Creole West Productions

... *Living together as one race with many faces*

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Natchitoches Parish History

Welcome to our site!

The World Wide Web is a powerful medium for providing students with much more than words on a page. So how do all the pieces fit together? The virtual History Course Text, (accessible only to school administrators, teachers, and current students), is merely a starting point for students. We can look at it as a springboard to many different avenues of exploration. At Course Central, students can easily find the most current information on assignments, quizzes, tests, and direction for the provocative, engaging, and energizing activities. After reading portions of the virtual text and beginning to work on assignments or projects, students may be interested in delving deeper into a particular subject. Here's where the Reference Desk's Webliography comes in handy. By providing direction to related Web sites, it gives students a place to begin their research. Additionally, the Just As It Was link takes students to their growing collection of text, image, video, and audio documents directly related to the history of Natchitoches Parish. In the Links section, students can connect to Natchitoches' past and present with features such as a

history timeline, historic vignettes, a community events calendar, and information on publications by local authors. And for those particularly difficult questions, an expert is standing by when students need to Ask a Historian. Teachers and students can also visit the Virtual Teacher's Aide for help with questions about the course. When students wish to share questions, thoughts, or projects with other experts or their peers at neighboring schools, the Forum and the Virtual Gallery are the places to go. At the Forum, students can chat with other experts and discuss ideas or projects with fellow students. The Virtual Gallery gives students an opportunity to showcase their finished projects. There's also a place for administrators, teachers, and students to post and hear about the latest News. Finally, users can Contact Us for questions, suggestions, and comments about the Web site. With the virtual text as its core, the Natchitoches Parish History curriculum can be enhanced by the limitless possibilities of the World Wide Web.

See what's coming soon!

We invite you to view the model Web site for the curriculum currently under development for Pointe Coupée Parish.

Pointe Coupée Parish History curriculum Web site:
http://www.creolewest.com/prototype

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Natchitoches Parish History
OVERVIEW

Natchitoches Parish History is an innovative, interactive, multi-media enhanced local history curriculum. It is intended to be taught in tandem with the Louisiana history course for middle school students. This course exceeds the Louisiana standards for social studies for Louisiana history. Additionally, it covers other curriculum standards by increasing skills for reading, writing, communication, and foreign language development through exposure to French, Spanish, and the Créole dialect. Following the new standard of the Louisiana State Board of Education that seeks to integrate technology into curricula for the students of Louisiana, *Natchitoches Parish History* uses a customized Web site with a variety of tools for both the teachers and students, including supplemental printed readers. Using a curriculum with a deep basis of historical content connected to an online infrastructure, the students and teachers can turn their history learning into a twenty-first century experience. Natchitoches history will come alive!

Creole West Productions is the developer and project director of *Natchitoches Parish History.* A project of the Natchitoches Parish Public School District, this curriculum will be shared with all of Natchitoches Parish's public and private middle school students and the community in Natchitoches Parish, Louisiana. In an effort to disseminate the rich heritage, the historical content of the curriculum will be shared outside the community through a state, national, and international network, sharing an important facet of the Louisiana story. Creole West Productions has created this model history program as an online course that runs with a special programming infrastructure. The core of this curriculum is a customized, documented text.

The text and its supplementary information will be located on a customized Web site. This Web site provides simple tools to connect the students, teachers, and community through diverse and unique methods including free-form Web dialogues, structured forums, links to a vast number of resources, a Webliography as a guide to the virtual reading room, and the online text created from documented research. Creole West Productions' Web infrastructure eliminates the need for specialized Information Technology staff, programming, servers, and maintenance. All that is needed is Internet access. With a click of a mouse, the history of the community comes alive through the documented content and the numerous features that enhance the journey of discovery into the past and present of Natchitoches Parish, Louisiana.

In an effort to completely integrate the community, residents of the parish will also have limited access to the historical text and its related resources on the Web site through their public library. This access will naturally invite community members of all generations to participate in and share Natchitoches Parish history on the site. And for

sharing with those outside the community, the same limited access will enable national and worldwide learning and sharing.

The school district will own all of the information (with exclusive right to use the copyrighted features for educational purposes) on the customized *Natchitoches Parish History* Web site. The site will use Creole West Productions' programming infrastructure. Funding is needed in order to complete and implement this curriculum.

The outreach for sponsorship of the curriculum extends to both community and public funding sources with a focus on serving the needs of an economically challenged, rural community with average to below average performing public elementary and secondary educational institutions. More specifically, the outreach extends to those philanthropic and funding entities mentioned above who are committed to elevating the performance levels of middle school students in history education using comprehensive curricula that integrate technology while improving reading skills.

This curriculum offers a community-wide benefit by addressing the opportunity to improve literacy and technology of middle schools students and the community at large. The emphasis is on realizing the role of local history education in bringing a community together while addressing a variety of subjects including social studies, language arts, reading, and communication—all integrated with the use of computer and multimedia technology. Community and public funding sponsorships will establish the invaluable precedent of a public/private partnership in public education for the community of Natchitoches. All sponsors will receive recognition on all press releases, materials, and the Home page of the Web site.

Natchitoches Parish History
PROJECT NARRATIVE

NEED

In the process of improving national educational performance and accountability standards for our students, the state of Louisiana is leading the charge for K–12 students in Louisiana with a comprehensive and aggressive set of accountability standards for both the students and teachers in Louisiana. Accompanying these standards are the Grade-Level Expectations (GLE) that clearly defines the standards and benchmarks for all subject areas in Louisiana: English, Language Arts, Mathematics, and Science and Social Studies. In addition, the state of Louisiana has included Technology Standards for integrating technology into the curricula for the K–12 students. The requirements from the No Child Left Behind Act add a further burden on each state to concentrate on math, reading, and science. The current status is, however, as noted by the State Department of Education in 2003, "*Despite the efforts of many conscientious educators, Louisiana's students rank near the bottom as compared to students in other states by nearly every measure of academic performance. These include test scores, dropout rates, college remediation rates, and ultimately, employability.*"

While we are accomplishing these excellent goals for our students in Louisiana, let us also concentrate on an integral facet of education—a critical subject that encompasses a variety of subject areas and prepares our youth with a boundless foundation for all of our futures. Let's look back as we move forward while we teach our children about the past and prepare them for the future. Let them see where we have come from, and let them understand where we are and where we need to go together as a community, a nation, and a world. As we move toward the trend of reading together in our communities, let's read about what we all share in common, embracing our common thread—our local history.

The teachers, administrators, and state education officials cannot accomplish these goals alone. Our communities must also become a part of the education partnership to reach successful outcomes. With a comprehensive online local history curriculum, all of these facets can be achieved and become a precedent for the much needed community educational partnership in our schools in Louisiana and for Natchitoches Parish, Louisiana.

Addressing:
- Current de-emphasis of history education: As schools focus more on math, science, and reading skills in order to meet state and national standards added to the requirements of the No Child Left Behind Act, they will continue to de-emphasize history curricula in grades K–12. The historical knowledge of our

youth has already declined significantly. These results have driven the strong national movement toward bringing comprehensive history education back to the schools in grades K–12 for the benefit of developing informed, productive, and responsible citizens.

- **Declining performance:** With academic performance levels in the local schools hovering below average, as measured by state and national standards, the need for further history education increases. Since history encompasses a wide range of other subject areas, students can enhance their skills and knowledge in these areas, which include reading, writing, communication, language arts, geography, history, civics, and economics.

- **Local history:** Although our schools already have history curricula in place, many do not incorporate comprehensive local history as an enhancement to state, American, and world history. Without this knowledge of local history, the students lose the sense of relevance to the larger historical picture. A supplementary program focused on local history allows schools to tap the resources and experts of their own communities. These can include local authors, historians, storytellers, community civic and corporate leaders, and members of older generations.

- **Technology integration:** For generations, history curricula have relied on a limited variety of resources and have been centered on the use of printed textbooks. As technology advances, school administrators and teachers are presented with a great opportunity to incorporate the use of tools such as computers, the vast resources of the Internet, and audio and video capabilities to give students a more thought-provoking, energizing, and provocative educational experience. Technological resources can truly make history come alive by exposing students to the world around them and allowing them to better use available community resources.

- **Community participation:** In this time of major nationwide cutbacks in funding for education, there is an ever-increasing need for communities to support the education of their own children. The valuable public/private partnership with the community and the public schools will have long term benefits for the educational environment in the community.

- **Parental involvement:** Due to the decline of parental involvement in the local schools over the years, the direct connection to the educational community has dwindled. Local history gives parents, extended family, and community members the opportunity to share a common interest, thereby developing a common dialogue and strengthening the overall community.

