



INSTRUCTIONS:

Teacher Grant Application Deadline: March, 2021

Complete this document, answering all questions on pages 2 - 4. If you would like to be considered for the Charlie Baker Legacy Award, please complete the final page. If not, please just leave blank.

Once complete, save this document in **.pdf** or **.doc format** and include your name in the file name. For example: Joanna Smith Teacher Grant.pdf

Follow this [link](#) to submit an online application and attach this document. If the link doesn't work, cut and paste this URL into your browser: <https://airtable.com/shrZkDKJaqs6L6ERL>
You will need to fill out a short online form, duplicating some of the applicant contact information. At the bottom of the form, you will find a link to upload your completed application.

Once your grant is submitted, you will receive an email confirmation to acknowledge receipt of the application and that everything uploaded properly. This may take 1 business day. The Teacher Grant Committee will review the grants in Late March and Early April. The announcement of successful applications will be made on April 17, 2020 by email.

If you
3846 or email Brenda@brooklineeducation.org or Elizabeth_ascoli@brooklineeducation.org.

have any questions, or need assistance in uploading your application, please call 617-232-

Thank you for taking the time to apply for a BEF Teacher Grant!



“Naturally, I had strong feelings about the Civil Rights Movement, and about what was happening in the sixties. I have not created protest images. The world within the collage, if it is authentic, retains the right to speak for itself.” —Romare Bearden

BROOKLINE EDUCATION FOUNDATION Teacher Grant Application for 2021-2022 Academic Year Cover Page

APPLICATION MUST BE TYPED

Project Title	The Right to Speak for Itself 20 th Century Civil Rights in the American South
Name of Applicant(s)	Marcie Miller and Mark Wheeler
School and Grades/Subjects You Teach	American Studies (all levels), American History AP, American History Honor, Legal Studies (all levels) Brookline High School
Telephone Number(s)	617 875 3767 617 416 1998
Email Address(es)	Marcie_miller@psbma.org Mark_wheeler@psbma.org
Years Teaching in PSB, Total Years Teaching	Marcie Miller 21 years in PSB (and total) Mark Wheeler 20 years in PSB and 22 years total
Amount Requested	\$3000 per person
Are you applying for the Charlie Baker Legacy Award?	Yes
Please list previous BEF grants (year, title, teacher/collaborative)	2010 Mark Wheeler traveled to Kenya to broaden his knowledge of post colonial Africa. 2003 Mark Wheeler OFC program curriculum work Marcie Miller has not received a grant from the BEF

I understand that, should the Brookline Education Foundation fund my grant application, I am obligated to submit photographs documenting the grant, a written evaluation of my project at its completion and present the results of my grant at a BEF sponsored event. Evaluations of projects completed during the summer will be due by December 31, 2019. Evaluations of projects completed during the school year will be due by May 31, 2020. Photographs may be submitted at any time. I further understand that only educators employed by the Brookline Public Schools at the time the project is undertaken are eligible to receive funds.

Acknowledgement of Applicant(s): Date: Marcie Miller and Mark Wheeler 1/21/2021

BROOKLINE EDUCATION FOUNDATION Teacher Grant Application for 2021-2022 Academic Year Project Description Section

1. **Project Summary** (1-3 sentences)

Mark Wheeler and Marcie Miller would like to travel to Alabama, Mississippi, and Tennessee exploring the geography of Jim Crow and the Civil Rights Movement. The goal is to gain a deeper understanding of both the geography and the history of the south and thereby teach this more effectively and passionately to our students.

2. **Goal Statement**

What are your explicit goals for the project? What would be the best outcome for the work you propose?

Our goals are

1. to visit the museums and memorials which are most significant to the Civil Rights Movement and bring those ideas, photos, literature into our classrooms in order to create a better understanding of the movement.
2. To plan how we can logistically take a group of students to see these memorials and monuments in the least restrictive financial manner.

3. **Context**

What experiences (inside or outside the classroom) have led you to apply for this grant?

