

Duke University John Hope Franklin Young Scholars Program Evaluation



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EXECUTIVE SUMMARY

Sponsored by the John Hope Franklin Center of the Duke Center for African and African-American Research, and the Duke-Durham Neighborhood Partnership, The John Hope Franklin Young Scholars Program honors and continues the work begun by famed historian John Hope Franklin (1915-2009), who also served on the Duke and Duke Law faculties.

Begun in 2010, the John Hope Franklin Young Scholars Program (JHFYS) offers enrichment programming for high-potential young historians from the Durham area. Twenty students participated in the program for the 2011-2012 year, which focused on the push-pull forces leading to The Great Migration.

The program seeks to provide young scholars with the opportunity to live and learn history with Duke historians, researchers, and other scholars. Through a series of hands-on activities and thought-provoking books and other source materials, the program strives to develop an appreciation for the study and practice of history while developing students' literacy and leadership skills.

By all measures, the program has been a great success for students and their families. Through trips to the John Hope Franklin Center, the International Civil Rights Museum, the Smithsonian, the Schomburg Library, The New York Historical Society, the Tenement Museum in New York, the Duke Libraries, UNC Special Collections, the Cape Fear Museum, Wilmington's Bellamy Mansion and downtown, and the Durham Golden Belt Factory, and discussions with leading scholars, writers, and filmmakers, students had numerous opportunities to "live history." As a result, students had a much stronger understanding of African-American history, as well as what historians do.

Among the noted historians from whom the students learned were John "Whit" Franklin, Ray Gavins, Bill Ferris, LeRae Umfleet, Dante James, Blair Kelley, Barbara Wright, and Tim Tyson. Students agreed that these meetings enhanced their understanding of how scholars and historians work.

Students also had an opportunity to become historians themselves. Upon learning that the 1898 Wilmington race riots were not a part of the North Carolina public schools 4th or 8th grade social studies curriculum, students developed a lesson utilizing Smart Boards, which they presented to Durham Public School 4th graders. They also met with the head of Social Studies within the NC Department of Public Instruction to discuss how to include their lesson within the statewide curriculum.

The students' curriculum included a good balance of books, original source materials, and interactive, experiential activities. Parents expressed their pleasure at seeing their children's enjoyment of the program's literature. For some parents, this represented one of the first times they had seen their child so excited about reading.

Students and families showed a strong commitment to the program, with high attendance rates and an expressed appreciation for the importance of their role as young scholars. Many parents served as chaperones for the JHFYS trips, including the "migrant" journey to New York.

The program offered ample opportunities for students to gain leadership skills, leading to an increased confidence among students in their ability to study history and to lead others. Perhaps more evident to parents, the program gave students a strong voice: in the selection of curriculum, and in their input

regarding various elements of the program, such as providing a review of a magazine to a historical society. Mr. David Stein, Senior Program Coordinator, was commended for creating a "safe place" for students to express their views and for students to support and encourage each other.

Students and parents expressed very positive attitudes toward the program, best evidenced in their desire to see the program expanded to a student's senior year of high school, perhaps allowing older students to mentor younger ones.

Overall, the program appears to offer an excellent return on investment: scholars and families love the program, and, more importantly, the students have increased their content knowledge, leadership skills, and literacy skills. Finally, the program has helped students to make connections to their family histories and to the struggles of historical and contemporary people around the world.

Recommendations

The program is clearly a very successful endeavor. Our limited recommendations are mainly geared toward other ways to document student gains as well as logistical issues.

Some of the best learning occurs when students are relaxed and engaged. As an enrichment program, frequent or formal testing may dampen student enthusiasm. While more frequent testing may have been helpful in further documenting students' academic gains, student work on the Wilmington 1898 Smart Board presentation, research and independent reading, and participation in class discussions clearly indicate increases in knowledge of North Carolina history.

While the parents praised the excellent planning of the various trips, some suggested including parents in more pre-planning meetings and communications for trips.

Finally, program leaders may wish to expand the JHFYS programming through high school, as parents clearly saw a great need for the academic, leadership, and social support offered by the program throughout a child's teenage years. Program officials may consider utilizing older students as mentors or perhaps as junior instructors/leaders in the program.

Perhaps a website for students or Facebook page for older students that allows them to maintain contact with the Duke History department would continue to involve them in the community of scholars they have come to appreciate.

BACKGROUND

Sponsored by the John Hope Franklin Center of the Duke Center for African and African-American Research, and the Duke-Durham Neighborhood Partnership, The John Hope Franklin Young Scholars Program honors and continues the work begun by famed historian John Hope Franklin (1915-2009), who also served on the Duke and Duke Law faculties.

