

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**TEACHING AMERICAN HISTORY FY2010 APPLICATION PACKAGE  
CFDA # 84.215X  
PR/Award # U215X100366**

Closing Date: MAR 22, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
3/22/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	n/a

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Montgomery County Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
526000989	074821505

**d. Address:**

* Street1:	850 Hungerford Drive
Street2:	
* City:	Rockville
County:	
State:	MD
Province:	
* Country:	USA
* Zip / Postal Code:	20850

**e. Organizational Unit:**

Department Name:	Division Name:
Department of Curriculum and Instruction	Curriculum Development and Program Implementation

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:	Dr.	* First Name:	Philippa
Middle Name:	N		

\* Last Name: Smithey

Suffix:

Title: Grants Specialist

Organizational Affiliation:

Montgomery County Public Schools

\* Telephone  
Number:

(301)279-3585

Fax Number:

(301)279-3045

\* Email: PHILIPPA\_SMITHEY@MCPSMD.ORG

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

LEA

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215X

CFDA Title:

Teaching American History FY2010 Application Package

**\* 12. Funding Opportunity Number:**

ED-GRANTS-012110-001

Title:

ED-GRANTS-012110-001 Discretionary

**13. Competition Identification Number:**

n/a

Title:

n/a

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Montgomery County (Maryland)

**\* 15. Descriptive Title of Applicant's Project:**

Unveiling History: Exploring America's Past

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: 4, 8

\* b. Program/Project: 4, 8

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 7/1/2010

\* b. End Date: 6/30/2015

**18. Estimated Funding (\$):**

a. Federal	\$ 313928
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$ 0
g. TOTAL	\$ 313928

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 3/21/2010.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**\*\* I AGREE**

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Dr. \* First Name: Jerry  
Middle Name: D  
\* Last Name: Weast  
Suffix:

Title: Superintendent of Schools

\* Telephone Number: (301)279-3381 Fax Number: (301)279-3205

\* Email: SUZANNE\_PEANG-METH@MCPSMD.ORG

\* Signature of Authorized Representative: \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Montgomery County Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 28,660	\$ 56,898	\$ 57,935	\$ 59,025	\$ 60,169	\$ 262,687
2. Fringe Benefits	\$ 2,293	\$ 4,552	\$ 4,635	\$ 4,722	\$ 4,814	\$ 21,016
3. Travel	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 8,500
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 21,350	\$ 18,250	\$ 17,250	\$ 15,950	\$ 14,900	\$ 87,700
6. Contractual	\$ 244,013	\$ 231,354	\$ 233,493	\$ 221,975	\$ 224,087	\$ 1,154,922
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 6,148	\$ 18,444	\$ 18,444	\$ 18,444	\$ 18,444	\$ 79,924
9. Total Direct Costs (lines 1-8)	\$ 304,164	\$ 331,198	\$ 333,457	\$ 321,816	\$ 324,114	\$ 1,614,749
10. Indirect Costs*	\$ 9,764	\$ 10,631	\$ 10,704	\$ 10,330	\$ 10,404	\$ 51,833
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 313,928	\$ 341,829	\$ 344,161	\$ 332,146	\$ 334,518	\$ 1,666,582

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 12/1/2009 To: 11/30/2011 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Federal through state The Indirect Cost Rate is 3.21%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Montgomery County Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Dr. Jerry D. Weast

**Title:** Superintendent of Schools

**Date Submitted:** 03/21/2010

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Montgomery County Public Schools Address: 850 Hungerford Drive City: Rockville State: MD Zip Code + 4: 20850-1718  <b>Congressional District, if known: 08</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> U.S. Department of Education	<b>7. Federal Program Name/Description:</b> Teaching American History  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): n/a Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): n/a Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Jerry D. Weast Title: Superintendent of Schools Applicant: Montgomery County Public Schools Date: 03/21/2010	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**APPLICANT'S ORGANIZATION**

Montgomery County Public Schools

**PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Dr.      First Name: Jerry      Middle Name: D

Last Name: Weast      Suffix:

Title: Superintendent of Schools

Signature: \_\_\_\_\_

Date:

03/21/2010

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA-MCPS

File : M:\Grants Office\Active applications\Teaching American History 2010\FINAL FILES 4-22-10  
\unveiling8\_2010 GEPA 427-TAH.doc

## General Education Provisions Act (GEPA) 427 Statement

Montgomery County Public Schools (MCPS), Maryland will take all appropriate steps to ensure equitable access to, and participation in, this program by teachers, and will develop materials universally accessible and of interest to all students. This assurance covers race, gender, color, religion, country of origin, disability status, age, and sexual orientation—and extends beyond merely meeting federal Civil Rights, Americans with Disabilities Act of 1990, and Individuals with Disabilities Education Act guidelines.

In addition to making available appropriate technologies that some participants may require, MCPS will ensure that all program activities are held in handicapped accessible buildings and that accommodations are made for participants with special needs. Without discriminating on the basis of gender, race, national origin, language, ethnicity, disability or age, program staff members will target for recruitment those teachers who have the least training in American history, who teach at the most diverse schools, and who teach at schools that are not making Adequate Yearly Progress. Not only will regular elementary, middle, and high school classroom history teachers be recruited, English for Speakers of Other Languages teachers and special education teachers also will be encouraged to take part in the *Unveiling History* program.

The high-quality MCPS professional development program includes mandatory courses designed to improve teachers' abilities to increase achievement among low-income and minority students, English language learners, and children with various degrees and types of disabilities. The lesson plans and primary source activities developed by the *Unveiling History* program participants will be designed so that they are as relevant to and usable by students of all backgrounds and all levels of ability. MCPS also will make every effort to ensure that the instructional materials are field-tested on students that are representative of our diverse county and nation, thereby making the materials ones that students across the country will find engaging.

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Maria	L	Tarasuk	

Address:

* Street1:	850 Hungerford Drive
Street2:	Room 253
* City:	Rockville
County:	Montgomery
* State:	MD* Zip / Postal Code: 20850 * Country: USA

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**2. Applicant Experience**

Novice Applicant                       Yes                       No                       Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes                       No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes    Provide Exemption(s) #:

No    Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :

File :

# **Project Narrative**

## **ED Abstract Narrative**

### Attachment 1:

**Title: Abstract-MCPS Pages: 1 Uploaded File: M:\Grants Office\Active applications\Teaching American History 2010\FINAL FILES 4-22-10\Abstract Narrative.doc**

## **Abstract**

In partnership with the Department of History and the Center for History and New Media at George Mason University, and the Maryland Historical Society, Montgomery County Public Schools (MCPS) proposes to create *Unveiling History*, a five-year program designed to: 1) increase teachers' knowledge of traditional American history; 2) strengthen teachers' ability to analyze primary sources and think historically; 3) increase teachers' ability to integrate content and historical thinking skills into the teaching of traditional American history; 4) increase students' knowledge of traditional American history; and 5) increase students' ability to analyze primary sources and think historically.

*Unveiling History's* focus on teacher training in both traditional American history content and historical thinking skills will strengthen teacher preparation and classroom practice. The program centers on intensive one- and two-week summer institutes for 225 teachers over five years, with 30 additional workshops and site visits open to all MCPS teachers. Workshops combine content, historical research, strategies for teaching history, reflective practice, and classroom implementation. The program targets Grades 4, 5, 8, and 9 American history teachers, as well as English for Speakers of Other Languages and special education teachers.

To target this diverse audience, and provide them with needed traditional American history content and skills practice, the program offers workshops on a wide array of content topics and time periods. During the five years covered by the grant, all major historical periods are addressed, including: colonization, the Revolution and founding of the new nation, the Civil War and Reconstruction, industrialization and urbanization, modern America, World Wars I and II, and contemporary America.

Through this intensive, content-rich program, 85 percent or more of all teachers that complete at least 75 percent of the course are expected to demonstrate increased content knowledge as measured by pre- and post-tests. Additionally, 75 percent of all assessed students will demonstrate increased content knowledge and abilities in analyzing primary sources and thinking historically. A focus on historical thinking skills such as close reading, assessing reliability and sourcing, as well as practice with online resources and the use of primary sources, biography, autobiography, and other historical narratives, will be used to help teachers increase student knowledge and skills in American history.

# Project Narrative

## Project Narrative

### Attachment 1:

Title: **Project Narrative-MCPS Pages: 32** Uploaded File: **M:\Grants Office\Active applications\Teaching American History 2010\FINAL FILES 4-22-10\Project Narrative.pdf**

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## **Detail Budget**

### **Forms**

Application of Federal Assistance: SF-424

Standard Budget Sheet: ED 524

ED Supplemental Information for SF-424

### **Assurances and Certifications**

Non-Construction Program Assurances SF-428B

Disclosure of Lobbying Activities

ED 80-0013 Certification Regarding Lobbying

GEPA Section 427 Certification

**ABSOLUTE PRIORITY STATEMENT**

*Unveiling History: Exploring America's Past* satisfies the requirements for the absolute priority.

At the core of the project is a partnership between Montgomery County Public Schools, the Center for History and New Media, and the History Department at George Mason University, an institution of higher education, and the Maryland Historical Society.

**INVITATIONAL PRIORITY 1:  
Development and Dissemination of Grant Products**

*Unveiling History: Exploring America's Past* satisfies the requirements for the invitational priority to develop and disseminate grant products and results through *Open Educational Resources*. The central partner on this project is the Center for History and New Media (CHNM) at George Mason University. CHNM has been a leader in the field of digital humanities for more than 15 years, using digital media to improve the understanding of humanities scholarship by researchers, teachers, and students (K–16), and the general public through award-winning educational resources, archives, tools, and exhibitions.

As part of the partnership, CHNM will create an open-source, open-access website (*unveilinghistory.org*) designed to share project materials, including primary source activities, video of teachers “in action” in the classroom, podcasts of site visits and workshops, and workshop resources, such as bibliographies, teaching strategies, and recommended websites. The website also will provide a place for teachers to communicate, to share activities and teaching resources, and to access tools for effectively teaching about America's past. Teacher reflections posted to the blog will remain private to encourage community and full participation, but all other materials will be available for Montgomery County Public Schools teachers within and beyond the grant and for teachers nationally, creating a lasting resource for improving the teaching of United States history.

The *Unveiling History* website will be based on a standard Linux, Apache, MySQL, PHP open-source platform and will use CSS and XHTML to ensure easy maintenance and upkeep as well as compliance with Web accessibility standards. CHNM's experience developing websites

for diverse audiences will ensure that this project is easily accessible from any computer. The website will be maintained permanently by CHNM as a free resource.

**INVITATIONAL PRIORITY 2:  
Student Work and Achievement Data**

*Unveiling History* satisfies the requirements for the invitational priority to collect and use student work and achievement data to assess the impact of teacher participation on student learning and for continuous program improvement. The underlying assumption in the project design is that increasing teacher content knowledge and competencies will increase student content knowledge and competencies; hence, two of the five essential project objectives focus on student learning and achievement:

Project Objective 4: Increase students' knowledge of traditional American history; and

Project Objective 5: Increase students' ability to analyze primary sources and think historically.

Increasing student content knowledge and skill in traditional American history is central to the project and is a significant component of the formal evaluation plan.

*Unveiling History* will collect and assess student work each year in multiple ways.

- 1) Student tests that reflect the project's themes and assess primary source analysis and application of historical thinking will be developed. The assessments will be given to student groups of participating teachers selected by stratified random sampling. Using a pre- and post design, one group (class) of students for each participating teacher will be assessed each year of the grant. The preassessments will be administered by the evaluation team in the first three weeks of the school year and post-assessments in April/May for elementary and middle schools. High schools, due to their semester scheduling, will administer post-assessments in late December.

- 2) As part of their professional development, teachers will be sharing and reviewing portfolios of student work samples reflecting students' work over time. The emphasis will be on assessing growth in students' knowledge and thinking skills. Samples from each grade level will be analyzed by evaluators to determine if, and the extent to which, students demonstrate growth in their abilities to apply historical thinking skills in analyzing primary and secondary sources.
- 3) Interviews with participating teachers will be used to gather data on their perceptions of the impact of the professional development on student learning.

***Project Target:*** Seventy-five percent of all assessed students will demonstrate increased content knowledge and abilities in analyzing primary sources and thinking historically.

***Benchmarks:*** (1) Each year of the project, 75 percent or more of students completing the pre- and post-assessment demonstrate increased content knowledge and ability in analyzing primary sources and thinking historically. (2) Each year of the project, 75 percent or more of student work sample portfolios indicate growth in their knowledge and thinking skills over time.

## **I. PROJECT QUALITY**

Montgomery County Public Schools (MCPS) is the 16th largest school district in the United States (U.S.) and the largest in Maryland. More than 1,000 elementary, middle, and high school teachers are responsible for teaching American history in MCPS, yet many have little or no background in U.S. history content or in specific strategies for teaching history and historical thinking skills. A March 2010 survey of MCPS American history teachers showed that only 10 percent have an undergraduate history degree; among elementary school teachers, the number drops below 3 percent. More than two-thirds have not completed any college or graduate U.S. history courses since they started teaching. These dedicated teachers, aware of their shortcomings, are eager to participate in rigorous professional development in traditional American history. More than 70 percent expressed strong interest in learning history content and the skills to effectively engage students in the study of the past.

To address these challenges, MCPS, in partnership with the Department of History and the Center for History and New Media (CHNM) at George Mason University (GMU) and the Maryland Historical Society (MdHS), has developed *Unveiling History: Exploring America's Past*. This robust, five-year program is designed to increase the achievement of American history teachers and students throughout MCPS, including special education and English for Speakers of Other Languages (ESOL) classes where teachers typically have no history training. The program will offer teachers a way to embrace the invigorating and intriguing complexities of American history, to look beyond the veil of two-dimensional textbook narrative to uncover the rich stories, varied voices, and the intriguing questions in our country's past.

*Unveiling History: Exploring America's Past* will achieve five essential objectives through professional development combining content, historical research, strategies for teaching

history, reflective practice, and classroom implementation: 1) Increase teachers' knowledge of traditional American history; 2) increase teachers' ability to analyze primary sources and think historically; 3) increase teachers' ability to integrate content and historical thinking skills into the teaching of traditional American history; 4) increase students' knowledge of traditional American history; and 5) increase students' ability to analyze primary sources and think historically.

*Unveiling History* will help change classroom practices through semiannual classroom observations and extensive feedback on teacher-created activities, and will create a lasting professional community among teachers across grade levels. The evaluation will assess the success in achieving these objectives as demonstrated by teacher content knowledge and skill tests, book discussions, primary source analyses, and primary source activities created by teachers. The evaluation will assess student achievement as demonstrated by student content knowledge and skill tests, classroom observations, teacher reflections, and evaluation of student work.

**Comprehensive Professional Development:** *Unveiling History* is rooted in intensive professional development activities that unite leading historians with elementary and secondary history educators, including ESOL, special education, and Advanced Placement (AP) teachers. In addition to content-rich workshops, teachers will refine their analytical skills through primary source analysis, primary source teaching activities, and observations that provide feedback on their use of historical thinking skills with students. Teachers also will post to the project blog on a variety of topics, including history book discussions, site visit reflections, primary source analyses, and quarterly reflections on implementing new ideas into the classroom.

One of the key challenges in history professional development, documented by Teaching American History (TAH) grants nationally, is meeting the needs of all teachers.<sup>1</sup> In an effort to reach elementary, secondary, special education, and ESOL teachers, all of whom regularly teach American history content, *Unveiling History* is designed with a differentiated program. Separate institutes each summer address the curriculum needs of elementary, middle, and high school teachers while shared school-year site visits, technology and skill workshops, and teaching demonstrations bring teachers together for rich conversations about connections across grade level.

