



Black schools were more than just classrooms—they were spaces of freedom. After the Civil War, many African Americans accessed institutionalized education for the first time, establishing spaces of learning in schools, but also in churches, or private homes. From North to South, these spaces became a testament to how education could transform Black communities in an era of segregation and racism. They tell stories of advancing rights and empowerment through education.

Now, many of these Black Schools of the Reconstruction Era have been forgotten or demolished. By mapping them, this website aims to uncover and preserve their legacy. Today, as the fight for racial justice continues, the story of Black schools remains a powerful reminder of how education can serve as a tool for liberation for us all.

Thanks for being a part of the story.

**Tell us about a Black School!**

This website is a collaborative platform, built with contributions from communities committed to preserving the legacy of Black spaces of liberation and supporting today’s schools.

This guide provides a detailed explanation of how to collaborate in building this website. Whether you are a historical society, or an organization interested in preserving the stories and places of Black liberation, we are here to help you contribute to the website and share the history of Black schools.

**At the end of this process, we will collectively work to preserve these vital spaces of liberation for Black communities. Your contributions are invaluable in honoring and safeguarding this history. Thank you in advance for your dedication and support!**

**Preserve a Black School in your area**

**Complete the following steps:**

In this section we are going to guide you on a step by step of gathering information to put the Black School on the site. Also, we are going to offer you options to foster the preservation of the site! Together we are reconstructing the history of the Black Schools!

**1. Assess Your Resources**

As with every project, the first step is to assess what you need to deliver it successfully. Evaluating the resources you have and identifying any that you might need is essential. To support this process, we’ve created a simple checklist to help you assess your requirements.

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Yes** | **No** | **Explain your answer** |
| Do you have enough funding to organize a small research on Black Schools? Is this funding enough to finance the logistical costs of the process? Does this funding include money for events? |  |  |  |
| Do you need expert people to deliver the research (historians, archivists…)? |  |  |  |
| Do you know if any other organization/school that can be interested in the topic? Do you know if some other organization/school is working on the topic in the area or nearby? |  |  |  |
| Do you have any partnered organization/person/donor that can provide you help on expertise, funding or contacts? |  |  |  |

**Are you missing any resources?**  
Contact us at the African American Cultural Heritage Action Fund (xxxxx@actionfund.com) and share your assessment with us. Together, we can figure out how to access the resources you need. Also, we can guide you on building a network that can help you build your data gathering.

Below is a list of resources the Action Fund may be able to offer, depending on your needs:

|  |  |
| --- | --- |
| 1. **Know-how of the process to gather data** | This is the guide you are doing! |
| 1. **Guide you for accessing funding** | They will help you find donors, other organizations or grants you might access |
| 1. **Find people with expertise!** | They will help you contact or find people that have knowledge in history |
| 1. **Networking** | The Action Fund has partners and grantees all over the country! We will help you reach out to them so you can share knowledge and resources with them! |

**2. Start the Research!**

Retracing history is always a collaborative process. We encourage you to engage with your community in this effort! Below are the steps to help you gather the data effectively:

**a. Identify What Data You Already Have**

Make a list of everything you already know about the topic.

* Gather information available online or offline, such as:
* Books
* Newspaper articles
* Academic journal articles

Records or mentions of the existence of a Black school in your area, and save all the sources for reference.

**b. Build on Previous Research**

Has there been any prior research on this topic in your area? If so, note down the details and locate those sources.

Check if similar studies have been conducted in neighboring communities or regions.

**c. Locate Additional Data Sources**

Sometimes, relevant information is not easily accessible and requires searching through diverse channels. Consider the following:

* Explore archives, including public and private collections.
* Contact local historians, archivists, or librarians.
* Reach out to local Black churches or Black institutions—they may have archives or oral histories.

**d. Organize Collaborative Efforts**

Gathering data can be a collaborative effort and an opportunity to engage your community. Here are ways to involve others:

* Host **workshops** or **events** where people can contribute their knowledge or help with archival activities.
* Organize a participatory research initiative where community members help document or transcribe findings.
* Share stories or oral histories from community elders.
* Ask local organizations or schools to join your efforts! Build a network! Remember that we can help you with this engagement process!

Some examples of good practices of collaborative archiving processes are:

**Hacking the Archive:** A project at MIT using archival materials to address current questions for organizations closing the wealth gap in Boston. Check out their lookbook for insights into their process. Visit their website: [Hacking the Archive](https://hackingthearchive.mit.edu/).