Begun in 2010, the John Hope Franklin Young Scholars Program (JHFYS) offers enrichment programming for high-potential young historians from the Durham area. Twenty students participated in the program for the 2011-2012 year.

Students are recruited from non-magnet Durham Public Schools middle schools. The students are college-bound and participate in their schools' AIG program for language arts. Ten rising sixth graders began the program in summer 2010 and continued with the program as rising 7th graders through 2011-12, at which time another 6th grade cohort was added. A third cohort of 6th graders will be added for the 2012-13 year, while the other two cohorts continue in the program. Not all of the students have had extensive experience with computers.

The program seeks to provide young scholars with the opportunity to live and learn history with Duke historians, researchers, and other scholars. Through a series of hands-on activities and thought-provoking books and other source materials, the program strives to develop an appreciation for the study and practice of history while developing students' literacy and leadership skills.

The 2011-12 sessions focused on the push-pull forces leading to The Great Migration. The wide range of activities began with a kickoff Immersion Week in August, 2011. Scholars researched the forces "pushing" the African American migration to the north through research at the Duke Libraries, the UNC Special Collections, the International Civil Rights Museum in Greensboro, and the Golden Belt factory in Durham.

Scholars met with noted writers, filmmakers, and professors to broaden their understanding of the conditions propelling African Americans northward. The students then experienced the events of the Wilmington, NC 1898 coup d'etat through a two day tour with a Wilmington historian. Scholars and parents attended a Duke course and explored the Wilmington events with the professor. The scholars also met with the author of a recently-published book about the 1898 Wilmington riots, and they are currently writing reviews of the book, "Crow," for the program.

The students were excited to discover that the 1898 coup was not included within the North Carolina curriculum of study. As a result, the scholars developed their own SmartBoard presentation regarding the Wilmington events that they offered to Durham public school fourth grade classes. They also presented to the head of Social Studies for the NC Department of Public Instruction, who offered feedback on how to include their work within the statewide curriculum. Scholar John "Whit" Franklin, whom the students met at the Smithsonian Institution, has encouraged students to work with the National Museum of African American History & Culture to include their Wilmington story in the new museum.

Students also researched the forces "pulling" migrants north, starting with a review of migrant Census data through the assistance of a librarian at the John Hope Franklin Center. Students then began their

own journey north by train and bus to New York City, tracing the path of earlier migrants and traveling as the migrants would have-- packing lightly, carrying their own food, sleeping five to a room. In New York, they relived the migrant experience through a visit with a 12-year old re-enactor at the Tenement Museum, explored the New York Historical Society, toured Harlem, and visited the famous Amateur Night at the Apollo.

To synthesize the lessons they have learned about the push and pull forces affecting migration, scholars are currently creating a Great Migration Board game. Duke designers will work with the students to create an actual game, which the students can play with their family and friends.

PROJECT SCOPE AND METHODOLOGY

The Duke-Durham Neighborhood Partnership commissioned an evaluation of the program in its second year of operation to assess the value that the program provides to participants, and, as a result, the larger community. Karen Dash Consulting (KDC) conducted a review of the program from March-June, 2012.

To assess the return on investment the John Hope Franklin Young Scholars program generates, this evaluation reviews the following program objectives.

Program Objectives

To determine explicitly the value the John Hope Franklin Scholars program offers to participating students, the validity of the following assumptions will be examined and recorded:

- I. The increased NC historical content-knowledge of participants
- II. The increased literacy of participants
- III. The increased interaction between students and professional historians
- IV. Strong participant commitment to the program
- V. Leadership development of participants
- VI. Positive student and parental attitudes toward program

Methodology

Karen Dash Consulting evaluated quantitative and qualitative feedback from the Duke History staff, Program Coordinator David Stein, and that of program participants and their families. Program observation, interviews, focus groups, and surveys of staff, parents, and students form the core of the assessment.

In all, 19 students and 12 parents provided their feedback via survey, and 10 parents attended a focus group session. KDC also observed the May 12, 2012 scholars session held at Duke's Freeman Center.

The Student Surveys included a mixture of Likert ratings and open-ended responses. Parent Surveys utilized a Likert Scale. Students and parents were asked to rate their agreement with various statements about the program on a scale of 1-4, with 1 being strong disagreement and 4 being strong agreement. (Please see Appendix for complete results.)

Each of the assumptions I-VI above is individually assessed below.

