



Museum Grants for African American History and Culture

Sample Application MH-00-19-0031-19
“Schomburg Curriculum Project”

**The Schomburg Center for Research in Black Culture
New York, NY**

Amount awarded by IMLS: \$133,912
Amount of cost share: \$133,912

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2020 Museum Grants for African American History and Culture grant program differ from those that guided the preparation of FY2019 applications. Be sure to use the instructions in the [FY2020 Notice of Funding Opportunity](#) for the grant program to which you are applying.

Abstract

There is a growing demand nationwide for culturally relevant curricula in the nation's K-12 classrooms. In New York, the State Education Department plans to mandate that all schools implement culturally relevant pedagogical methods, including the use of curricula that draw on a broader array of social experiences, while nationally a recent report by the Southern Poverty Law Center demonstrated both that students are under-educated about the history of slavery and that teachers recognize that they have not been well-prepared to teach it. With its rich collections of more than 11 million items and its strong relationships with local educators, the Schomburg Center for Research in Black Culture, a research unit of The New York Public Library, is uniquely poised to meet these needs.

Through the proposed Schomburg Curriculum Project, the Schomburg Center will engage a consultant Curriculum Writer to develop a history curriculum for grades 6-12 focusing on key themes in African American history that can be illustrated using the Schomburg Center's rich collections. Over a three year period, this consultant will create 15 high-quality, ready-to-use lesson plans for teachers around three themes: the Black Power Movement, the Transatlantic Slave Trade, and Black Women's Stories. Each lesson will feature a high-quality reproduction of a unique item from the Schomburg Center's collections, providing accessible ways for teachers to use collection materials in their classrooms.

From June 2019 through May 2022, the Schomburg Curriculum Project will move through a phased process of work. Under the supervision of Brian Jones, PhD, the Curriculum Writer will research and draft five lesson plans in alignment with each annual theme, for a total of fifteen lessons. A Curriculum Advisory Board of practicing educators will review these lessons and provide feedback, which the Writer will use to further iterate and refine the curriculum. Lessons will also be tested in teacher professional development workshops and in the Schomburg Center's Junior Scholars and Teen Curators programs, which may result in further revisions. Final, formatted versions of each lesson will be made freely available online for download and classroom use. This phased approach allows ample opportunity for testing and feedback, and will ensure that the final products are both high-quality and useful.

The primary beneficiaries of the Schomburg Curriculum Project are the teachers and students who will ultimately use these lessons in their classrooms. The Schomburg Center will actively connect educators with the newly-created resources over the course of the project, and through a culminating event in the third year of the grant period. By distributing the new curricular resources through existing networks and relationships—including the hundreds of teachers and thousands of students the Schomburg Center works with annually, as well as the New York City and State Departments of Education—there is significant potential for impact. The Schomburg Center will also continue expanding its engaged community of educators through teacher professional development workshops, tours, and public programs. By capturing the contact information of teachers who enroll for these offerings, the Schomburg will automate the compilation of a large, opt-in database of educators to contact with news about new curricular materials, and to survey about their actual usage over the longer-term.

The Schomburg Curriculum Project aims to supplement, not replace, existing curricula. The project will curate relevant, high-interest archival and other collections items, and provide teachers with a labor-efficient means of placing these in students' hands, integrating them into their classroom teaching, and guiding students through meaningful engagement with the materials. These lessons will hold students' attention and pique their curiosity, deepen their understanding of Black history, and help them to cultivate new knowledge.