**Participatory Archiving:** A comprehensive roadmap for organizing events focused on participatory archiving. Visit the roadmap here: [Participatory Archiving Roadmap](https://ropa.umb.edu/roadmap).

**e. Organize the Data**

To ensure consistency and accuracy in the information collected, follow our provided template to structure your data (at the end of this document). This will make it easier to analyze and submit for review.

**3. Submit the Data!**

Once you’ve organized your findings using our template, send it to the African American Cultural Heritage Action Fund for review. We’ll verify that all fields are complete and validate the information. After the review process, we will upload the data to our website to make it accessible to the broader community.

If you have any questions or need additional support during the submission process, don’t hesitate to reach out to us at **xxxxx@actionfund.com**.

**The Black Schools in My Area Are Already Uploaded to the Website. What’s Next?**

Once the data is uploaded, you can take the following actions:

* **Apply for African American Cultural Heritage Action Fund Grants to preserve the space.**  
  The Action Fund provides grants to help preserve important historical spaces. If you know the owner of the site, you can apply for a grant to ensure the space is protected. All the information can be found here: <https://savingplaces.org/action-fund-grants#:~:text=The%20Action%20Fund%20National%20Grant,represent%20African%20American%20cultural%20heritage>.   
  For more information, feel free to contact us for guidance ([xxxxx@actionfund.com](mailto:xxxxx@actionfund.com))
* **Organize a recognition campaign if the space no longer exists.**  
  This is what happened in Wilmington, DE, where a historical marker was unveiled to honor the Industrial School for Colored Girls. Read the full story here: [Historical Marker in Wilmington](https://delawarelive.com/historical-marker-for-industrial-school-for-colored-girls-unveiled/).
* **Advocate for landmark status with your local administration if the space is not protected.**  
  This approach worked in Manhattan, where a segregated school site was successfully preserved. Learn more about the fight and victory in this piece by The New York Times: [NYC Segregated School Landmark](https://www.nytimes.com/2023/05/23/nyregion/nyc-segregated-school-landmark.html).
* **Host a public event to share your findings and raise awareness.**  
  Share the results of your research with the community! Organize a presentation to highlight your contribution to the website and facilitate a discussion about the importance of recognizing the educators and activists who fought for education during times of persecution and segregation.
* **Share the website to raise awareness.**  
  Spread the word by sharing the website with other organizations in your area or beyond. This helps continue the collaborative work of retracing the history of Black Schools in America.

**Useful Resources:**

There are people already working on this topic all over the country! Here some examples of resources you can consult to find more information:

**Books: Non-Fiction**

1. ***Educational Reconstruction: African American Schools in the Urban South, 1865-1890***  
   *By Hilary Green, 2016, 272 pages.*  
   This book provides an in-depth analysis of post-Civil War African American education in urban areas, emphasizing the educational advancements achieved during Reconstruction.
2. ***Schools for All: The Blacks and Public Education in the South, 1865-1877***  
   *By William Preston Vaughn.*  
   This study examines the efforts to establish public education for African Americans in the South during Reconstruction, focusing on the social and political challenges faced.

**Academic Articles**

1. **“Surveying the Destruction of African American Schoolhouses in the South, 1864–1876”**  
   *By Campbell F. Scribner, Journal of the Civil War Era, December 2020, Vol. 10, No. 4, pp. 469–494.*  
   Published by the University of North Carolina Press.  
   [Link to article](https://www.jstor.org/stable/10.2307/26977402)  
   This article investigates the systemic destruction of African American schoolhouses during the Civil War and Reconstruction era, shedding light on the resistance to Black education.
2. **“Reconstruction-Era Education and Long-Run Black-White Inequality”**  
   *By Daniel Jones (University of Pittsburgh) and Ethan Schmick (Marquette University), Revised February 2023.*  
   This research examines the long-term impact of Reconstruction-era education on Black-White economic and social inequality, providing contemporary insights into historical disparities.

**Datasets**

1. **The Freedmen’s Teacher Project: Teachers among the Freed People in the U.S. South, 1861–1877**  
   [Access Dataset](https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/0HBDZD)  
   A dataset documenting the teachers who educated freed African Americans in the South during and after the Civil War, offering valuable data for researchers on education and emancipation.