Anchoring the program will be three lead historians, Dr. Christopher Hamner and Dr. Michael O'Malley, Professors at GMU; and Dr. Adam Rothman, Professor at Georgetown University. All three professors are dynamic teachers experienced with TAH grants and with connecting historical thinking skills and the MCPS curriculum at each grade level. Dr. Hamner served as TAH lead historian in Loudoun, Virginia ([chnm.gmu.edu/loudountah/](http://chnm.gmu.edu/loudountah/)) and Dr. O'Malley and Dr. Rothman served as lead historians for an earlier MCPS grant, *Conflict and Consensus* ([chnm.gmu.edu/mcpstah](http://chnm.gmu.edu/mcpstah)). Research has shown that participating teachers benefit from a strong mentoring relationship with a lead historian who provides continuity across topics and themes. In addition to summer workshops, Dr. Hamner, Dr. O'Malley, and Dr. Rothman will lead book discussions and school-year site visits and will work closely with teachers as they develop and teach their primary source activities. The summer institutes also include guest speakers who are prominent historians from local universities. MdHS is another significant partner in *Unveiling History*. They will introduce teachers to archival and material sources for teaching about Maryland and

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<sup>1</sup> Rachel Ragland and Kelly Woestman, *The Teaching American History Project: Lessons for History Educators and Historians* (2009); *National History Education Clearinghouse, "Lessons Learned,"* [teachinghistory.org/tah-grants/lessons-learned](http://teachinghistory.org/tah-grants/lessons-learned).

the nation, as well as provide school-year workshops and in-class field trips (*See Appendix A: Resumes; Appendix B: Biographies; and Appendix C: Letters of Commitment*).

Each summer institute blends interactive lectures, book discussions, blog discussions, demonstrations of teaching strategies, and hands-on activities to help participants assimilate new content, develop their own historical thinking skills, and practice designing lessons that will help students learn content and skills. Ms. Linda Spoales, an experienced classroom teacher and TAH project coordinator, along with cohort lead teachers, Ms. Mary Lou Winkler (elementary school), Ms. Tiferet Riley (middle school) and Mr. Joe Jelen (high school), will lead seminars that promote classroom integration of historical thinking skills and primary sources. Following the summer institute, the elementary school cohort, will reunite for an additional half day to research, develop, and receive feedback on their primary source activities. These activities will incorporate the historical content and strategies gained during the summer into their teaching.

**Elementary School Institutes:** Each summer, beginning in 2010, *Unveiling History* will hold a one-week summer institute for a cohort of 20 elementary schools, as well as special education and ESOL teachers with Dr. Hamner. The week will include workshops by Dr. Hamner and guest scholars on American history content and historical thinking skills, while Ms. Mary Lou Winkler, and Ms. Spoales, will emphasize teaching strategies and practical classroom applications. The following are each years themes: *History through Biography; History through Images; History through Objects; History through Drama; and History through Place*. The connecting strand throughout the five years will be a specific focus on historical thinking skills such as close reading, sourcing, and evaluating reliability (*See Appendix E: Project Schedule*).

**Secondary School Institutes:** The two-week summer institutes, designed to meet the needs of 30 secondary school teachers, will begin in the summer of 2011. Each summer, *Unveiling History* will hold two Secondary Institutes connected by a common theme; one focused on middle school content and one on high school content. The themes are *Founding Documents: Citizenship and Belonging; Immigration; Technology and Cultural Change; and War and Society*. Within these themes, the middle school institute, led by Dr. Rothman, will emphasize U.S. history through 1877 and the high school institute, led by Dr. O'Malley, will emphasize U.S. history after 1865 (*See Appendix E: Project Schedule*).

**School-Year Activities:** In addition to the content-rich summer institutes for cohort teachers, all MCPS teachers will have the opportunity to engage with the core principles of *Unveiling History* through six annual events: four content-based site visits and two skill and application workshops integrating technology and reflective practice. Each school year, four site visits will draw upon the resources in the Washington, D.C. area. One each in the fall and spring will emphasize American history through the Civil War and the other post-Civil War sites. Site visits, related to the yearly theme, will investigate how historical events are interpreted and presented. Locations include the National Archives, National Portrait Gallery, National Museum of American History, United States Capitol, Antietam battlefield, Josia Henson Site (formerly called "Uncle Tom's Cabin"), Fort McHenry, and the Library of Congress.

Skill workshops, led by CHNM, MdHS, and lead teachers, will vary throughout the year. CHNM workshops will focus on teaching history through technology to make history instruction engaging and meaningful for all students. This includes digital storytelling, utilizing online resources, and exploring free tools such as *Voice Thread* ([voicethread.com](http://voicethread.com)) and *Social Explorer* ([socialexplorer.com](http://socialexplorer.com)). MdHS workshops will connect with each year's topic and include

“Economics of the Stamp Act,” “Debating the Suspension of Habeas Corpus,” and “Baltimore during the Cold War.” Additionally, during each workshop, participants will watch video of colleagues teaching primary source activities (available on the project website). Workshop participants will discuss strengths and weaknesses and will evaluate resulting student work for content, historical thinking skills, and teaching strategies. Participants also will share their more extensive second activity integrating multiple sources and will gain valuable feedback from their peers.

Participating teachers also will take advantage of the resources and enrichment provided by MdHS. Options include scheduling an in-class field trip, taking students to MdHS, or receiving replica collections of primary sources and artifacts. American history topics will include Native Americans in Maryland and the creation of a national identity (elementary school), African Americans in antebellum Maryland and the California Gold Rush (middle school), as well as World War I and voting rights in Maryland (high school).

**Returning Teachers:** *Unveiling History* is committed both to reaching as many teachers as possible and to comprehensive, sustainable change in the teaching of traditional American history. With that in mind, cohort slots will be shared between teachers who have not yet participated and returning teachers who are eager to learn new content and develop advanced skills. Returning teachers, in addition to participating in more advanced workshops on historical thinking skills, will be required to share what they learn through presentations at their school, countywide meetings, or presentations at state and national conferences. Returning teachers who show refined skills will be filmed teaching in their classrooms and the videos will be used for teacher discussions about best practices as well as shared on the CHNM website for a national audience. The project will continue observing a sample of returning and nonreturning teachers

to examine change over time as teachers gain experience and familiarity with primary sources and historical thinking.

**Project Team:** Ms. Spoales will serve as the anchor for *Unveiling History*, helping teachers connect the rich content, skills, and strategies learned throughout the year to create sustainable classroom change. Ms. Spoales has strong content background in American history as well as more than 30 years of experience teaching U.S. history at all skill levels, developing history curriculum, and leading and mentoring teachers. Ms. Spoales brings to the project her experience as a highly successful former TAH project coordinator. Ms. Maria Tarasuk (MCPS Pre-K–12 social studies supervisor) has been involved with K–12 history education for 18 years, as a middle and high school social studies teacher, Executive Board member on the Maryland Council for Social Studies, and former project director for a TAH grant. Dr. Kelly Schrum, academic program director (director of educational projects at CHNM; associate professor) has worked extensively in the areas of twentieth-century American history, digital history, and K–12 professional development. The three lead historians are all experienced teachers and scholars. Dr. Hamner specializes in the social dimensions of U.S. military history and is the Editor-in-Chief of the Papers of the War Department ([wardepartmentpapers.org](http://wardepartmentpapers.org)). Dr. Rothman teaches the history of the U.S. from the American Revolution to the Civil War as well as the history of transatlantic slavery. Dr. O'Malley specializes in the history of money, time, music, and technology (*See Appendix B: Biographies*).

Ms. Spoales will coordinate with the three lead teachers to ensure that all content and strategies are relevant and useful. Mr. Jelen will lead high school discussions; Ms. Reilly will facilitate middle school groups; and Ms. Winkler will work with elementary school teachers. Lead teachers have been selected for demonstrated excellence in teaching history and

collaborating with colleagues. They will provide input on teacher needs and will play an important role in bridging the gap between workshops and classroom practice by leading grade-level discussions, modeling primary source activities, and helping participants develop content-rich classroom activities.

MCPS chose GMU as the lead partner for three reasons. First, GMU's commitment to historical scholarship provides a strong network of historians to participate in this project—from GMU's own history department and area universities (e.g., Georgetown University, University of Maryland, and The George Washington University {GWU}). Second, CHNM ([chnm.gmu.edu](http://chnm.gmu.edu)) has facilitated professional development with K–12 teachers for more than a decade, including active involvement in six TAH grants and creation of the U.S. Department of Education's National History Education Clearinghouse ([teachinghistory.org](http://teachinghistory.org)). Third, CHNM is a leader in bringing together history content, historical thinking, and digital history. CHNM has developed an extensive array of educational materials that promote historical thinking, including the award-winning sites *Historical Thinking Matters* ([historicalthinkingmatters.org](http://historicalthinkingmatters.org)), developed in collaboration with Professor Sam Wineburg at Stanford University, and *History Matters* ([historymatters.gmu.edu](http://historymatters.gmu.edu)), as well as open-source tools for teaching and learning history ([chnm.gmu.edu/category/research-and-tools](http://chnm.gmu.edu/category/research-and-tools)). CHNM's websites and tools receive more than 400 million hits, 22 million page views, and 16 million visitors annually.

Working closely with Ms. Spoales, Ms. Tarasuk, Dr. Hamner, Dr. Rothman, and Dr. O'Malley, GMU will take primary responsibility for organizing the academic program for teachers and for developing a project website to share project materials nationally. These include primary source activities, video of teachers “in action” in the classroom, podcasts of site visits and workshops, and workshop resources, such as bibliographies, teaching strategies, and

recommended websites. The website will be maintained permanently by CHNM as a free resource.

MCPS chose MdHS as a partner because of its rich education programs focused on using objects and archival materials to strengthen history teaching. Its collections include books and manuscripts, photographs, as well as prints, broadsides, and ephemera, reflecting the history of Maryland and its people, many of which are available online. MdHS has a proven commitment to the people of Maryland, providing lectures, symposia, living history performances, weekend programs for children, and gallery tours. MdHS will provide workshops introducing teachers to the museum's resources and ways to use documents and artifacts to engage students with the past. MdHS will create specific workshops that match the yearly themes and support MCPS teachers as they create primary source activities, in incorporating texts, objects, and other primary sources into their classrooms. Cohort teachers will use a variety of MdHS resources and services throughout the year.

The external evaluation will be led by Dr. Karen Kortecamp, associate professor at GWU, and Dr. Kathleen Andersen Steeves, a history education consultant. Dr. Kortecamp brings a unique blend of qualifications, education, and experience to the project through a combination of education research, methodological knowledge and skills, and experience evaluating three TAH grants. Dr. Steeves has served as history educator and historian on five TAH grants. Ongoing meetings between partners and evaluators will ensure that the project team receives all evaluation data quickly and is able to make adjustments as needed.

Finally, an advisory board will meet regularly to discuss progress, evaluation feedback, and midcourse corrections to ensure that *Unveiling History* accomplishes its objectives of increasing teacher and student content knowledge of traditional American history and historical

thinking skills. Advisory board members include Ms. Tarasuk, Ms. Spoales, Dr. Schrum, Dr. Hamner, Dr. O'Malley, Dr. Rothman, Dr. Kortecamp and Dr. Steeves.

## **II. QUALITY OF PROJECT DESIGN**

The design of *Unveiling History* contains several characteristics essential to its success: flexibility, classroom application, rigorous expectations, and continuous improvement. These elements foster a sustainable, coherent, and comprehensive professional development program for MCPS teachers that will enable its impact to continue beyond the life of the grant.

Project staff members will encourage teachers to participate in the full-year program; however, experience has shown that some teachers have unavoidable commitments during the year. Rather than excluding these teachers, *Unveiling History* offers the flexibility of a summer option, as well as school-year opportunities. Summer teachers will participate in the entire summer institute and will develop a primary source activity using historical thinking skills. They will participate in the blog and a book discussion, write reflections, and be observed teaching their activity. They will not have additional requirements during the school year, such as an additional book discussion, weekend workshops, or a second observation. However, the weekend workshops are open to all MCPS teachers and they may choose to participate as well. Cohort members will be encouraged to return in subsequent years for the summer or the full-year program.

The six weekend workshops are another key feature of the grant. Two workshops focus on skill development and four on site visits with historical content. Full-year teachers will attend at least four of the workshops, including the two site visits that best fit their teaching needs. As

space allows, site visits will be opened to all MCPS teachers. Site visits become a valuable recruiting tool, giving prospective teachers a glimpse of the *Unveiling History* experience.

Effective teacher professional development requires application of what is learned to the real world of planning and classroom instruction. Numerous opportunities are included for teachers to apply their learning of history content and historical thinking to their classrooms. Each summer institute includes a lead teacher who will connect the day's history content to classroom practice. Lead teachers were selected because of their demonstrated in-depth knowledge of American history and the MCPS curriculum as well as their sophisticated understanding of historical thinking skills and strategies for teaching history effectively. During the summer institutes, lead teachers will demonstrate a variety of primary source activities. One, for example, will present an activity featuring maps of Maryland that chart the growth of industry over time through census data. Others will compare runaway slave advertisements, investigate the origins and meanings of the songs "Pack Up Your Troubles in an Old Kit Bag," and "Take Me Out to the Ballgame," or focus on close reading of political cartoons, court cases, federal and state legislation, and diary excerpts. After teaching the activity, teachers will discuss classroom implementation and adaptation. This provides participants with activities they can use, and with ongoing, hands-on practice analyzing primary sources. Lead teachers also facilitate a discussion at the end of each day on incorporating the session's history content into the classroom, providing a foundation for merging the two successfully during the school year.

Building on the modeled primary source activities and discussions of classroom applications, each participating teacher will create a skills-based, primary source activity drawing on content and strategies from the summer institute. Participants will begin the process during the institute, allowing them to tap into the knowledge and skills of the lead historian, lead

teacher, and peers. Teachers will then teach the activity during the year and Ms. Spoales will observe and provide feedback using the project observation rubric. The process is carefully scaffolded to assist teachers as they incorporate the content and historical thinking skills practiced during the summer. Teachers submit a description of the activity, analysis of the primary source, and historical background as well as the specific historical thinking skills and relationship of the activity to the MCPS curriculum. In the post-observation conference, teachers reflect on the activity, what worked, and what could be modified. They then post their activity and reflection on the project blog where colleagues comment and share ideas.

Teachers who opt for the full-year program will benefit from additional practice. Two school-year workshops focus on the process of creating and implementing lessons centered on primary sources and historical thinking skills. Teachers in the full-year program will create a second activity using multiple documents and present it to their cohort. This second activity will focus on a more sophisticated application of historical thinking skills, such as corroboration or multiple perspectives. Peer feedback and exchange of lessons will go beyond the knowledge and skills gained in the summer as teachers extend their skills, translating isolated activities into continuous and sustainable practice. Exemplary lessons will be videotaped and shared on the project's website to showcase effective instruction and provide material for workshop critiques.

MCPS is dedicated to teaching students to think critically. *Unveiling History* supports this objective through its emphasis on historical thinking skills. These skills elevate history education beyond rote memorization into the rich, deep, and complex world that is true history education where students are engaged in “doing” history rather than passively receiving information. During the year, teachers will collect examples of student work. The evaluation team will assess the growth of students' content mastery and ability to analyze primary sources.

*Unveiling History* begins this process by arming teachers with the skills of historical thinking and strategies for teaching those skills to students. Continued practice, application, and evaluation will ensure that teachers pass along their learning to their students.

