their sources much like a detective or journalist might. Her classes give students an opportunity to work hands-on with archival materials and discuss their findings as a group: who made the documents, and why? What can a researcher deduce and verify, and what information is missing? What hand did an archivist have in shaping what you can access today? By thinking critically about the source material and themselves, students can see how primary source research skills can empower users to understand their world more fully.

Ms. Courtney's work also includes community engagement events and programs, promotion of Reuther Library materials, and the creation and lending/borrowing of exhibits

related to the Reuther's collections. These duties are well suited to support outreach efforts related to the Archives in the Classroom and Community Project.

b. Co-Lead Project Coordinators (College of Education)

Dr. Min Yu is an Assistant Professor of Social Studies Education in the College of Education at Wayne State University. She has over a decade of teaching experience which includes working with graduate and undergraduate students, teacher education students and teachers, as well as K-12 students. In her role as a teacher educator, she leads weekly seminars on curriculum issues related to education and society as well as theories and practices of being reflective practitioners. She also teaches a social studies curriculum course, observes teacher education students, and pays special attention to their development and implementation of culturally relevant pedagogies in mostly urban public school settings. Dr. Yu will provide coordination of this project in the College of Education and support the professional development sessions for both teacher education students and K-12 teachers.

Dr. Christopher Crowley is an Assistant Professor of Teacher Education in the College of Education at Wayne State University, where he teaches both undergraduate and graduate teacher education courses. A former middle school English teacher who also has training as a reading specialist, he has nearly two decades of experience as an educator, over ten of which have involved working closely with preservice and inservice teachers. In addition to his primary role as a researcher studying the contemporary landscapes of teacher education, his work as a teacher educator focuses on supporting both preservice and inservice teachers' career-long professional growth, particularly as it relates to K-12 students' literacy learning and curriculum development for teachers. Dr. Crowley will help to coordinate this project in the College of

Education and support the professional development sessions for both preservice and inservice teachers.

c. Consultants

Dr. Keith Barton is a Professor of Social Studies Education in the School of Education at Indiana University Bloomington. Dr. Barton's work focuses on preparing students for civic life, particularly the role of history and social studies in democratic decision-making. Dr. Barton's research examines students' understanding of topics such as historical agency, historical significance, national identity, and human rights, and he has worked with teachers and students in the United States, Northern Ireland, Singapore, New Zealand, Macedonia, Colombia, and other countries. His work also includes curriculum theory and practical classroom applications, especially through portraits of exemplary teachers.

Dr. Li-Ching Ho is an Associate Professor of Social Studies Education in the School of Education at the University of Wisconsin-Madison. She received her doctoral degree in Social Studies Education from Teachers College, Columbia University. Her research focuses on three interrelated lines of inquiry: differentiated access to citizenship education, global issues of diversity in civic education, and environmental citizenship. She has published numerous articles in journals such as the *Journal of Curriculum Studies*, *Teachers College Record*, *Theory and Research in Social Education*, and *Teaching and Teacher Education*. Li-Ching was the recipient of the 2016 Vilas Faculty Early Career Investigator Award and the 2013 College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS) Early Career Research Award. She currently serves on the editorial boards of two journals, including *Theory and Research in Social Education* and *The Social Studies*. She is also a founding member and current President of the Singapore Association for Social Studies Education.

5. Performance Objectives

a. Create a dynamic website to support collaboration between archivists and educators, including workflow examples, examples of lesson plans created by both teacher education students and K-12 teachers, and sample archival documents and document-based questions used in these plans. We estimate that by the end of year one of this project, the website will contain 12-16 lesson plans and will have been tested by 30-40 in service teachers and 20-25 teacher education students. We will then use their feedback to inform growth in year two with a goal of reaching 150-200 educators from a more general audience, some at a distance. If teachers have an average class size of 25 students, this represents an impact of up to 5000 students in the region.

b. Develop teacher education students' understanding of historical thinking and inquiry and support their instructional practices using archival materials in a K-12 environment. We hope to conduct a sample impact study with teacher participants to enable us to quantify our success.

c. Bring K-12 teachers from Southeast Michigan together to explore their own understanding of archival documents, our project, give feedback and possibly work in collaboration on future endeavors using primary sources in the classroom. Our goal is to work closely with 30-40 area educators in the first year to help pilot the program and develop historical understanding together.

d. Present and publish papers on our findings in both academic-oriented and practitioner-oriented conferences and journals for the broader impact of this public engagement with historical records project.