**Newspaper Articles and Blogs**

1. **"Reconstruction Education and Black Students in Public Schools"**  
   *The Atlantic, December 2023.*  
   [Read article](https://www.theatlantic.com/magazine/archive/2023/12/reconstruction-education-black-students-public-schools/675816/)  
   This article explores the legacy of Reconstruction education reforms and their implications for Black students in public schools.
2. **"NYC Segregated School Landmark"**  
   *The New York Times, May 23, 2023.*  
   [Read article](https://www.nytimes.com/2023/05/23/nyregion/nyc-segregated-school-landmark.html)  
   Discusses the fight to preserve a historic segregated school in Manhattan and the broader significance of such preservation efforts.
3. **"How Rosenwald Schools Shaped the Legacy of a Generation of Black Leaders"**  
   *Smithsonian Magazine.*  
   [Read article](https://www.smithsonianmag.com/history/how-rosenwald-schools-shaped-legacy-generation-black-leaders-180977340/)  
   Highlights the history of Rosenwald Schools, which provided educational opportunities for Black children in the early 20th century, fostering leadership and resilience.

**Websites and Projects**

1. **Schools for the Colored**  
   *By Wendel White.*  
   [Visit project](https://wendelwhite.com/projects/schoolsforthecolored/)  
   A photography and archival project documenting the remaining structures and histories of Black schools in the United States.
2. **Historic Black Schools Still Standing**  
   *Caroline County History.*  
   [Explore here](https://carolinehistory.org/historic-black-schools-still-standing/)  
   Chronicles the surviving Black school buildings in Caroline County, Maryland, and their historical significance.

# Introduction to the templates

## This is a guide for how to use the templates below to add your stories to our website

It is time to provide your data! Each piece of information you provide helps us paint a fuller picture of the black schools and the people who shaped them. Whether it’s the story of a school, the life of a community leader, or a significant local event, your contributions help preserve a legacy that continues to inspire today!

Our template is designed to make sharing your knowledge easy and impactful. In here you will find the place to submit your data in an orderly manner. By doing so, we are later on verify the information and… we are set to upload it into the website!

We’ve made the form straightforward to navigate, with prompts guiding you to provide the most relevant details. If you’re unsure about a specific field, simply fill in what you know. Every piece of information—big or small—adds value to this important project.

By contributing, you’re joining a network of historians, educators, and community members dedicated to preserving the legacy of black education during the Reconstruction Era. Together, we’ll create a resource that honors the resilience, creativity, and determination of generations past—and serves as an inspiration for the future.

Let’s map history, one school at a time!

## Contents of the templates

### **Information about the contributors**

This section captures details of individuals and organizations involved in the data collection process. Basically, it is a section about you! Here we want to know more about your work and how we can contact you. It includes names, roles, contact information, and affiliation with schools, universities, or historical institutions. The form also identifies local leaders or key contributors.

### **Local context events**

This part focuses on historical events within the area of work, highlighting their significance to black schools and communities. It collects event titles, descriptions, years, and relevant sources. Contributors as yourself can add or correct data, ensuring a comprehensive and accurate timeline.

### **Schools and relevant figures**

Detailed information about schools, their physical and historical conditions, and their significance in black history is captured here.

### **Events and school timeline**

This section outlines a chronological history of key events related to the schools. It allows contributors as yourself to create new entries, update existing data, and include images, sources, and external links for additional context.

**Maps & Resources**

Within the events and school timeline, one can upload maps of every decade. This section aims to showcase historical cartographic materials that illustrate the evolution of the school's surroundings over time.

* **Sanborn maps:** Produced for over a century, more than 660,000 Sanborn maps chart the growth and development of more than 12,000 American towns and cities. Sanborn maps are large-scale plans of a city or town, drawn at a scale of 50 feet to an inch. They were created to assist fire insurance companies as they assessed the risk associated with insuring a particular property. They can be consulted and download here: https://digitalsanbornmaps.proquest.com/
* **Mapping inequality**: The Mapping Inequality project provides a fascinating and detailed look at the history of redlining in the United States. Through digitized maps and area descriptions created by the Home Owners’ Loan Corporation (HOLC) in the 1930s and 1940s, the project reveals the systemic racial and economic discrimination embedded in housing policies. The interactive interface allows users to explore maps from various cities, visualizing how neighborhoods were graded for investment based on racial and socioeconomic factors. For more inforamtion: <https://dsl.richmond.edu/panorama/redlining/>
* **Other sources, such as the Library of Congress** and the numerous digitized archives maintained by counties and cities, provide access to a wealth of historic cartography online.