Research shows that ongoing, comprehensive professional development is most successful in permanently changing teacher behavior. With this in mind, *Unveiling History* fosters continuous development and reflective practice among participants. Classroom observations, peer feedback, and blog discussions encourage teachers to critique and assess their own work. It builds a culture and practice of critical analysis to determine if lessons accomplish what was intended. In addition, the structure of *Unveiling History* is such that teachers may repeat their participation in the program. The thematic focus changes yearly to allow repeat participants to expand and deepen their understanding of American history by providing them with a variety of lenses through which to examine our past. *Unveiling History* also will build on their understanding of historical thinking skills, hone their practice, and sharpen their instruction.

The reflections posted to the *Unveiling History* blog will foster a culture of continuous improvement. Each quarter, teachers will reflect on at least one primary source activity taught in their classroom. This is an opportunity for teachers to think about what worked well and what might be more effective. Teachers will receive feedback from their peers as they seek to enhance their instruction of historical thinking skills and content throughout the year. The open collaboration and support among the cohort teachers builds a culture of learning and growth.

*Unveiling History* will further promote continuous improvement through two book discussions, one in the summer and one during the year. Books will be chosen by the lead historians to relate to each year's theme. Titles will include books such as *Families and Freedom*, *The Theater in American during the Revolution*, and *Color Blind Justice* (see Appendix

*D: Book List*). During the workshop teachers will discuss the book and relate how it furthered their understanding of historiography and history. As teachers engage in the ongoing debates of historical scholarship, they are more likely to continue this engagement beyond their participation in the grant and carry their understanding of how history is constructed to their students.

### **III. NEED FOR PROJECT**

Many of the elementary, middle, and high school teachers responsible for teaching American history to more than 140,000 MCPS students in traditional, special education, and ESOL classrooms have a limited background in U.S. history. Without a firm understanding of the nature of history and the American past, they have difficulty effectively teaching traditional American history with the depth and level of critical thinking required for student success. A March 2010 survey of MCPS teachers showed that only 10 percent have an undergraduate major in history. Elementary school teachers as a group score even lower—less than 3 percent majored in history. Additionally, almost 70 percent of teachers surveyed have not completed any college or graduate-level U.S. history courses since they began teaching. The situation is even more pronounced among the more than 12 percent of MCPS students who receive ESOL services and the more than 11 percent who receive special education support—students who are not taught by certified history instructors.

Despite this need for content training and support, teachers lack access to sustained, quality professional development in traditional American history. Due to budget cuts and funding shortages, MCPS has been unable to provide any professional development in U.S.

history to elementary school teachers since 2003 and only minimal training for middle and high school teachers.

MCPS educators are aware of the obstacles they face in teaching U.S. history effectively and are eager to address the problem. In a recent survey, more than 70 percent of U.S. history teachers expressed interest in professional development focused on traditional American history. They identified challenges teaching specific topics, such as sectionalism; Reconstruction; immigration and migration in early America; the role of place in history, and post-1968 U.S. history. Each content-rich summer institute builds on the county's curriculum and addresses identified gaps in teacher and student knowledge. *Unveiling History's* expert staff of professional historians and content specialists will provide rich, carefully crafted history content workshops to increase teachers' content knowledge and train them in the classroom practices that will help them effectively bring that content knowledge into the classroom.

*Unveiling History's* exemplary professional development also will deepen teachers' and students' ability to analyze primary sources and critically read secondary sources, both key to understanding the past. As schools nationwide continue to push ever harder to improve student achievement and critical thinking, MCPS Superintendent of Schools, Dr. Jerry D. Weast is leading an effort to ensure that all students take at least one AP or Honors-level course. As a result, 13 high schools now offer AP U.S. History to Grade 9 students. This shift has increased the number of students taking the AP U.S. History examination by 12 percent. These courses require not only robust content knowledge, but also the ability to critically analyze primary sources, assess the quality of historical arguments and perspectives, and craft nuanced historical arguments. AP teachers, many new to this level of rigor or even to the discipline as a whole,

face additional challenges in preparing students for success on national AP examinations. *Unveiling History* offers a unique chance to tap into this growing need and interest.

Similarly, primary sources are becoming increasingly common in the history classroom, but this does not translate automatically into quality teaching and learning. In a recent survey of MCPS U.S. history teachers, over 90 percent reported challenges that hindered their efforts to use primary sources effectively in the classroom. These obstacles included issues of student comprehension, trouble locating and evaluating the quality of primary sources, and teachers' own difficulties interpreting primary sources. By connecting teachers with leading historians followed by reflective practice and classroom implementation, *Unveiling History* will help teachers and students develop and refine their ability to analyze primary sources and critically read secondary sources. Classroom observations and extensive feedback on teacher-created activities, as well as skill workshops and site visits during the year, will change classroom practice and create a lasting professional community among teachers across grade levels, providing sustainability beyond the life of the grant.

We cannot fully assess teachers' success and preparation to lead effective instruction in traditional U.S. history without also assessing student performance. The average score on the MCPS countywide U.S. History final examination in 2008 was approximately 70 percent for Grade 8 students and a dismal 56 percent for Grade 9, on-level students. ESOL and special education students scored on average 13 percent lower than on-level students. *Unveiling History* will improve student achievement in traditional American history and historical thinking skills—demonstrated through classroom observations, teacher reflections, and ongoing evaluation of student work and scores—through a program combining content, strategies for teaching history, reflective practice, and classroom implementation. It will equip teachers to provide effective,

engaging instruction that presents history as a story to be explored and uncovered, revealing complex issues and themes that continue to resonate today.

#### **IV. MANAGEMENT PLAN**

The project team has worked together closely in planning for this grant, developing a strong management plan to meet all project objectives and ensure completion on time and on budget. The central figures in daily management will be Ms. Spoales, Ms. Tarasuk, and Dr. Schrum, who will share the overall administrative and programmatic responsibility for the project. Ms. Tarasuk will have overall fiscal responsibility, coordinate with administrators and department chairs, manage relations with MCPS, and ensure that school and teacher needs are met. Dr. Schrum will contribute to overall programmatic and grant administration, will coordinate school year technology workshops, and will oversee the development of the project website and resources, including filming in classrooms, and developing podcasts for site visits.

Ms. Spoales will have daily administrative and programmatic responsibility for the project and will serve as liaison to the evaluation team. She will recruit participants and guarantee that all scheduled activities and coursework are completed as planned. Mr. Adam Turner, part-time project associate, will assist Ms. Spoales with workshop preparation and all administrative and organizational work. Ms. Spoales will work closely with participants during the summer and throughout the year on combining authentic history with proven pedagogical strategies. She will provide assistance and feedback as teachers create primary source activities using workshop content and strategies and implement them in the classroom. Ms. Spoales will conduct classroom observations and provide both follow-up discussions and formal feedback. All teachers will be observed during their cohort year (once for summer

participants, twice for full-year participants) as they teach their primary source activities. A sample will be observed at least two times in subsequent years to track progress over time. Experience with TAH programs nationally over the past nine years has proven that ongoing classroom observations, feedback, and support are crucial to ensuring that lessons learned in summer workshops are integrated into instruction to foster long term, meaningful change in classroom practice.

Ms. Spoales will coordinate with the three lead teachers to improve the quality of classroom history instruction and to ensure that all content and strategies meet the needs of each grade level. Ms. Spoales will coordinate with the lead teachers on the primary source activities they develop and model during the summer and will oversee their discussions with participating teachers on the project blog that will be used all year to facilitate lesson sharing, content discussions, and reflections. Lead teachers also will provide input on teacher needs and feedback on the program throughout the year.

Ms. Spoales also will work closely with Dr. Hamner, Dr. O'Malley, Dr. Rothman, and Dr. Schrum, who will oversee the academic program, on historical content, application, and integration of technology. Dr. Hamner, Dr. O'Malley, and Dr. Rothman will lead content-based seminars, site visits, and book discussions and will work closely with teachers on creating primary source activities. Dr. Hamner, Dr. O'Malley, and Dr. Rothman have all served as lead historians on previous TAH grants and are experienced in combining strong history content with the needs of classroom teachers. Dr. Hamner, Dr. O'Malley, Dr. Rothman, and Dr. Schrum will work with project historians to ensure that workshops meet the needs of teachers and of the project.

The advisory board (Ms. Spoales, Ms. Tarasuk, Dr. Schrum, Dr. Hamner, Dr. O'Malley, Dr. Rothman, Dr. Kortecamp, and Dr. Steeves) will meet quarterly to discuss progress, evaluation feedback, and ways to strengthen the program in order to ensure that *Unveiling History* accomplishes its objectives of increasing teachers' content knowledge of traditional American history and ability to teach historical thinking skills effectively and of increasing student knowledge and skills.

Dr. Kortecamp and Dr. Steeves will provide evaluation for *Unveiling History*. They will design and implement an extensive qualitative and quantitative evaluation, providing results from all data collection activities in written form to the advisory board within 30 days of data collection. Regular presentation of data and analysis to the advisory board will ensure that the project team can integrate feedback and make midcourse corrections. This loop of continuous feedback and improvement is essential for creating strong professional development that meets the needs of all teachers.

## **V. QUALITY OF PROJECT EVALUATION**

The evaluation plan will apply systematic research methods to measure the implementation, outcomes, and outputs of *Unveiling History* professional development. To ensure the evaluation plan is aligned with the project design, the focus of the evaluation will be two TAH performance measures contained in the Government Performance Results Act (GPRA) and five *Unveiling History* project objectives. Quantitative and qualitative data will be collected and analyzed to measure the two GPRAs: 1) The average percentage change in the test scores of participants who complete at least 75 percent of the professional development hours offered by the project; and 2) the percentage of TAH participants who complete 75 percent or more of the

total hours of professional development offered. Quantitative and qualitative data also will be collected and analyzed to measure the five project objectives: 1) increase in teachers' knowledge of traditional American history; 2) increase in teachers' abilities to analyze primary sources and think historically; 3) increase in teachers' abilities to integrate content and historical thinking skills into teaching of American history; 4) increase in students' knowledge of traditional American history; and 5) increase in students' abilities to analyze primary sources and think historically. Project targets and benchmarks set to monitor progress toward the GPRA's and project objectives are described in the narrative that follows. Appendix F provides details on the types of data that will be collected, when the data will be collected, the methods that will be used, the data collection instruments that will be developed and piloted, how the data will be analyzed and reported, and the evaluation work plan. In brief, all quantitative data will be analyzed using a statistical software package that yields descriptive statistics including frequencies, percents, and means. Qualitative data will be analyzed using thematic coding to reveal patterns. In reports of findings, teacher and student anonymity will be protected.

### **Data Collection Methods and Instruments**

***GPRA 1—The average percentage change in the test scores of participants who complete at least 75 percent of the professional development hours offered by the project; Project Objective 1 —Increase teachers' knowledge of traditional American history.***

Increased teacher knowledge of traditional American history is at the core of *Unveiling History's* professional development. A pre- and post-test design will be utilized to measure teachers' content knowledge prior to participating in and upon completion of the professional development. The test will be developed to include at least 50 percent of questions relating to

the project themes taken from valid standardized New York State Regents examinations on U.S. History. The Regents scoring guides will be used to ensure reliability. As with all instruments being developed to measure project outcomes, additional test items will be constructed by the lead historians and project evaluators including questions related to the project themes that test content knowledge and skills in analyzing primary sources and thinking historically. Teachers will complete the pretest during the project orientation and the post-test at the end of their professional development option: summer teachers in September and year-long teachers in April. While the tests will be structured similarly, the content will vary to match the themes planned for teachers in Grades 4, 5, 8, and 9 each year. All teachers including ESOL, special education, and AP will take the tests online in a setting monitored by the evaluation team.

In addition to content knowledge tests, full-year teachers will post entries to the project blog to: 1) Discuss analysis of primary sources during the summer institute; 2) reflect on books read during the summer institute and for book talks; and 3) reflect on teaching with primary sources each quarter of the school year. Postings will be reviewed by the project historians and evaluators to determine whether and in what ways teachers are thinking about and discussing new content knowledge and pedagogy modeled by historians and other presenters.

***Project Target:*** Eighty-five percent or more of all teachers participating in at least 75 percent of the professional development will demonstrate increased content knowledge as measured by pre- and post-tests.

***Benchmarks:*** 1) Eighty-five percent of teachers who participate in at least 75 percent of the summer and year-long professional development options each year of the project will demonstrate increased knowledge on post-tests; and 2) teachers' blog postings will

demonstrate that teachers have acquired new knowledge of American history content and pedagogy.

***GPR 2—The percentage of TAH participants who complete 75 percent or more of the total hours of professional development offered.***

Participation of summer and year-long participants in various professional development events will be monitored separately. Output data on the number and types of events offered will be included in the annual project reports. Project staff members will record teacher attendance at every event and this data will be monitored for each cohort and option. Following every event, teachers will complete surveys. Data gathered from the surveys will provide insights into teachers' perceptions of the professional development and the extent to which they value the learning experiences. All teacher responses to each question will be reported anonymously. Project personnel will be responsive to the feedback given by teachers to ensure that the professional development is meeting teachers' needs, thus enhancing teachers' desire and commitment to participate fully in the project.

***Project Target:*** Eighty-five percent or more of project participants will attend at least 75 percent of the professional development events either as summer or year-long participants.

***Benchmarks:*** 1) Each year of the project at least 85 percent of participants will attend at least 75 percent of the professional development events (two options); and 2) 100 percent of all planned events will be held each year of the project.

***Project Objective 2—Increase teachers' ability to analyze primary sources and think historically; Project Objective 3—Increase teachers' abilities to integrate content and historical thinking skills into teaching of American history.***

To measure changes in teachers' perceptions of their ability to analyze primary sources, think historically, and integrate content and thinking skills into teaching, each cohort will complete a questionnaire at the start and end of their professional development. The questionnaire will assess teachers' confidence in their knowledge and abilities to integrate themed content and historical thinking skills as well as the frequency and extent to which this occurs. Focus group interviews will be utilized to further assess teachers' perceptions of increases in knowledge and skills. Interviews will be conducted in the spring of each year of the project. Also, the interviews will be used to gather data on teachers' perceptions of the impact of the professional development on students' learning.

A key feature of the *Unveiling History* professional development is the emphasis on primary sources as vehicles for developing deep understanding of historical events, figures, relationships, and themes. In addition to demonstrating their abilities to analyze primary sources and apply historical thinking on the teacher knowledge test and through blog postings, each teacher's primary source activities will be observed by the project coordinator, twice for year-long participants. Evaluators will review the primary source activities to record the type and number of primary sources teachers are using and the thinking skills they emphasize and then analyze observation data for deeper insights into the ways teachers are integrating these key elements of the project in teaching. To track the impact of the professional development on teaching practices over time and gauge the sustainability of the professional development, stratified random sampling will be used to identify 50 percent of the teachers participating in 2010–2014 to be observed one year following their professional development. In 2012–2015, 25 percent will be observed two years after completing the professional development.

**Project Targets:** One hundred percent of teachers participating in at least 75 percent of the summer and year-long professional development options create and are observed implementing at least one primary source activity. One hundred percent of teachers participating in at least 75 percent of the year-long professional development create and are observed implementing a second lesson.

**Benchmarks:** 1) Each year, 85 percent or more of teachers will indicate increased confidence and ability to integrate content and historical thinking skills in their teaching; 2) each year, 85 percent or more of teachers participating in focus group interviews report using primary sources to engage students in applying historical thinking skills in at least four American history lessons beyond the ones required by the project; 3) each year 100 percent of teachers observed are integrating primary source analysis and historical thinking skills in teaching American history content; and 4) in the years that project completers are observed, 85 percent or better demonstrate integration of content, or skills gained in the professional development.