CURRICULUM DETAILS

Creole West Productions is using its combined talents to address the need for innovative educational experiences by creating the Web interactive enhanced history curriculum for communities in Louisiana and nationwide. In an effort to bring a comprehensive local history experience to the students and community of Natchitoches Parish, Louisiana, *s* will be developed and implemented.

NATCHITOCHES PARISH, LOUISIANA

Natchitoches Parish, Louisiana is a region well-rooted in its history. Located in northwestern Louisiana, in the Red River Valley, the recorded history of this area dates back to 1542. It was at this time that the Natchitoches Indians, a small tribe of the Caddoan linguistic group, interacted with the Spanish explorer, Hernando De Soto. After various expeditions by French explorers in later years, LaSalle claimed La Louisiane in 1699 for the king of France. After the establishment of the Mobile area settlements, it was determined that a post near the border with New Spain would be important for both trade and border protection. In 1714, that honor was given to Louis Juchereau de St. Denis, who had migrated to the new colony of la Louisiane via New France (Canada). Traveling with a party of twenty-four French voyageurs and six Indian guides, they ascended the Red River to the point where it was completely blocked by the "great raft" (log jams), and they disembarked on the west bank. The Natchitoches Indians, whom St. Denis had visited nearly fifteen years earlier, helped build two cabins. This established the early post of Natchitoches, Fort St. Jean Baptiste. Today, the area is the oldest permanent settlement in the vast Louisiana Purchase territory.

Natchitoches Parish is presently home to a diverse population stemming from many folk groups and traditions. These include Native American tribes such as the Clifton Choctaw, the Caddo-Adai, and the Apalachee, as well as a larger group with European and African origins. Today the parish comprises the towns and villages of Ashland, Campti, Clarence, Cloutierville, Goldonna, Grand Ecore, Natchez, Natchitoches, Powhatan, Provencal, Prudhomme, Marthaville, and Robeline. The parish seat is Natchitoches.

The parish is dedicated to its historic, cultural, and architectural preservation. Natchitoches Parish has twenty-seven historic designations according to the Louisiana National Register of Historic Places. A thirty-three block Historic District, with more than fifty centuries-old buildings has been designated a National Historic Landmark by the U.S. Department of the Interior. Fort St. Jean Baptiste has been reconstructed to preserve the early colonial experience of Natchitoches. The historic structures overlooking Cane River Lake, once a channel of the Red River, embody the days of

antebellum prosperity in the Cotton Kingdom and Natchitoches' old river port. Cane River Lake is now part of the Cane River National Heritage Area.

The historic preservation efforts are extended through the active participation of the National Park Service and Northwestern State University. Centers such as the Cane River Creole National Historical Park, the Louisiana Folklife Center, the Louisiana Creole Heritage Center, and the National Center for Historic Preservation focus on efforts to preserve and disseminate the rich heritage of the region. The collections of historical artifacts, materials, and resources are held at museums, the public library, the Watson Library at Northwestern State University, and historical societies like the St. Augustine Historical Society and the Natchitoches Historical and Genealogical Association. Social studies teachers in the district have collaborated in the past with the *Historic Natchitoches* project which has introduced various elementary and secondary students to different facets of Natchitoches history and culture. The parish has five major festivals with the most well-known being the Christmas Festival of Lights. The region naturally attracts tourists, novelists, artists, and filmmakers.

COMMUNITY INTEGRATION

Natchitoches Parish History will offer an all-inclusive program for its users. Centered on a documented historical narrative are various interactive features, all incorporated in a customized Web site. Taught in tandem with the Louisiana history curriculum, it will bring the local history alive and connect its relevance to state, national, and world affairs—past and present. See Appendix A: *Why Study Natchitoches Parish History?*

Limited access to the history text and its related resources will also be available to the community at the public library and to others outside the community. Sharing the curriculum with the community and beyond will extend the opportunity for learning, and everyone will be speaking a common historical dialogue. The text is written at an eighth-grade level and includes support in the form of a glossary and further resource information. Additionally, because the curriculum is Web-based, the parish has the opportunity to increase basic computer technology skills.

The Natchitoches Parish community participation extends to the university, which can offer invaluable support for the success with learning and teaching *Natchitoches Parish History.* Northwestern State University, founded in 1882 as a teachers college, offers within its Education Department a Masters in Education with emphasis in elementary teaching. It is accredited by the National Council for Accreditation of Teacher Education. Within the College of Education is a learning initiative that focuses on middle school education as supported by their Middle School Online program and the online Middle School Journal.

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In addition, the educational community resources to complement *Natchitoches Parish History* extend to the Louisiana Voice Folklife in Education Project, which has a highly successful model for incorporating folklife in the K-12 classroom. The Natchitoches Parish community participates in this program through the Louisiana Folklife Center at Northwestern University.

TECHNOLOGY INTEGRATION AND GUIDANCE

The Natchitoches Parish School Board is ahead of the curve of other Louisiana communities with respect to integrating technology in education. They have already addressed the need for technology in education through their active participation in developing comprehensive programs that use telecommunication to increase participation in high-tech learning by underserved K–12 students in five Louisiana school districts with the Challenge Grants for Technology in Education project (Goals 2000/LaNIE Challenge Grant Consortium). Combining the resources already in place will enrich the *Natchitoches Parish History* curriculum.

The inventory of computers with Internet access will be evaluated as to ratio per student. If additional computers are needed, Creole West Productions will assist in the process of acquisition through grants or sponsors. Ideally, the opportunity to develop a relationship with an equipment or software firm for additional equipment for the students—perhaps PC tablets or handheld equipment—will enable each middle school student to have access to use of a computer at all times for this curriculum.

Opening the door to a vast resource of knowledge on the Internet can be overwhelming. The *Natchitoches Parish History* curriculum has features that guide users to the information they need. With this guidance, instead of being lost in the process of filtering information, they are directed immediately to finding the most pertinent information. The forum features will allow everyone to learn a new system of communication using the World Wide Web. They will have orientation and guidelines to teach them the appropriate etiquette for correspondence and discussion, learning manners and understanding as they share and exchange. An online interactive tutorial will be built-in for continued guidance for the users and the various features and their functions.

HISTORICAL CONTENT AND DEVELOPMENT

The content for *Natchitoches Parish History*, including the documented narrative and the supportive documents and resources, will be compiled, evaluated, and synthesized in an established process. The foundation for the documented historical narrative will be compiled from the vast primary resources and current historical publications pertinent to Natchitoches Parish. In addition, the narrative will be complemented by a variety of additional resources including oral histories. The oral histories will follow the Oral History Association guidelines. The narrative will follow a

framework, a text outline, with strict standards of historical accuracy, proper documentation, citing of sources, and an unbiased point of view. This framework allows a variety of compilers to contribute to the established theme format in addition to retaining continuity when sharing information with and from other communities in Louisiana with a similar Web interactive enhanced history curriculum. The documented narrative can result in one of the following formats:

1. Anthology
2. Contract history
3. Adaptation of an established historical work

The framework for the documented narrative for *Natchitoches Parish History* is found in Appendix B: *Natchitoches Parish History* Text Outline. For a detailed process of the narrative development and evaluation process, see Appendix C.

CURRICULUM IMPLEMENTATION

Implementing this curriculum in two phases allows all the users to become comfortable with the system and to participate in improving its features. The Introductory Phase will include an introductory theme of Natchitoches Parish history. A Test Drive Team of students will participate in the Introductory Phase curriculum development by giving their invaluable feedback using the Web features when it is completed. Mentored by the Creole West Productions team, the Test Drive Team students will have the advantage of the team's assistance, guidance, and feedback as they listen and work with the students. When the curriculum is ready, an orientation workshop for educators and public library staff will commence prior to the implementation of the curriculum in the classrooms. The students on the Test Drive Team will participate in this orientation, sharing their knowledge of the use of the Web site.

After the Introductory Phase, the complete curriculum will be implemented in the first full school year that follows. Prior to its implementation, another orientation workshop will offer more training for the educators and public library staff. Throughout the Introductory Phase, the Creole West Productions team will be available for assistance, making improvements, and assessing the success of the Web site as determined by its value to the students and the teachers. Julie Eshelman-Lee will remain available until the end of the first full year in adjunct roles of Virtual Teacher's Aide and contact for historical guidance. Creole West Productions will continue to be available in future years for contract expertise as needed.

An ongoing educator and community awareness campaign will keep everyone informed of the progress of the curriculum for the community. Newspaper articles can inform the community of the project and its progress as it is implemented. Memos to the educators at the middle schools in the parish can keep them abreast of the progress. A

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larger affair—a community kickoff held at the community cultural center—offers a wonderful opportunity to invite the public to see the *Natchitoches Parish History* program as the community celebrates its common thread!

After the *Natchitoches Parish History* Web site is complete and ready to implement, official permission to use any copyrighted content for educational purposes will be granted by the appropriate copyright holders with all rights reserved including prior written permission from the author(s) or publisher(s) required for any changes, modifications, or duplication.