I. The Increased NC Historical Content-Knowledge Of Participants

By all accounts, the JHFYS students increased their understanding of African American history, particularly in regard to the Great Migration, the theme around which the 2011-12 program was developed. Students and parents credited the interactive, hands-on approach, supplemented by trips that allowed students to "experience" history, for making learning fun and relevant.

The students' gains in knowledge ranged from actual content knowledge to more advanced thinking around connections between the program and historical and current events, as well as connections to family history. Informal testing, surveys, and focus groups underscored the students' increased understanding of the history of African Americans living in North Carolina.

In surveys, parents and students highly rated the effect the program had on the students' understanding of history. They also strongly agreed that students' confidence in studying in this academic discipline had increased.

	AVG	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
(STUDENTS) This program helped me understand history better.	3.69			5	11
Because of this program, I feel more confident about studying history.	3.68			6	13
(PARENTS) This program helped my child understand history better.	3.92			1	11
Because of this program, my child feels more confident about studying history.	3.83			2	10

Learning Outside the Traditional Curriculum

Parents stated that the JHFYS program offered opportunities unavailable in the students' traditional schools. One parent appreciated that students were learning not only the content, but also the *methodology* of history, noting that "today students learn in a 40-50 minute modality -- math, science, and so on. Now they get discussion, investigating, acting, reading, and explanations of events. They are very interested."

The parents of a 2nd year student felt that Civil Rights history was not taught extensively in her child's school, and that participation in the program had "opened her (child's) eyes." Another parent recognized the extra boost socially such knowledge offered: "By the nature of studying things most kids don't, this gives them an edge in confidence and leadership."

Additionally, in designing their own curriculum, students learned how to use Smart Boards, a technical skill applicable to study in many disciplines.

Interactive/Hands-On Approach

Students and parents expressed appreciation for the experiential, hands-on approach to studying history. The combination of immersion week, reading, discussions, demonstrations, museum trips, activities, and trips to Wilmington and New York City sparked the students' imaginations and understanding of the Great Migration.

When asked to state their opinion on the best part of the program, one student responded, "The learning because we get to do it in a fun way." Other students responded, "The part where we physically interact

in some way with the subject because it is fun" and "The things we do that helps us understand. It's fun learning!"

Connections To Historical And Contemporary Issues

Parents felt that, as a result of the program, their children were making better connections between historical and contemporary issues, including global concerns. While her child doesn't fully appreciate those connections, one parent reported, her child better understands current events and things in the news. "Times are different but not all that different," another parent noted.

In surveys, parents were unanimous in their strong agreement that the program has helped their child to see the connections between history and current events better.

PARENTS SURVEY	AVG	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
This program has helped my child to better see connections between history and current events.	4.0				12
This program has helped my child see similarities across different cultures.	3.83			2	10

Connections To Family History

Parents also found that their children were able to link their JHFYS studies to their own family history. Many parents spoke of the deepened intergenerational connections forged between students and their relatives, especially grandparents who migrated from the south to points north and west.

One child's grandparents had migrated from Louisiana to Texas to California, and the child now expressed his appreciation of their journey. "He talks more with his grandparents, with his grandma on Stagville and shares his grandma's stories. He liked history before, but now he has a boost to continue."

Another parent shared that her son recently took his grandparents on a tour of Wilmington and impressed them with all he knew as a result of his JHFYS experience. "He can relate to his grandparents and great grandparents and give them insights as well."

Another parent joked that, when her son asks his grandparents questions about how they made the decision to migrate from South Carolina to New York City, the "grandparents don't see themselves as 'that old,' as migrants."

Informal Testing of Knowledge

Students were informally tested on their knowledge throughout the course of the program in order to deepen their understanding of what they had learned. For example, students were tested on The Wilmington Race Riot of 1898, adapted from a semester-long course taught at UNC-Chapel Hill. Although much of the college-level material was beyond the scope of the course, 8 of 17 students received at least a score of 70% on the question exam. (Please see appendix for copy of exam.)

Additional information regarding testing would have helped to capture more explicitly the increased knowledge students gained from the program.

Activities' Contributions to Content Knowledge

Students met with numerous "practitioners" of history, including historians, writers, filmmakers, professors, and DPI officials; visited museums in North Carolina, New York, and Washington, DC; developed and taught a Smart Board fourth-grade curriculum of the Wilmington 1898 riots; designed a Monopoly-style board game; and "lived" history through immersion week, tours, and trips.

Students were asked for their opinions on how well the various activities helped them to understand content knowledge, utilizing the previously-mentioned 1-4 scale, with 1 denoting "strong disagreement" and 4 denoting "strong agreement."

