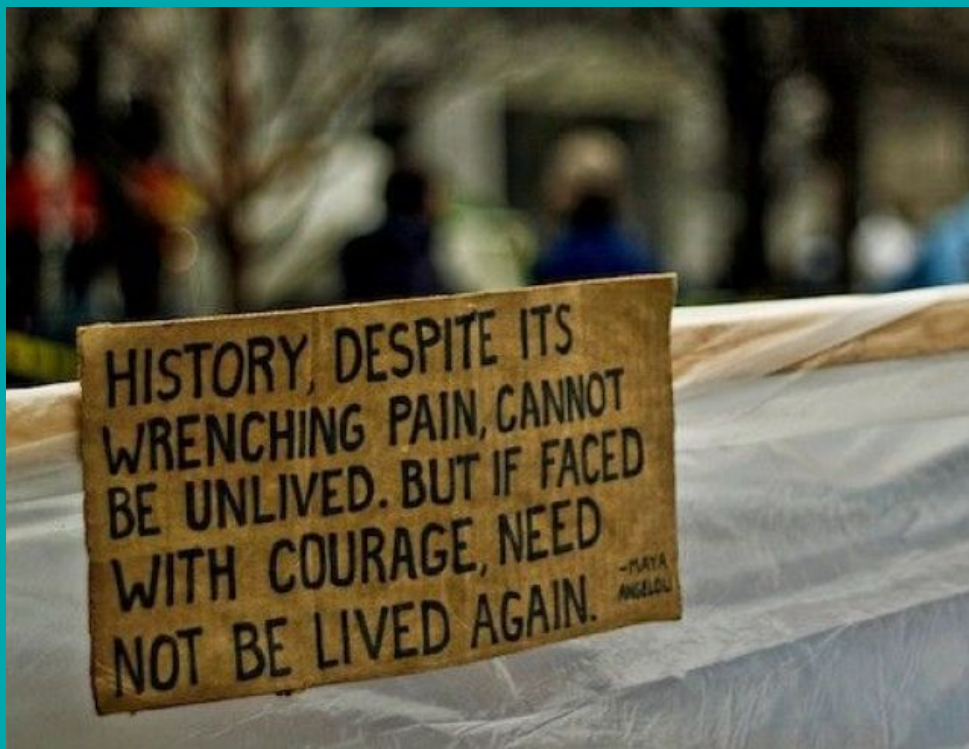


Facing History and Ourselves

Seeking \$150,000 to research, write, publish, and distribute a textbook on American Abolitionism in the Antebellum period.



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Issued To
Righteous Persons Foundation

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To Whom It May Concern,

It is with great pleasure that I submit this proposal to you on behalf of the 501 (c)(3) organization, Facing History and Ourselves. Our headquarters is located in Brookline, Massachusetts. As an organization, our goal is to provide free educational resources for educators on the Holocaust, American discrimination, and other genocides. In addition to educational materials, Facing History and Ourselves also provides free development seminars, conferences, and webinars for educators. The goal is to inspire people of all backgrounds to engage critically with history and learn from all the valuable lessons it can teach us.

In the past, Righteous Persons Foundation has awarded grants to Facing History and Ourselves for two projects. I am writing to propose another project. This project is the creation of a textbook on American Abolitionism. Facing History and Ourselves hopes to rectify that by creating a textbook on the subject matter, filled with primary sources and expert testimonies, as well as class activities and lesson plans for educators to utilize as they teach the chapters.

The textbook will be on American Abolitionism because it is a critical period in American history that is rarely discussed in classrooms, nevertheless critically engaged and analyzed. Typically, the narrative in history courses is that progress is linear, from the Civil Rights Movement to the present day. However, through learning about American Abolitionism and Radical Reconstruction (before and after the Civil War), we can see that progress is not necessarily linear, but more cyclical in nature, an active commitment to a better world. Through this textbook, we aim not only to shed new insight onto this movement in American history (including Jewish abolitionists Ernestine Rose and Rabbi David Einhorn), but also to help forge intracommunity dialogue, tolerance, and solidarity. With the rise in anti-Semitic and anti-Black hate crimes, it is critical that we all come together, Jewish and non-Jewish, to prepare a better world for the next generation.