Organizational Profile: The Schomburg Center for Research in Black Culture at The New York Public Library

The Schomburg Center for Research in Black Culture, located in Harlem, New York, is a research unit of The New York Public Library, Astor, Lenox and Tilden Foundations (NYPL or “the Library”), one of the nation’s largest public library systems. Founded in 1895 with the consolidation of the private libraries of John Jacob Astor and James Lenox with the Samuel Jones Tilden Trust, The New York Public Library comprises a unique combination of 88 neighborhood branch libraries and four scholarly research centers: the Stephen A. Schwarzman Building; the Science, Industry and Business Library; The New York Public Library for the Performing Arts, Dorothy and Lewis B. Cullman Center; and the Schomburg Center for Research in Black Culture. In the last fiscal year, 16.8 million children, teens, and adults visited an NYPL location, and nearly 27 million people around the world accessed myriad online resources at [nypl.org](http://www.nypl.org). Adopted and approved by the Executive Committee of the Board of Trustees in June 2009, the Library’s mission is to “inspire lifelong learning, advance knowledge, and strengthen its communities” (see <http://www.nypl.org/help/about-nypl/mission>).

Founded in 1925 and named a National Historic Landmark in 2017, the Schomburg Center for Research in Black Culture is one of the world’s leading cultural institutions devoted to the research, preservation, and exhibition of materials focused on African American, African Diasporan, and African experiences. For over nine decades the Schomburg Center has illuminated the richness of Black history, arts, and experience worldwide for both scholarly and general audiences, featuring diverse programming and collections spanning well over 11 million items. The Center’s collection began as the Division of Negro Literature, History and Prints in 1925, and a year later Arturo Alfonso Schomburg placed his personal collection of 10,000 items at the Library. He would later serve as the collection’s first curator. Arturo Schomburg’s wish to document Black history remained the institution’s mission, governed by librarianship, citizenship, and the changing nature of Harlem, which moved from renaissance to recession to its current revival. In 1940, the Negro Division was renamed in his honor, with the Schomburg Center acquiring its full name as a “Center for Research in Black Culture” in 1971. The initial 10,000 items have today grown to more than 11 million, including rare materials such as the earliest audio of classic blues, recordings of speeches from the Civil Rights era, paintings by Aaron Douglas and Kara Walker, the unique collections of The Lapidus Center for the Historical Analysis of Transatlantic Slavery, and the archives of John Henrik Clarke, James Baldwin, Lorraine Hansberry, Malcolm X, Dr. Maya Angelou, and many other luminaries.

Today’s Schomburg Center is an archive and vibrant research library, as well as a cultural center, community hub, and exhibition venue. Each year more than 200,000 visitors come to the Schomburg Center’s landmark building in Harlem to participate in its innovative programming, public events, cultural performances, and free exhibitions. The Schomburg Center education team additionally provides well regarded on-site youth education initiatives, professional development opportunities, and digital learning resources that have made the Center a trusted resource for New York City schools and the Department of Education, as well as educators city-, state-, and nationwide. While many members of the Schomburg Center’s intergenerational audience reside in the New York area, the Schomburg also reaches a national and international audience through its digital resources. These includes livestreamed and digitally archived recordings of public programs, original podcasts, streaming oral histories, virtual exhibitions, and digitized books, articles, photographs, prints, and other reference materials. Through these offerings the Schomburg Center provides its community with programs, collections, and exhibitions that support the enriching debate, critical thought, arts appreciation, and scholarship that are at the root of a vibrant and engaged civil society.

Project Narrative

Project Justification

Founded in 1925 and named a National Historic Landmark in 2017, the Schomburg Center for Research in Black Culture is one of the world's leading cultural institutions devoted to the research, preservation, and exhibition of materials focused on African American, African Diasporan, and African experiences. For the proposed project, a grant-funded Curriculum Writer will develop a history curriculum for grades 6-12 focusing on key themes that can be illustrated using the Schomburg Center's rich collection of more than 11 million items, ranging from works by Aaron Douglas and Kara Walker to the unique collections of The Lapidus Center for the Historical Analysis of Transatlantic Slavery to a trove of audio/visual recordings around African American culture, as well as the archives of John Henrik Clarke, James Baldwin, Lorraine Hansberry, Malcolm X, and Dr. Maya Angelou, among many other luminaries.