**Project Objective 4—Increase students' knowledge of traditional American history;**

**Project Objective 5—Increase students' abilities to analyze primary sources and think historically.**

An important aim of *Unveiling History* is to increase students' knowledge, abilities, and historical thinking skills. The underlying assumption in the project design is that increasing teachers' content knowledge and competencies will increase students' knowledge and competencies. It has been determined by the MCPS social studies supervisor that existing school system assessments are not suitable measures of the effects of the professional development. Therefore, student assessments will be developed that are grade level appropriate and reflective

of *Unveiling History* content; these will be modified each year to reflect changing themes. The assessments will measure students' knowledge of American history and their skills in applying historical thinking skills in analyzing primary source materials to make meaningful historical connections. The assessments will be given to student groups selected by stratified random sampling that includes summer and year-long participants. Using a pre- and post-design, one group (class) of students of each participating teacher will be assessed each year of the grant beginning with cohort one elementary school teachers in 2010 and with cohort one middle and high school teachers in 2011. The preassessments will be administered by the evaluation team in the first three weeks of the K–12 school year and post-assessments will be administered in April.

As part of their professional development, teachers will be sharing and reviewing portfolios of student work samples reflecting students' work over time. The emphasis will be on assessing growth in students' knowledge and thinking skills. Samples selected by random sampling from each teacher's collection will be analyzed by evaluators to determine if, and the extent to which, students demonstrate growth in their abilities to apply historical thinking skills in analyzing primary and secondary sources.

***Project Target:*** Seventy-five percent of all assessed students will demonstrate increased content knowledge and abilities in analyzing primary sources and thinking historically.

***Benchmarks:*** 1) Each year of the project, 75 percent or more of students completing the pre- and post-assessment demonstrate increased content knowledge and ability in analyzing primary sources and thinking historically; and 2) each year of the project, 75 percent or more of sample student work portfolios indicate growth over time in knowledge and thinking skills.

# Project Narrative

## Appendix

### Attachment 1:

Title: **Appendix-MCPS Pages: 28** Uploaded File: **M:\Grants Office\Active applications\Teaching American History 2010\FINAL FILES 4-22-10\Appendices.pdf**

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**EDUCATION**

University of North Carolina at Chapel Hill  
Ph.D., History, 2004; M.A., History, 1998  
Dartmouth College  
A.B., History (with Honors) and English, 1995

**EMPLOYMENT**

Assistant Professor, George Mason University, Department of History (Fall 2005-Present)  
Lead Historian, Loudon County (VA) Teaching American History Grant (2007-2009)  
Editor-in-Chief, *Papers of the War Department 1784-1800*, Center for History and New Media, George Mason University (Spring 2006-Present)  
Lecturer, Appalachian State University, Department of History (Fall 2004-Spring 2005)  
Visiting Instructor, Duke University, Department of History (Fall 2003)

**PUBLICATIONS**

*Enduring the Inferno: American Infantrymen in Battle in the War for Independence, the Civil War, and the Second World War* (Under contract at the University Press of Kansas)  
Review, John Babcock, *Taught to Kill: An American Boy's War from the Ardennes to Berlin*, in *The Journal of Military History*, vol. 72, no. 2 (2008), 546-547  
Review, Christopher Coker, *The Warrior Ethos: Military Culture and the War on Terror*, in *The Journal of Military History*, vol. 72, no. 1 (2008), 304-305.  
Review, "Military Campaign Maps" website review, in *The Journal of American History*, vol. 94, no. 4 (2008), 1331-1332.

**PRESENTATIONS**

"Teaching the 'New' Military History: New Subjects, New Techniques," National History Education Clearinghouse Workshop, American Historical Association Annual Conference, January 2010  
"Taking Documentary Editing Online: Launching the Papers of the War Department Website," Association for Documentary Editing Annual Conference, October 2009  
"Combat Experience and Response in American Infantrymen: The War for Independence, the Civil War, and the Second World War," Triangle Institute for Security Studies New Faces Conference, September 2002  
"Small-Unit Leadership and Combat Motivation: The American Experience in Linear and Dispersed Tactical Systems, the Civil War and World War II," United States Military Academy Bicentennial Symposium, March 2002  
"An Army of One?: Combat Motivation, Unit Cohesion, and Technological Change in Infantry Combat," National Security Seminar Series, John M. Olin Institute for Security Studies, Harvard University, November 2001

## **Michael O'Malley**

George Mason University

Department of History and Art History

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### **Current Position**

Associate Professor of History, George Mason University, 1996–present

Associate Director, Center for History and New Media, George Mason University

### **Education**

University of California, Berkeley

Ph.D. December 1988, M.A., May 1984

Temple University, Philadelphia, PA

B.A., May 1981

### **Major Publications**

*Face Value: The Entwined History of Money and Race in America* (under contract with the University of Chicago Press for publication in 2010)

*The Cultural Turn in US History* (University of Chicago Press, 2008), with James Cook and Lawrence Glickman eds.

*Keeping Watch: A History of American Time*, Viking, 1990.

### **Recent Articles and Review Essays**

“Rags, Blacking, and Paper Soldiers,” in James Cook, Lawrence Glickman, and Michael O'Malley eds., *The Cultural Turn in U.S. History* (Chicago 2009)

“The Alchemy of Blood and Money in 1896,” forthcoming in *The State of Cultural History* Chicago 2007

“Free Silver and the Constitution of Man: The Money Debate and Immigration at the Turn of the Century,” in *Common-Place* ([www.common-place.org](http://www.common-place.org), Vol. 6, No. 03 April 2006)

“That Busyness Which is Not Business: Nervousness and Character at the Turn of the Last Century,” in *Social Research* Summer 2005

### **Select New Media Projects**

“The Declaration of Independence in Translation” <http://chnm.gmu.edu/declarations>

“Magic, Illusion and Detection in Turn of the Century America,” <http://chnm.gmu.edu/courses/magic>

“Between the Wars: The US 1919-1940,” <http://chnm.gmu.edu/courses/hist409>

“The United States, 1865-1877,” <http://chnm.gmu.edu/courses/122>

“Jacksonian America,” <http://chnm.gmu.edu/courses/jackson>

History 122, US since 1865, at <http://chnm.gmu.edu/courses/122>

### **Professional Development, K-12**

Lead Historian, High School Cohort, Montgomery County (Maryland) Teaching American History Grant (Spring 2007-Spring 2010)

Presentations at “Teaching American History” seminars in Loudoun, Alexandria, Prince William and Fauquier counties, 2001-2006

**Adam Rothman**

Associate Professor  
Department of History  
Georgetown University

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**Teaching**

Fall 2005- Associate Professor, Department of History, Georgetown University  
2000-2005 Assistant Professor, Department of History, Georgetown University  
1999-2000 Preceptor, Contemporary Civilization, Columbia University

Graduate and undergraduate courses in Atlantic history, U.S. history, Slavery and Abolition, and New Orleans

**Education:**

2000 Ph.D. in American History, Columbia University, New York  
Dissertation: "The Expansion of Slavery in the Deep South, 1790-1820."  
1993 B.A. in History, Yale University, New Haven  
Magna Cum Laude, Phi Beta Kappa, Distinction in the Major

**Books**

*Slave Country: American Expansion and the Origins of the Deep South* (Harvard University Press, 2005). Paperback edition published in 2007.

*Major Problems in Atlantic History*, with Alison Games (Houghton Mifflin, 2008)

Associate Editor, *Princeton Encyclopedia of United States Political History*, Ed. by Michael Kazin (Princeton University Press, 2009)

**Recent articles**

"Slavery and national expansion in the United States," *OAH Magazine of History* 23:2 (April 2009): 23-29

"Lafcadio Hearn in New Orleans and the Caribbean," *Atlantic Studies* 5:2 (2008): 265-283

"Beware the Weak State," *William and Mary Quarterly*, 3d Ser., 64:2 (April 2007): 271-274.

**Awards and fellowships:**

2008 Georgetown Senior Faculty Grant  
2002 ACLS/Oscar Handlin Fellowship  
2000 Bancroft Dissertation Prize, Columbia University  
1998 Presidential Award for Outstanding Teaching by Graduate Students, Columbia University

**Other**

2007-2010 Lead Historian, Teaching American History Grant. Montgomery County (Md.) Public Schools and the Center for History and New Media, George Mason University

## Kelly Schrum

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Center for History and New Media (chnm.gmu.edu)  
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### EDUCATION

Johns Hopkins University

Ph.D., American History, 2001; M.A., 1996

Dissertation: "Some Wore Bobby Sox: The Emergence of Teenage Girls' Culture, 1920-1950"

University of California, Berkeley

B.A., History and Anthropology, 1991, High honors, Phi Beta Kappa

### CURRENT POSITION

Director of Educational Projects, Center for History and New Media, George Mason University, 2004-present

Associate Professor, Higher Education Program, George Mason University, 2008-present

### SELECTED PUBLICATIONS

#### *Books*

*Some Wore Bobby Sox: The Emergence of Teenage Girls' Culture, 1920-1950* (New York: Palgrave-Macmillan Press, 2004, paperback 2006)

*World History Matters: A Student Guide to History Online* (New York: Bedford, 2008), with Kristin Lehner and Mills Kelly

*History Matters: A Student Guide to U.S. History Online* (New York: Bedford, 2004, 2<sup>nd</sup> ed. 2009), with Alan Gevinson and Roy Rosenzweig

#### *Chapters and Articles*

"Oh the Bliss: Teenage Girls and Fashion" reprinted in *The Girls' History & Culture Reader* (University of Illinois Press, forthcoming 2010)

"Exploring the Past with 21<sup>st</sup>-century Tools: Technology in the Social Studies Classroom," *Social Studies and the Young Learner* (March 2009) with Lynne Schrum

"Primary Sources with a Purpose: Learning from Teaching American History Grants," *Perspectives* (March 2007) with Sarah Whelan and Eleanor Greene

"'Teena Means Business': Teenage Girls' Culture and *Seventeen* Magazine, 1944-1950," in Sherrie Inness, ed., *Delinquent Daughters: Twentieth-Century American Girls' Culture* (New York: New York University Press, 1998): 134-163. Reprinted in Robert Griffith and Paula Baker, eds., *Major Problems in American History since 1945* (Houghton Mifflin, 2007)

### RECENT PROFESSIONAL EXPERIENCE

Principal Investigator and Co-Director, *National History Education Clearinghouse* (teachinghistory.org), funded by the U.S. Department of Education

Principal Investigator, *Children and Youth in World History* (chnm.gmu.edu/cyh), funded by NEH.

Academic Program Director, Teaching American History grants with Fauquier County Public Schools, Alexandria City Public Schools, Loudoun County Public Schools, and Montgomery County Public Schools (chnm.gmu.edu/tah), funded by the U.S. Department of Education

## Appendix B: Biographies

### PROJECT ADVISORY BOARD

**Ms. Linda Spoales (Project Coordinator)** was an educator in Montgomery County Public Schools (MCPS) for 34 years, serving as a classroom teacher, a social studies resource teacher, and curriculum specialist. She taught both core and elective courses for Grades 7–12, at all levels from inclusion to on-level, Honors and Advanced Placement (AP) courses. She pioneered the use of technology in teaching in MCPS social studies, developing software to help teachers present information using primary sources with multimedia. Ms. Spoales also has worked extensively with teacher training, having cowritten and taught a course through MCPS staff development titled “Recent Trends in Social Studies.” This course focused on developments in social studies methodology, teaching reading and writing within a social studies course and developing a variety of assessment strategies. After retiring from MCPS, she served as project director for *Conflict and Consensus*, a Teaching American History (TAH) grant for MCPS.

**Ms. Maria Tarasuk (Project Director)** began her social studies teaching career in MCPS in 1992. Throughout her 18 years in social studies education, she taught high school and middle school social studies, managed a civics education grant, coordinated an international studies program, developed social studies curriculum, and has served as the social studies supervisor for MCPS since 2005. Ms. Tarasuk also is an active member in the Maryland Council for Social Studies.

**Dr. Kelly Schrum (Academic Program Director)** is the director of educational projects at the Center for History and New Media (CHNM) and an associate professor at George Mason University (GMU). Dr. Schrum received her Ph.D. from Johns Hopkins University (JHU) and is the author of *Some Wore Bobby Sox: The Emergence of Teenage Girls' Culture, 1920–1950* (2004; paperback 2006). Other publications include *U.S. History Matters: A Student Guide to History Online* (2004; 2nd 2008), and “‘Teena Means Business’: Teenage Girls' Culture and Seventeen Magazine, 1944–1950,” in *Delinquent Daughters: Twentieth-Century American Girls' Culture*, reprinted in *Major Problems in American History since 1945*. Dr. Schrum is codirector of the *National History Education Clearinghouse* and of the websites *Making the History of 1989*, *Children and Youth in History*, and is associate director for *History Matters*. She has been academic program director on four past TAH grants in Virginia and Maryland. She has worked extensively in the areas of twentieth-century American culture, new media, and teacher training.

**Dr. Christopher Hamner (Lead Historian, Elementary School)** is an assistant professor of history at GMU and specializes in the social dimensions of United States (U.S.) military history. An honors graduate of Dartmouth College, he received his Ph.D. from the University of North Carolina in 2004. He has participated in TAH grants in five different Virginia and Maryland school systems, and served as Lead Historian for the Loudoun County (Virginia) program from 2007–2009. His research explores the changes in individual soldiers' experiences in combat and the factors that motivated them to continue fighting as warfare became progressively more industrialized. He has been a fellow at Harvard University's John M. Olin Institute for Security Studies and the U.S. Army's Center for Military History, and taught at Duke University and Appalachian State University in North Carolina before coming to GMU in 2005. His book

*Enduring the Inferno: Americans in Battle in the War for Independence, the Civil War, and the Second World War* is under contract at the University Press of Kansas.

**Dr. Adam Rothman (Lead Historian, Middle School)** is currently an associate professor in the History Department at Georgetown University, where he teaches classes on the history of the Atlantic world, slavery, and Jeffersonian America. Dr. Rothman received his B.A. from Yale University in 1993 and his Ph.D. from Columbia in 2000. Dr. Rothman's principal research interests lie in the history of the U.S. from the American Revolution to the Civil War, and in the transatlantic history of slavery. Dr. Rothman's book, *Slave Country: American Expansion and the Origins of the Deep South*, was published by Harvard University Press in 2005, explains how and why slavery expanded in the U.S. in the decades after the American Revolution.

**Dr. Michael O'Malley (Lead Historian, High School)** received his Ph.D. from the University of California, Berkeley. He has taught at GMU since 1994. Publications include *Keeping Watch: A History of American Time* (1994) and a coedited collection of essays, *The State of Cultural History* (2009). He is at work on a book, *Face Value*, a history of money and value in nineteenth-century America. As associate director of the CHNM he has done extensive work in digital media, including publications and presentations on Web design and digital pedagogy as well as the production of video and audio for Web-based educational projects. An amateur musician, Dr. O'Malley also is interested in the history of recorded sound and recorded sound technology.

**Mr. Adam Turner (Project Assistant)** has worked as project assistant for two TAH grants, one in Loudoun County, Virginia (*Foundations of U.S. History*), and the other in Montgomery County, Maryland (*Conflict and Consensus*). He graduated magna cum laude from the University of Mary Washington in 2007 with a B.A. in History and a secondary education license in History and Social Sciences with a Meritorious New Teacher Designation. Mr. Turner has extensive experience in grant organization and day-to-day management. His research interests include history education, and identity and belonging in early twentieth-century America.

