

Request for Proposals

Prospect House Museum

Curriculum Development and Tour Collaboration for Elementary Education Regarding the Civil War

Background

The Prospect House, a Georgian-style "mansion", was the first house, a later the first resort, built in 1882 in the town of Battle Lake, Minnesota by Cap Colehour, a veteran of the Civil War. In 1886 Colehour built an addition onto his house and began to offer his home, which he then called "The Prospect Inn", as a seasonal resort. He operated the resort until 1924 when he retired at age 82. Cap's daughter, Kathrina, and her husband, Ernest Wilkins, remodeled the interior five years later, in 1929. The house's furnishings and décor have not been changed since that time.

Continually inhabited by descendants of Cap Colehour since 1882, the four stories of Prospect House are filled with priceless artifacts, including a large exhibit room on the lower level dedicated to the Civil War. Historical markers around the yard tell the story of the Prospect House, which is on the State and National Register of Historic Places.

The Civil War Education Project is made possible by a grant from the Minnesota Historical Society, made possible by the Arts and Cultural Heritage Fund through the vote of Minnesotans on November 4, 2008.

Purpose

The primary purpose of the project is to develop curriculum related to Minnesota's role in the Civil War, and settlement after the war, including research and peer review, and integrating the curriculum into an interpretive tour targeted at middle school age students.

While Colehour was not from Minnesota before the war, the extensive and rare collection of Civil War artifacts will help students visualize and connect with the time period. Colehour's story, as well other history contained in Prospect House, is pertinent to the curriculum regarding resettlement of the area after the Civil War, including furnishings, photographs, documents, signs and other artifacts.

The primary goal is for students to engage in the tenets of the curriculum in a meaningful and enduring manner through an on-site visit to Prospect House, where the causes of the war, why Minnesotans went to fight, life on the home front, slavery, Indian conflicts inhibiting settlement and other topics will be explored. Facts are brought to life by letters, objects and photos of the era. Youth will see how different values and resources shaped the times in their own backyard of rural Minnesota.

Project Summary

Prospect House Museum requests proposals from qualified individuals for the development of curriculum to serve as the foundation for the teaching and learning of specific aspects of the Civil War, Reconstruction after the war, and related standards provided by the Minnesota Department of Education. These standards are introduced at the 6th grade level. The project

also includes incorporating the curriculum into a new interpretive tour aimed at the 6th grade level. Support for creation of the tour will be provided by museum staff.

Grade: 6

Strand: Social Studies

Substrand: United States History

Standard: Understand that...

Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)

Explain the causes of the Civil War; describe how the debate over slavery and abolition played out in Minnesota. (Civil War and Reconstruction: 1850-1877)

For example: Events related to debate over slavery—Dred Scott at Fort Snelling, role of free blacks in early Minnesota.

Create a timeline of the key events of the American Civil War; describe the war-time experiences of Minnesota soldiers and civilians. (Civil War and Reconstruction: 1850-1877)

Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war. (Civil War and Reconstruction: 1850-1877)

To the extent possible, also relate standard to West Central/rural Minnesota.

Scope of Work

The curriculum content must address:

Curriculum Design Requirements

Instructional content must target the Minnesota Department of Education Standards outlined above in narrative form, with a plan for supporting activities. The curriculum should be primarily designed for group instruction provided outside the classroom, on-site at Prospect House Museum, in three modules intended to all be delivered in one visit. The modules allow the museum to divide a group of approximately 30 students into smaller groups of approximately 10 each, spending 30 minutes at each module station.

Module 1- Location: Civil War Exhibit Room. Tenets: Explain the causes of the Civil War; describe how the debate over slavery and abolition played out in Minnesota. Create a timeline of the key events of the American Civil War. (Civil War and Reconstruction: 1850-1877).

For example: Events related to debate over slavery—Dred Scott at Fort Snelling, role of free blacks in early Minnesota.

Module 2- Location: Museum grounds (outside weather permitting) or inside living room, representing life of Civil War soldier, including reproduction "Dog Tent" and artifacts or reproductions of what a soldier may have had in his tent. Includes box from US Sanitary Commission and photo from home front. Tenets: Describe the war-time experiences of Minnesota soldiers and civilians. (Civil War and Reconstruction: 1850-1877)

Module 3- Location: Dining room of museum, with photo of area in late 1800s and view today. Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war. Use of symbols/matching game to emphasize facts with Necco wafer game pieces- a candy invented before Civil War and popular with soldiers. (Civil War and Reconstruction: 1850-1877).

While models provide an outline, including what is included in supporting grant, curriculum and tour is not limited to this.