The consultant will spend six semesters working closely with Schomburg Center curators and education staff, as well as an advisory board of practicing educators, to write curricula that will help teachers use Schomburg resources in middle and high school history classrooms. Finding and curating relevant archival materials, reproducing them in high-fidelity formats, and incorporating them into existing lessons requires significant time and effort beyond the capacity of most classroom teachers. Hundreds of teachers visit the Schomburg Center each year for public programs, professional development, class visits, and exhibition tours, and they often request ready-made lessons they can use in their classrooms. The Schomburg Curriculum Project proposes to meet this need by developing high-quality lesson plans that allow teachers to make use of the Schomburg Center's unique collections. Led by Brian Jones, PhD, Associate Director of Education at the Schomburg Center, the proposed project addresses the goals of the Museum Grants for African American History and Culture program both by enhancing the Schomburg Center's capacity to engage the public through classroom education, and by further establishing the Schomburg Center as an important resource for educators.

The curriculum writer will build on the Schomburg Center's existing educational work with grades 6-12, developing a total of 15 lesson plans by the conclusion of the three year grant period. At present the majority of the teachers who participate in professional development workshops and public programs, or who bring their classes to tours of the Schomburg Center or to view the Center's free exhibitions, teach in grades 6-12; in FY2018, approximately 3,175 students participated in guided tours, and another two to three thousand students came to the Schomburg Center for self-guided tours. This 11 to 18 age range also includes the young people who enroll in the Schomburg Center's on-site youth education programs, including the Junior Scholars Program and the Teen Curators Program. Given this existing focus and expertise, Schomburg instructors are best equipped to evaluate lessons designed for middle and high schoolers. The Curriculum Writer will design lessons for this age range and offer suggestions for ways that teachers can adjust the level of sophistication and difficulty upwards or downwards as appropriate. Not only will this work enhance the Schomburg Center's capacity to serve middle and high school teachers and students, but it will also establish a framework for the future expansion of Schomburg-developed curriculum guides targeted at students in grades K-5.

The Schomburg Center education team has experienced growing demand from teachers, principals, and school district leaders for ideas about how to best teach African American history in schools. On a national level, a new report by the Southern Poverty Law Center demonstrates

that students are woefully under-educated about the history of slavery, for example, and that teachers recognize that they have not been adequately equipped to teach it. Across New York, educational leaders from the State Education Department to the New York City Schools Chancellor are calling for teachers to use culturally relevant pedagogical methods, and the State Education Department is planning to mandate that all schools implement culturally relevant pedagogical methods, including the use of curricula that draw on a broader array of social experiences. This fall, for instance, the New York City Department of Education requested that the Schomburg Center provide additional sessions of its popular professional development workshops for teachers. While the Center did not have staff capacity to run additional workshops at this time, this speaks to both the high level of need for culturally responsive resources for educators and the Schomburg Center's role as a trusted partner and resource in its local educational communities. The Schomburg Center has also had prior success in developing curricula on subjects for which it identified gaps in academia. In recent years, with support from the Rockefeller Foundation, the Center began such work on the Hip-Hop History Curriculum (HHHC), which explores American History Hip-Hop through the lens of Hip-Hop – the project will soon be beta-tested by the Teen Curators Program. By developing a more wide-reaching curriculum that teachers can implement in the classroom, as well as providing related professional development training, new curricular resources will help the Schomburg meet the needs of America's educators.

The Schomburg Curriculum Project will expand the Schomburg Center's capacity to serve educators, which will benefit the Center, history and social studies teachers for grades 6-12, and their students. Each lesson will include activities that make use of at least one high-resolution reproduction of an archival item from the Schomburg Center's collections. These lessons will be aligned with Common Core Standards and widely applicable throughout the United States. Through the proposed Curriculum Advisory Board, planned onsite professional development workshops, and the Schomburg Center's existing enrollment-based youth education programs, the project team will interrogate and test these lessons and make sure they are of the highest possible quality and usefulness. For every teacher reached by this project, the Schomburg will also impact the education of hundreds of students well beyond the grant period. Since these lessons will also be used for in-house educational programs and tours, a smaller set of beneficiaries include students in the Schomburg's enrolled programs and K-12 students who visit Schomburg Center exhibitions on a guided tour.