COMMUNITY, COURAGE, LEARNING, INTERACTION

Natchitoches Parish History is more than a curriculum—it's a community. It provides middle school students and teachers not only with information about their local history, but also with the tools and skills needed to collaborate meaningfully about what they have learned. And it isn't limited to the schools—we extend the hand of history into the parish itself. Students can show their parents what they're doing. Their grandparents and their friends and family in the community can actively participate in this common historical dialogue. The community can reach out to the national and international public as they share their local history with others through the Web site.

This curriculum also offers the teachers an innovative way to guide their students through the learning process. The Web site and online curriculum provide an atmosphere that gives all students, passive and active learners, the courage to participate with respect as they collaborate and share. The Web site allows the students, teachers, and community to reach outside the area to communicate and share with experts in the region, the state, the nation, and the world.

The term "student" is for all generations. With *Natchitoches Parish History*, anyone of any age can continue the learning process, enriching and engaging the rest of the community with their own unique experience and viewpoint while also improving their computer skills. The trend today is to have communities read together. What better theme than their own local history and the opportunity to embrace what they have in common?

The word is interactivity; the key is activity. Within the text are links that allow students to comment on any part of what they're reading and to respond to each other online while they are reading. The text encourages mindful reading, challenging readers from all generations to think critically about what they are learning. Through the forums, the students will be able to create their own history, empowering them to make history far into the future. Together the Natchitoches Parish community will develop an invaluable sense of place!

VIEW A MODEL WEB SITE IN DEVELOPMENT

Like a good gumbo, words cannot suffice to explain the experience. It's uncomplicated, intuitive, and therefore innately hard to put into words. Please explore a model curriculum in development by visiting the site at http://www.creolewest.com/prototype, where you can get a sense of the curriculum and its facets through the excerpts included in History Course Text and Course Central. Please follow the enclosed navigational instructions for touring the model Web site included in Appendices D-1, D-2, and D-3. For a detailed description of the technical features of the Web site, the invisible features that power and facilitate the Click, Go, and Learn experience of *Natchitoches Parish History*, see Appendix E.

COMMUNITY AND EDUCATION STATISTICS

COMMUNITY PROFILE

Natchitoches Parish, Louisiana is a community of about 38,558 residents. Of the 38,558 residents, there are approximately 7,007 elementary and secondary students. The ethnic representation of the community is 38.4% "African American," 57.9% "White," and 3.7% "Other."[1]

The public schools serving the middle school students in grades seven and eight are Cloutierville Elementary PK–8, Lakeview Junior/Senior High School PK–12, Marthaville PK–8, N.S.U. Middle Lab School 6–8, Natchitoches Education Center PK–12, and Natchitoches Junior High School 7–8. These public schools educate approximately 1,058 seventh and eighth grade (middle school) students. In addition, the two private schools, Oasis of Love Christian Academy PK–12 and St. Mary's School PK–12 educate 112 middle school students. The total number of middle school students in the parish is approximately 1,170.[2]

Number of students	7th	8th
Cloutierville Elementary School PK–8	56	42
Lakeview Junior/Senior H.S. PK–12	130	126
Marthaville Elementary/Junior High School PK–8	47	39
N.S.U. Middle Laboratory School 6–8	68	65
Natchitoches Education Center PK–12	24	37
Natchitoches Junior High School 7–8	207	217
Oasis of Love Christian Academy PK–12	11	10
St. Mary's School PK–12	46	45

Source: National Center For Education Statistics http://nces.ed.gov.

LEAP 21 EXAM RESULTS FOR SOCIAL STUDIES

For grades 1–8, in the State of Louisiana, the Louisiana School and District Accountability System "high-stakes testing" is applicable for public school students. Currently, the eighth grade performance levels of public schools are evaluated by the State Board of Education through the LEAP exams, which include social studies. In 2002, the ranking of Natchitoches Parish public school district from all four LEAP 21 tests was 50th of 66 parishes. The results for social studies for the public school eighth graders of Natchitoches Parish indicated that 45% were at or above basic knowledge as indicated by the LEAP results for spring 2003.[3]

PUBLIC LIBRARY AND LITERACY CONCERNS

Information about the Natchitoches Parish Public Library from the National Council for Education Statistics (http://nces.ed.gov) was not available. The Literary Council of Natchitoches uses the Laubach Literacy International and other effective methods. For statistics about the literacy concerns for the parish, contact Juanita Wall, Executive Director at 318/356.0404.

THE NATION'S REPORT CARD FOR READING AND WRITING

In addition, in 2003, Louisiana students have shown growth improvement in reading and writing according to the assessment testing results by the National Education Assessment Program (NEAP), The Nation's Report Card, for reading and writing. Louisiana eighth grade students improved four points in reading and six points in writing since 1998.

SOCIEOECONOMIC

The County Estimates for People of All Ages in Poverty for Louisiana 1998 shows 8,545 residents, or 24.1%, of Natchitoches Parish residents were living in poverty.[4] The preliminary July 2003 parish unemployment rate was 8.4%[5] compared to the state unemployment rate of 6.8% for the same period.[6] In grades K–12, 67% of the public school students are in the free/reduced lunch program.[7]

DEVELOPMENT TEAM

Julie Eshelman-Lee, Director
Project Director, *Pointe Coupée Parish History*

Julie Eshelman-Lee has a B.B.A. from Ohio University with a concentration in management and finance. She dedicated two decades to valuable business experience in banking, commercial real estate, and small business consulting endeavors. Combining a lifelong passion of interests in education, history, and writing, Julie founded Creole West Productions in 1998 after embarking on a journey of historical discovery of her founding

families of Louisiana and Pointe Coupée. Using her varied entrepreneurial business experiences, Julie brings these talents to the marketing and development of Creole West Productions' unique projects. Creole West Productions focuses on education and entertainment projects for history education, specializing in Louisiana history.

A native New Orleanian, currently residing in Colorado, Julie is an independent historian. Her specialty is Pointe Coupée and Louisiana history and its collective value locally, regionally, nationally, and globally. She has authored and self-published *Our Family History: A Louisiana Homecoming,* authored and directed historical presentations in Louisiana, focusing on her Decuir and allied families of Pointe Coupée Parish, and authored and is currently publishing a history of River Lake Plantation. In addition, she has other historical works-in-progress related to Louisiana and Pointe Coupée.

Julie is a member of a cross-section of historical, academic, and educational organizations that offer an invaluable network and resource for the various endeavors of Creole West Productions. These organizations include The National Coalition of Independent Scholars, American Historical Association, Organization of American Historians, Society of History Education, American Association for State and Local History, National Council on Public History, The Oral History Association, and the Association for Oral History Educators. In addition, her memberships in education-focused organizations are active with the Association for Supervision and Curriculum Development, The National Council for History Education, and the National Middle School Association. Julie also maintains various memberships in historical and academic associations for Louisiana and the Gulf South.

Julie has developed, designed, and coordinated the model Web interactive enhanced local history curriculum for the *Pointe Coupée Parish History* project, in addition to researching and authoring the text and content. Currently, she is Project Developer and Director for this project. She also spearheads the underwriting solicitation efforts, targeting funding and preparing the proposals.

The varied talent of the Creole West Productions team complements each phase of the development and implementation of the enhanced history curriculum. The team members are specialists in their respective fields and also provide integral and seamless support for the other facets outside their specialties. They all possess a keen eye for detail as they strive for excellence with the final product. Below are the Web development, design, and content support specialists for Creole West Productions:

L.J.C. (Linda) Shimoda

L.J.C. (Linda) Shimoda is a freelance artist working in a wide range of media. Graduating from the University of Texas at Austin with a B.S. in commercial design,

Linda became interested in digital art and design in the early 1990s and has been using her collective skills in this medium since. Linda has created customized software and is an accomplished and published artist. Closely related to the *Pointe Coupée Parish History* project is her work with the ThinkerTools research group at the University of California at Berkeley, where she works on a team developing science software to dictate and facilitate inquiry-based learning in middle-school environments. Linda's contributions cover the artistic gamut of professional manuscript formatting and layout, book cover design, developing logos and icons for use on the Web site, and creating the warm and inviting style of the customized Web site.

Todd Shimoda, Ph.D.

Todd Shimoda, Ph.D. is an Assistant Professor of Journalism and Technical Communications at Colorado State University. He received his Ph.D. from the University of California at Berkeley in Math and Science Education. At the same time, Todd is an accomplished writer in his professional field and a published author of fiction. He also is a professional editor and specializes in customized computer programming. Todd acts chiefly in the capacity of advisor, as needed, for copy edit, specialized areas of the educational content and application facets.