Work can primarily be done remotely, but periodic visits to the museum must be scheduled to relate curriculum to the context of the museum and to work with museum staff on tour integration and training. The curriculum must be written in a user-friendly, scripted format with explicit instructions that easily facilitates student engagement and provides multiple strategies and resources for the tour leader to respond to varying types of student feedback and levels of understanding.

Work must include materials for an introduction of the program and what can be expected, which will be provided to teachers as pre-visit information. A supplemental learning assessment is required, which can be in the form of a brief student worksheet, that provides the student's teacher with an accurate determination of the student's competency in the areas covered.

Work should also specify materials needed not currently contained in the museum to be created, such as a time-line exhibit, with the understanding that execution of such materials may be limited by the museum's budget.

Work will also include training those who will lead modules, and leading practice runs of program with sample schools.

Deliverables

Module Overview

The module overview includes a curriculum timeline for three 30 minute lessons indicating the Minnesota Department of Education Standards being addressed and the specific student performance outcomes expected at the end of each session.

Lesson Plans

Module lesson plans must include teaching objectives with clearly defined student outcomes that support the mastery of the specified Minnesota Department of Education Standard.

Appropriate instructional strategies must be developed in accordance with the curriculum design requirements noted above and can include but are not limited to: modeling, verbalization of thought processes, corrective feedback, comprehension strategies, and graphic organizers. Student independent practice materials should indicate degree of difficulty when applicable. Informal assessment must also serve as a valid and reliable tool to assess mastery of each lesson's specific objective(s).

Student Consumables

The curriculum design must include a reproducible student edition that follows a structure complementary to the tour leader edition and serves as the student's main resource during

instructional sessions. The student consumable must be delivered in the file type in which it was originally created and PDF format.

Professional Development

A professional development component aligned to the curriculum design and tour integration is required. The training modules should be created with detailed explanations of the curriculum design and explicit instructions on strategies and best practices for implementation via the tour. Professional development should follow a train-the-trainer format that facilitates capacity building. Turnkey training presentations, handouts, and other applicable resources must be included as part of the professional development package.

Use

The vendor must provide all permissions to allow Prospect House Museum and additional organizations, as determined by the Minnesota Historical Society, to employ the curriculum and supporting materials with all rights to reproduce and distribute.

Proposal Requirements

The proposal must include the following elements and be delivered in PDF format to phmuseumprograms@gmail.com with the subject line: Education Program RFP1: Individual Name

- Project Narrative (Not to exceed 4 pages)
- Project Timeline including on-site availability
- Curriculum Design and Tour Integration Narrative
- Professional Development Narrative
- Statement of Expertise (Not to exceed two pages)
- Project Budget: A line-item budget to include
 - Personnel Cost
 - Materials and Supplies
 - Travel Expenses
 - Detailed Budget Narrative

Resume

The maximum number of hours allowed by the contractor for the project is 910 hours at \$24 per hour.

Timeline

In accordance with an award from the Minnesota Historical Society, Prospect House Museum is soliciting a contractor for the development of instructional content and tour integration based on the Minnesota Department of Education Social Studies Standards regarding the Civil War and Reconstruction at the 6th grade level. The awardee of this contract will be expected to complete work on the following timeline:

- August 8, 2016: RFP Issued
- September 8: RFP Due
- September 19: Selected Contractor Notified
- September 23: Contract complete
- October 31: Initial Progress Report due

November 18: Preliminary content modules demonstrated
December 18: Preliminary tour integration plan complete
December 31, 2016: Written drafts complete for all materials
January 31, 2017: Supplemental materials and plans complete
February 24th: Peer review of curriculum
March 31: Adjustments to materials complete
April 15: Train the trainer sessions complete
April 15 – May 31 Program implementation

Timeline may be adjusted by Prospect House Museum as it deems necessary.

Selection Criteria

The selection committee will evaluate proposals based on the following criteria:

- Viable proposals adequately target the appropriate Minnesota Department of Education standards
- Viable candidate demonstrates qualifications in subject matter
- Viable proposals show research or knowledge of Prospect House Museum, and West Central Minnesota
- Viable proposals meet all the deliverables and curriculum design requirements.
- Viable proposals meet the professional development requirements and turnkey resources must align to the curriculum design and best practices for implementation.
- Viable proposals deliver a high-quality product at a cost-efficient price.

Project Reimbursement

Payment will be disbursed by The Prospect House Museum, a 501c3 nonprofit organization. All requests for supplies must go through, be approved by and are purchased by Prospect House. Contractor will invoice museum for time and provide receipts for travel reimbursement. Invoicing will be monthly and based on work hours and deliverables met.