### **Relevant Figures**

The section also documents notable figures associated with these schools, including their roles and contributions to educational and community development.

## Instructions

1. **Complete the information about contributors**   
   Let us know who you are so we can give you credit. Complete all the required items and all the ones you know! Please carefully mark all the data you are submitting! We want to be sure we add your content correctly.
2. **Complete relevant forms**  
   Complete the “local contact events”, the “schools and relevant figures", and the “events and school timeline” according to the data you have.   
    **If you have an image**, photo or document, following the link, add the exact same title of the file to the template!
3. **All set! Now just a pinch of patience**You are set! Give us some time to verify all the information is correct and we will upload it to the webpage!

## What else to know

### **“Creating a new event”**

### Please note that the information in gray is still not available for the BETA 1 version of the page. For example, for this early version of this website, every addition to the database will be creating a new event. In the future, we plan to make it possible to edit events that are already on the website.

### **Area of work**

By "area of work," we mean the region where your team or organization is focusing its efforts on black schools. For some, this may be a city or a neighborhood, while for others, it could encompass an entire county or state. We ask you to provide details about this area of work, the scale of your operations, and any collaborators or contributors you are working with, if you have established a network of partners.

### **Sources**

The sources must follow a structure. We are going to use the APA.

You can consult how to cite in: <https://apastyle.apa.org/style-grammar-guidelines/references>

Also, there is online generators of APA.

### In our case, the information we might encounter the most are archive material. Those materials should be cited like the following: **Image sourcing examples**

**1. Image from an archive**

**Format:**Creator's Last Name, First Initial(s). (Year). *Title of image* [Description of image]. Name of Archive, Location. URL (if applicable)

**Example:**

Adams, A. (1942). *Tetons and Snake River, Grand Teton National Park, Wyoming* [Photograph]. Library of Congress, Washington, DC. https://www.loc.gov/item/2017764306/

**2. Document in an Archive**

**Format:**

* Author's Last Name, First Initial(s). (Year, Month Day). *Title of document* [Description]. Name of Collection (Box number, Folder number). Name of Archive, Location. URL (if applicable)

**Example:**

Roosevelt, T. (1902, October 3). *Letter to John Hay* [Letter]. Theodore Roosevelt Papers (Series 3, Box 5, Folder 10). Library of Congress Manuscript Division, Washington, DC. <https://www.loc.gov/collections/theodore-roosevelt-papers/>

# Add information about the contributors (That’s you!)

## Location

|  |  |  |  |
| --- | --- | --- | --- |
| Area of work |  | | |
| City |  | | |
| County (In NYC: borough) |  | Neighborhood |  |
| State (two letters) |  |  |  |

## Contact information

### Person responsible for the data collection

|  |  |
| --- | --- |
| Name |  |
| Position/role with partnered organization |  |
| Email |  |
| Phone number |  |

### Partnered organization of the person responsible for the data collection

|  |  |  |
| --- | --- | --- |
| Name of the organization |  | |
| Type of organization | School |  |
| University, Collage or higher education |  |
| Historical Society |  |
| Museum, Historic Center or similar organization |  |
| Other: | |
| Email |  | |
| Phone number |  | |

### Other contributors and partnered organizations

|  |  |  |
| --- | --- | --- |
| Name of the organization |  | |
| Type of organization | School |  |
| University |  |
| Historical Society |  |
| Muesum, Historic Center or similar organization |  |
| Other: | |
| Email |  | |
| Phone number |  | |

|  |  |  |
| --- | --- | --- |
| Name of the organization |  | |
| Type of organization | School |  |
| University |  |
| Historical Society |  |
| Muesum, Historic Center or similar organization |  |
| Other: | |
| Email |  | |
| Phone number |  | |

|  |  |  |
| --- | --- | --- |
| Name of the organization |  | |
| Type of organization | School |  |
| University |  |
| Historical Society |  |
| Muesum, Historic Center or similar organization |  |
| Other: | |
| Email |  | |
| Phone number |  | |

|  |  |  |
| --- | --- | --- |
| Name of the organization |  | |
| Type of organization | School |  |
| University |  |
| Historical Society |  |
| Muesum, Historic Center or similar organization |  |
| Other: | |
| Email |  | |
| Phone number |  | |

|  |  |  |
| --- | --- | --- |
| Name of the organization |  | |
| Type of organization | School |  |
| University |  |
| Historical Society |  |
| Muesum, Historic Center or similar organization |  |
| Other: | |
| Email |  | |
| Phone number |  | |