Facing History and Ourselves seeks \$150,000 in the form of the grant, specifically to assist with research and publishing fees. This will be out of a total budget of \$413,800. It is feasible and practical because Facing History and Ourselves has done similar textbooks and projects for the Holocaust, the Armenian Genocide, and numerous other topics—we only look to do the same process for a different topic. In addition, we have already secured funding from the Richard and Susan Smith Family Foundation, and other private donors.

Sincerely,

Amberly Lerner
Principal Investigator, Facing History and Ourselves

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1. Project Background/Statement of the Problem

1.1. Rise in Hate Crimes in the US

In our current sociopolitical climate, there is a dire need for more tolerance, understanding, and inclusion in society. *The New York Times* has reported that there is a steady increase of hate crimes in the United States throughout the past three years. We see this reflected through events such as a march of neo-Nazis and white supremacists that happened on August 11, 2017, in Charlottesville, Virginia, also known as the Unite the Right rally. While this is not the first time that the United States of America has faced Nazism within our own borders (the German American Bund held a rally in 1939 at Madison Square Garden in solidarity with the National Socialist German Workers' Party), it is still critical that we mobilize together as a country and take a stand for social justice.

The situation was further intensified with the anti-Semitic hate crime against the Tree of Life Synagogue in Pittsburgh, Pennsylvania. For those unaware of what happened, on October 27, 2018, a gunman charged into a synagogue during a bris (a ceremony performed on the eighth day of an infant's life) and killed eleven people between the ages of 54 and 97. It is one of the deadliest anti-Semitic hate crimes in recent history, but it is unfortunately not the only one. The Anti-Defamation League reports that there was a 57% increase in anti-Semitic hate crimes in 2017 alone. There were also anti-Semitic hate crimes reported in every single state for the first

time since 2010. Sites for such crimes include everything from Jewish homes, Jewish schools, synagogues and even Jewish cemeteries.

It is more important now than ever that everyone, Jews and non-Jews alike, work to advance justice in the United States of America.

1.2. American Jewish–African American Relations

To successfully achieve social justice, different groups of people must work together. Everybody brings something different to the table, and through empathy and understanding, such coalitions are possible. In many times throughout history, particularly the Civil Rights movement, American Jews and African Americans have worked together in such a fashion, with incredible results. Though there are some tensions between these two groups now, Facing History and Ourselves believes in the importance of fostering tolerance once more. Facing History and Ourselves also believes that part of the problem occurs due to a lack of vigorous education in the country surrounding slavery, the abolition of slavery, and history at large. With the rise of antisemitism and anti-black racism in our current sociopolitical climate, it is more urgent than ever to rectify that, and to band together with one another.

1.3. Lack of Funding for Public Education

One of the best ways to promote understanding between people in society and inspire a commitment to social justice is to give children a good education. Through education, we can give the next generation the knowledge and tools to tackle the social and economic issues of our time. However, public schools across the United States of America are getting less and less funding from the government

(both at the federal and state level). More tax money is being siphoned off to charter schools, furthering this divide. Teachers in particular are suffering from this lack of funding. *Time* recently did a news story on the drastic measures teachers have to take in order to support themselves, nevertheless their students.

When teachers are able to educate their students, history is typically not a subject they can afford to properly teach. There are no standard tests that are designed for history, and so there is less of a focus on the subject. Materials that could be going to history books are instead going to solely STEM books or English ones. While all subjects are important to teach, it is harder to mobilize the next generation if they are not as aware of their history of a nation, and how that history affects the issues we all deal with today.