#### **EVALUATION TEAM**

**Dr. Karen Kortecamp (Lead Evaluator)** has been a member of the faculty in the Graduate School of Education and Human Development at The George Washington University (GWU) in Washington D.C. for 11 years. Dr. Kortecamp teaches and advises in the Curriculum and Instruction Doctoral Program and the Secondary Teacher Preparation Masters Program. Program evaluation experiences include serving as the evaluator of two TAH projects in Fairfax County, Virginia and one in Montgomery County, Maryland. Additionally, Dr. Kortecamp was part of a team that evaluated the Deutsche Bank Americas Foundation Immigrant Education Portfolio and she led a team of GWU faculty in a three-year evaluation of the implementation of the MCPS Professional Growth System. Dr. Kortecamp has presented her work on teacher professional development at several professional organizations including the American Evaluation Association, American Educational Research Association, and the National Staff Development Council.

**Dr. Kathleen Steeves (Assistant Evaluator)** is a retired associate professor in secondary history and social studies education in the Graduate School of Education and Human Development at GWU in Washington, D.C. She has served as history educator on five TAH grants and is author

of *Preparing Teachers for National Board Certification* (Guilford Press, 2000) and, with Anna Uhl Chamot, *Land, People, Nation: A History of the United States* (Pearson ESL, 2008). Dr. Steeves has extensive experience in history education curriculum and policy and has served as associate executive director, National Council for History Education (2008–2009) and as a history content specialist for the National Assessment for Educational Progress.

#### **LEAD TEACHERS**

**Ms. Mary Lou Winkler (Lead Teacher, Elementary School)** has been teaching for 27 years. The past 11 years have been as a Grade 5 teacher at Travilah Elementary School in MCPS. During that time she has taught U.S. history every year. She participated in a past TAH summer program with MCPS and has helped to revise MCPS social studies elementary school curriculum.

**Ms. Tiferet Reilly (Lead Teacher, Middle School)** graduated from the University of Maryland (UMD) in 2007 and is currently a graduate student in the Masters of Education program for Social Studies. Ms. Reilly teaches the Advanced Grade 8 U.S. History course at Parkland Middle School, which prepares students for AP U.S. History in Grade 9. Ms. Reilly helped write the Advanced Grade 8 curriculum. She also participated in *Conflict and Consensus*, a past MCPS TAH grant.

**Mr. Joseph Jelen (Lead Teacher, High School)** earned his B.A. from UMD. He has taught for three years in MCPS at Northwood High School, where he teaches AP U.S. History and serves as a mentor teacher. He participated in *Conflict and Consensus*, a past MCPS TAH grant, for which he also served as an exemplary lead teacher.

#### **HISTORIANS**

**Mr. T. Mills Kelly** is an associate director of CHNM and an associate professor of History at GMU. His new media interests center on the influence of digital media on student learning in history. Those interests have resulted in the codirection of two National Endowment for the Humanities (NEH) funded education projects: *World History Sources* and *Women in World History*. These two projects won the American Historical Association's James Harvey Robinson Award in 2007 for the best teaching resource of the previous two years.

**Dr. Rosemarie Zagarri** received her Ph.D. from Yale University in 1984. She is the author of *Revolutionary Backlash: Women and Politics in the Early American Republic* (2007), and *The Politics of Size: Representation in the United States, 1776-1850* (1987), among other books and articles. Dr. Zagarri is the president of the Society of Historians of the Early American Republic (SHEAR) for 2009–2010. Dr. Zagarri's expertise lies in colonial and revolutionary America, early republic, and early American women.

**Dr. Wendi Manuel-Scott** is an assistant professor of history at GMU. She received her Ph.D. from Howard University in 2004. Her fields of teaching are African Diaspora, Caribbean history, and women's history in the Caribbean. Prior to joining GMU, she taught African Diaspora for nearly two years at Howard University, in addition to teaching at Coppin State College. She is currently writing a book on West Indian farm labor migration to the U.S., tentatively entitled, *Soldiers of the Field: Jamaican Farm Workers in the United States during the Second World War*.

**Mr. Michael Bottoms** is an assistant professor at GMU. His research interests include the study of race, politics, and law in the nineteenth-century American West. He is currently working on a book manuscript entitled, "An Aristocracy of Color."

**Dr. Whitman Ridgway** received his Ph.D. from the University of Pennsylvania and a J.D. from the UMD School of Law. He has published one monograph, coauthored other books, and published a number of articles, and contributed to biographical dictionaries in his field. He has served on the Book Prize Committee of the Society for the Historians of the Early Republic and organized and participated in a number of summer teaching institutes. Dr. Ridgway is currently working on a book on the Alien and Seditions Act crisis in the 1790s.

**Dr. Ronald Walters** has been at the JHU since 1970, where he is presently professor of History. He took his undergraduate degree at Stanford University and received his Ph.D. in history from the University of California, Berkeley, in 1971. He has published widely in the areas of American abolitionism and in the history of reform movements more generally, including the books *The Antislavery Impulse: American Abolitionism After 1830* (1976, 1984) and *American Reformers* (1978; revised edition, 1997). His present work divides between his interest in radical reform movements and research on nineteenth- and twentieth-century American commercial popular culture.

**Dr. Zachary Schrag** is an assistant professor of history at GMU. He received his Ph.D. from Columbia University in 2002. He authored, *The Great Society Subway: A History of the Washington Metro* (2006). Dr. Schrag's articles have appeared in the *Journal of Urban History*, *Washington History*, and *Technology and Culture*. Dr. Schrag taught full-time at Baruch College and Columbia University before coming to GMU in 2004.

**Dr. Chandra Manning** graduated from Mount Holyoke College in 1993, University College Galway in 1995, and earned a Ph.D. in history from Harvard University in 2002. Her dissertation won the C. Vann Woodward prize, awarded by the Southern Historical Association for best dissertation on any aspect of Southern history. Her work focuses on nineteenth-century U.S. history, with particular interest in sectionalism, the Civil War, and Reconstruction. Currently, she is completing a manuscript on Civil War soldiers' views of the causes of the war, while working on a volume about Wisconsin in the Civil War and a book about Civil War soldiers' camp newspapers. She also is interested in the history of baseball.

**Dr. Meredith Lair** graduated from The Pennsylvania State University in 2003 with a Ph.D. in history. Her dissertation, "*Beauty, Bullets, and Ice Cream*": *Re-Imagining Daily Life in the 'Nam*, examines American soldiers' noncombat experiences in Vietnam—labor, living conditions, recreation and leisure, and consumerism—to challenge the public's combat-dominated memory of the war. Dr. Lair assisted with several workshops for teachers while working at the Richards Civil War Era Center, including a NEH Landmarks in American History workshop in Charleston.

**Mr. David Painter** teaches international history in the Edmund A. Walsh School of Foreign Service at Georgetown University. His publications include *Oil and the American Century: The Political Economy of U.S. Foreign Oil Policy, 1941–1954* (1986); *Origins of the Cold War: An International History* (coeditor, 2d ed., 2005); *The Cold War: An International History* (1999); and articles on the Cold War, oil and foreign policy, and U.S. policy toward the Third World.



History and Art History

Robinson Hall, Room B359

4400 University Drive, MS 3G1, Fairfax, Virginia 22030

Phone: 703-993-1250; Fax: 703-993-1251; Web: [www.history.gmu.edu](http://www.history.gmu.edu)

Dr. Jerry D. Weast  
Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville, MD 20850

Dear Dr. Weast:

I am delighted to provide this letter of support for *Unveiling History: Exploring America's Past*. I have participated in the TAH program since I arrived at Mason in 2005: as a presenter at workshops in Montgomery County and four other Virginia school systems, and as the Lead Historian for the Loudoun County (Virginia) TAH grant from 2007 to 2009. Public schools are filled with bright, motivated teachers who love what they do. Many are deeply interested in American history. But they work under demanding time constraints and a state-mandated curriculum that suggests they teach history in a very limiting fashion. TAH workshops help introduce participants to a new way to think about teaching about the past in the classroom, by focusing not simply on facts but on the practice of history. The seminars reinforce the idea that history is not merely the memorization of dates and names but a process that yields arguments and insights about cause and effect.

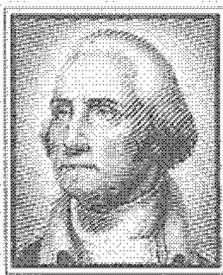
*Unveiling History* focuses on one of the important themes in recent historiography: the notion that historical change is made by *all* Americans: by presidents and generals, to be sure, but also by citizens at the grassroots level. By focusing on history from the bottom up and incorporating the fascinating life stories found in biography and autobiography, the TAH program will give public school teachers new ways to think about history in the classroom, new ways to utilize sources, and practice developing and implementing these new skills in their own classes.

I am delighted to serve as the elementary school lead historian on this proposal. My work with public school teachers in Maryland has been humbling, inspiring, and deeply satisfying. It is critical that we expand our students' understanding of American history, and this TAH program, with its carefully-considered exercises and proven thematic lessons, can play an enormously positive role in getting teachers excited about doing history in a rigorous and innovative way—an excitement they will no doubt pass on to their students. Having worked with the CHNM team on TAH projects for more than three years, and having witnessed their capabilities and dedication up close, I am eager to endorse the Montgomery County Teaching American History proposal in the strongest terms.

Sincerely,

A handwritten signature in black ink, appearing to read "Christopher Hamner". The signature is fluid and cursive.

Christopher Hamner, Ph.D



THE GEORGE  
WASHINGTON  
UNIVERSITY  
WASHINGTON DC

DEPARTMENT OF TEACHER PREPARATION AND SPECIAL EDUCATION

March 6, 2010

Dr. Jerry Weast  
Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville, Maryland 20850

Dear Dr. Weast:

I am delighted to serve as the evaluator for the Montgomery County Public Schools Teaching American History grant, *Unveiling History: Exploring America's Past*. I will work closely with Maria Tarasuk, the Supervisor for K-12 Social Studies and Kelly Schrum, the Academic Project Director.

As the evaluator, I will work with Montgomery County Public Schools and historians to provide research and program evaluation expertise for the full period of the professional development program as outlined in the grant proposal narrative and pertinent appendices. In that role, I will collect and analyze both formative and summative data with the intent of informing the advisory committee, on a continuous basis, of whether and the extent to which the program is meeting the goals and outcomes you have outlined in your program design. In addition, I will assist in writing the annual Department of Education Report of Project Status and the final report.

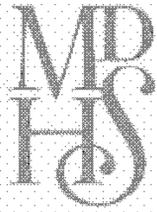
For the work outlined above, MCPS agrees to pay a total amount of \$166,665 over the life of the grant. This will equal \$33,333 per year. I will invoice quarterly to the attention of Maria Tarasuk, K-12 Supervisor, Social Studies, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Maryland 20850: Email [Maria.L.Trementozzi@mcpsmd.org](mailto:Maria.L.Trementozzi@mcpsmd.org); Telephone: 301-279-3312

I look forward to working with you in this exciting and important project.

Sincerely,

A handwritten signature in cursive script that reads "Karen Kortecamp". The signature is written in black ink and is positioned above the printed name.

Karen Kortecamp, Ph.D.  
Associate Professor



MARYLAND  
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Dr. Jerry Weast  
Superintendent  
Montgomery County Public Schools  
850 Hungerford Ave.  
Rockville, MD 20850

March 2, 2010

Dear Dr. Weast:

The Maryland Historical Society (MdHS) is pleased to support Montgomery County Public Schools in their application for a Teaching American History grant. An important element of MdHS's educational mission is the training of teachers in the integration of primary source materials into classroom lessons. MdHS welcomes the opportunity to use its rich collection of objects and archival materials to help strengthen social studies instruction and teachers' knowledge of events and trends in American history.

MdHS will host the teachers each summer for a half-day institute, introducing them to the museum's resources and the ways in which MdHS school programs use documents and artifacts to engage students with the past. These programs aid teachers in incorporating primary sources, and specifically MdHS resources, into their classrooms. Montgomery County Public Schools, through this grant, will then offer stipends to teachers, to be applied to the cost of booking MdHS programs for their students. Finally, MdHS is prepared to partner with Montgomery County Public Schools to host at least one Saturday session per year, to include lesson demonstrations or presentations on skill development in the use and analysis of primary source materials.

MdHS would be pleased to have the opportunity to help inspire young people's love of American and Maryland history by training Maryland educators to teach national history through local primary source materials. We fully support this application and look forward to a productive partnership.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Naomi Coquillon'.

Naomi Coquillon  
Director for Educational Resources



History and Art History

Robinson Hall, Room B359

4400 University Drive, MS 3G1, Fairfax, Virginia 22030

Phone: 703-993-1250; Fax: 703-993-1251; Web: [www.history.gmu.edu](http://www.history.gmu.edu)

Dr. Jerry D. Weast  
Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville MD 20850

Dear Dr. Weast:

As Associate Director of the Center for History and New Media at GMU, and Associate Professor of history, I have participated in the Teaching American history program in Montgomery County for three years as a lead teacher, working with the High School cohort. It has been a remarkable experience each year. I've been extremely impressed with the caliber of Montgomery County's teachers—an extremely creative, well-grounded, inquisitive and practical group. I believe my work with TAH has helped bridge the gap between collegiate academic history and the secondary curriculum by establishing intensive seminars in not just the facts, but the *practice* of history. The TAH program has helped establish history is a process, an act of thought and analysis, not simply memorization.

The three years experience gained working with Montgomery County make me even more enthusiastic about the current project. Instead of following the course of the US survey, the new approach will take four themes that appear throughout U.S. history. In the first year we will explore "Founding Documents" through the lens of citizenship and nationality. The second year will address the recurring issue of immigration, while the following year will address the impact of technological change. The final year will examine the theme of "War and Society." My co-teacher and I will work to make sure these themes give high school and middle school teachers a chance to share ideas and reactions on topics that related to each other across time.

I am delighted to serve as lead historian on this proposal. Working with local public school teachers has been both inspiring and humbling. It's crucial that we strengthen our students' understanding of American history, and this program, both extremely well considered and well planned, will make history live for teachers so that it may live for students. I know the CHNM team and its abilities very well, and I endorse this proposal in the strongest terms.

Sincerely,

A handwritten signature in cursive script, appearing to read "Michael O'Malley".

Michael O'Malley  
Associate Professor  
Department of History and Art History  
George Mason University  
[momalle3@gmu.edu](mailto:momalle3@gmu.edu)



Adam Rothman  
Associate Professor  
History Department  
(202) 687-8988, ar44@georgetown.edu

March 3, 2010

Dr. Jerry D. Weast  
Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville, MD 20850

Dear Dr. Weast:

I am writing to express my enthusiastic support for the exciting *Unveiling History: Exploring America's Past* grant proposal.

The proposal outlines an innovative, intensive, and effective program to enrich Montgomery County public school teachers' knowledge of fundamental themes in American history and to help them teach American history to their students at the elementary, middle, and high school levels. The chosen themes – citizenship, immigration, technology and culture, and war and society – cover a wide range of important topics in the MCPS U.S. history curriculum. The program offers a rich array of elements that work together to advance teachers' professional development, including summer workshops on traditional American history, sessions on the interpretation and teaching of historical evidence, book discussion groups, and site visits utilizing the resources in the D.C. area. Moreover, the *Unveiling History* program has assembled a terrific team of leading scholars from the area's excellent colleges and universities to guide the teachers through this material.