Since 2017 and the events of Charlottesville, it has become clear that issues we thought were dormant have become pressing again in the American social and political climate. It is essential that our students understand both the history of Jim Crow and white supremacy and its legacy as we teach it in the 21st Century. Therefore, we, as two history teachers, feel the need to travel to the south now and experience both the history of Jim Crow and the much more recent sites to address its legacy (i.e. new museums and memorials)

4. **Project Description**

Describe the structure of this grant. What is your time frame? When and where will you be working? With whom will you work? You may include copies of supporting material (e.g., conference brochure, tour itinerary). Links to websites may be used for supporting materials and are preferred, if available.

Our plan is to visit these three states during the summer when school is not in session. Our itinerary would look something like this.

1. Fly into Birmingham Alabama
2. In Birmingham we would do the following
 - a. take a tour of the 16th Street Baptist Church where four girls were killed in a bomb during Sunday School in September of 1964
 - b. take a tour of the Birmingham Civil Rights Institute

- c. visit Kelly Ingram Park where there is a memorial to the Children's Campaign where young students led by a 16 year old marched 10 miles for integration and were jailed
- 3. Drive from Birmingham to Montgomery
 - a. Visit the Rosa Parks Museum
 - b. Visit the Legacy Museum (a museum that chronicles civil rights from slavery through to current mass incarceration)
 - c. National Memorial for Peace (a memorial to those killed through lynchings)
 - d. Visit the Freedom Rides Museum (which is the site of the Greyhound bus station where so many Freedom Riders were met with violence as they tried to desegregate the buses)
 - e. Visit the Southern Poverty Law Center and Maya Lin's Memorial to Civil Rights
- 4. Drive from Montgomery to Selma
 - a. on the way stop at the Viola Liuzzo memorial (woman murdered after her participation in the march across the Pettis Bridge)
 - b. Footprints to Freedom Tour which visits the National Voting Rights Museum as well as a walk across the Pettis Bridge (the site of the historic march that ended in Bloody Sunday) The tour also visits two other sites.
 - c. Visit the Center for Truth and Nonviolence (to talk about eradicating institutional racism)
- 5. Drive to Jackson Mississippi
 - a. visit the museum at Medgar Evers house (slain Civil Rights worker killed in his driveway)
 - b. meet with Jerry Mitchell, investigative journalist who broke the story of the Mississippi secret police and opened hundreds of cold cases from the Civil Rights Era.
- 6. Drive to Oxford Mississippi
 - a. visit UMiss where James Meredith desegregated the school and was later shot
- 7. Drive to Memphis
 - a. visit the museum at the Lorraine Motel where Dr. King was shot
 - b. visit Beale Street which was the site of a majority of black owned businesses
- 8. Fly Memphis to Boston

5. Impact

a. Describe as specifically as possible the impact of the work you propose:

On Yourself - How do you expect this project will change you as an educator? How might this work impact future professional activity?

As two educators with nearly 40 years of experience between us, we have studied and taught the Civil Rights Movement for that long, however we believe sincerely that experiencing firsthand and in person by visiting the sites, that we will learn new information as the legacy continues to unfold and transform. It will enrich and transform our curriculum and transform our teaching of this incredible period in American history.

- On Your Colleagues - What impact will your project have on your professional community, either directly or indirectly?

We will share all of the resources we collect with our Social Studies colleagues for use in their own teaching. As American Studies has now been implemented in the curriculum, which includes our English Language Arts colleagues, these visits will allow us access to multidisciplinary resources about the Civil Rights Movement.

- On Your Students - How will your students benefit from this project in the short or long term?

Having gained this experiential knowledge and greater understanding of the Civil Rights Movement and its geography, our lessons will improve and reflect this as well as bringing a 2020 lens to the legacy of the Civil Rights Movement.

We are also hoping to plan a trip for students which is affordable by mapping out inexpensive ways to see these sites and hopefully allow our students to live this geography as well.

- b. How will you **evaluate** the success of this project?

Driving through the south on the same roads used by the Freedom Riders, we will be living the history we teach which in itself will be a success. Seeing the new memorials and museums and bringing back this knowledge to our classrooms and community can only add to our rich Civil Rights curriculum.

6. Dissemination

How will you share your learning with others in your school and district community? For example, will you share it departmental or school meetings, in an online format, or design other forms of dissemination of your project?