Scott R. Williams

Scott R. Williams is a freelance Web developer, a sophomore at the University of Colorado in the school of Arts and Sciences, and the Web developer for Creole West Productions as an intern. He has extensive experience in all facets of software engineering, specializing in Web-enabled, adaptive systems—his vocation and recreation. Scott is developing the infrastructure (core programming) and integrating the content. He will also support the orientation process as he mentors the students and guides the educators and users through the varied facets of the customized Web site.

Contract Specialists

As needed, additional professionals are contracted for manuscript completion support in the areas of historical research, translation, index development, copy and readability editing, and proofreading. Printing companies are chosen through a competitive bid process meeting strict quality and reliability standards.

ANTICIPATED RESULTS AND EVALUATION

RESULTS

The anticipated results for the *Natchitoches Parish History* curriculum are numerous and varied, as this course incorporates a number of subjects in addition to history, introduces abstract and critical thinking, and includes the use of computer

technology. Due to the interactive nature of the curriculum through the customized Web site, students, teachers, and community users will benefit from its content and system. These areas include:

- **Reading:** Results should be evident in improved reading skills through the glossary enhancement. The opportunity for improved reading comprehension with the content and projects will be available through the interactive nature of discussion among peers, teachers, and community members. Reading experience will benefit through exposure to the written content and the historical novel project.

- **Writing:** Results should be evident in improved writing skills through the written research projects as students are offered guidance on how to properly prepare their findings in a written presentation. This guidance will cover the areas of style, mechanics, and documentation skills.

- **Communication:** Improved communication skills will be developed through oral interaction with students' peers, teachers, and community members by way of classroom discussion, projects, and community presentations with questions and answer periods. In addition, the users will improve written communication skills through their interaction on the various Web forums, as they are guided to use appropriate etiquette and structure of Internet communication.

- **Social studies:** Users will improve their understanding of the various facets of social studies through learning their own local history and developing a sense of relevance for the larger historical picture. Because the theme is relevant to the users, they will have more opportunity to retain what they have learned as they apply it to their own experiences.

- **Computer technology skills:** This curriculum allows the users to be fully integrated into computer technology as a part of learning. They will learn all the general facets of computer skills and technology as they study their local history online. They will have exposure to resources on the Internet for further study and research, and they will use the Web forums for project sharing and communication with experts.

- **Community interaction:** Due to the inclusive nature of the curriculum, the benefits to the community include the opportunity for the community to share in the learning process of the middle school students and to mentor these students with various skills and expertise as they share their experiences. It will be an exchange of experiences as the students discover historical findings and compile oral histories from the community. Community members, civic and community leaders, and students will be speaking a common historical dialogue, sharing what they have in common—their history. The invaluable benefit of community involvement in education will offer numerous results for years to come.

In the long run, the facets of *Natchitoches Parish History* will contribute to increased results on LEAP exams in areas of reading and writing, including certain areas of social studies where the relevance of these facets reinforce like facets of Louisiana, United States, and world histories.

EVALUATION

The evaluation process for *Natchitoches Parish History* will be twofold: the overall mechanics and user-friendliness for all users of the online curriculum and its facets, and the individual learning progress for the students.

- **Mechanics and user-friendliness:** While the students are interacting during their regular routine with the curriculum, spontaneous videotape evaluations should be conducted and evaluated regularly by Creole West Productions during the Introductory Phase and first full year. These videotape evaluations will determine if the mechanics of the curriculum are functioning correctly and the users are easily interacting with the online curriculum and its facets. Through regular evaluations, improvements can be made to the use and process for all users. The users will become an integral part of their learning process as they offer their feedback in a much more relaxed atmosphere (as opposed to formal questionnaire evaluations). After this period, curriculum assessment will be evaluated as determined by the school administrators.

- **Individual learning progress for the students:** Using a portfolio assessment approach throughout the curriculum term, all quizzes, tests, projects, and Web forum participation, including participation with presentations and shared projects, should be collected for all individual students in their portfolios. The focus is an evaluation of the level of each student's learning and contributions. For evaluating the Web forum participation, printed copies of the forums can be made for each student, concentrating on factors such as participation, original thought and discussion, etiquette, and contribution to evaluate their results and individual benefit from the forums.

MEDIA PLAN

The media plan for *Natchitoches Parish History* includes a variety of approaches:

- **Educator and user progress reports:** As the project progresses, suggested regular written updates will be given to all the educators and public library staff who will be implementing this curriculum. (See Appendix F for a sample educator update memo.)

- Funding secured: As funding is secured, articles in the community newspapers and other selected news meda (if a regional sponsor) will acknowledge the generosity of the sponsor and give a brief background of the project.
- Test Drive Team selection: A printed flyer and an article in the community newspapers will direct interested students to apply online on the Creole West Productions Web site.
- Community awareness: Regular newspaper articles will reveal the background and progress of the project, including acknowledgement of community support and participation and an invitation for community members' participation as experts or presenters.
- Community Kickoff: Community-wide affair at a community cultural arts center to introduce the curriculum to the schools, the community, and university members in order to officially acknowledge all sponsor participation and community support and encouragement.
- Sponsorship acknowledgement: All sponsors will have recognition on all materials, the Web site home page, and in media material and press releases. Logos (camera-ready) can be submitted to include on all mediums.
- Other sources: Natchitoches Parish Public School Board administrators and/or officials can notify State Board of Education officials of the progress of the curriculum, invite them to the community kickoff event, and invite them to observe the students and community using the program.
  - Press releases will appear on the Creole West Productions Web site, as authorized by Natchitoches Parish Public School District officials, as part of Creole West Productions' ongoing networking of the development and implementation of this curriculum with various historical and educational organizations.

PROJECT TARGET START DATES

- Introductory Phase: 18 months after funding secured
- Full Year Curriculum: the following first full school year

BUDGET
Natchitoches Parish History Project
Estimated Budget
Development through First Full Year
(Estimated 3 year commitment)

*PROJECT DIRECTION, DEVELOPMENT, COORDINATION, ORIENTATION, AND
IMPLEMENTATION*
Creole West Productions

- Julie Eshelman-Lee, Project Developer and Director $ 75,000
  Curriculum development, direction, and coordination; Content Direction,
  evaluation and compilation; Manuscript Editor; Teacher's Guide and
  Suggested Activities author and coordination; Grant seeking assistance;
  Community Awareness and Outreach; Consultation Services—Virtual
  Teacher's Aide; Forum Facilitator; Travel and miscellaneous supplies
  expense
- Ph.D. Advisor—Educational content and application   2,000
- Contract Historian—author/compiler text manuscript following
  set format and standards   12,000

Creole West Productions Team

- Conferences and e-mail correspondence regarding preparation and coordination—
  Web build, content, Test Drive Team, educator and users orientation, and
  curriculum implementation   6,000
- Curriculum Orientation Consultation and Training Assistance Test Drive Team
  and Users Workshops   5,500
- Assessment evaluations Introductory Phase and Full Year Curriculum   5,500
- Off site training of administrators at end of full year to take over curriculum [not
  to exceed 20 hours]   1,000

TOTAL PROJECT DIRECTION TO IMPLEMENTATION.............................$ 107,000

INFRASTRUCTURE
WEB SITE DESIGN, BUILD, AND IMPLEMENTATION

- Logo and Web graphic development, design, and creation $ 4,500
- Site and page design and layout for twelve main pages   4,500
- Home page collage direction and scanning   1,000
- Customized site building
  Twelve customized main pages, including:

Student customized Home page, History Course Text, Ask A Historian, Virtual Teachers Aide, Course Central, Reference Desk, Forum, Virtual Gallery, Just As It Was, Links, News, Contact Us

Customized online history course text, including:

450 pages of virtual text—each page of text will be a separate Web page with links forward and back; links to related text, graphics, and audio; navigation within the site and among chapters; link comment feature from users throughout chapters; text and image placement   9,000

- Hard document and image scanning (60 images); color correction only   2,000
- Review and proof Web site—content, layout, and formatting; complete site checks   2,000
- One full revision of Web site (after Pilot Curriculum comments)
  Revisions to Course Central, customized Home page, and Virtual Gallery   2,000

TOTAL WEB BUILD, DESIGN, AND IMPLEMENTATION ....$ 25,000

CONTENT

MANUSCRIPT COMPLETION

- Finalize glossary $ 1,250
- Translation and transcriptions
  (30 pages translations; 20 pages transcriptions)   800
- Copy and readability editing   7,500
- Finalize index   1,500
- Proofreader   500
- Format standardization and proofing (PDF)   1,875
- Book cover design and layout (includes graphic for e-book)   1,000

TOTAL MANUSCRIPT COMPLETION...$ 14,425

PRINTING

- Introductory Phase Curriculum readers:
  650 copies per run, 140 pages, hard card stock front and back, spiral bound, color front, appendix fold-out sturdy composite stock $ 4,000
- Full Curriculum readers:
  650 copies per run, 450 pages   12,000