1.4. Facing History as a Solution

Facing History and Ourselves is a nonprofit international educational and professional development organization. Founded in 1976 by Margot Stern Storm and other educators to ensure proper education surrounding the Holocaust, Facing History works to engage students of diverse backgrounds in a close, interdisciplinary examination of racism, antisemitism, and prejudice in order to promote the development of a more humane and informed society.

Through studying the historical development of the Holocaust and other genocides, Facing History aims for our students to make the essential connection between history and the moral choices they make in their own lives. Many have cited Facing History as a factor in their commitment to social justice, and 91% of

teachers agree or strongly agree that their Facing History course has promoted their students' abilities to ground reading, writing, and speaking in evidence from text.

In particular, Facing History provides free resources for educators on the Holocaust, genocide, and other topics surrounding prejudice. Resources are, including but not limited to, historical readings, videos, images, primary source excerpts, present-day connections, lesson plans, and even entire textbooks. In the past, Facing History and Ourselves has received two grants from Righteous Persons Foundation for creating iWitness video testimonials (\$150,000) in 2014, (Updating and digitizing curriculum in partnership with USC Shoah Foundation Institute) and developing professional development and teaching materials for educators (\$200,000 over two years) in 2017 (Democracy at Risk). Facing History is turning to Righteous Persons Foundation once more for another project.

2. Project Description

2.1. Goals and Objectives

With this grant of \$150,000, Facing History will use the funding towards researching, developing, writing, and publishing a new textbook. In the past, textbooks by Facing History have included Holocaust and Human Behavior, The Reconstruction Era and the Fragility of Democracy, Race and Membership in American History: The Eugenics Movement, and Crimes Against Humanity and Civilization: The Genocide of the Armenians.

This textbook will be on American Abolitionism, particularly in the Antebellum years prior to the Civil War. There are many abolitionist activists, newspapers, and

organizations, all of which are not frequently taught about in schools. This textbook will have readings, excerpts of primary sources, class activities, and pictures. It will be provided to educators free of charge and assist them in teaching about this important period of history.

In addition to historical facts and figures, students will learn that progress is not completely linear, but cyclical as well—like how a bicycle moves forward in its path through each cycle of the wheel. This is critical for students to learn, so they can prepare themselves in to run a marathon rather than a sprint as they commit to social justice.

2.2. Conducting Research

To ensure the accuracy of our material, the editors of Facing History and Ourselves will conduct extensive research on American Abolitionism. This will be achieved through surveying the existing research literature done around the topic. Specifically, Facing History and Ourselves as an organization has paid for access to six databases. These databases are:

Database Name	Database Purpose
African American	A source for information on 19 th and early
Biographical Database	20 th century African American lives and culture, a digitized collection of books published 1790–1950.

Black Abolitionist Papers	Papers and articles of 300 US and European anti-slavery activists of color, 1830–1865.
Black Studies Center	Combines key indices (Schomburg, IIBP, etc.) to scholarship and primary sources in Afro-American studies.
Black Thought and Culture	Collection of monographs, essays, articles, speeches, and interviews written by leaders within the African American community from the 1700s to 1975.
The HistoryMakers.	The HistoryMakers is a combination archive, library, museum, stock footage collection, online educator, and educational PBS/TV programming. Its topics include but are not limited to African American organizations and associations, slavery, reconstruction, the labor movement, the civil rights movement, and black authors.

In addition to these databases, Facing History and Ourselves will hold interviews with experts in the field. This will help to bolster and deepen the information that the textbook will be providing the students. We will reach out to professors such as Manisha Sinha, Tiya Miles, Britt Rusert, Toussaint Losier, Edward Rugemer, Tera Hunter, Albert Raboteau, Natasha Lightfoot, Joanne Pope Melish,

and Jesse A. Goldberg. Their perspectives will inform ours as we comb through the primary databases and compile critical information into the textbook.