Overall, students agreed or strongly agreed that each of the activities helped increase their understanding of African American history, with agreement scores ranging from 3.07 to 3.88, with an average level of agreement of 3.37. Among the most helpful activities were their Wilmington trip; their discussion with Duke history professor Ray Gavins regarding Jim Crow laws; learning how to track Durham migrants through Census data; and creating the 1898 Wilmington Smart Board presentation. (Please see Appendix for a complete compilation of scores.)

New York City Trip's Contribution to Content Knowledge

A separate survey captured their feedback on the New York City trip, which offered scholars the opportunity to live many of the issues they had studied over the last eight months. Many parents accompanied the students on the journey, serving as chaperones on the trip.

In terms of understanding better the Great Migration, the most effective activity associated with the New York trip was the visit to the Tenement Museum, followed closely by the Tour of Harlem; a visit to the Schomburg Library and debating whether to stay in North Carolina or migrate; a visit with John Franklin at the Museum of American History in Washington, DC; and a visit to the New York Historical Society. They also enjoyed Amateur Night at the Apollo.

Students clearly enjoyed their trips, the capstones of their experience. Nearly every student cited the trips as their favorite part of the program. One student said of the New York trip, "I liked how we went to places that people actually were, like Wilmington, and then saw where they went. It showed us how their lifestyles changed."

Parents expressed profound appreciation for Mr. Stein's coordination of the trips the students enjoyed. Of the New York City trip, one parent cited "the incredible planning" that resulted in a trip that was "perfect and meaningful."

"Everything on the agenda was so exciting and inspiring," said one parent. "Days later, we're still saying, 'remember when we met this person, remember what we did there?'" Parents found the museums "great and very informative."

One parent suggested that students keep a journal during their downtime to keep in touch with the details of the experience.

The parents spoke of the sense of teamwork they developed to support the New York City trip, helping all the students, even those whose parents couldn't make the trip, to enjoy and learn.

Parents suggested a "Pre-Trip" meeting to discuss the itinerary, parents' chaperone duties, and student expectations. Another suggested more coordination around the logistics of meals for a group of 30.

CONCLUSIONS

By all measures, the program has been a great success for students and their families. Through trips to the John Hope Franklin Center, the International Civil Rights Museum, the Smithsonian, the Schomburg Library, The New York Historical Society, the Tenement Museum in New York, the Duke Libraries, UNC Special Collections, the Cape Fear Museum, Wilmington's Bellamy Mansion and downtown, and the Durham Golden Belt Factory, and discussions with leading scholars, writers, and filmmakers, students had numerous opportunities to meet with practicing historians and "live history." As a result, students had a much stronger understanding of African-American history, as well as what historians do.

Students also had an opportunity to become historians themselves. Upon learning that the 1898 Wilmington race riots were not a part of the NC 4th or 8th grade social studies curriculum, students developed a lesson utilizing Smart Boards, which they presented to Durham Public School 4th graders. They also met with the head of Social Studies within the NC Department of Public Instruction to discuss how to include their lesson within the statewide curriculum.

II. The Increased Literacy Of Participants

Students read a variety of books throughout their program experience, including "Sport of the Gods" by Paul Laurence Dunbar and "Crow," recently published by Barbara Wright. Students were incentivized to write a book review of "Crow," which they are working on over the summer.

The program also provided opportunities to discuss their books, including discussions with Ms. Wright soon after the publication of her book. Many parents commented on how their children, some of whom didn't enjoy reading, loved and read all the program's books.

Parents found the variety of activities offered by the JHFYS program helped their child to stay focused and engaged. Several were thrilled with how much reading their child did "With the book exposure he just soaks up knowledge."

Another said, "My son didn't like reading, but he read all these books. And he didn't just read beginning, middle, and end. He loved it all."

One parent noted that she no longer needs to read ahead in books to make sure her son is reading and understanding a book. "He can read it all himself."

One student was inspired to write a poem "1898" about the events in Wilmington, which he also connected to the students today and their desire to inspire and educate others. He shared this poem with the program. (Please see appendix.)

CONCLUSIONS

The students' curriculum included a good balance of books, original source materials, and interactive, experiential activities. Parents expressed their pleasure at seeing their children's enjoyment of the program's literature. For some parents, this represented one of the first times they had seen their child so excited about reading.

III. The Increased Interaction Between Students And Professional Historians

Students had a variety of opportunities to interact with professional historians, including scholars, researchers, writers, and filmmakers such as Bill Ferris, Duke historian Ray Gavins, Cape Fear tour guide LeRae Umfleet, filmmaker Dante James, 4th grade teacher Ms. McPhail, NC State professor Blair Kelley, Duke/UNC Professor Tim Tyson, writer Barbara Wright, and historian John Whittington Franklin.