Using primary sources is one of the best ways to engage students with the study of history, but the work of curating such resources is too onerous for most teachers to take on. The lessons developed through the proposed project will draw from the Schomburg Center's collections and help integrate some of these unique items into the history curriculum of students nationwide. As noted above, in addition to books, journals, and archival materials, the Schomburg also collects art and artifacts, audio and moving image recordings, photographs, and prints. These will form a central focus of each lesson. The 15 lessons will be based around three themes (five lessons per theme) which the Schomburg Center's collections richly support: the Black Power Movement, the Transatlantic Slave Trade, and Black Women's Stories.

An example of a potential primary source item that might form the basis for one of these lessons is included with this proposal as Supporting Doc 1. This is a copy of a one-page letter from the Harlem chapter of the Black Panther Party, dated 1966. By grades 6-12 most students have

learned something about the U.S. Civil Rights Movement, and some may have a vague awareness of the later existence of something called The Black Panther Party. This letter offers teachers a number of different avenues to help students build new knowledge about African American history. First, the letter explains that there is a connection to the earlier movement phase – the Black Panther Party was actually a name and symbol used by black activists in rural Alabama who were fighting for voting rights as part of the Civil Rights Movement. As students read and discuss the letter, teachers may want to encourage them to write down what they notice and what they wonder about it. Secondly, while the Black Panther Party’s most famous iteration originated in Oakland, California in October of 1966, this letter is dated August, 1966 and is clearly announcing the formation of a party by that name in Harlem. In this letter, in other words, students can see an idea taking shape as it travels the same path as the Great Migration – from the rural South to the urban North. Third, this chapter announces its launch very differently from the Oakland branch which focused on challenging police brutality – the Harlem party is focused on improving the quality of schools in their neighborhood. For some teachers, an appropriate follow-up activity may be inviting students to draft their own letter announcing a new political party of the students’ making that will tackle issues that they care about.

With the time and resources to thoughtfully approach curriculum development, the Curriculum Writer will be able to engage deeply with the Schomburg Center collections and extract these meaningful stories and more from the materials. The production of thoughtful, tested, and well-designed curriculum materials will enhance the ability of Schomburg education staff to engage with all kinds of educators who come to the Schomburg Center, whether for tours, for workshops, or for public programs. In addition to being shared directly with educators participating in on-site professional development workshops, all resources developed through this grant will be made freely accessible online for download. Publicizing the curricula online will also help position the Schomburg as a major contributor to the development of Black Studies in the secondary education arena.

This project will also expand upon the Schomburg Center’s existing strong relationships with teachers in in the New York metropolitan area who regularly attend Schomburg tours, public programs, and workshops. These teachers will serve as the first audience for the new curriculum materials, which will be beta-tested in professional development workshops similar to those the Schomburg Center offers regularly. Recent workshops for educators include “Teaching & Learning Workshop: Art, Archives, & Primary Resources” presented on September 17, 2018 in partnership with The Studio Museum in Harlem. Educators were invited to explore the exhibition *Firelei Báez: Joy Out of Fire*, which was inspired by Báez’s work in the Schomburg Center’s archives. Participants then toured the Schomburg Center’s archives to learn more about available resources, and participated in an art-making workshop in response to archival sources. Upcoming workshops include a partnership with The New-York Historical Society to present a daylong exploration of Black history at the Schomburg Center, “From Jim Crow to Black Power: Visualizing Black History in the Classroom”, that will introduce educators to the New-York Historical Society’s new exhibition curriculum for *Black Citizenship in the Age of Jim Crow*. The Schomburg Center’s regular audience of educators will also provide feedback and helpful data that will enable the project team to track progress against project Performance Goals, further detailed below. The Schomburg Center will track teacher attendance at events and tours, as well as periodically survey educators to determine how they are making use of grant-produced curricular materials in the classroom.