2.3. Creating Textbook Content

Once the research is completed and the findings are collected, the team of editors at Facing History and Ourselves will immediately work to organize the material into several chapters based on chronological order. The chapters will consist of several components, in the style of previous Facing History and Ourselves textbooks: an overview, essential questions, about 15-20 readings (which may be a primary source, an eyewitness testimony, a personal reflection, a poem, or a series of photographs or maps), connection questions to go with the readings, and analysis/reflection questions at the end of the chapter. The chapters will also include lesson plans and class activities for the educator, as well as a reference list of other resources they can consult while implementing the lesson in the classroom.

Creation and curation of the textbook will fall under the jurisdiction of the Program Delivery and Content Development department of Facing History and Ourselves, along with the Marketing department and, upon the textbook's success, the Technology department. The latter will digitalize the textbook.

2.4. Publishing the Textbook

Once the textbook is drafted and finalized, Facing History and Ourselves will move to publish and distribute it. We will be able to do this in-house as well. The Program Delivery and Content Development department will send the proof to the Publishing department, both of which are housed in our Brookline headquarters. The

staff members in the Publishing department will then print and bind an initial run of 10,000 textbooks. These textbooks will hopefully be 300 pages long, printed on 60-pound paper in 4-color, and hardcover.

While the textbook is being printed and bound, the Marketing department will be hard at work promoting the upcoming release of the textbook. There will be multiple prongs to their marketing campaign. One of them will to include a news entry in the organization's newsletter, which is sent once a month to donors and educators. Along with newsletters to people already within our network, we will send recruitment pamphlets to schools who have not yet used any material from Facing History and Ourselves. Another strategy will be to draft several press releases, to be sent to various education magazines in the country and around the world. In addition to these more traditional routes of marketing, Facing History and Ourselves will use this textbook as an opportunity to explore new avenues.

Specifically, we will venture into social media. As the textbook is being written, the marketing team will, with permission from the Program Delivery and Content Development, create Facebook, Instagram, and Twitter posts that shed insight into the creative process. We especially wish to highlight the research portion, to show how critical research is to create a valid intellectual and educational material, and to show how to go about research for their own endeavors in education and social justice. We will also encourage members of the Program Delivery and Content Development to write blog posts on the process and the topics that may be featured in or related to the textbook itself. We will use Facebook and Twitter to promote these blog posts, but we will rely on social media

for more immediate conversations and connections. All of these efforts will hopefully increase our Internet presence, which will increase our reach to potential new members of the Facing History and Ourselves network and new consumers of the American Abolitionism textbook.

2.5. Project Timeline

Date	Task
February 2019	Grant is provided by Righteous Persons Foundation.
February 2019 – December 2019	Research is conducted. Social media will be posted during this time period to engage outside perspectives in the process.
January 2020 – July 2020	The first draft of the textbook is completed and sent for the first round of edits.
May 2020 – July 2020	The first round of usability tests is conducted.
Late July 2020	Program Delivery and Content Development will meet several times as a whole department to discuss the potential edits and the implementation of the potential edits.
August 2020 – November 2020	The second draft of the textbook is created based upon the feedback from the editors and the usability tests.

December 2020 – February 2021

Promotion for the textbook is increase, to be marketed for curriculums in the next academic year.

March 2021

The textbook is released. This allows time for educators to get familiar with the material, as well as potentially attend conferences and/or webinars on how to teach the material.

3. Target Audience

The target audience will be high school and middle school students from all backgrounds, Jewish and non-Jewish, as well as their teachers. Everyone could benefit from learning more about history, and the more cyclical process of social activism and change. Through this textbook, Facing History is hoping to continue our mission of promoting understanding between different religious, racial, and other identity groups in order for us to all reach a more tolerant society. Consequently, our target audience not only includes this generation of students and educators, but many other generations of people to come.