Through visits to the Duke Center for African and African American Research, the Smithsonian, Tenement Museum, New York Historical Society, and numerous other institutions, participants learned from original source materials and saw "history in action." Parents and students agreed that they had a strong understanding of historians and their work.

	AVG	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
(STUDENTS) Because of this program, I have a better understanding of what historians and scholars do.	3.75			4	12
(PARENTS) Because of this program, my child has a better understanding of what historians and scholars do.	3.75			3	9

CONCLUSIONS

Students had many opportunities to meet with and learn from noted historians, including John "Whit" Franklin, Ray Gavins, Bill Ferris, LeRae Umfleet, Dante James, Blair Kelley, Barbara Wright, and Tim Tyson. Students agreed that these meetings enhanced their understanding of how scholars and historians work.

IV. Strong Participant Commitment To The Program

Students showed a strong commitment to the program, participating in 11 different events over the course of the nine months covered by this evaluation. Sixteen students, or 76% of the participants, attended at least 75% of all classes and meetings.

The program requires students to attend Saturday sessions from 10-2 on the 2nd Saturday of the month, a busy time for many families. Nonetheless, families expressed an eagerness to make time for the program. With a set schedule for the program, many build their family's activities around the JHFYS program schedule.

When the parents were asked for suggested changes to the program, a brief discussion ensued regarding whether the program's schedule should start earlier or later on a Saturday. Eventually the group agreed that 10-2 probably worked best.

Some parents spoke of making choices between JHFYS and other activities, such as soccer games; one parent noted that her child chose to be at the JHFYS program despite an important conflict: "Our students see themselves as an important group of scholars," she said.

CONCLUSIONS

Students and families showed a strong commitment to the program, with high attendance rates and an appreciation for the importance of their role as young scholars. Many parents served as chaperones for the trips, including the "migrant" journey to New York.

V. Leadership Development Of Participants

Historians and other scholars may have different ways of expressing leadership qualities than students in other fields. The JHFYS program seeks to encourage different ways of developing and expressing leadership.

During this evaluator's observation, the students' opinions were solicited numerous times -- in their review of "Tar Heel Junior Historian" magazine, in reaching agreement about an appropriate incentive for completing their reviews of the "Crow" book, in discussing how to develop their Great Migration game.

Perhaps the program's most important encouragement of students' leadership skills is their role as the selector of curriculum for the upcoming year's program. As parents enthusiastically explained, after the program's 2010-11 session, teams of Duke scholars presented proposals for the 2nd year curriculum, which the students then voted on.

Parents noted their child's excitement about selecting their own curriculum. As a result of their role, parents believed, students felt more invested in their program and its activities and themes.

One parents spoke of her child wondering "What are we gonna do next year?" . . . The kids look forward to tying stuff in, they say we've been learning this and building on this." Another parent noted that her

daughter wondered how the incoming class would be able to "catch up" on all the material she and her fellow scholars have already learned.

Other parents spoke of the development of their child's confidence and leadership skills. One parent complimented Senior Program Coordinator David Stein for "bringing out" her shy daughter.

Another said that her "very quiet" child had blossomed into a leader in the JHFYS program, "a safe place to let people know what she knows." One parent characterized the participants as "a family that looks out for and helps each other."

In surveys, students and parents generally agreed that students had been afforded opportunities to develop their leadership skills, although some students disagreed. Whether this is due to a perceived lack of opportunities, or the students' perception of themselves as a leader prior to JHFYS program, is unclear.

	AVG	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
(STUDENTS) Because of this program, I feel that I have developed my skills as a leader.	3.25		2	8	6
This program has given me more opportunities to be a leader.	3.13		2	10	4
(PARENTS) This program has given my child more opportunities to be a leader.	3.60			4	6