TOTAL PRINTING..$16,000

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TOTAL CONTENT..$ 30,425

ORIENTATION
TEST DRIVE TEAM, PILOT CURRICULUM,
AND FULL CURRICULUM WORKSHOPS
- Graphics: orientation materials, logo to be used for t-shirts or hat
  (t-shirts/hats: in-kind sponsorship by community donor) $ 2,000
- Development and layout: orientation materials and final booklets   <u>3,275</u>
- Printing: (in-kind sponsorship by community donor or school rate)
- Two orientation workshops (Pilot and Full): two half-day orientation
  programs each
    - Facility: Natchitoches public school business/computer lab
    - Catered lunch and refreshments (community donation)
    - Teacher daily stipend (not necessary if during school year)

TOTAL ORIENTATION ....$ 5,275

IMPLEMENTATION
COMMUNITY AND EDUCATOR KICKOFF
(Community in-kind sponsorship affair)
- Facility: Community Cultural Arts Center
  (donate rental use fee – Community Historical Society)
- Catering: refreshments (food and wine), decorations, plates, napkins, cups/glasses
  (community donor)
- Programs: printing
  (community donor)
- Invitations: stationary and postage
  (Natchitoches Parish Public School District)
- Honoraria fees for presenters
  (In-kind sponsorships by presenters)

SUPPLEMENTAL BOOKS, MATERIALS, AND EQUIPMENT
- Equipment:
  Scanner(s) $ 300
  Digital audio (two equipment sets):
      mini-recorder, microphone, memory stick (256 Mb),
      editing software   2,000
  Digital video (two equipment sets):
      camera, microphone, memory stick (256 Mb or 1 Gb),
      interface cable for computer, battery charger, tripod,

editing software   6,000
Photo: disposable 35mm ($10/ea) and photo processing fees
(Community in-kind donation)

TOTAL SUPPLEMENTAL BOOKS, MATERIALS, AND EQUIPMENT ....$ 8,300

TOTAL IMPLEMENTATION..$ 8,300

TOTAL FUNDING FOR *NATCHITOCHES PARISH HISTORY*....................$176,000.00

OTHER CONSIDERATIONS

- Honoraria fees from expert presentations and/or participation
- Field trip expenses
- Facility rental for community-wide assemblies
- Curriculum and Web site maintenance—uploading additional information
- Supplemental book expenses—historical fiction activities
- Printing additional Readers yearly

PROSPECTIVE SPONSORS—PRIVATE AND PUBLIC

In-kind sponsorships from volunteer participation can be used for matching grant sources from either private or public sponsors. Sponsorship from community resources and corporate grant funds will enhance the community partnership in public education.
(See Appendix G for a Sample Corporate Sponsorship Solicitation Letter)

APPENDICES

    A. Why Study Natchitoches Parish History?

    B. *Natchitoches Parish History* Text Outline

    C. Narrative Development Process and Community Evaluation

    D. Model Web Site Sneak Peek Tour and Navigation Instructions
        D-1. Home Page
        D-2. Virtual Text
        D-3. Teacher's Guide

    E. Detailed Description of the Technical Features of the Web Site

    F. Sample Educator Update Memo

    G. Sample Corporate Sponsorship Solicitation Letter

Natchitoches Parish History
APPENDIX A:
WHY STUDY NATCHITOCHES PARISH HISTORY?
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You may be asking yourself—Why should I study people, places, and events in the past? What does it mean for me today? What benefit does it have to my future? What is the significance, if any, of my local history and Louisiana history to American history and the world? How do I see my community?

History has two meanings. One is simply *what happened*—that is, the events, the developments, the circumstances, and thoughts of the past, as they actually occurred. The other is history as *knowledge of what happened* and the record or expression of what occurred.

History itself should be studied because it is a necessary look at all of human experience. It's a way of going beyond the boundaries of one's own life and culture. It helps us to see more of what humans have experienced. Studying history is the unique way of understanding the present moment and how it relates to the past. Knowing where we are and where we have come from allows us to see the past as it really was. Accurate historical knowledge is essential for social sanity.[8]

Studying history will prepare you for a career. It will help you understand others. It will help you to become an active American citizen and to safeguard liberty and justice. It will help you with your private pursuit of happiness and personal fulfillment.[9]

Louisiana and Natchitoches Parish history are important pieces of the whole picture—including American and world history. Studying your own local history will give you a "sense of self." It will help you understand better your "sense of place" in Louisiana, America, and the world. History always seems first to be something of the past about other people and other things. Studying Natchitoches history will help you see how each piece of history fits into the larger picture. You will see how your history has an effect on you and others—past, present, and future.

History is about being curious and asking why. Studying history includes discussion. History is about reading and studying the past to understand where we have all come from. History is knowing about the past and learning a lesson from it for our lives today. History helps us put problems into perspective. From history we learn that not every difficulty is a problem and that not every problem is a crisis. In other words, problems may not be as serious as we may think they are. History teaches the human experience. Just as we learn from our elders, we can learn from studying history.

The culture in Natchitoches Parish maintains the value of family and respect for elders. We all benefit from this. We can extract the knowledge of the past in two ways: written history and oral history. Both are very important to understanding the whole picture.

Historians are people who study and convey history through various media such as books and film. Historians are also people like our family members who tell historical stories of past generations. This is known as "oral history." Each day we all are making a difference in history. We need to remember that our actions are affecting what is happening currently. Our actions will also affect the future. We are all an integral part of history.

When studying history we can keep a few things in mind. From historical records, we can compile events of the past. From all the sources, we can put the pieces of history together like a puzzle. This puzzle will bring the story alive. Because we were not there, we cannot completely re-create the past. It is important to remember that the perspective of the history we read in historical writings will be that of the author. In the case of personal journals, we must consider how close in time to the event the journal was written. If something was written much later, it can be difficult to verify dates and places. We are relying on someone's memory to be exact. This is also true for histories we hear in oral interpretations. The person telling about history is relaying that history from memory.

As historians, we know how it all turned out. The people of the time did not know how it would all come out. That uncertainty is a profound element in the past. The historian can only try to understand the past. We were not there, so we can only imagine what the people felt or were thinking.

To put the pieces of history together, we look to many sources. Primary sources include original records and maps at the parish courthouse, information at the local library, documents at the church, the local newspaper archives, and cemeteries. We can also find primary information from historic landmarks, monuments or homes, historical or preservation societies, schools, colleges, universities, museums and galleries, Web sites, journals, diaries, and people. Secondary sources include published and non-published accounts of history. These sources have been researched and written by others. They have been published or are waiting for publication at a later date.

In this course, each of you will become both students and historians of Louisiana and Natchitoches Parish history. As students, you will be studying the history already compiled. As historians, you will be engaging in projects where each of you will be

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researching and compiling new information for Natchitoches Parish history. In addition, you will have access to a customized history Web site unique to you to enhance this class. Through this Web site, you will be able to communicate with experts, download information and documents for your assignments and projects, and work with others to discover the history of Natchitoches Parish.

The events that tell the history of Natchitoches and Louisiana include the difficulties and devastation of war, social conflict, cultural interaction and difficult economic times. Other experiences brought change and progress. Louisiana's history is complex and unique. It all began with the Mississippi River and the original landscape. It evolved with the variety of people who settled the area over the centuries. The rich heritage of Louisiana includes a fascinating variety of people. You will learn about the original cultures before recorded history. You will become very familiar with the many groups of people who came to Louisiana in the hundreds of years since those ancient civilizations. You will see how the river, landscape, natural species, and various people cohabited over time. The history of Natchitoches and Louisiana reveals the strength of the culture that still exists today. The natural environment continues to add a special element to life. The need to protect the environment will affect the future.

Natchitoches Parish History will expose you to many areas of study. You will not only learn about the history of your community, but also its geography, economics, civics, languages, and culture. You will learn more about Louisiana as you study all these elements about Natchitoches Parish and its place in the fertile Red River valley. You will explore, research, discover, think, analyze, evaluate, create, and communicate as you learn more about Natchitoches Parish and Louisiana. You will see the significance of their places in the history of the United States and the world. You, too, have an impact on history. It continues with you!