4. Methods for Evaluation

As the textbook is being created, Facing History and Ourselves will be conducting usability tests to evaluate whether or not the material we are putting forth is effective, informative, and enlightening. We want to ensure that we are successful in bridging the divide between people of different backgrounds and

inspiring the Jewish value of justice and social activism in everyone. In addition, Facing History and Ourselves believe usability tests will be cost efficient, allowing us to catch any oversights or errors before we go to print. We will be conducting these usability tests with volunteers of at least 20 people. Throughout the usability test, participants will be asked about their impressions of the textbook and attempt to perform predetermined tasks with the textbook that Facing History and Ourselves have devised for them. Those who participate in the tests will receive monetary compensation for their assistance. All usability tests will be recorded in case they are referred to later on in the creative process. In addition to usability test, we will engage with our followers on social media and put up polls to test out various readings, activities, and sections in general of the textbook. This will help to widen our test audience.

After the publication of the textbook, Facing History and Ourselves will evaluate our success through surveys we will give to educators, for their students and themselves. These surveys will not focus on whether or not students have memorized key dates, but rather students have learned how to analyze the learning material their teachers have given them and how to make connections between their coursework and the world around them. Along with this, Facing History and Ourselves will pay attention to how well the schools using Facing History and Ourselves material score in statewide English language and composition skills. While Facing History and Ourselves and the scores may not be causal, the same skills that Facing History and Ourselves hope to teach the next generation are shared with that discipline.

5. Description of Available Facilities

The research and textbook creation will be done in-house, in Facing History and Ourselves' headquarters in Brookline, Massachusetts. Because the headquarters (and the computers inside) have already been bought by the company, it has not been included in this grant proposal. This includes four out of the five databases listed in the Project Description: the African American Biographical Database, the Black Studies Center, Black Thought and Culture, and The HistoryMakers. The only new database Facing History and Ourselves had to buy access to was the Black Abolitionist Papers, as that was a database not previously used for other textbooks or materials Facing History and Ourselves have produced.

The main reason why any part of textbook production is not taking place in-house, and thus require outside equipment, will be because when we conduct interviews with experts, one of the assistant editors will need drive to meet with them (i.e. the ones that live in Massachusetts or bordering states). Costs will be covered for travel time, and for the experts' assistance. For the experts that lived out of state, or simply too far away to drive to, we will conduct the interviews over Skype, and therefore will only need to allocate funds for the experts' assistance, as we will not need to spend for travel.

6. Qualifications of Key Personnel

Daniel Sigward, Executive Editor

Daniel has worked in the Program Delivery and Content Development department at Facing History and Ourselves for seven years and four months.

Starting first as an assistant editor in September 2011, Daniel was then promoted to associate editor in October 2014 and then executive editor in May 2017. Before he worked at Facing History and Ourselves, Daniel was an 8th Grade teacher at Belmont Day School for eight years. His main responsibilities are to oversee the use of funds from Righteous Persons Foundation (and other contributors), ensure the creative process is being effectively implemented, and make final decisions regarding any and all changes to the textbook. He has a B.A. in English and Philosophy from Xavier University and a Master of Education from Lesley University.

Veronica Chen, Associate Editor

Veronica has worked in the Program Delivery and Content Development department at Facing History and Ourselves for ten years and eight months. Starting first as an assistant editor in August 2008, Veronica was then promoted to associate editor in October 2014. Her main responsibilities are content organization and curation of the textbook, as well as oversight of research and content creation. Before she worked at Facing History and Ourselves, Veronica was a Social Studies teacher at Vassal Lane Upper School and Wellesley Middle School. She has a B.A. in Sociology and Afro-American Studies from the University of Massachusetts Amherst, and a Master of Education from Princeton University.

Amy Choi-Ibrahim, Assistant Editor

Amy has worked in the Program Delivery and Content Development department at Facing History and Ourselves for four years. Her main

responsibilities are to work with Omari and the editing interns on researching American Abolitionism via the databases and interviews, write the readings in each chapter, help conduct usability tests on the content they produce, and work with Lydia on documenting the process. She has a B.A. in English and Ethnic Studies, as well as a PhD in Africana Studies from Brown University.