This project also has a very strong partner in the History Department and the Center for History and New Media at George Mason University, a recognized national leader with valuable experience in the training of teachers to teach history. I have collaborated with CHNM on other teacher-training projects and I have always been very impressed by their comprehensive excellence. Most recently, I have worked for the past three years as lead historian for the middle school cohort on MCPS's successful *Conflict and Consensus* Teaching American History grant, which has produced proven statistically significant improvements in student learning outcomes. Everything we have learned from the *Conflict and Consensus* grant will make the next program even more successful.

It is vital that we all work together to improve students' appreciation for American history because that appreciation is a pillar of citizenship in a diverse society. I firmly believe that *Unveiling History* will help Montgomery County public school teachers and students to value their common history.

Sincerely,

A handwritten signature in black ink, appearing to read "Adam Rothman".

Adam Rothman

March 8, 2010

Dr. Jerry D. Weast, Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville MD 20850

Dr. Weast:

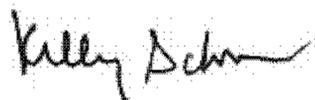
I am writing to express my strong support for *Unveiling History: Exploring America's Past*. We are honored to partner with you in this TAH grant and look forward to working together to develop high quality history professional development for elementary, middle, and high school teachers in Montgomery County Public Schools (MCPS).

Based on my experience with TAH at the local and national level over the past eight years, I am confident that this high quality program will deepen teachers' understanding of traditional American history, helping them develop content knowledge and historical thinking skills as well as strategies for integrating primary sources and critical thinking into the classroom. The strong, ongoing support network for teachers and replicable model for collaboration and professional development will both lead to sustainability beyond the grant.

In this project, Mason will work closely with Linda Spoales, Maria Tarasuk, the lead teachers, and Drs. Hamner, O'Malley, and Rothman to organize a strong, effective academic program and to facilitate the integration of content knowledge into classroom teaching. CHNM will also develop the project website designed to share materials, including primary source activities, video of teachers "in action" teaching lessons, and podcasts of site visits and workshops. The website will be maintained permanently by CHNM as a free resource for improving the teaching of U.S. history. For examples of TAH websites created by CHNM, see: *Foundations of U.S. History* ([chnm.gmu.edu/loudountah/](http://chnm.gmu.edu/loudountah/)) and *Conflict and Consensus* ([chnm.gmu.edu/mcpstah/](http://chnm.gmu.edu/mcpstah/)).

*Unveiling History* will help teachers and students discover and rediscover a passion for the past. We look forward to partnering in that effort.

Sincerely,



Kelly Schrum, Ph.D.  
Director of Educational Projects, Center for History and New Media  
Co-Director, National History Education Clearinghouse [teachinghistory.org](http://teachinghistory.org)  
Associate Professor, Higher Education Program  
George Mason University

## Appendix D: Book List

### All Cohorts

- Boyer, Paul. *The Oxford Companion to United States History*. New York: Oxford University Press, 2001.
- Carnes, Mark C. *Past Imperfect: History According to the Movies*. New York: Macmillan, 1996.
- Foner, Eric. *The Story of American Freedom*. New York: W.W. Norton, 1998.
- Schrum, Kelly; Gevinson, Alan; and Rosenzweig, Roy. *U.S. History Matters: A Student Guide to U.S. History Online*. Second Edition. Boston: Bedford/ St. Martin's, 2008.
- Ward, Kyle. *History in the Making*. New York: The New Press, 2006.
- Wineburg, Samuel. *Historical Thinking and Other Unnatural Acts*. Philadelphia: Temple University Press, 2001.

### Elementary School Cohort

- Amar, Akhil R. *The Bill of Rights: Creation and Reconstruction*. New Haven: Yale University Press, 1998.
- Babits, Lawrence E. *A Devil of a Whipping: The Battle of Cowpens*. Chapel Hill: University of North Carolina Press, 1998.
- Bowen, Gary. *Stranded at Plimoth Plantation 1626*. Harper Trophy, 1998.
- Brown, Jared. *The Theatre in America during the Revolution*. Boston: Cambridge University Press, 2007.
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. New York: Oxford University Press, 1999.
- Ellis, Joseph. *His Excellency: George Washington*. New York: Knopf, 2004.
- Fenn, Elizabeth. *Pox Americana: The Great Smallpox Epidemic of 1775–82*. New York: Hill & Wang, 2001.
- Jensen, Ann D. *The World Turned Upside Down: Children of 1776*. Schiffer Publishing, 2001.
- McCullough, David. *1776*. New York: Simon & Schuster, 2005.
- Ritchie, Donald A., and JusticeLearning.org. *Our Constitution*. New York: Oxford University Press, 2006.

### Middle School Cohort

- Berlin, Ira; and Rowland, Leslie S., eds. *Families and Freedom: A Documentary History of African-American Kinship in the Civil War Era*. New York: New Press, 1997.
- Chaplin, Joyce E. *The First Scientific American: Benjamin Franklin and the Pursuit of Genius*. New York: Basic Books, 2006.
- Cowan, Ruth Schwartz. *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave*. New York: Basic Books, 1983.
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. New York: Oxford University Press, 1999.
- Ellis, Joseph. *His Excellency: George Washington*. New York: Knopf, 2004.

- Faust, Drew Gilpin. *Mothers of Invention: Women of the Slaveholding South in the American Civil War*. Chapel Hill: University of North Carolina Press, 1996.
- Faust, Drew Gilpin. *This Republic of Suffering: Death and the American Civil War*. New York: Vintage, 2009.
- Finkelman, Paul. *Dred Scott v. Sandford: A Brief History with Documents*. Boston: Bedford Books, 1997.
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. New York: Penguin Books, 2000.
- Maier, Pauline. *American Scripture: Making the Declaration of Independence*. New York: Knopf, 1997.
- Masur, Louis P. *1831, Year of Eclipse*. 1st ed. New York: Hill & Wang, 2001.
- McPherson, James. *Crossroads of Freedom: Antietam*. New York: Oxford University Press, 2002.
- Raphael, Ray. *A People's History of the American Revolution: How Common People Shaped the Fight for Independence*. New York: New Press, 2001.
- Wills, Garry. *Lincoln at Gettysburg: The Words That Remade America*. New York: Simon & Schuster, 1992.

### High School Cohort

- Badger, Anthony J. *FDR: The First Hundred Days*. New York: Hill & Wang, 2008.
- Elliott, Mark Emory. *Color-Blind Justice: Albion Tourgée and the Quest for Racial Equality from the Civil War to Plessy v. Ferguson*. New York: Oxford University Press, 2006.
- Goodman, James E. *Stories of Scottsboro*. 1st ed. New York: Vintage Books, 1995.
- Hoganson, Kristin L. *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*. New Haven: Yale University Press, 1998.
- Hogson, Godfrey. *America in Our Time: From World War II to Nixon—What Happened and Why*. Princeton: Princeton University Press, 2005.
- Hunt, Michael. *Ideology and U.S Foreign Policy*. New Haven: Yale University Press, 1987.
- Irons, Peter. *A People's History of the Supreme Court*. New York: Penguin, 2006.
- Kanigel, Robert. *The One Best Way: Frederick Winslow Taylor and the Enigma of Efficiency*. New York: Viking, 1997.
- Kasson, John. *Amusing the Million*. New York: Hill & Wang, 1978.
- Kennedy, David. *Over Here: The First World War and American Society*. New York: Oxford University Press, 1982.
- Kluger, Richard. *Simple Justice: The History of Brown v. Board of Education*. New York: Vintage, 2004.
- May, Elaine Tyler. *Homeward Bound: American Families in the Cold War*. New York: Basic Books, 2008.
- Moody, Anne. *Coming of Age in Mississippi*. New York: Dell, 1976.
- Scott, Daryl Michael. *Contempt and Pity*. Chapel Hill: University of North Carolina Press, 1997.
- Terkel, Studs. *"The Good War": An Oral History of World War Two*. New York: Pantheon Books, 1984.

Théberge, Paul. *Any Sound You Can Imagine Making Music/Consuming Technology*. Hanover, New Hampshire: Wesleyan University Press, 1997.

## Appendix E: Project Schedule

### Planning Stage

- The Project Advisory Board will meet regularly to refine workshop plans, establish rubrics for primary source activities, develop reflection questions, select readings for workshops, meet with evaluation team, and communicate with participating historians.
- Ms. Linda Spoales will recruit cohort participants for and will visit schools to observe classrooms, assess needs, and promote the project.
- The Evaluation Team will develop evaluation instruments, including content knowledge and historical thinking surveys, protocols for observations, focus groups, and student work samples.
- The Center for History and New Media will design and implement the website, database, and project blog.

### Summer Institute Schedule

#### Cohort 1: May 2010–April 2011

<i>History Through Biography and Fiction</i>	
Day	Elementary (one week)
August 2	Historical Thinking Skills
August 3	The Colonial World Text: <i>Stranded at Plimoth Plantation</i> (Gary Bowen)
August 4	The American Revolution Text: <i>The World Turned Upside Down: Children of 1776</i> (Ann Jensen)
August 5	Founding Documents
August 6	Thomas Jefferson; Preliminary work on primary source activities
Site Visits	Maryland Historical Society
Speakers	Mr. T. Mills Kelly (GMU); Dr. Rosemarie Zagari (GMU)
Sept. 15	Half-day workshop to continue work on primary source activities and get feedback from Spoales, Hamner, Schrum, and peers.

**School Year Events 2010–2011:** Six weekend workshops will be held following the summer institutes. Two workshops will address incorporating technology effectively into history instruction and primary source activity development, and the other four will be field study visits to area museums (such as the National Archives and the National Building Museum) and historical sites that address both pre- and post-Civil War content. Sites will be chosen to best address the yearly theme.

**Cohort 2: May 2011–April 2012**

Day	Elementary (one week)	Middle (two weeks)	High (two weeks)
	<b>History Through Images</b>	<b>Founding Documents: Citizenship and Belonging</b>	<b>Founding Documents: Citizenship and Belonging</b>
1	Historical Thinking Skills; Analyzing images	Historical Thinking Skills; <i>Common Sense</i> and Revolutionary Ideology	Historical Thinking Skills; The Reconstruction Amendments
2	Politics in the Colonial Era	<i>The Declaration of Independence</i>	Labor Law in an Era of Crisis
3	The Art of Mount Vernon	The Constitution	Rise of the Corporation
4	Art of the Revolution	Federalist and Anti-Federalist Papers	Plessy and the 1890s
5	Symbol and Meaning in Portraits	The Bill of Rights	Immigration and Citizenship
6	_____	Indian Removal and Indian Protest	Loyalty and Dissent in War: The Free Speech Cases
7	_____	Founding Documents of Women's Rights	Science and the Law: Evolution and Eugenics
8	_____	Founding Documents of African America	<i>Brown v. Board of Education</i>
9	_____	Lincoln's Inaugural and Gettysburg Addresses	The Civil Rights Act and its Legacy
10	_____	The Reconstruction Amendments	Privacy and Consumerism
Site Visits	Maryland Historical Society (MdHS), Mount Vernon	MdHS, National Archives, Library of Congress	MdHS, National Archives, Library of Congress
Speakers	Mr. T. Mills Kelly (GMU); Dr. Rosemarie Zagarrri (GMU)	Dr. Zagarrri (GMU); Dr. Wendi Manuel-Scott (GMU)	Mr. Michael Bottoms (GMU), Dr. Manuel-Scott (GMU)

**School Year Events 2011–2012:** Six weekend workshops will be held following the summer institutes. Two workshops will address incorporating technology effectively into history instruction and primary source activity development, and the other four will be field study visits to area museums (such as the Maryland Historical Society, Library of Congress, and National Portrait Gallery) and historical sites that address both pre- and post-Civil War content. Sites will be chosen to best address the yearly theme.

**Cohort 3: May 2012–April 2013**

<b>Day</b>	<b>Elementary (one week)</b>	<b>Middle (two weeks)</b>	<b>High (two weeks)</b>
	<b>History Through Objects</b>	<b>Immigration</b>	<b>Immigration</b>
1	Historical Thinking Skills Objects: Brown Bess musket	Historical Thinking Skills Immigration to the Colonies	Historical Thinking Skills Pull Factors: Why did they come?
2	The Crisis with England Objects: Colonial Currency	Crevecoeur's "What then is this American, this new man?"	Immigrants and the Political Boss
3	Teaching and Learning History through Historical Sites	Immigrants and politics in the Age of Jefferson	Political Economy and the Immigrant
4	Soldiering in the Continental Army Objects: Haversack of a Soldier	The Rise of Mass Migration	The Settlement House
5	Colonial Medicine Objects: A Surgeon's Tools	Immigrants at Work	Immigration Quotas and Legislation: Origins and Effects
6	—	Immigrant Women	Consumption, Immigration, and Citizenship
7	—	Immigrant Cultures: Language, Education, Religion, Community	Becoming American
8	—	The Gold Rush, the Western Railroads, and Chinese Immigration	Immigrants and the New America: Media and Citizenship
9	—	The Know-Nothings and Nativism	Immigration and the Cold War
10	—	Immigrants in the Civil War	Labor in a Global Marketplace
Site Visits	Maryland (MD) Historical Society, Smithsonian Museum of American History	Baltimore Preservation Society walking tour, Jewish Museum of MD	National Museum of American History Greek and Ethiopian cultural centers
Speakers	Mr. T. Mills Kelly (GMU)	Dr. Whitman Ridgway (UMD), Mr. Michael Bottoms (GMU)	Mr. Bottoms (GMU), Dr. Ronald Walters (JHU)

**School Year Events 2012–2013:** Six weekend workshops will be held following the summer institutes. Two workshops will address incorporating technology effectively into history instruction and primary source activity development, and the other four will be field study visits to area museums (such as the Baltimore Preservation Society, the National Archives, and the Jewish Museum of Maryland) and historical sites that address both pre- and post-Civil War content. Sites will be chosen to best address the yearly theme.

**Cohort 4: May 2013–April 2014**

<b>Day</b>	<b>Elementary (one week)</b>	<b>Middle (two weeks)</b>	<b>High (two weeks)</b>
	<b>History Through Drama</b>	<b>Technology and Cultural Change</b>	<b>Technology and Cultural Change</b>
1	Historical Thinking Skills Drama Focus: Mary Otis Warren	Historical Thinking Skills; Benjamin Franklin and American Inventiveness	Historical Thinking Skills; Railroads: Standardizing Time and Travel
2	Theater as Politics Drama Focus: Drama in Wartime	Plows, Gins, Reapers and the Agricultural Revolution	Mass Production of Consumer Goods
3	Wealth and Leisure Drama Focus: Reenactments	The Rise of the Factory	Technology and Labor
4	Valley Forge: A Play in Three Acts	Steamboats and Railroads	The State and the Individual
5	Lord Dunmore's Proclamation Drama Focus: Portraying Slavery	The Telegraph and the Art of Communication	Influence of Popular Culture
6	_____	Domestic Technologies and the Middle Class Family	Commercial Leisure
7	_____	Science and Medicine	War on Disease: The Yellow Fever
8	_____	Art and Technology	Post War Inventions
9	_____	Photography	The Digital Realm
10	_____	Technology and the Civil War	The Environment and Technology
Site Visits	Maryland Historical Society Ford's Theatre	Smithsonian Museum of American History, National Museum of Health and Medicine	The National Building Museum, National Museum of American History
Speakers	Mr. T. Mills Kelly (GMU)	Mr. Michael Bottoms (GMU), Dr. Christopher Hammer (GMU)	Dr. Zachary Schrag (GMU)

**School Year Events 2013–2014:** Six weekend workshops will be held following the summer institutes. Two workshops will address incorporating technology effectively into history instruction and primary source activity development, and the other four will be field study visits to area museums (such as the National Building Museum, Mount Vernon, and Ford's Theatre) and historical sites that address both pre- and post-Civil War content. Sites will be chosen to best address the yearly theme.