APPENDIX B:
NATCHITOCHES PARISH HISTORY TEXT OUTLINE

TABLE OF CONTENTS

Natchitoches Parish History
APPENDIX C:
CREOLE WEST PRODUCTIONS
WEB INTERACTIVE ENHANCED HISTORY CURRICULA
COMMUNITY EVALUATION AND
CURRICULUM DEVELOPMENT PROCESS

RESEARCH COMMUNITY PROFILE AND RESOURCES

- Community today
    - Economics, population, government, etc: "chamber of commerce profile"
- Historical background
- Education
    - Parish Public School District
        - Superintendent CV
        - Louisiana history curriculum calendar – content and standards
        - School calendar
    - Middle schools
        - Schools' performance, profile, principals/teachers expertise
        - Computer inventory with Internet access
            - Previous technological experience of students/teachers
    - Parish Private Schools
        - Headmaster/principal CV
        - Louisiana history curriculum calendar—content and standards
        - School calendar
    - Post-secondary
        - Resources for research
        - Resources for participation in curriculum—teaching/teaching assistants
- Library
    - Staff
    - Resources—public and university
        - coordinate bibliographic and web resources
        - computers with Internet access
- Cultural profile
    - Museums, historic sites, parks
    - Religious
    - Traditions and folklife
    - Celebrations and festivals

RESEARCH AND COMPILE PRIMARY RESOURCES

RESEARCH AND COMPILE SECONDARY DOCUMENTED RESOURCES

RESEARCH ORAL HISTORY TRADITIONS AND/OR EXISTING PROGRAMS

COMPILE COMMUNITY HISTORICAL PRESERVATION NETWORK—PEOPLE AND PLACES

COORDINATE PARISH HISTORY COMMITTEE

- School officials, community, university
  - Review committee educational content
  - Review committee historical content

COORDINATE PROSPECTIVE CONTRACT AUTHOR/EDITOR/COMPILER
- Request for Proposals for contributor(s)
- Request for Proposal for author/editor/compiler

SPONSORSHIP AND FUNDING SOLICITATION
- Target grants and sponsorship opportunities
- Prepare proposals
  - Expert endorsement/participation
    Prospective Endorsements:
    - Louisiana Board of Regents
    - Louisiana Center for Education Technology
    - Louisiana Creole Heritage Center
    - Louisiana Department of Education
    - Louisiana Historical Association
    - Louisiana Historical Society
    - Louisiana Preservation Alliance
    - Louisiana Middle School Association
    - Louisiana State University (education/history department professor(s))
    - National Council for History Education
    - Organization of American Historians
    - Northwestern State University Education Department university professors
    - National Park Service
    - Tulane University (Deep South)

- University of New Orleans (education/history education department professor(s))
- University of Southern Louisiana (Lafayette) (education/history department professor(s))
- _____(technology endorsement/sponsor)
- _____(corporate endorsement/sponsor)
- _____(individual historian(s))

TEXT DEVELOPMENT

- Narrative
- Documentation
- Glossary
- Bibliography
- Webliography
- Index
- Appendices
  - History Committee read and review
    - Historical content
- Incorporate changes
- Edit
  - Copy
  - Readability
  - Format
    - History Committee read review
      - historical content
      - education and readability level
  - Incorporate changes
  - Final edit
  - Format
  - Proof

TEXT—LAYOUT AND DESIGN COMPLETION

- Print Readers

WEB SITE DEVELOPMENT AND BUILD

- Document uploading
- Online interactive tutorial
- Content—Text
  - HTML
  - PDF format conversion

Natchitoches Parish History
APPENDIX D:
WEB SITE SNEAK PEEK TOUR AND
NAVIGATION INSTRUCTIONS FOR MODEL CURRICULUM
Pointe Coupée Parish History

D-1. "SNEAK PEEK" TOUR OF THE WEB SITE

We all remember our experiences as schoolchildren, learning history from printed textbooks. Many times, the books we studied every day looked very much alike—black print on a white page, perhaps a few pictures, study exercises following each chapter, and reference notes and materials at the end. Even if we were interested in the subject, we may have hoped for a more interesting format and style of study materials. Maybe we even dreamed of a way to learn without paging through books. With the current Web technology, we are able to use a more interesting format and style of curriculum materials. One of the goals of the innovative Web interactive enhanced history curriculum, *Pointe Coupée Parish History*, is to bring a new experience to the classroom, integrating technology into the course as the students learn about the history of their place.

The Web site, found at http://www.creolewest.com/prototype, is a portal to the many facets of this interactive, online curriculum. A tour of the Home page will give you a comprehensive look at all of the components available to our teachers and students.

- To read a brief description of each of the curriculum's features, click on any of the links at the top of the page or within the descriptive text.
    - Clicking on each link opens a small, informational pop-up window. As you finish reading the text in each window, you may close it, and the Home page will remain open.

Let's continue the tour by exploring some of the site's features in greater depth, beginning with the online textbook:

- Click on the "History Course Text" link.
- In the pop-up window, click on the "front matter and Part One" link.
- Please see the detailed Navigation Instructions below for a description of the e-book and guidance for navigating through the Table of Contents and sample text.

D-2. E-BOOK NAVIGATION INSTRUCTIONS

At the heart of this comprehensive and exciting Web-based history curriculum is an electronic textbook, *Pointe Coupée Parish, Louisiana: A Unique Place, People & Culture*. With the click of a mouse, teachers and students can "turn" the pages of each chapter of their electronic textbook. Unlike traditional textbooks, the electronic text is versatile and advantageous because of its ability to offer easy navigation throughout. The top and left-side navigation sections are visible on every page. They allow the readers to instantly access the Table of Contents, any of the chapters or their respective sections, the endnotes, the suggested readings, or the glossary. Special features for our students include links within each chapter to specific words in the glossary; references to endnotes; and cross-references to material in other chapters, elsewhere on the curriculum Web site, or on other pertinent Web sites. Once students have linked to any of the additional references on the curriculum Web site, another link will take them directly back to their place in the text. Completing the experience, printed readers of the full text will be provided so that the students can continue their study when a computer is not available.

This tour of the electronic text will give you a sample of what our teachers and students will experience as they journey through past centuries in Pointe Coupée Parish using twenty-first century technology. The excerpt from the curriculum text includes the Table of Contents, the Introduction, and Chapter One. For the purposes of this excerpt, all three of these have been included on one Web page. In the actual text, they will be separated onto three Web pages. Following are instructions for navigating through this excerpt on the *Pointe Coupée Parish History* Web site:

- You will notice that there are two navigation bars at the top of the Web page. The first contains a link to the Table of Contents. Directly below it, the second contains links to the individual chapters.
- Begin your tour by clicking on the "Table of Contents" link at the very top of the page. This will take you a short way down the page where you can peruse the entire contents of the text. Notice that for this excerpt there are links only to the Introduction, Chapter One, and their respective sections.
- Continue by clicking on the link to the Introduction or either of its sections.
  - At the beginning of the Introduction, you will see a left-side navigation box containing links to sections within the Introduction.
  - Within the body of the text, you will also see links in red that lead to endnotes or glossary entries.
  - As you scroll through the text, you will notice intermittent links that will take you back to the Introduction menu or to the top of the page.
- Place your cursor over any of the endnote links.

- You will notice that the endnote appears automatically.
- Click on an endnote or glossary link, read the note or definition, and click on the "Back to text" link directly below it to return to your place in the text.
- To return to the top of the Introduction in order to navigate to other sections, click on one of the "Introduction menu" links.
  - OR
- To return to the top of the page, click on one of the "Top of page" links.
- Next, click on the link to Chapter One.
  - At the beginning of the chapter, you will see a left-side navigation box containing links to sections within Chapter One.
- Click on one of the section titles in the left-side navigation.
- To return to the top of the Chapter in order to navigate to other sections, click on one of the "Chapter One menu" links.
  - OR
- To return to the top of the page, click on one of the "Top of page" links.
- From the top of the page, scroll down in the Table of Contents until you reach Part I and its links for Chapter 1: A Place in Time.
- Click on Suggested Resources.
- Scroll down the page past the references to printed material. When you reach the references to outside Web sites, click on one of the links.
  - A new window will open, allowing you to explore the site.
- When you have finished with the external Web resource, close the window. You will see that the text excerpt page has remained open.
- Continue to read through the e-book, and enjoy your tour through the excerpt of *Pointe Coupée Parish, Louisiana: A Unique Place, People & Culture*!
- When you have finished, close the excerpt window, and return to the curriculum Home page.

D-3: GUIDE FOR TEACHERS AND SUGGESTED ACTIVITIES NAVIGATION INSTRUCTIONS

Now that you've had an opportunity to sample the e-book and its interactive features for students, you'll want to read about some of the resources available to teachers. The full curriculum will include a complete Guide for Teachers that begins by describing the objective, overview, and features of the course. The Suggested Activities sections that follow offer a diverse selection of engaging activities tailored to complement the subjects presented in each part of the text. The addendum provides easy reference to Louisiana state standards for the eighth grade student. Notably, the Pointe Coupée history curriculum exceeds the current state standards for Louisiana history for

middle school students. In addition, Louisiana state standards from other disciplines are applicable in this curriculum text. These are also listed in the addendum, and they include social studies, reading, writing, math, and standards integrating technology. Finally, there is a sample chapter description—for the Introduction chapter in this excerpt—and its accompanying study actions, which will be the students' inaugural activity for their curriculum.