Omari Pierre Jean-Baptiste, Assistant Editor

Omari has worked in the Program Delivery and Content Development department at Facing History and Ourselves for a year and six months. His main responsibilities are to work with Amy and the editing interns on researching American Abolitionism via the databases and interviews, write the readings in each chapter, help conduct usability tests on the content they produce, and work with Lydia on documenting the process. He has a Bachelor's in History, with a minor in Africana Studies, from Boston University, a PhD in Political Science from the University of North Carolina Chapel Hill.

Lydia Adler, Marketing Executive

Lydia has worked in the Marketing department at Facing History and Ourselves for two years and two months. Her main responsibilities are to work with the editorial staff and the marketing staff to create a social media campaign plan, to document and showcase the creative process. She has a B.A. in Communication from the University of Pennsylvania.

Santiago Torres-Mehta, Designer

Santiago is a contracted designer that Facing History and Ourselves has hired for this textbook specifically. He is self-employed and has done projects for

Apple, Google, and various non-profits. His main responsibility will be to work with Daniel and Veronica on the textbook layout and design.

7. Budget

Budget Item	Amount of Money Needed
Publishing – Total	\$70,000
Shipping – Total	\$15,000
Executive Editor Salary (x1)	\$110,400
Associate Editor Salary (x1)	\$92,000
Assistant Editor Salary (x2)	\$55,200 / \$110,400
Editorial Interns	Free
Marketing Executive (x1)	\$110,400
Marketing Interns	Free
Designer (x1)	\$6,000
Permissions & Reprints	\$3,000
Research Expenses	\$7,000
Total	\$413,800

Facing History and Ourselves is seeking from Righteous Persons Foundation \$150,000 out of a total budget of \$413,800. This \$150,000 will go towards research expenses (specifically travel to and from interviews and compensation for the specific textbook's experts and usability testers), permissions and reprints (for the primary sources that do not fall within the public domain), publishing and shipping

costs, the project fee for the designer. In addition to any funds Facing History and Ourselves receives from Righteous Persons Foundation, we have also secured \$200,000 from the Richard and Susan Smith Foundation and \$40,000 from private donations. It is through this founding that we will be able to pay the salaries of our editorial team. We aim to accrue more donations and are currently also applying for a grant from the Mark and Anla Cheng Kingdon Foundation.

8. Summary

“Education is the point at which we decide whether we love the world enough to assume responsibility for it,” Hannah Arendt once wrote in an essay of hers, titled *The Crisis of Education*. Arendt’s words speak to Facing History and Ourselves, and our mission to ensure that everyone will be able to study history to the fullest and utilize the lessons it teaches to commit to social justice. With America’s increase in hate crimes and decrease in funding for public education, Facing History and Ourselves is more needed than ever. Our provision of free resources to educators on these important topics cannot be understated. Many teachers in states all over America, such as North Carolina and Oklahoma, have to buy their own supplies and materials for their classrooms. This leads to enormous class and racial divides, which Facing History and Ourselves is looking to diminish through our work.

With the funding we are requesting, Facing History and Ourselves will be able to have a richer, more detailed textbook. Righteous Persons Foundation will be able to partake in a project and endeavor that promotes understanding between American Jews, African Americans, and people of other backgrounds, inspires

commitment to the Jewish value of justice through social activism from everyone, and consequently invest in the next generation through engaging with and encouraging future leaders.

Facing History and Ourselves is reaching out to Righteous Persons Foundation in order to make the world a kinder, more just, more tolerant society. In the past, Righteous Persons Foundation has funded two Facing History projects: Democracy at Risk and Updating and digitizing curriculum in partnership with USC Shoah Foundation Institute. Come join us again in creating our vision!

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