**Cohort 5: May 2014–April 2015**

Day	Elementary (one week)	Middle (two weeks)	High (two weeks)
	<i>History Through Place</i>	<i>War and Society</i>	<i>War and Society</i>
1	Historical Thinking Skills Place: Early Maps of Maryland	Historical Thinking Skills Legacies of the Seven Years' War	Historical Thinking Skills; The Federal Government Beyond the Civil War
2	Cartography in the Eighteenth Century; The Colonies in America	Experiences of the American Revolution	War on the Plains
3	Waterways of Maryland Place: Georgetown & St. Mary's City	The American Revolution as a Global War	Imperialism and Spanish American War
4	Philadelphia in 1787	America and the Napoleonic Wars	Counterinsurgency in the Philippines
5	The Revolution Place: Lexington and Concord	The Barbary Wars	Labor Wars
6	_____	The War of 1812	The First Last War: World War I
7	_____	From Lewis & Clark to Little Bighorn: Indians and the United States	Wars for Energy
8	_____	Mexico and Manifest Destiny	WWII and National Mobilization
9	_____	Understanding Southern Secession and the Confederacy	Korea, Vietnam, and the Cold War
10	_____	The Civil War and Emancipation	Terrorism: War in the 21st Century
Site Visits	St. Mary's City Maryland Historical Society	Fort McHenry, Antietam Battlefield	National Building Museum, Air and Space Museum
Guest Speakers	Mr. T. Mills Kelly (GMU)	Dr. Chandra Manning (Georgetown), Dr. Christopher Hamner (GMU)	Dr. Meredith Lair (GMU), Mr. David Painter (Georgetown)

**School Year Events 2014–2015:** Six weekend workshops will be held following the summer institutes. Two workshops will address incorporating technology effectively into history instruction and primary source activity development, and the other four will be field study visits to area museums (such as Antietam National Battlefield, the National Museum of American History, and the National Archives) and historical sites that address both pre- and post-Civil War content. Sites will be chosen to best address the yearly theme.

## **Appendix F: Evaluation Documents**

### **Evaluation Work Plan**

#### **Every Year of the Project: 2010–2015**

- Attend project advisory board meetings in person or via video conference
- Administer all data collection via event surveys, teacher content tests, teacher reflective postings, student content assessments, student work samples, teacher observations, focus group interviews and teacher questionnaire
- Analyze data collected and present findings in written reports and face-to-face meetings with the advisory board
- Collect and report output data on participant attendance at events and number and types of events held
- Coordinate evaluation team activities
- Prepare United States Department of Education Reports

#### **Year One: 2010–2011**

- Meet with historians and project staff members to develop or modify instruments that include the following: teacher content knowledge test (pre- and post-examination given to summer-only and year-long elementary school participants), student content assessments for elementary, Focus group protocol, teacher observation protocol, event surveys
- Pilot teacher test and student assessment instruments to establish validity
- Administer Cohort 1 elementary teacher content knowledge tests

#### **Year Two: 2011–2012**

- Oversee administration of Cohort 1 middle and high school teacher content knowledge tests, Cohort 2 elementary school teacher content knowledge tests, Cohort 1 middle and high school student assessments, Cohort 2 elementary school student assessment

#### **Year Three: 2012–2013**

- Oversee administration of Cohort 2 middle and high school teacher content knowledge tests, Cohort 3 elementary school teacher content knowledge tests, Cohort 2 middle and high school student assessments, Cohort 3 elementary school student assessment

#### **Year Four: 2013–2014**

- Oversee administration of Cohort 3 middle and high school teacher content knowledge tests, Cohort 4 elementary school teacher content knowledge tests, Cohort 3 middle and high school student assessments, Cohort 4 elementary school student assessment

#### **Year Five: 2014–2015**

- Oversee administration of Cohort 4 middle and high school teacher content knowledge tests, Cohort 5 elementary school teacher content knowledge tests, Cohort 4 middle and high school student assessments, Cohort 5 elementary school student assessment

**Appendix F**  
**Evaluation Plan Matrix**

<b><i>GPA #1 - The average percentage change in the test scores of participants who complete at least 75% of the professional development hours offered by the project.</i></b>					
<b><i>Project Objective #1 – Increase teachers knowledge of traditional American history</i></b>					
<b>Methods used to Collect Data</b>	<b>Types of Data Collected</b>	<b>When Data will be Collected</b>	<b>Data Collection Instruments</b>	<b>How Data will be Analyzed</b>	<b>When Reports will be Available</b>
<p>1) Teacher Pre &amp; Post Tests (100% of participants)</p> <p>2) Teachers' blog postings (100% of participants)</p> <p>3) Event Surveys (100% of participants)</p>	<p>1) Quantitative and qualitative data on change in teacher knowledge</p> <p>2) Quantitative and qualitative data on teacher knowledge</p> <p>3) Quantitative and qualitative data on teacher responses and perceptions</p>	<p>1) Pre data collected prior to summer institute; elementary 2010–2014 — middle and high 2011–2014. Post data collected upon completion: Summer-only option in September; Year-long option in May/June, 2011–2015</p> <p>2) Primary source analysis postings following the summer institutes; book reflections following the book discussions; teaching reflections each academic quarter, 2010–2015</p> <p>3) At the end of each event, 2010–2015</p>	<p>1) Online tests appropriate to school level (elementary, middle or high) constructed of 50% valid standardized test items and 50% items developed by lead historian, academic project director and evaluators; developed items will change to reflect the five themes of the project. These will be pilot-tested.</p> <p>2) All postings will be to a blog on the project website.</p> <p>3) One survey instrument will be used for all events.</p>	<p>Quantitative data will be analyzed with the assistance of a statistical software package (SPSS) using appropriate descriptive statistics. Thematic analysis will be utilized to code qualitative data and to identify patterns and determine findings .</p> <p>1) Data will be analyzed to determine extent of change from baseline (pre-test) to following intervention (post-test).</p> <p>2) Data will be analyzed to determine teachers' thinking about new knowledge and pedagogy.</p> <p>3) Data will be analyzed to assess teachers' responses to events and perceptions of knowledge/skills gains.</p>	<p>All written reports will be presented within 30 days of data collection:</p> <p>1) Results of teachers' pre-tests— August 30; elementary 2010–2014; middle and high school teachers 2011–2014; results of summer-only teachers' post-tests — Oct. 30, 2010 and year-long, July 30, 2011–2015</p> <p>2) Within 30 days of final teacher posting as assigned— 2010–2015</p> <p>3) Within 30 days of every event— 2010–2015</p>

**Appendix F  
Evaluation Plan Matrix**

***GPR #2 - The percentage of TAH participants who complete 75% or more of the total hours of professional development offered.***

Methods used to Collect Data	Types of Data Collected	When Data will be Collected	Data Collection Instruments	How Data will be Analyzed	When Reports will be Available
Recording attendance (100% of participants)	Quantitative	Attendance will be recorded at every <i>Unveiling History</i> event	Attendance form will be developed by the project director that includes event names, dates and names of participants.	Data will be recorded in and analyzed using MS Excel.  Summer-only and year-long participant attendance will be monitored separately.	Data will be available immediately following each <i>Unveiling History</i> event.  Summer-only annual attendance reports will be available in August, 2010–2015.  Year-long attendance will be reported in June, 2011–2015.  The report of total project attendance will be available at the completion of the project in 2015.

**Appendix F  
Evaluation Plan Matrix**

<b>Project Objective #2 – Increase teachers' ability to analyze primary sources and think historically</b>						
Methods used to Collect Data	Types of Data Collected	When Data will be Collected	Data Collection Instruments	How Data will be Analyzed	When Reports will be Available	
<p>1) Teacher Pre &amp; Post Tests (100% of participants)</p> <p>2) Teacher focus group interviews (75% of participants by stratified random sampling)</p>	<p>Quantitative and qualitative data will be collected by both methods</p>	<p>1) See GPRA 1 of the evaluation plan matrix for details</p> <p>2) Teachers will participate in focus groups in February/March, 2011–2015. (3 groups: elementary, middle and high school teachers)</p>	<p>1) See GPRA 1 of the evaluation plan matrix for details.</p> <p>2) A valid focus group protocol will be modified to reflect features of the <i>Unveiling History</i> project.</p>	<p>Quantitative data will be analyzed with the assistance of a statistical software package (SPSS) using appropriate descriptive statistics</p> <p>Thematic analysis will be utilized to code all qualitative data and to identify patterns and determine findings.</p> <p>1) Data will be analyzed to determine extent of change in teachers' knowledge and abilities.</p> <p>2) Data will be analyzed to assess teachers' perceptions of knowledge and ability gains.</p>	<p>All written reports will be presented within 30 days of data collection:</p> <p>1) See page 1 of the evaluation plan for details.</p> <p>2) Focus group interviews — April 2011–2015.</p>	

**Appendix F**  
**Evaluation Plan Matrix**

<b>Project Objective #3 – Increase teachers' ability to integrate content and historical thinking skills into the teaching of traditional American history</b>					
Methods used to Collect Data	Types of Data Collected	When Data will be Collected	Data Collection Instruments	How Data will be Analyzed	When Reports will be Available
<p>1) Teacher Questionnaires (pre – post) (100% of participants)</p> <p>2a) Observations of teacher created primary source activity (100% of participants)</p> <p>2b) Observations of instruction of completers (50% in 1<sup>st</sup> year out and 25% two years out — selected by stratified random sampling)</p> <p>3) Observation of Teacher Created Thinking Skills Lesson (100% of participants)</p>	<p>Quantitative and qualitative data will be collected by both methods.</p>	<p>1) Pre-Questionnaires completed by all teachers on 1<sup>st</sup> day of the summer institutes, 2010–2014; Summer-only complete post-questionnaires in Sept., 2010–2014 and year-long during the closing ceremony in May, 2011–2015.</p> <p>2a) All teachers observed teaching with primary sources during their professional development year beginning in 2010 with elementary teachers and in 2011 with middle and high school – through 2015</p> <p>2b) Fifty percent of each cohort will be observed in fall 1<sup>st</sup> year following their professional development (2011–2014) and in spring 25% will be observed 2<sup>nd</sup> year out (2012–2015).</p> <p>3) Year-long teachers will be observed in spring each year of the project beginning in 2011 with elementary teachers and in 2012 with middle and high school teachers through 2015.</p>	<p>1) One questionnaire will be developed by the lead historian, academic project director and evaluators.</p> <p>2) An existing, valid observation protocol will be modified and pilot tested in September 2010.</p> <p>3) An existing, valid observation protocol will be modified and pilot tested in September 2010.</p>	<p>Quantitative data will be analyzed with the assistance of a statistical software package (SPSS) using appropriate descriptive statistics. Thematic analysis will be utilized to code qualitative data and to identify patterns and determine findings.</p> <p>1) Data analyzed to determine change in teacher confidence and perceptions.</p> <p>2 &amp; 3) Data will be analyzed to determine types and levels of integration.</p>	<p>All written reports will be presented within 30 days of data collection:</p> <p>1) Pre questionnaire — Aug, 2010–2014; post questionnaire — June, 2011–2015</p> <p>2a) Primary source activity observations — May/June, 2011–2015</p> <p>2b) Completer observations— May/ June 2012–2015</p> <p>3) Thinking Skills lesson observations — July, 2011–2015</p>

**Appendix F**  
**Evaluation Plan Matrix**  
**Evaluation of traditional American history**

<b>Project Objective #4 – Increase students’ knowledge of traditional American history</b>		<b>Project Objective #5 – Increase students abilities to analyze primary sources and think historically</b>			
Methods used to Collect Data	Types of Data Collected	When Data will be Collected	Data Collection Instruments	How Data will be Analyzed	When Reports will be Available
<p>1) Pre and post assessments of students’ content knowledge and thinking skills (1 group per participating teacher by stratified random sampling — 30 groups total/year)</p> <p>2) Student work sample portfolios (3 students per participating teacher by stratified random sampling — 90 total/year)</p>	<p>Quantitative and qualitative data will be collected by both methods.</p>	<p>1) Pre assessment data will be collected in the first 3 weeks of the school year beginning in 2010 with elementary students and in 2011 with middle and high school students through 2015; post data will be collected in the final 8 weeks of the school year beginning in 2011 with elementary students and in 2012 with middle and high school students through 2015.</p> <p>2) Teachers will collect samples of student work across the school year to create portfolios, 2010-2015.</p>	<p>1) Grade level appropriate assessments (elementary, middle and high) will be developed by lead historians, with assistance from the project director and evaluators; some items on the tests will change to reflect changes in content themes year-to-year; pilot-tested in Aug. 2010 -2014.</p> <p>2) Student portfolios of student work from 50% of participating teachers will be analyzed to determine change in students’ content knowledge and abilities to demonstrate historical thinking skills.</p>	<p>For both methods, quantitative data will be analyzed with the assistance of a statistical software package (SPSS) using appropriate descriptive and inferential statistics.</p> <p>Thematic analysis will be utilized to code all qualitative data and to identify patterns and determine findings.</p> <p>1 &amp; 2) Data will be analyzed to determine extent of change in students’ knowledge and abilities.</p>	<p>All written reports will be presented within 30 days of data collection:</p> <p>1) Student pre-assessment of content knowledge — Oct 31 2010— 2014; student post-test — July 30, 2011-2015</p> <p>2) Analysis of student work samples — August, 2011–2015</p>

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **Budget Narrative-MCPS Pages: 11** Uploaded File: **M:\Grants Office\Active applications\Teaching American History 2010\FINAL FILES 4-22-10\Budget Narrative and Detail.pdf**

## **Budget Narrative**

Montgomery County Public Schools (MCPS) is requesting \$1,666,582 over five years, with an average of \$333,316 annually, to develop high quality, sustainable, and effective professional development for MCPS social studies teachers in the subject of traditional American history. The budgeting for *Unveiling History* was designed to most efficiently improve participating teachers' content knowledge of traditional American history and skills for transferring that knowledge to their students in a cost effective manner. The program will lead to improved understanding and appreciation of traditional American history for MCPS teachers, and thousands of MCPS students in current and future years. It also will create a free, lasting online resource of history content and examples of effective classroom practice that teachers anywhere can continue to access after the grant program is completed.

Of the \$1,666,582 total cost of the grant, MCPS is requesting **\$1,614,748** in **direct costs** and **\$51,834** in **MCPS indirect costs**. This number also includes four subcontracts for the project coordinator, George Mason University (GMU), the project evaluator, and the Maryland Historical Society (MdHS). The first subcontract goes to Ms. Linda Spoales for \$60,000 a year, who will serve as full-time project coordinator for the program. As such, Ms. Spoales will be responsible for day-to-day operations, recruitment, assisting in developing the academic program, and observing and providing feedback on teachers' activities. The second subcontract is to GMU for an average of \$77,141 per year, to develop the academic program in collaboration with the project coordinator; provide feedback on teachers' activities; and to develop and implement the project website that includes podcasts, teaching resources, video of participating teachers teaching primary source activities, and video of history scholars

presenting content lectures and modeling primary source analysis. The third subcontract is to Dr. Karen Kortecamp, professor, George Washington University for \$33,333 per year, to provide evaluation throughout the grant period to determine the program effectiveness and communicate that information regularly to ensure that the project team can utilize this information to conduct ongoing improvements in the program during each phase of grant activities. The fourth subcontract is to the MdHS, for \$80,000 over five years, to provide traditional American history content and resource materials tailored to the goals of the project and the needs of MCPS teachers participating in the program. The distribution of this funding falls into seven general categories: personnel (including teacher stipends), fringe benefits, travel, supplies, contractual, other direct costs, and indirect costs.