## Data gathering process

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data was processed through…** | Public event | Workshop | Archival work of the partnered organizations | School activities | Others: |
| Date of the data gathering |  |  |  |  |  |
| Date of filling out the form |  |  |  |  |  |

## Data contribution

|  |  |
| --- | --- |
| Does your Area of Work have a local context timeline built on the website? | YES / NO |
| If not, are you providing it? | YES / NO |
| If not, do you have a partner who might be able to provide information or a timeline on local context events? | YES |
| Name |
|  |
| NO |

## I am contributing to…

|  |  |  |
| --- | --- | --- |
| Local context event/timeline | Creating a new one |  |
| Adding data to an existing event |  |
| Correcting existing data |  |
| Schools | Creating a new one |  |
| Correcting or adding data |  |
| Relevant figures | Creating a new one |  |
| Correcting or adding data |  |
| Schools’ events/timeline | Creating a new one |  |
| Adding data to an existing event |  |
| Correcting existing data |  |

# Add local context events

## General

|  |  |  |  |
| --- | --- | --- | --- |
| Area of work |  | | |
| City |  | | |
| Borough |  | Neighborhood |  |
| County |  | State |  |

## Historical events

## How to fill this out: Please add one significant event for each decade. If multiple important events occurred in a single decade, create a summary highlighting the most significant event and its year. This will help create a comprehensive chronological overview of the school's history. If you have two equally significant events in one decade that cannot be combined into a single summary, you may add the second event to the next decade's entry if that decade currently has no significant events to report.

**Until 1850s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |

**1860s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |

**1870s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |

**1880s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |

**1890s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |

**1900s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |

**1910s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |

**1920s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |

**1930s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |

**1940s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |

# Add schools and relevant figures

## General

|  |  |  |  |
| --- | --- | --- | --- |
| Area of work |  | | |
| City |  | | |
| Borough |  | Neighborhood |  |
| County |  | State |  |

## School basic information

|  |  |  |  |
| --- | --- | --- | --- |
| Name of the school |  | | |
| I am | Creating a new data set about the school | |  |
| Adding or changing data about the school | |  |
| Other names | Name |  | |
| Year |  | |
| Name |  | |
| Year |  | |
| Name |  | |
| Year |  | |
| Name |  | |
| Year |  | |
| Name |  | |
| Year |  | |
| Address |  | | |
| Latitude |  | | |
| Longitude |  | | |
| Current use of the building (housing, commercial…) |  | | |
| Current State of the building  (physical condition) | Demolished/Not exists anymore | | |
| Ruinous | | |
| In need of maintenance/Refurbishment | | |
| Partially maintained | | |
| Well maintained and preserved | | |
| Is it landmarked? | YES / NO | | |
| Landmarked by… (who is the institution that has given the distinction or that preserves the space?) |  | | |
| Does it has a sign that recognize the place? | YES / NO | | |
| Ownership (Who is the owner of the building? If it is not known the name owner, is it private or publicly owned? |  | | |

## School description

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | When the institution is created | | |  |
| When construction strated | | |  |
| When construction ended | | |  |
| Of desegregation | | |  |
| When use of school ends | | |  |
| When its demolished | | |  |
| Description  (Must include a general description of the building, its historic significance from the perspective of black history, which uses the building has had apart from educational, and if it’s not preserved, what do we lose. Max. 200 words) | |  | | |
| Sources (See instructions) |  | |
| Primary picture (upload here) | | Title of the file |  | |
| Type (Document, photo, image, map) |  | |
| Foot note |  | |
| Sources (See instructions) |  | |
| Existing websites about the school (any website, link or source that explain, mention or detail its existnece, regardless of not being our main sources) | | |  | |

# Add events and school timelines

## How to fill this out: Please add one significant event for each decade. If multiple important events occurred in a single decade, create a summary highlighting the most significant event and its year. This will help create a comprehensive chronological overview of the school's history. If you have two equally significant events in one decade that cannot be combined into a single summary, you may add the second event to the next decade's entry if that decade currently has no significant events to report.