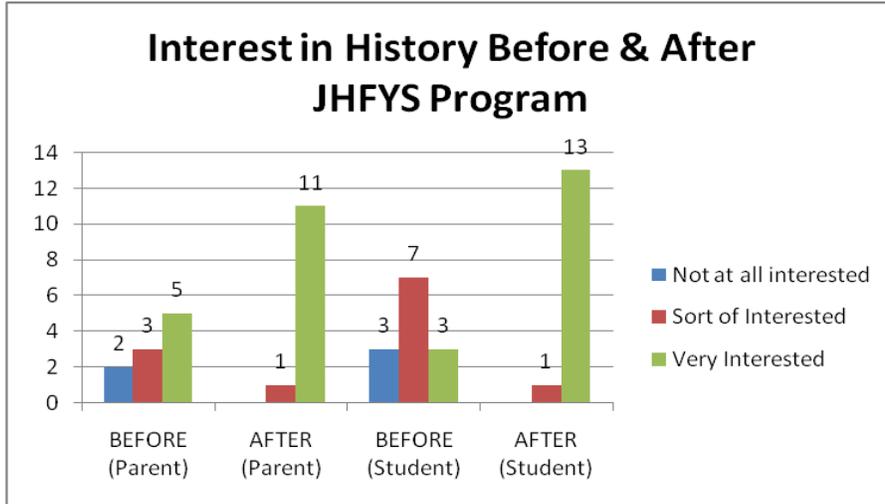
CONCLUSIONS

The program offered ample opportunities for students to gain leadership skills, leading to an increased confidence among students in their ability to study history and to lead others. Perhaps more evident to parents, the program gave students a strong voice: in the selection of curriculum, and in their input regarding various elements of the program, such as providing a review of a magazine to a historical society.

Mr. David Stein, Senior Program Coordinator, was commended for creating a "safe place" for students to express their views and where students support and encourage each other.

VI. Positive Student And Parental Attitudes Toward Program

When students were asked about their interest in history before and after the program, 10 of 13 respondents said they were "not at all interested" or "somewhat interested" in history. After the program, 13 of 14 students said they were "very interested" in history, and one student was "sort of" interested. For parents, similar increases in their child's interest in history were apparent.



Expansion of Program

Parents expressed some concern about how long their students could be involved in the program. All felt the program should extend to a student's senior year of high school, because, as one parent put it, "they will really need to develop leadership skills in high school."

Another felt the chance to be among "like-minded friends" would help them develop their "leader qualities." One parents suggested that if the program can't accommodate older students, they could mentor younger students. "They can tell a 6th, 7th, 8th grader, 'here are the decisions I made and why.'"

Parents rated the overall program very highly, with parents unanimous in their strong agreement that they would recommend the program to a friend. They noted that their child is more excited about history, and enjoy sharing with family and friends their program experiences. Students also shared their appreciation for the program, with several sharing their love and enthusiasm for the program.

PARENTS SURVEY	AVG	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
My child tells our family and friends about the things s/he did in this program.	3.82			2	9
Because of this program, my child is more excited about history.	3.92			1	11
I would recommend this program to a friend.	4.0				12

CONCLUSIONS

Students and parents expressed very positive attitudes toward the program, best evidenced in their desire to see the program expanded to a student's senior year of high school, perhaps allowing older students to mentor younger ones.

Overall, the program appears to offer an excellent return on investment: scholars and families love the program, and, more importantly, the students have increased their content knowledge, leadership skills, and literacy skills. Finally, the program has helped students to make connections to their family histories and to the struggles of historical and contemporary people around the world.

RECOMMENDATIONS

The program is clearly a very successful endeavor. Our limited recommendations are mainly geared toward other ways to document student gains as well as logistical issues.

Some of the best learning occurs when students are relaxed and engaged. As an enrichment program, frequent or formal testing may dampen student enthusiasm. While more frequent testing may have been helpful in further documenting students' academic gains, student work on the Wilmington 1898 Smart Board presentation, research and independent reading, and participation in class discussions clearly indicate increases in knowledge of North Carolina history.

While the parents praised the excellent planning of the various trips, some suggested including parents in more pre-planning meetings and communications for trips.

Finally, program officials may wish to expand the programming through high school, as parents clearly saw a great need for the academic, leadership, and social support offered by the program throughout a child's teenage years. Program officials may consider utilizing older students as mentors or perhaps as junior instructors/leaders in the program.

Perhaps a website for students or Facebook page for older students that allows them to maintain contact with the Duke History department would continue to involve them in the community of scholars they have come to appreciate.

Our sincere thanks for the opportunity to evaluate this program.

Please refer to the following appendix pages for supporting materials.

The Wilmington Race Riot of 1898 Survey Response Sheet

ANSWER KEY

1. How did Wilmington of 1898 compare in size and wealth with other NC cities?

Largest (3 points)

Richest (3 points)

2. Why was Wilmington, NC considered a symbol of “black hope” at the end of the 19th century?

Economic opportunity/success (3 points)

Political success (3 points)

3. Complete the following chart with information about the political parties at play in 1898 Wilmington:

<i>Democratic Party</i>	<i>Populist Party</i>	<i>Republican Party</i>
All-white (3 points) Racist, Red Shirts or KKK (1 point)	Mostly poor whites (3 points) People’s party (1)	Blacks and whites (3 points; 2 points if only mention blacks)
	<i>Fusion Coalition</i>	
	Combination of Populist and Republican parties (3) Controlled state government (2)	

4. What tactics did white Democrats use to break the alliance of the black and white Fusion Coalition in efforts to win the 1898 campaign?