We will be happy to share this information formally and informally with our colleagues and the School Committee with a presentation of our experiences accompanied by visuals that we can also make available to the entire school community online.

BROOKLINE EDUCATION FOUNDATION Teacher Grant Application for 2020-2021 Academic Year Budget and Finances Section

Expense	Purpose	Cost
Consultant		N/A
Materials and Supplies		N/A
Travel and Accommodations* <i>please include applicable taxes.</i>	Fees indicated in the project description above	1800 hotel, 900 flights, 500 car and gas

Conference Fee		N/A
Other	Fees for all museums and tours indicated in the project description above	Approximately 500
Substitutes**(please indicate days/hours needed)		N/A (travel will occur in the summer)
TOTAL		\$3750

*** Single rooms are acceptable, if preferred by the applicant.**

****The BEF's ability to pay for subs is limited; requests will be considered on a case-by-case basis.**

Please be as specific as possible.

Finances

a. Will there be additional funding from other sources? Please describe.

No

b. Are resources needed to continue the work of the project after BEF funding ends? If yes, please describe how these resources will be obtained. If no, please describe how the work of the project will be funded or continued after completion of funding by the BEF.

No, the work will be incorporated into our curriculum planning and will give us a much better understanding of these issues and their legacy in contemporary America.

c. Do you foresee any potential challenges /obstacles and, if so, what is your strategy for dealing with them should they occur?

We do not foresee any potential challenges

d. Will you be able to complete the project if only partial funding is available? Yes No
 If only partial funding is available, would you be able to redesign the project? Yes No
 Please explain:

If this is only partially funded, we would redesign this to do just the Alabama portion and see the historical sites there.

e. For groups of three or more educators applying together: If the BEF can fund only a subset of your group, is there a reason this would pose a problem for you? Yes No

Please explain:

N/A

**BROOKLINE EDUCATION FOUNDATION Teacher Grant Application for 2021-2022
Academic Year Charlie Baker Legacy Award Section**

Charlie Baker Legacy Award If you are applying for the Charlie Baker Legacy Award (fully described in the Call for Proposals), please indicate how the additional \$1,000 funding would extend and/or enrich your project. Please limit your response to one page.

In American History, we often teach our students ways of looking at our nation's past that narrow their lens of focus and increase their understanding. Often, these are identity focused: gender, class, race, and ethnicity. With this lens, our students are then able to examine American history by addressing social and political changes over time. In order to better understand the history, we must include the all-encompassing study of geography. The land and its people in relation to the past is the most American of ideas since the theme of geography WAS our national destiny. Teddy Roosevelt declared that it was the American ability to transform land that gave us our identity. As we address the story of American history in our classes, this destiny to control our geography was not without moral transgressions and grave mistakes. Nor, however, was it bereft of hope and opportunity and a connection to place and identity. The South was and is such a place. Home to millions of our nation's original people, and eventually claimed by the last Europeans to arrive, the South became the birthplace of our nation's founders and our nation's founding sin. And in chattel slavery, and the ensuing move westward towards the Mississippi Delta, the Black Belt and Cotton Kingdom of the New South made manifest the crime of slavery forever in the pages of American History. That history did not end with the Civil War and the 13th Amendment. Rather, through the false hope of Reconstruction and the crushed dreams of Jim Crow, African Americans fought to reclaim both their humanity and the soul of America itself. In doing so, they gave birth to a "New" South of heroes AND "She"roes, new hallowed ground, and a legacy of hope grounded in the true meaning of our nation's creed - all men being created equal... We would very much like to travel to the new hallowed ground of Alabama, Mississippi and Tennessee so as to feel, smell, touch and experience the geography of this place in America. We believe, sincerely, that our trip and the firsthand knowledge of the geography of the South will make our understanding and teaching of this story of struggle, perseverance, and success better and more real. This will also allow us to connect the important past of the Civil Rights Movement with the more important task of today's movement for equality, reconciliation, and human dignity currently under assault in so many places in our society. We believe the journey we have imagined will make us better teachers.

Thank you for your time and consideration.

Mark Wheeler and Marcie Miller