Also, in this section you can upload historical cartographic materials that illustrate the evolution of the school's surroundings over time. Consult the guide instrictions for details on where to access these maps and learn more about the area's history.

**Important Note:** If known, add one map for each decade. If you have multiple maps for a decade, you may add the second map to the next decade's entry. Mark in the footnote the year tha map was created.

**1850s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |
| Image/Document (upload here) | Title of the file | |  | |
| Type (Document, photo, image, map) | |  | |
| Foot note | |  | |
| Sources (See instructions) | |  | |

**1860s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |
| Image/Document (upload here) | Title of the file | |  | |
| Type (Document, photo, image, map) | |  | |
| Foot note | |  | |
| Sources (See instructions) | |  | |

**1870s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |
| Image/Document (upload here) | Title | |  | |
| Type (Document, photo, image, map) | |  | |
| Foot note | |  | |
| Sources (See instructions) | |  | |

**1880s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |
| Image/Document (upload here) | Title of the file | |  | |
| Type (Document, photo, image, map) | |  | |
| Foot note | |  | |
| Sources (See instructions) | |  | |

**1890s**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | |  | | |
| Year | |  | | |
| I am… | Creating a new event | | |  |
| Adding data to an existing event | | |  |
| Correcting data to an existing event | | |  |
| Description  (Must contain the general description of the event and why is historically relevant) |  | | | |
| Sources (See instructions) | |  | |
| Image/Document (upload here) | Title of the file | |  | |
| Type (Document, photo, image, map) | |  | |
| Foot note | |  | |
| Sources (See instructions) | |  | |

# Add relevant figures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of the person | |  | | |
| Years of life (born-death) | |  | | |
| Relation with/role within the school | |  | | |
| Years of this rol (beginning-end) | |  | | |
| I am… | Creating a new data set about the person | | |  |
| Adding or correcting data of the person | | |  |
| Description  (what was their job in the school, why they was relevant, what is their historic significance) |  | | | |
| Sources (See instructions) | |  | |
| Image/Document (upload here) | Title of the file | |  | |
| Type (Document, photo, image, map) | |  | |
| Foot note | |  | |
| Sources (See instructions) | |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of the person | |  | | |
| Years of life (born-death) | |  | | |
| Relation with/role within the school | |  | | |
| Years of this rol (beginning-end) | |  | | |
| I am… | Creating a new data set about the person | | |  |
| Adding or correcting data of the person | | |  |
| Description  (what was their job in the school, why they was relevant, what is their historic significance) |  | | | |
| Sources (See instructions) | |  | |
| Image/Document (upload here) | Title of the file | |  | |
| Type (Document, photo, image, map) | |  | |
| Foot note | |  | |
| Sources (See instructions) | |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of the person | |  | | |
| Years of life (born-death) | |  | | |
| Relation with/role within the school | |  | | |
| Years of this rol (beginning-end) | |  | | |
| I am… | Creating a new data set about the person | | |  |
| Adding or correcting data of the person | | |  |
| Description  (what was their job in the school, why they was relevant, what is their historic significance) |  | | | |
| Sources (See instructions) | |  | |
| Image/Document (upload here) | Title of the file | |  | |
| Type (Document, photo, image, map) | |  | |
| Foot note | |  | |
| Sources (See instructions) | |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of the person | |  | | |
| Years of life (born-death) | |  | | |
| Relation with/role within the school | |  | | |
| Years of this rol (beginning-end) | |  | | |
| I am… | Creating a new data set about the person | | |  |
| Adding or correcting data of the person | | |  |
| Description  (what was their job in the school, why they was relevant, what is their historic significance) |  | | | |
| Sources (See instructions) | |  | |
| Image/Document (upload here) | Title of the file | |  | |
| Type (Document, photo, image, map) | |  | |
| Foot note | |  | |
| Sources (See instructions) | |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of the person | |  | | |
| Years of life (born-death) | |  | | |
| Relation with/role within the school | |  | | |
| Years of this rol (beginning-end) | |  | | |
| I am… | Creating a new data set about the person | | |  |
| Adding or correcting data of the person | | |  |
| Description  (what was their job in the school, why they was relevant, what is their historic significance) |  | | | |
| Sources (See instructions) | |  | |
| Image/Document (upload here) | Title of the file | |  | |
| Type (Document, photo, image, map) | |  | |
| Foot note | |  | |
| Sources (See instructions) | |  | |