Scare tactics or Red Shirts or Intimidation (3)

5. What role did the media and propaganda play in the 1898 riot?

Scare whites with cartoons and editorial about bad blacks (3)

Intimidate blacks and try to get them to leave town (3)

6. How did Alex Manly’s editorial fuel the Democrats campaign of propoganda and white supremacy?

Inflamed whites (2) by saying white men were just as guilty for having sexual relationships with a black woman (3)

By airing black problems (2)

7. Characterize Alfred Waddell:

White man (1)

Spread hatred of blacks (2)

Leader of the whites to drive out blacks (2)

He was not bi-racial!

8. Who were the Red Shirts and what “scare tactics” did they use to affect the 1898 campaign?

Racist white people (2)

Intimidated blacks to keep them from voting (1)

Used weapons to discourage blacks (1)

9. What affect did Waddell’s “White Declaration of Independence” have?

Whites were better than blacks (2)

Whites should be in complete control (1)

10. Summarize the three main strategies that Waddell, Bellamy and others used in Wilmington, NC (men who could . . .):

Ride (2)

Write (2)

Speak (2)

10. Summarize the aftermath of the events in Wilmington. Out of the various types of injustice the African American community experienced, what do you think would have been most difficult to deal with and why?

(3 points for any of the following)

Intimidation

Blacks moved out

Shoot-outs/killings

Decline of Wilmington

11. Why is it important to study this period of history today, even though it might be difficult to hear based on the racism, violence, and calculated cruelty that was at play?

(3 points for either; may be other possible good answers, use discretion)

Shaped what our society is like today

Can learn from what happened/So it won't happen again

John Hope Franklin Young Scholars Program Assessment Survey

Thanks for taking part in the John Hope Franklin Young Scholars Program! We need your feedback to make our program even better. Please let us know your thoughts on the following.

1. Please circle the term that describes your interest in history BEFORE and AFTER participating in the JHF Scholars program.

	NOT AT ALL INTERESTED	SORT OF INTERESTED	VERY INTERESTED
BEFORE JHFYS	3	7	3
AFTER JHFYS		1	13

2. These questions ask about what you feel the program taught you. Please indicate with an X how much you agree with the statement.

	AVG	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
This program helped me understand history better.	3.69			5	11
Because of this program, I feel more confident about studying history.	3.68			6	13
This program helped me to understand and use source materials better.	3.25		1	10	5
I learned some things in this program that I have used in my history or social studies class at school.	3.13	1	4	3	8
This program has helped me to better see connections between history and current events.	3.31		1	9	6
This program has helped me see similarities across different cultures.	3.31		2	7	7

3. These questions ask about what opportunities you feel that the program provided.

	AVG	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Because of this program, I feel that I have developed my skills as a leader.	3.25		2	8	6
This program has given me more opportunities to be a leader.	3.13		2	10	4
Because of this program, I have a better understanding of what historians and scholars do.	3.75			4	12
Because of this program, I am more interested in studying history in college.	3.19	1	1	8	6

4. These questions ask about your feelings about the program overall. Please indicate with an X how much you agree with the statement.

	AVG	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
I tell my family & friends about the things I did in this program.	3.75		1	2	13
Because of this program, I am more excited about history.	3.44			9	7
I would recommend this program to a friend.	3.63			6	10

5. What was the best part of the program? Why?

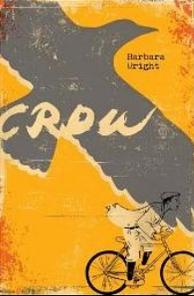
I think the best part is the trip on seeing different ways of life like in New York.
 Summer immersion.
 Going on trips learning about slaves and immigrants and settlers.
 Going to NYC. Getting to see everything. Visual aid always helps me. Also it explains it better.
 The trips, they're fun.
 All the trips we took. Each trip connected to an amazing part of history. Plus they were fun.
 I think going on trips. I think this is the best part because I like learning in different places and going out of states is really fun.
 The learning because we get to do it in a fun way.
 Going to different places and learning new things.
 Hands on activities. Because I don't really like book work. Also the trips we took.
 I like learning new things because it is fun. I also enjoyed museums and New York.
 Traveling to Wilmington and New York to get a first hand perspective on what it was like to live there.
 The part where we physically interact in some way with the subject because it is fun.
 The immersion week and trips because they are very educational.
 The things we do that helps us understand. It's fun learning!