Project Work Plan

The first phase of the Schomburg Curriculum Project will involve engaging a Curriculum Writer as a part-time consultant working closely with the education team at the Schomburg Center. Project Director Brian Jones will conduct a focused search for the Curriculum Writer, who will ideally have a master's degree in education and at least three years of grade 6-12 classroom experience. The Curriculum Writer will also need to have familiarity with African American history and experience teaching it. For this position, teaching experience, curriculum development experience and general knowledge of Black history will be more highly weighted than experience with archival research. Dr. Jones is well-acquainted with Education and History faculty and with networks of grade 6-12 teachers in the New York metropolitan area, and will make use of these connections in the recruitment of the ideal candidate. In addition to formally listing the position in relevant publications and websites, Dr. Jones will make sure the hiring announcement is circulated in targeted communities of potential applicants. The most likely candidates for this position will be doctoral students in Education who specialize in Curriculum Studies, Social Studies, or African American history, although graduate students in History or Africana Studies may also have the necessary grade 6-12 teaching experience.

Over the course of the three-year project period, the Curriculum Writer will spend 15 hours a week during the academic year (six semesters) conducting research at the Schomburg Center and writing 15 history/social studies lesson plans based on a series of themes using primary source documents and artifacts from the Schomburg Center's archives, five lessons for each theme. These themes—the Black Power Movement, Transatlantic Slavery, and Black Women's Stories—were chosen because they correspond to specific strengths of the Schomburg's collections. The Center's award-winning *Black Power!* exhibition commemorating the 50th anniversary of this seminal movement has been a favorite for educators. The Schomburg Center's Lapidus Center for the Historical Analysis of Transatlantic Slavery is organized around a unique collection of books and documents related to slavery and the movement for abolition. Other collections also contain a wealth of art, archival materials, and recordings related to the lives of Black women, including performers like Eusabia Cosme and Katherine Dunham, activists like Claudia Jones and Angela Davis, and artists such as Lorraine Hansberry and Howardina Pindell. A typical lesson plan will present a set of activities that might be accomplished in a single class section, and will include background historical information, a relevant primary source item from the Schomburg Center's collections, a detailed lesson plan, and suggestions for pre- and post-lesson activities.

Lessons will be developed iteratively, moving through a phased process of work. After an initial research and writing period (roughly September through December, with some variation and acceleration in later years of the project), during which the Curriculum Writer will have access to the expertise of Schomburg Center curators, the resulting curriculum drafts will be reviewed by an advisory board of educators, comprised of three K-12 teachers and three postsecondary scholars of education. This Curriculum Advisory Board will carefully review the five lessons the Curriculum Writer will develop for each theme, and will then convene in person at the Schomburg Center to sit down with them and share their feedback.

Next, the consultant will revise the lessons based on Advisory Board feedback, and will then work alongside the other members of the Schomburg's education team, including Dr. Jones, to beta test them in an on-site professional development workshop for teachers. Lessons will be

further tested in the Schomburg Center's enrollment-based youth-education programs, the Junior Scholars Program and Teen Curators Program. The Junior Scholars Program, led by youth educator Kadiatou Tubman, is a free, academic year-long Saturday institute for 100 students ages 11-18 to explore American and global Black history through the lens of the Schomburg Center's collections. Teen Curators also work closely with Schomburg collections as they learn about museum practices and curate their own year-end exhibit; this unique after-school program is led by educator Zenzele Johnson. Both Ms. Johnson and Ms. Tubman will work closely with the instructors from their programs to integrate Schomburg Curriculum Project lesson plans into their syllabi. The lessons will be further revised as necessary based on the feedback of external educators and internal instructors. They will then be formatted by a contracted designer before being made accessible online as downloadable PDF documents, accompanied by a Schomburg Guide for Teachers, which will also be written by the Curriculum Writer and which will serve as an overview of the Schomburg Center's educational offerings, including the new curriculum. The Guide will not require the creation of a new website or even a new webpage, but merely the addition of text, some static images, and links to PDFs of the lesson plans on an existing page. At the conclusion of the three-year grant period, 15 detailed lessons, complete with images reproduced from the Schomburg Center's collections, will be available online.