**Personnel:** The personnel costs for *Unveiling History* include a half-time project assistant and teacher training stipends. In conjunction with contractual partners, these costs represent a critical aspect of this project because they allow for a highly qualified, experienced, and efficient project staff member to implement the grant successfully. To assist the project coordinator, the budget includes a half-time project assistant, Mr. Adam Turner, at \$19 per hour, for an estimated salary of \$19,760. Mr. Turner's responsibilities include working within the MCPS Financial Management System (FMS) to order supplies, books, and other materials. He also will use FMS to process teacher stipends, create purchase orders for buses, entrance fees for some site visits, and submit invoices for contractual services. In addition, he will work with the MCPS Editorial, Graphics, and Publishing Services (EGPS) to prepare and print flyers for events, application packets for new cohorts, workshop readings and other printed materials as needed. He will

manage the overall budget for the grant and provide budget updates on yearly progress reports sent to the United States Department of Education (USDE).

**Training Stipends:** Stipends for teachers are included in the personnel budget. Teachers lead busy professional lives, balancing teaching with necessary time for preparation and grading, as well as school, district, state, and family responsibilities. Although they are eager for professional development, we have found that incentives such as graduate credit and stipends encourage teachers to participate, reward them for their efforts, and validate the importance of professional development devoted to history content. To that end, we are requesting each year a stipend for each teacher who successfully completes all requirements. Stipends will be graduated depending on participation level: \$600 for full-year Elementary School (ES) Cohort participants, \$300 for summer ES Cohort participants, \$1,000 for full-year Secondary School Cohort participants, and \$750 for summer Secondary School Cohort participants. The ES Cohort begins in summer 2010; the full-year Secondary School Cohort begins in summer 2011. Lead teachers will play an important role in bridging the gap between content workshops and classroom practice by leading grade-level discussion groups and helping participating teachers develop content-rich classroom activities. There are three lead teachers in the plan and we have budgeted \$3,000 annually for lead teacher compensation, \$1,000 per lead teacher.

**Fringe Benefits:** The benefit rate is the standard Montgomery County rate of 8 percent for part-time wage employees.

**Travel:** \$1,700 has been budgeted each year for the project coordinator and a second project representative to attend the Teaching American History (TAH) Project Director's meeting, as required by the USDE. Due to MCPS regulations, local travel costs for site visits are budgeted under the Contractual section.

**Supplies:** The budget contains funding annually for the purchase of history books and resources for participating teachers, roughly \$11,000 per year. Materials will include books and articles for workshop readings and book discussions, classroom resources such as replicas of the Declaration of Independence, and additional readings, such as *Historical Thinking and Other Unnatural Acts* (Sam Wineburg); *History in the Making* (Kyle Ward); *U.S. History Matters: A Student Guide to U.S. History Online* (Alan Gevinson, Kelly Schrum, Roy Rosenzweig); and *Past Imperfect* (Mark Carnes). Workshops and book discussion readings vary by cohort and by year. See Appendix D for a complete list. We have budgeted an average \$530 each year for program supplies. These supplies will be used to support the workshops and other training events for teachers. Supplies we anticipate purchasing include items such as binders, flip charts, markers, and notepads. The budget includes a request of \$9,000 over five years for historic site visits and workshop locations. Most of our workshop locations and historic site visits are available at no cost, but occasional workshop locations, such as Mount Vernon, require a small fee. The budget includes a total of \$2,500 over five years for costs associated with printing of workshop materials, readings, recruitment materials, and evaluation assessments. We also have budgeted an average \$3,700 each year for meeting and workshop supplies, including presenter's materials and workshop content resources.

**Contractual:** There are four subcontracts central to accomplishing project goals: Ms. Spoales, the project coordinator; GMU, our lead partner in the grant; Dr. Kortecamp, the grant evaluator; and MdHS, which will be providing tailored history content resources and presentations. The project coordinator subcontract is for Ms. Spoales to serve as full-time coordinator for *Unveiling History*, for a total of \$60,000 per year. In this role Ms. Spoales will be responsible for the day-to-day success of the grant program. As a former MCPS teacher Ms. Spoales has experience and expertise in MCPS classroom practice, United States (U.S.) history instruction, and the MCPS curriculum, which will enrich development of the academic program. Ms. Spoales will serve as the liaison between MCPS and other project partners, will work closely with project historians to ensure that content meets the needs of teachers, will observe teachers teaching their lessons and activities and provide feedback, will review teacher products (lessons and activities), and will coordinate workshops, site visits, and recruitment efforts.

The GMU subcontract is for program development, expert content support, and resource and Web development. Dr. Kelly Schrum will serve as GMU's principal investigator under this subcontract proposal and will dedicate (b) percent of her time over the five-year grant performance period. Dr. Schrum will contribute to overall programmatic and grant administration and will oversee the development of the project website and resources, including podcasts for field study visits and classroom video footage. She will work with project lead and visiting historians to ensure that workshops meet the needs of teachers and will provide feedback on teacher products (lessons and activities). Dr. Schrum also will serve as principal liaison between GMU and MCPS. GMU's Center for History and New Media (CHNM) staff members will design, build, and implement the TAH website, develop resources for teachers such as

primary source activities, and develop multimedia content, such as podcasts and videos of classroom practice. This will include all design, programming, database development, and maintenance of online and multimedia products. The budget includes Mr. Jeremy Boggs, creative lead, for Web and multimedia development at (b) percent; Mr. Christopher Preperato, multimedia developer, for filming and multimedia development at (b) percent for years one through three, and 15 percent for years four and five; and Mr. Chris Raymond, Web designer, for Web design at 20 percent for the first year only. Finally, the budget includes \$29,243 over the five years for an hourly research assistant at \$18 an hour to assist in Web development, posting of content, and multimedia development. CHNM will make a major technical contribution to the project, providing long-term hosting, storage space, and server support at no cost to ensure that project materials remain freely available and widely accessible for all American history teachers nationally. The proposed budget includes minimal costs of \$1,390 to \$1,625 per year for supplies and multimedia materials. Necessary supplies for this project include items such as: compact discs, digital videotapes, software, and batteries. GMU has a Facilities and Administrative restricted service rate of 34.3 percent modified total direct costs, predetermined by the Office of Naval Research through July 10, 2010, provisional thereafter. The GMU subcontract is for \$385,707 over five years; total indirect costs for this project within that overall subcontract are \$98,509.

The subcontract to Dr. Kortecamp is for program evaluation. The evaluation subcontract is for \$166,667 over five years and includes support for the evaluation team, Dr. Kortecamp, Dr. Kathleen Steeves, and two graduate assistants to aid in administering student and teacher surveys and compiling data. Dr. Kortecamp and the evaluation team will develop, administer,

and analyze all surveys, including teacher content and attitude assessments, student assessments, and workshop evaluations. They will analyze all project materials, including observation data, primary source activities, and workshop and book group reflections; will conduct focus groups, and will provide regular feedback to project staff members and to the project advisory board. The evaluation budget reflects funding for instrument development and pilot testing, data collection, administration, scoring, entry, analysis, and reporting expenses. This includes \$5,600 per year for creation, distribution, and analysis of Teacher Content Tests (pre and post), as well as \$2,600 per year for Teacher Questionnaires to assess project quality and provide regular benchmark data on project quality and efficacy. The budget also includes annual funding for observation of teacher instruction. Evaluators, working with the project coordinator, will collect data on classroom instruction of two lessons per participant each year for first-time participants, and three lessons per year for repeat participants, for a total of \$26,165 over five years. All *Unveiling History* professional development workshops will include a short event survey questionnaire to provide feedback on workshop format and content and allow project staff members to adjust workshops to better meet the needs of teachers; the budget includes \$1,200 annually for event survey creation, collection, entry, and analysis. A key aspect of *Unveiling History* is the effort to create a lasting professional community. This community is facilitated by the project blog, which is open only to participants, where teachers respond to reflection questions posed by lead historians and engage in discussion of workshop content. The evaluation budget includes \$2,200 annually for evaluation of teacher responses on the project blog. The budget also includes \$16,000 over five years for annual teacher focus group interviews to gather additional data and feedback from participants to be used to improve subsequent project activities and content. Collection and analysis of data on student achievement

connected with project goals is an important aspect of the *Unveiling History* program. To that end, \$6,000 per year is budgeted for the creation, administration, data entry and analysis, and reporting of student assessments (pre and post) to a sampling of participating teachers' students. Additionally, \$5,800 per year is budgeted for the collection and analysis of student work sample portfolios as an added means to assess student progress as it is impacted by project activities. Finally, the budget includes \$1,500 per year for assistance in completion of the USDE Annual Performance Report.

The subcontract to MdHS is for partnership with their expert, dedicated staff of historians and educators to provide traditional history content workshops, resources, and field study trips, tailored to the needs of participating teachers and the annual theme of the *Unveiling History* program. Each summer, MdHS will conduct one half-day workshop for the ES Cohort and two half-day workshops for the Secondary School Cohort (starting in 2011). These half-day workshops, at a cost of \$1,000 per event, will include interactive, primary source and object-based history content geared to teachers, as well as a demonstration of a workshop for students and discussion of how MdHS designs lessons for students. Taking advantage of the MdHS's impressive library and museum collection of historical source material, the subcontract also budgets for rental of specially-created primary source "trunks" for teachers to use in their classrooms during the school year and reflect on. These trunks include a variety of primary source objects and replica documents grouped around a lesson plan that is included with them for teachers to use. The rental of these trunks will be phased out in the third year, and eliminated in the fourth and fifth years of the grant as we develop our own version of the trunks for teachers to use, and for the MCPS social studies team to take over after the grant is completed. The budget

includes \$125 per teacher per “trunk,” for the first three years. The partnership with MdHS also includes one all-day Saturday workshop, on location at the MdHS Library and Museum, during the school year for participating teachers, and open to all MCPS U.S. history teachers. This workshop will focus on history content, with emphasis on material in the MdHS collection, as well as historical research skills and practice. The remaining subcontract budget includes funds for administrative costs, and workshop supplies. The MdHS subcontract is for \$80,000 over five years.

The subcontracts also include a request for \$40,000 annually for history content specialists, the history professors and museum specialists who are key to our goal of improving teacher’s content knowledge in traditional American history. This includes budgeted funds for three lead historians, who are responsible for creating, with the guidance of Ms. Spoales and Dr. Schrum, the American history content curriculum and for serving as a content expert and guide to participating teachers. The annual budget for content specialists also includes funds to pay visiting history scholars and museum specialists.

The *Unveiling History* project includes multiple site visits for field study each year, four per school year and one to two per summer institute (*See Appendix E: Project Schedule*). These trips will be to local sites specializing in traditional American history content, such as Mount Vernon, the National Archives and Records Administration, the National Museum of American History, and Antietam National Battlefield. Site visits will include a lead historian, the project coordinator, the project assistant, and approximately 20–30 teacher participants. School-year field study visits will be open to all MCPS U.S. history teachers, with a maximum of 30

attendees per visit. MCPS negotiates with common carrier transportation providers to provide local transportation for school field study at economy class rates. We will use a common carrier from this approved list for all field study transportation. We are requesting \$4,950 a year starting in year two (\$2,750 for the first year) to cover these costs.

**Other:** As an incentive for teachers to participate in the professional development program, our proposal provides participants who complete all activities, depending on participation level (full year or summer only), with three to six graduate credits in history from GMU. The budget includes approximately \$6,148 per three-credit course for all participating teachers, a steeply discounted rate.

**Indirect:** MCPS has a federally negotiated, weighted indirect cost rate of 3.21 percent. This rate was negotiated with the USDE and is effective for fiscal year 2010. Based on this rate, MCPS requests indirect costs of \$51,834.

**Unveiling History: Exploring America's Past**  
**Montgomery County Public Schools**  
**07/01/2010 - 06/30/2015**

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	TOTAL REQUEST
<b>1. PERSONNEL</b>						
Supporting Services Part Time	\$19,760	\$20,748	\$21,785	\$22,875	\$24,019	\$109,187
Professional Part Time	\$8,900	\$36,150	\$36,150	\$36,150	\$36,150	\$153,500
<b>TOTAL PERSONNEL</b>	<b>\$28,660</b>	<b>\$56,898</b>	<b>\$57,935</b>	<b>\$59,025</b>	<b>\$60,169</b>	<b>\$262,687</b>
<b>2. FRINGE BENEFITS</b>						
Part Time Personnel (8%)	\$2,293	\$4,552	\$4,635	\$4,722	\$4,814	\$21,015
<b>TOTAL FRINGE</b>	<b>\$2,293</b>	<b>\$4,552</b>	<b>\$4,635</b>	<b>\$4,722</b>	<b>\$4,814</b>	<b>\$21,015</b>
<b>3. TRAVEL</b>						
Travel-Out of State (required TAH conferences)	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$8,500
<b>TOTAL TRAVEL</b>	<b>\$1,700</b>	<b>\$1,700</b>	<b>\$1,700</b>	<b>\$1,700</b>	<b>\$1,700</b>	<b>\$8,500</b>
<b>4. EQUIPMENT</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>5. SUPPLIES</b>						
History books/resources	\$14,600	\$11,000	\$10,000	\$10,000	\$10,000	\$55,600
Office supplies	\$750	\$750	\$750	\$200	\$100	\$2,550
Site visit, admission	\$1,000	\$2,000	\$2,000	\$2,000	\$1,800	\$8,800
Printing	\$1,000	\$500	\$500	\$250	\$0	\$2,250
Workshop supplies	\$4,000	\$4,000	\$4,000	\$3,500	\$3,000	\$18,500
<b>TOTAL SUPPLIES</b>	<b>\$21,350</b>	<b>\$18,250</b>	<b>\$17,250</b>	<b>\$15,950</b>	<b>\$14,900</b>	<b>\$87,700</b>
<b>6. CONTRACTUAL</b>						
Project Coordinator	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$300,000
George Mason University	\$87,930	\$73,071	\$75,210	\$73,692	\$75,804	\$385,707
Lead Historians, Historians	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$200,000
Md Historical Society	\$20,000	\$20,000	\$20,000	\$10,000	\$10,000	\$80,000
Site visit buses	\$2,750	\$4,950	\$4,950	\$4,950	\$4,950	\$22,550
Evaluation	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$166,665
<b>TOTAL CONTRACTUAL</b>	<b>\$244,013</b>	<b>\$231,354</b>	<b>\$233,493</b>	<b>\$221,975</b>	<b>\$224,087</b>	<b>\$1,154,922</b>
<b>7. CONSTRUCTION</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>8. OTHER</b>						
Tuition	\$6,148	\$18,444	\$18,444	\$18,444	\$18,444	\$79,924
<b>Total Other</b>	<b>\$6,148</b>	<b>\$18,444</b>	<b>\$18,444</b>	<b>\$18,444</b>	<b>\$18,444</b>	<b>\$79,924</b>
<b>9. TOTAL DIRECT COSTS</b>	<b>\$304,164</b>	<b>\$331,198</b>	<b>\$333,457</b>	<b>\$321,816</b>	<b>\$324,114</b>	<b>\$1,614,748</b>
<b>10. INDIRECT COSTS (3.21%)</b>	\$9,764	\$10,631	\$10,704	\$10,330	\$10,404	\$51,834
<b>11. TRAINING STIPENDS</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>12. TOTAL COSTS</b>	<b>\$313,928</b>	<b>\$341,829</b>	<b>\$344,161</b>	<b>\$332,146</b>	<b>\$334,518</b>	<b>\$1,666,582</b>