To proceed to the excerpt:
- On the curriculum Home page, click on the "Course Central" link.
- In the pop-up window, click on the "Teacher's Guide" link.
  - A new window will open.
  - At the top of the new window, you will see two separate navigation bars. The first contains links to the three major sections of this sample guide: A Guide for Teachers, the Louisiana State Standards Addendum, and the chapter descriptions section.
- For a general overview of the contents of this excerpt, click on any of the three links in the first navigation bar, and peruse the text for each.
- To return to the top navigation and continue your tour, click on any of the "Top of page" links within the text.
- To view the "Guide for Teachers" section in greater depth, click on the link at the top of the page. You will then be able to use the navigation in the red bar to take you directly to the subsection in which you are interested.
- The Guide for Teachers navigation contains a diverse sample of suggested activities corresponding to the subjects covered in the particular chapters. After exploring the various activities, click on the "Introduction" link in the red navigation bar.
- In the subsection beginning with "*WHAT DO YOU SEE?*," click on the "Collage Project" link.
  - A new window will open, providing an example of how students will be able to customize the curriculum's Home page each school year to display their original interpretations of their place, people, and culture.
- On this page, you will notice that the pictures and slides are links to pop-up windows describing each historical feature of Pointe Coupée.
- After exploring these links, scroll to the bottom of the page, and click on the "Gallery of Expressions" link.
  - A new window will open. Explore this page to discover other mediums of expression, including art, writing, and audio, that our students may use for their Home page customization.
- When you have finished in the Gallery of Expressions, close this window to return to the Collage window.

- When you have finished viewing the Collage, close this window to return to the Guide for Teachers and Suggested Activities page.
- At the top of the page, click on the "Chapter Descriptions and Study Actions" link.
- Here you will find five links for this sample. In the full curriculum, there will be a similar section for each chapter. Explore the links to read the sections for the text's Introduction.
- Enjoy your tour through the Guide for Teachers curriculum excerpt!

Natchitoches Coupée Parish History
APPENDIX E:
DETAILED DESCRIPTION OF THE
TECHNICAL FEATURES OF THE WEB SITE

An intricate invisible programming infrastructure enables the Click, Go, and Learn! experience of *Natchitoches Parish History,* a Web interactive enhanced history curriculum. This online curriculum is hosted on a centralized server and powered by Creole West Productions' generic infrastructure. All that users need is access to the Internet! With the click of a mouse, users will immediately see and experience the following as they become historical detectives learning and sharing their local history.

CUSTOMIZED WEB SITE FEATURES

- Dynamic pages
- Static pages
- Graphics
- Images, audio clips, and video clips
- Text: documented historical narrative
- PDF printable files: complete text and Teacher's Guide
- User support: online interactive tutorial
- User guidance: links for Internet use protocol, searching guidelines, and proper etiquette for forums and Internet correspondence
- Educator support: teacher's page for quizzes, tests, syllabi, assignments, and activities; a comprehensive Teacher's Guide—online and PDF printable formats
- Educator and student support: links to a Virtual Teacher's Aide and historical experts
- Research support: links to Internet and expert resources
- Forums: features for various Internet discussions—either facilitated, informal, or ongoing
- Database: for forums, document collections, images, audio and video clips, and collections of annual Home page designs and other projects
- Accessibility: features built-in
- Access control: access category on each page for staff, students, and the public, determined and controlled by school administrators
- Ease of use: programming specifically developed for a seamless experience when working throughout the site
- Revision control: safeguards built-in to avoid any unwanted permanent changes or deletions when adding to or making changes in the authorized areas

CUSTOMIZED WEB SITE FUNCTIONS

- Home Page
    - Top navigation bar with links to the remainder of the top-level pages
    - Login/logout functions for access to pages limited to users who have group username and password; access permission managed by school administrators and teachers. Users will have limited access to changes and no changes will be allowed to copyrighted portion without written permission of author to amend or reprint.
    - Search feature built-in for site content
    - Help available through an online tutorial with roadmap for use of site; printed version included in Appendix of readers
    - Home page design to be customized each school year by students using static images, video or audio clips, pop-up windows, rollovers, or anything else the students would like to create

- History Course Text
    - HTML online interactive version of documented historical narrative text: *Natchitoches Parish History*
        - Approximately 300 individual HTML pages including title page, table of contents, chapters, endnotes, bibliography, and index
        - Rollovers and anchors to endnotes and glossary terms within the text
        - Navigational tools on the left side of the text with links to the remainder of chapter sections, audio clips for quotes throughout text, or images
        - Interactive feature built-in to encourage unstructured comments or discussions about specific content in the text as users read the text
    - Link to a PDF file containing complete 300-page printable version of text, read only with Adobe Acrobat Reader online containing various built-in features. Nominal charge for additional school copies, established charge for other users.

- Course Central
    - Links to course information and teacher's pages, mostly text pages, activities may include audio and video clips
        - Syllabus
        - Assignments
        - Quizzes and tests with a self-grading method
        - Teachers Guide

- - Suggested Activities

- Reference Desk
  - Links to related history sites, a Webliography guiding the users to a virtual reading room of Internet resources; guidelines for further research; guidelines for Internet use and research; guidelines for Internet, forum, and chat etiquette

- Just As It Was
  - Links to Natchitoches Parish original documents, oral histories, and translations and transcriptions consisting of text, images, video, and audio files

- Links
  - Links to other Web sites related to Natchitoches Parish

- Ask A Historian
  - E-mail link to historian(s)

- Virtual Teacher's Aide
  - E-mail link to Teacher's Aide, Julie Eshelman-Lee

- Forum
  - Link for a large group to conduct discussions with peers, teachers, community, and experts
    - Rigid, facilitated forums between experts, community, students, and teachers for specific topics and projects
    - Informal forums, chat discussions between students
    - Ongoing community forum for comments, questions, discussion about random topics and information

- Virtual Gallery
  - Link to student projects consisting of text, images, video, and audio; a growing collection where users can add new items while being prohibited from changing any portion of the original items
  - Link to community contributions of text, images, video, and audio; a growing collection where users can add new items while being prohibited from changing any portion of the original items

- News
    - Link for current news additions, text page

- Contact Us
    - E-mail link for contact information

Natchitoches Parish History
APPENDIX F:
SAMPLE EDUCATOR UPDATE MEMO

FROM: Superintendent, NATCHITOCHES PARISH SCHOOL DISTRICT

DATE:

This memo is to introduce you to the progress of a project of the Natchitoches Parish School Board: *Natchitoches Parish History*. An innovative enhanced curriculum to the Louisiana history course, *Natchitoches Parish History* offers a unique advantage for our community to share in an educational opportunity to learn about the local history of Natchitoches Parish.

This innovative enhanced history curriculum is being developed by Creole West Productions for the Natchitoches Parish School District. This program will be shared with all schools in Natchitoches—public and private—so the 7th and 8th grade Louisiana History students and teachers, along with the community, can speak a common historical dialogue. Included as an enhancement to the current Louisiana History course, this program exceeds the Louisiana standards for social studies, increases skills in other subjects, and incorporates use of the new technology standards by the State Department of Education for Louisiana.

The director of the project, also acting as historian and author, has deep roots in Louisiana and a passion for the rich individual parish history to be shared throughout the communities, in the schools, and in the local libraries. Currently, she is developing a curriculum for Pointe Coupée Parish, which serves as a model for the *Natchitoches Parish History* curriculum. Understanding the value of history education, *Natchitoches Parish History* will offer the invaluable opportunity for students to develop an early appreciation for "their place" and its contribution to state, national, and world history. With support, expertise, and sharing from other members of the community, the wealth of historical knowledge will continue to be part of a growing community resource for years to come.

The team of experts with Creole West Productions rounds out all the other areas of development for this model local history curriculum. An interactive and multi-media approach to history education, this curriculum uses the computer as its tool instead of a traditional history publication. A customized Web site, designed specifically for *Natchitoches Parish History* and the middle school students and teachers, will offer complete features to teach and learn about Natchitoches Parish history. The community is

invited to use specific features of the Web site through the public library. The community is invited to use specific features of the Web site through the public library. Specifically, community members will have access to the areas including the history text and resources, and they will have an opportunity to share and contribute to the collection of documents, oral histories, valuable historical anecdotes, research, and photographs on an ongoing basis. The text will be available in a printed format, included in the curriculum for the students, and available for a nominal charge to the community. Through the interactive and multimedia Web site, the students, teachers, and community will become comfortable with the use of computer technology. Through this program, the classrooms will be immediately turned into 21st century learning spaces. The library will become a 21st century learning center for our community as a whole. At the same time, the students, their parents, and the community will develop a renewed appreciation of their place—Natchitoches!