6. What would you like to see done differently next year?

I think if it was a little more interactive and intriguing. More creative stuff we could do.
 More traveling
 Time earlier
 Nothing! It's GREAT!
 More trips.
 Nothing, things are good just like they are.
 Umm . . . more museums I guess and trying new things.
 More trips.
 Nothing, it's great like it is.
 Nothing, except having something other than water to drink.
 I would like food to be organized better while traveling.
 Do more hands on projects and travel a little more.
 Nothing.
 Nothing, it's perfect already!

7. How helpful did you find these program events in increasing your understanding of American and African-American History? Please indicate with an X how helpful the events were to you.

		1 Not at all	2 A little	3 Some	4 A Lot	
Summer immersion program including the Greensboro trip, visit to UNC historical collection, meeting with Bill Ferris, talk/demo on music migration, review of John Hope Franklin library collections, creating suitcases and leaving home, etc.		3.29	1	2	3	8
Discussion and activities around "The Sport of the Gods"		3.40		1	4	5
Conversation with Duke History professor Ray Gavins about the Jim Crow laws		3.56		1	5	10
Wilmington Trip including the Bellamy Mansion, Cape Fear Museum, walking tour with LeRae Umfleet, 1898 monument visit		3.88			2	14
Presentation by filmmaker Dante James and showing of his short film, "The Doll"		3.08	2	1	4	6
Meeting with Powe 4 th grade teacher Ms. McPhail about presenting Wilmington history to 4 th graders		3.20		1	6	3
Learning how to create a Smart Board presentation with Kelly Stephens		3.20	1	1	7	6

Presentation by NC State history professor Blair Kelley on resistance to Jim Crow and the migration of her family from the South to North Philadelphia (and their neighbor Bill Cosby!)		3.29		2	6	6
Learning how to use census data to track down families		3.73			3	8
Creating the Wilmington 1898 presentation		3.55		1	3	7
11 Meeting/dinner with the author of "Crow"		3.15		2	7	4
Attending the "South in Black and White" class at the American Tobacco Complex and brief discussion with Tim Tyson on Wilmington 1898		3.07	1	2	6	5
			1 Not at all	2 A little	3 Some	4 A Lot

8. Any more comments for us?

Thanks for your time and offer.

I love this program!

Good.

I enjoyed this program!

I love this program!



Thanks! We appreciate your help!

John Hope Franklin Young Scholars Program Parent Assessment Survey

Thanks for enrolling your child in the John Hope Franklin Young Scholars Program. We would appreciate your feedback to make our program even better. Please let us know your thoughts on the following.

1. Please circle the term that describes your child's interest in history BEFORE and AFTER participating in the JHF Scholars program.

	NOT AT ALL INTERESTED	SORT OF INTERESTED	VERY INTERESTED
BEFORE JHFYS	2	3	5
AFTER JHFYS		1	11

2. These questions ask about what you feel the program taught your child. Please indicate how much you agree with the statement.

	AVG	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
This program helped my child understand history better.	3.92			1	11
Because of this program, my child feels more confident about studying history.	3.83			2	10
This program has helped my child to better see connections between history and current events.	4.0				12
This program has helped my child see similarities across different cultures.	3.83			2	10

3. These questions ask about what opportunities you feel that the program provided your child.

	AVG	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
This program has given my child more opportunities to be a leader.	3.58			5	7
Because of this program, my child has a better understanding of what historians and scholars do.	3.75			3	9
Because of this program, my child is more interested in studying history in college.	3.00		3	6	3

4. These questions ask about your feelings about the program overall. Please indicate how much you agree with the statement.

	AVG	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
My child tells our family and friends about the things s/he did in this program.	3.82			2	9
Because of this program, my child is more excited about history.	3.92			1	11
I would recommend this program to a friend.	4.0				12

ABOUT KAREN DASH CONSULTING

Karen Dash Consulting, LLC is a full-service strategic consulting firm, specializing in program evaluation, strategic planning, public opinion research, economic forecasting, and training services. President Karen Dash served as the first Director of Institutional Research at the North Carolina School of Science and Math and as an award-winning manager at American Express.

Headquartered in Wilmington, North Carolina with offices in the Research Triangle area, KDC serves a variety of national clients, including universities, private schools, nonprofit organizations, trade associations, and the US Department of Education.

For more information, please contact us at 919-444-1092 or Karen@karendashconsulting.com.

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