This phased approach allows ample opportunity for testing and feedback and will ensure that the final products are both high-quality and useful. By engaging practicing educators at each stage of the writing and revision process, the project team will counter what is perhaps the biggest risk for curriculum development projects: that the lesson plans will be engaging or useful to teachers, and that teachers will not actually use them. The Schomburg will implement four strategies to mitigate these risks. The first is to recruit the previously mentioned Curriculum Advisory Board (three K-12 teachers and three postsecondary professors of education) to review the lessons and provide detailed feedback on them. To be effective, this board needs to be composed of educators who have a demonstrated facility with African American history and with culturally relevant pedagogy. The list of educators we have recruited so far, included with this proposal as Supporting Doc 2, are by that standard highly qualified to fulfill this role. This board will meet once a year, and will receive the latest batch of lessons to review at least three weeks in advance of their annual meeting. In their meeting, the board members will be able to offer reactions, reflections, and suggestions to the Curriculum Writer face-to-face. Dr. Jones will chair these meetings.

The second risk-mitigation strategy is to actively test the lessons in practice prior to publication. As detailed in the Project Justification, the Schomburg Education Team will integrate the grant-funded curricula into its regularly-offered teacher professional development workshops. For each batch of lessons that have been reviewed by the advisory board and then revised, the Schomburg Education Team and the Curriculum Writer will then teach those lessons to a group of secondary history and/or social studies teachers enrolled in a professional development workshop on the theme in question. Workshops will be structured as mock lessons, with Schomburg Education staff acting as the teachers and educators experiencing each lesson as a student would. While participating in a lesson as students, teachers will be prompted to actively consider the perspective of their own students, to notice the choices that the workshop facilitators are making, and to think about how they might revise the procedures for their own purposes. The Schomburg Education team will allocate time in these workshops for participants to share insights, ideas, suggestions, and other feedback, which the team and Curriculum Writer can collectively reflect

on following each workshop, as well as use to guide further revisions as necessary. Participating teachers will also be surveyed about their own educational gains from each workshop. In addition to increases in understanding, interest, and confidence, teachers will also benefit from the opportunity to take the archival reproductions included with each lesson back to their classrooms with new ideas about how best to use them.

Thirdly, the Schomburg Curriculum Project plan includes time to beta test new lesson plans in the Schomburg Center's enrolled youth-education programs. During the months of October through May, the Teen Curators and Junior Scholars programs respectively enroll approximately 30 and 100 grade 6-12 students. The fall semester of both programs has a more academic focus, while the spring semester is more arts and project-based. The best timing for beta testing Schomburg Curriculum Project lessons in these programs will therefore be during the fall semester of Years 2 and 3 of the project. The curriculum for both Junior Scholars and Teen Curators already includes the in-depth exploration of the Schomburg Center's archival and other collection materials, which will make these lessons both simple and appropriate to integrate into the academic year. The educators who coordinate Teen Curators and Junior Scholars programs will select at least one lesson plan to test with their students each year. Prior to this testing, the coordinators will work with their program instructors to plan how they will integrate these lessons, and afterwards they will meet with them again to assess the results and outcomes. Together, the educators and Dr. Jones will communicate their findings and additional feedback to the Curriculum Writer. By piloting a selection of lesson plans, the Schomburg Center will be able to incorporate student and instructor feedback into revising the curriculum as a whole.

