



## DAVID MATHEWS CENTER *for* CIVIC LIFE

### **Innovators in Civic Education Fellowship**

The David Mathews Center for Civic Life's (DMC) Innovators in Civic Education Fellowship provides classroom and community-based educators with the resources and training they need to bring high-quality, civics-forward education to their classroom. The skills learned during the fellowship can benefit teachers in any discipline or grade-level who hope to integrate civics or social studies into their curriculum.

Fellows will assist the DMC in expanding and improving the impact that the Center's educational programming has within schools and communities. The DMC's educational programming and resources emphasize the way that place-based, inquiry-based, and discussion-based education can prepare students to be active citizens. Through our work, we aim to cultivate essential skills such as critical thinking, perspective-taking, active-listening, and a desire for collaboration; skills that not only benefit students in the classroom but in community life and their career.

Like all fields of education, the fields of civics and social studies remain inequitable and high-quality curriculum is inaccessible for many students. In an effort to provide more equitable and impactful civics education, the DMC encourages applications from those who work in communities of color, rural communities, and low-income communities. We are especially interested in applicants who would like to collaborate with us as we create more inclusive and representative resources for social studies and civics classrooms.

The primary role of the Fellows is to help the David Mathews Center create lesson plans and activities that correspond to guides for classroom discussions about issues in history. Our issue guides align with topics and events required by the ALSDE social studies standards, such as the Creek War, Reconstruction, Women's Suffrage, and the Civil Rights Movement.

With the insight of the Innovators in Civics Education Fellows the DMC plans to expand the scope, depth, and accessibility of these classroom resources. In particular, we hope to better align our resources with the Roadmap for Educating for American Democracy, which can be found in Appendix A.

Selected fellows will participate in a one-day workshop at the DMC located at the American Village in Montevallo, Alabama. During the workshop fellows will participate in engaging professional development sessions with the DMC and partner organizations from across the state. Following the workshop fellows are asked to act as a liason for the DMC in their school

and district by sharing these resources and strategies and assisting the DMC in the promotion of our state-wide workshop, which fellows are required to attend. Fellows will also be given the opportunity to assist in the creation of future classroom resources for which they will be compensated.

Fellows will receive a \$450 stipend for participating in the one-day intensive and meals will be provided.

Application and all supporting material must be submitted by 11:59 PM CST on Friday, April 23rd, 2021 to Gabrielle Lamplugh, [glamplugh@mathewscenter.org](mailto:glamplugh@mathewscenter.org)

The following is required of selected Fellows:

- a) Participating in a one-day intensive \_\_\_\_\_
- b) Participate in quarterly virtual cohort meetings which will focus on relevant topics in civics education and provide a space for collaboration.
- c) Excellent written and verbal communication skills and a passion for history!
- d) Conducting a minimum of one test of a DMC issue guide in a school setting during the 2021-2022 school year.
- e) Assisting the DMC with outreach by promoting the DMC's state-wide teacher workshop in their local school or district during the 2021-2022 school year.

Optional: The opportunity to assist the DMC with the creation of future educational resources, for which compensation will be provided.

*Note: The David Mathews Center is closely following COVID19, and acting in accordance with CDC and ADPH guidelines. As of now, the DMC is planning to host the intensive in-person on \_\_\_\_\_. If hosting the intensive in-person is not possible due to COVID-19 the intensive will be transitioned to a virtual platform.*

Compensation for the fellowship includes:

- (a) \$450 stipend.
- (b) A class set of issue guides
- (c) The opportunity to earn CEUs
- (d) The opportunity to have a significant and widespread impact on civic and social studies education throughout the state of Alabama.



**DAVID MATHEWS**  
**CENTER *for* CIVIC LIFE**

**Innovators in Civic Education Fellowship Application**

**I have attended a DMC teacher workshop or session (such as a Bicentennial Master Teacher Workshop session):** Yes  No

**DMC Workshop or Session Attended** (Location, Date):

**Applicants Name:**

**Degree(s) Earned** (include the name of educational institution):

**Teaching Experience** (teaching experience may include private, public, or charter schools, museum education, or community-based education i.e. 4-H, Cooperative Extension, etc.):

**Awards or Honors:**

## Short answers questions

(Word Limit: 250 per question)

1) How do you make your lessons engaging for students? Do you use any particular methods in your classroom instruction?

2) Do you partner with any state or educational institutions, nonprofits, museums, etc. or utilize their resources in the classroom? If so, which organization/resources?

3) Why do you consider place-based, inquiry-based, or discussion-based learning to be important in the classroom? How have you seen it create a positive impact on student learning?

4) What does equity mean to you? What methods or resources have you used to create a more equitable learning environment in your classroom or school?

Send completed application with a letter of support from your Principal or Supervisor to Gabrielle Lamplugh, at [glamplugh@mathewscenter.org](mailto:glamplugh@mathewscenter.org) by Friday, April 23, 2021 at 11:59 pm CST

## Appendix A

### [The Roadmap](#)

The aim of the Roadmap is to provide guidance that shifts content and instruction from breadth to depth by offering an inquiry framework that weaves history and civics together and inspires students to learn by asking difficult questions, then seeking answers in the classroom through facts and discussion for a truly national and cross-state conversation about civics and history to invigorate classrooms with engaging and relatable questions.

**The Seven Content Themes** map out the disciplinary and conceptual terrain, as well as the skills and dispositional learning needed to support healthy civic participation:

- **Civic Participation:** This theme explores the relationship between self-government and civic participation, drawing on the discipline of history to explore how citizens' active engagement has mattered for American society and on the discipline of civics to explore the principles, values, habits, and skills that support productive engagement in a healthy, resilient constitutional democracy.

This theme focuses attention on the overarching goal of engaging young people as civic participants and preparing them to assume that role successfully.

- **Our Changing Landscape:** This theme begins from the recognition that American civic experience is tied to a particular place, and explores the history of how the United States has come to develop the physical and geographical shape it has, the complex experiences of harm and benefit which that history has delivered to different portions of the American population, and the civics questions of how political communities form in the first place, become connected to specific places, and develop membership rules.

The theme also takes up the question of our contemporary responsibility to the natural world.

- **We The People:** This theme explores the idea of “the people” as a political concept--not just a group of people who share a landscape but a group of people who share political ideals and institutions. The theme explores the history of how the contemporary American people has taken shape as a political body and

builds civic understanding about how political institutions and shared ideals can work to connect a diverse population to shared processes of societal decision-making.

The theme also explores the challenge of e pluribus unum: forging one political people out of diverse experiences.

- A New Government & Constitution: This theme explores the institutional history of the United States as well as the theoretical underpinnings of constitutional design.
- Institutional & Social Transformations - A Series of Refoundings?: This theme explores how social arrangements and conflicts have combined with political institutions to shape American life from the earliest colonial period to the present, investigates which moments of change have most defined the country, and builds understanding of how American political institutions and society changes.
- A People in the World: This theme explores the place of the U.S. and the American people in a global context, investigating key historical events in international affairs, and building understanding of the principles, values, and laws at stake in debates about America's role in the world.
- A People with Contemporary Debates & Possibilities: This theme explores the contemporary terrain of civic participation and civic agency, investigating how historical narratives shape current political arguments, how values and information shape policy arguments, and how the American people continues to renew or remake itself in pursuit of fulfillment of the promise of constitutional democracy.

Source: <https://www.educatingforamericandemocracy.org/>