A customized Web site has been developed along with the text as a tool to bring history alive. The text will provide well-documented footnotes, a glossary for vocabulary enrichment, and suggestions for further research and Web resources. The text is at an eighth grade reading level, compatible to the grade level of our students and the general guideline followed by newspaper publications for generational readers. The text will be online in two versions: 1) a searchable version with glossary and footnote enhancements, and 2) a printable version using Adobe Acrobat™ PDF format. The Web site features will allow the students to enhance their learning with search capabilities, vocabulary reinforcement, a cache of original documents and areas for further study. There will be an online Webliography for students to link to rich resources at universities, museums, libraries, and repositories worldwide!

One of the most valuable features, which will bring the students and community together as they share this curriculum, is the opportunity to hold discussions on a Web Forum. They will be able to communicate with one another as they study the history together and share projects, and they will have the opportunity to correspond with experts near and far. This feature will extend their classrooms to the wealth of individuals and resources beyond the parish. The invaluable participation of presentations by community experts and field trips will round out this multi-media and interactive local history program for our 7th and 8th grade students!

As history covers a range of subjects including math, geography, science, economics, reading, and language arts, the students, teachers, and community will also be introduced to the historical languages of the parish—French, Spanish, English, and the local Créole dialect—as they become critical thinkers and historical detectives with their energizing activities and projects.

The Web site home page will be customized by the students each school year. As they delve further into research and the history, the text can be amended, with permission of the author, with students' historical findings.

And, Louisiana History teachers, we have considered your limited valuable time and have included teaching tools for you. There will be a Teacher's Guide to accompany the text, suggested activities, and features on the Web site for your benefit. In addition, once the curriculum is complete, we will have an Orientation Workshop before instituting this into your Louisiana History classes.

The curriculum is well laid out, the manuscript for the historical background is currently in-progress, and funding is being solicited to build the customized Web site, to cover costs of printing, the Orientation Workshops, and implementation of the curriculum. Selected students will participate in the Web site process as our valuable "Test Drive Team," sharing their impressions and suggestions to make this program an exciting way to learn history. Once funding is secured, the curriculum and Web site will be completed and an Introductory Phase will commence, followed by launching of the full year curriculum the following school year.

For an idea of what will be offered for the *Natchitoches Parish History* program, we offer you an invitation to take a "Sneak Peek" into the exciting model curriculum currently being developed for Pointe Coupée Parish by Creole West Productions. Please check http://www.creolewest.com/prototype where you will find an overview of the program, its features, and a tour of the site as it is being developed. Excerpts of the text are located in the "History Course Text." In "Course Central," teachers will find the invaluable Teacher's Guide and Suggested Activities. Be sure to also check "See What's Coming Soon!" which gives an example of how the students can customize their Web site each year and make creative projects from what they learn about their local history.

We'll keep you up-to-date as the progress continues on this remarkable program for the middle school Louisiana History students and community of Natchitoches, a unique curriculum designed and developed especially for Natchitoches Parish. Another opportunity to elevate the level of education and skills for our students and community together—our future!

In the area of education, _____ has proven its dedication and generous commitment to the education of Natchitoches Parish. As such, this letter and supporting materials request _____ participation as a sponsor in a unique opportunity to contribute to elevating the quality of learning for our middle school students in Natchitoches Parish, Louisiana.

A large facet of our students' educational lives is missing from their educational experience in Natchitoches—a sense of their own history. In addition, we face numerous challenges as we work toward elevating the overall level of education for our students. These challenges include: our economic status with a large percentage of the population in poverty; the overall performance levels in our public schools hovering below average with respect to state and national standards; striving for excellence as we meet the Louisiana standards, the recent demands of the No Child Left Behind Act, which concentrates on testing for standards and our need to focus on preparing our students for these tests; and finally, the ill effects of generations of nationwide de-emphasis on in-depth history education and the loss if its numerous benefits. There is a bright light at the end of the tunnel for our youth—our future—in Natchitoches. We can enrich a key component of education, the study of history, bringing it to the classrooms of our middle school students by using technology and innovative concepts to bring history alive as they learn about Natchitoches.

Natchitoches Parish History, an innovative enhanced history curriculum, is being developed by Creole West Productions for the Natchitoches Parish School District.. The curriculum will be shared with all middle school students in both public and private schools in Natchitoches. History will come alive for our students through this interactive and multimedia course, which features a text—available in printable format and on the curriculum customized Web site—written exclusively about Natchitoches Parish history. There are several distinct benefits of an online curriculum and course text that are not shared by printed, nationally-published textbooks. Online material can be quickly, easily, and inexpensively updated as current events become history; and community updates can be easily added, giving local history the importance it deserves in our schools. The text will be supplemented by engaging and energizing activities found on the customized website, allowing students to take advantage of the wealth of the World Wide Web for resources and further study.

In a community and a state where everyone is "living history," the middle school students of Natchitoches will be able to supplement their Louisiana history class with relevant historical background about their place and its significance in Louisiana, American, and world history. Our teachers will have the opportunity to convert the more common lecture-driven history class into an energizing classroom by using the many facets of the curriculum to reach all levels of the students' learning abilities. Finally, *Natchitoches Parish History* exceeds the Louisiana standards for social studies and addresses the Louisiana State Standards for Technology Use in Curriculums as this curriculum integrates technology as its core medium.

The current focus for education in America is to bring history education back into K-12 curricula. *Natchitoches Parish History* mirrors this focus and, at the same time, exposes Natchitoches middle school students to wide-ranging disciplines such as reading, vocabulary improvement, writing, geography, civics, math, and language. In addition, students will develop creative and critical thinking skills as they become historical detectives who are discovering the history of their place through engaging and energizing projects. They will become citizens who are informed about their regional, state, and national governments and are then prepared for viable careers that will contribute to the revitalization of the Natchitoches and Louisiana economies. When our youth succeed, we succeed.

The customized Web site will include a feature that enables students and teachers to participate in discussions with local, national, and world-famous experts. Students will hone their communications skills through the technology of a twenty-first century classroom. The Web site will be the vehicle for all the schools to share projects and discover Natchitoches history together. What a unique way to bring public and private educational institutions together to learn about their place! In this model course, Natchitoches Parish students will set the standards for national programs. We can extend this opportunity to the entire community through access to the Web site's historical content at the public library. We can extend it to the national and international community through access to the Web site, liberating the historical content to a range of users!

The curriculum will make several students an integral part of the development process through their participation on a Test Drive Team. Interested students will help design the course Web site and will provide valuable feedback on its content and features. In addition, throughout the year, the course will be assessed through spontaneous use of video technology to evaluate initial results, impressions, cooperation of students, interaction and ease of use with their website, and overall activity success.

We invite you to take part in this unique opportunity to be part of a community partnership in education. Your sponsorship logo on the Web site, on the printed readers, and on all other printed materials will make the community aware of _____ support of this important effort. It is with the full participation of the community and with support from established corporations like _____ that we can make a difference in the education of Natchitoches' middle school students for years to come. We invite you to review the details of this customized history curriculum in the attached materials. Please consider the opportunity to bring this curriculum to completion and implementation by becoming a valued sponsor.

I am happy to provide any additional information to aid your decision to sponsor this beneficial curriculum for our students in Natchitoches. Thank you in advance for your consideration of the *Natchitoches Parish History* project.

Sincerely,

Superintendent
Natchitoches Parish Public School District

[1]U.S. Census Bureau – Quick Facts http://quickfacts.census.gov/qfd. 2001 estimates, 2000 Population Census statistics.

[2]Louisiana Department of Education www.doe.state.la.us; and the NCES http://nces.ed.gov.

[3]Noting Pointe Coupée Central High School is on the state corrective actions watch list (see: Louisiana Department of Education Corrective Actions (CA) II Watch List 12/9/2002), the overall result is down. Livonia H.S. students' results indicated 55% were at or above basic knowledge, whereas Pointe Coupée Central H.S. middle school students' results indicated 13% were at or above basic knowledge.

[4] U.S. Census Bureau "County Estimates for People of All Ages in Poverty for Louisiana: 1998 (information released December 2001)

[5] Louisiana Works, Department of Labor, see: http://www.laworks.net.

[6] Department of Labor, Labor Bureau Statistics—June 2003 State of Louisiana.

[7] Louisiana State Department of Education "2002 K–12 Free/Reduced Lunch SubGroup Performance Scores (GPS)."

[8]Bernard Bailyn. *On the Teaching & Writing of History*. Hanover, NH: Montgomery Endowment Dartmouth College, University Press of New England, 1994.

[9]Charlotte Crabtree, Gary B. Nash, Paul Gagnon, Scott Waugh, editors. *Lessons From History: Essential Understandings And Historical Perspectives Students Should Acquire*. The National Center for History in Schools, Regents, University of California, 1992.