The final strategy to mitigate risk is to revise Schomburg Center event and tour registration procedures to automate the compilation of a large, opt-in database of educators who are already visiting the Schomburg Center. Allowing educators to self-identify with one click in a simple checkbox as they register online for any of our events has the potential to help the Schomburg Center grow an engaged the community of educators. This database will enable the project team to 1) advertise the final grant products to a large, targeted group of already-interested educators; and 2) over the long-term, facilitate follow-up with quantitative and qualitative surveys to identify how many educators are using the lessons, and to gather feedback on classroom implementation. While the bulk of the project period will focus on the Piloting Phase of project maturity, during the third year of the grant and the post-grant period the Schomburg Curriculum Project will move into the Scaling and Mainstreaming Phases.

To carry out this project, the Schomburg Center respectfully requests a grant of \$133,976 to be used over three years, from June of 2019 to May of 2022, to be matched by the Schomburg's investment of \$133,976. The bulk of this (\$96,750) is set aside engage a Curriculum Writer on a consultant basis. Under Dr. Jones' direction, this writer will work for six semesters on three themes, researching, writing, and revising lessons as detailed in the attached timeline. Further grant-funded and cost-share expenses are outlined in the Budget Justification, including Curriculum Advisory Board honoraria and Project Director travel to IMLS-designated meetings.

Project Results

This project is designed to fulfill the IMLS Agency-Level Goal of increasing public access to information through libraries and museums. The Schomburg Education staff intend to measure this increased access by surveying the hundreds of teachers that regularly visit the Schomburg Center each year to determine if and how they are using the grant-created curricula. Teachers

will be asked which lessons they used and to rate the outcomes (on a Likert scale) in terms of student engagement and learning. Schomburg staff will also collect quantitative and qualitative information on the use of these lessons in tours and in-house, enrollment-based youth programs. Since each lesson features a unique item from the Schomburg Center's collections, these curricular materials will dramatically increase the number of people who have access to these items. As the full curriculum will be made available towards the end of the grant period, the Schomburg Center plans to continue surveying educators through at least the 2022-2023 academic year.

The foremost product of the Schomburg Curriculum project will be 15 high-quality lesson plans that integrate curated primary source materials selected from the Schomburg Center's collections, and which reflect the Schomburg Center's expertise at teaching K-12 students, educators, and the general public about African American history. These will first be shared with NYC K-12 teachers through professional development activities, and then more broadly through online publication. The vetted final version of these lessons will be designed and formatted, and then made freely available for download as PDFs on the Schomburg Center's website, hosted on the NYPL.org domain. The lessons will be accompanied by a Schomburg Guide for Teachers, which will serve as an all-purpose guide for educators visiting the Schomburg Center website.

To draw attention to these materials and to further increase the visibility of this project, the Schomburg Center also intends to organize a public program in the Center's Langston Hughes Auditorium at the conclusion of the project in May 2022. At this event, the Project Director and Curriculum Writer will share highlights from the lesson plans, present stories from teachers who may have begun integrating them in their classrooms, and invite further public comment and questions. Programs held in the auditorium can also be live-streamed nation- and worldwide using the Schomburg Center's well-subscribed Livestream channel. At this event we will invite a well-known local educator to speak, which will help with promotion and publicity. Through live-streaming, social media outreach, and the free online distribution of the lesson plans, the digital reach of the Schomburg Curriculum Project will be far greater than the capacity of the auditorium, however bringing people together physically will further grow and develop the Schomburg Center's community of local educators. Over the long-term, we will continue to engage this community in meaningful dialogue around the teaching of African American history.

The lessons created by the Schomburg Curriculum Project will have a life beyond the Schomburg Center's walls, but will also be useful within them. The Schomburg Education staff can use these lessons—in part or whole—to augment tours and visits for K-12 classes. They can also be integrated into the Junior Scholars and Teen Curators programs, in the same way that staff are currently beginning to integrate the previously mentioned Hip-Hop History Curriculum. These lessons will also help form the backbone of a regular schedule of professional development workshops. Thus, they will facilitate the building of new relationships between the Schomburg's staff and an expanding network of educators seeking ways to bring the Schomburg Center's resources into their classrooms and to their students.

