

NEH Application Coversheet (TD-287525)

Media Projects Development

PROJECT DIRECTOR

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Field of expertise: History, General

INSTITUTION

National Council for History Education
UNIVERSITY HEIGHTS, OH 44118-3204

APPLICATION INFORMATION

Title: *American Commonwealth A Podcast on Documents and the American Story*

Grant period: From 2022-10-01 to 2023-09-30

Project field(s): U.S. History

Description of project: American Commonwealth seeks to absorb listeners in a consideration of the complex and diverse narratives that constitute our American story. The National Council for History Education recognizes that many Americans encounter foundational documents as part of their school curricula, and we believe that a careful examination of the traditional canon is essential to civic life. We also advocate for broadening and deepening the American story by drawing attention to underrepresented communities. Through ten, thirty-minute episodes, American Commonwealth's co-hosts will engage listeners in an exploration of such traditional founding documents as the Declaration of Independence and other critical American primary sources, including songs, speeches, treaties, and texts that have been crucial to the formation and development of the United States.

BUDGET

Outright Request	75,000.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	75,000.00
Total NEH	75,000.00		

GRANT ADMINISTRATOR

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American Commonwealth
A Podcast on Documents and the American Story

A. Nature of the Request

In honor of the upcoming 250th anniversary of the signing of the Declaration of Independence, and in the interest of creating “A More Perfect Union,” the National Council for History Education (NCHE) seeks \$75,000 in development funds from the NEH to support the creation of the ten-episode podcast, *American Commonwealth*. This development grant will support a team of humanities and media professionals in the completion of archival research, program treatment and script writing, and tape gathering for the podcast. Funding will also support the production of two episodes in the series.

American Commonwealth seeks to absorb listeners in a consideration of the complex and diverse narratives that constitute our American story. The National Council for History Education recognizes that many Americans encounter foundational documents as part of their school curricula, and we believe that a careful examination of the traditional canon is essential to civic life. We also advocate for broadening and deepening the American story by drawing attention to underrepresented communities. Through ten, thirty-minute episodes, *American Commonwealth’s* co-hosts, historians Joanne Freeman and Yohuru Williams, will engage listeners in an exploration of such traditional founding documents as the Declaration of Independence and other critical American primary sources, including songs, speeches, treaties, and texts that have been crucial to the formation and development of the United States. Using diverse historical documents and other primary sources that are foundational to American democratic ideas and identity, the purpose of this podcast will be to engage all Americans in building a deeper understanding of the nation’s past in order to live in and participate in our present.

B. Not Applicable to a Development Grant

C. Not Applicable to a Development Grant

D. Humanities Content

The *American Commonwealth* podcast will bring meaning to the past and connect listeners to our nation’s present through a dialogue and discussion that engages the audience in a deep consideration of America’s core democratic values: liberty; justice; popular sovereignty; truth; the common good; equality; diversity; and patriotism. Podcast co-host and historian Yohuru Williams explains that using core democratic values as reference points in examining history and in analyzing current events is crucial for American society. To draw listeners in, each episode of the podcast will begin with the co-hosts reading an excerpt from a foundational document that in some way epitomizes one of the core democratic values articulated above. As is explained in detail in this narrative’s Creative Approach (Part E), the co-hosts will first interview other historians in order to examine and contextualize the source and core democratic values closely. Then, in the second part of each episode, co-hosts will take the audience to a location where the foundational document and the core values it embodies come alive through the sounds and sources in the realm of public history. In the third part of each

episode, the co-hosts will interview individuals whose expertise and experiences connect the past with the present and enable them to provide commentary on the core democratic values articulated in the foundational document and the extent to which these values have been realized today.

Williams argues that American tragedies have consistently been caused by a failure to appreciate core democratic values and to respond to situations in a way that affirms our core democratic values. Included as an attachment in this development grant application is a list of *American Commonwealth* episode synopses, but herein are two brief samples that typify the tensions inherent in examinations of American core democratic values. In “A Petition of Protest,” historian Silva Noenoe describes how in Hawaii in 1897, Kānaka Maoli (Hawaiians) petitioned for the right to maintain their own sovereignty, culture, and language, but were denied. A century of protest has not righted all previous injustices, but Hawaiian children can now learn in Hawaiian Immersions Schools, and Native Hawaiian Culture is protected in many ways. The episode, “A Declaration,” examines the Black Panthers’ Ten Point Program. Designed in response to massive failures of the American democratic system that left Black families devastated, it was nonetheless based on the Declaration of Independence. *American Commonwealth* and its audiences will grapple with questions that compel us to consider the extent to which the country’s democratic values have been upheld by American communities throughout history and the ways the American people engage with these ideals today.

This podcast will use America’s core democratic values as its organizing structure and will address, within that structure, the following four humanities themes:

- Historical Narratives are Central to Identity;
- Documents Reflect and Shape Culture;
- Resistance, Resilience, and Reform are Made Plain Through Foundational Sources;
- Local History is National History.

Historical Narratives are Central to Identity

Where does a story begin? Whose story is told? Is it possible, in an extended republic that encompasses diverse experiences and varying perspectives, to identify *one* unifying narrative? Is it desirable to do so? Questions such as these inspire historians, and we know that historical narratives are central to a nation’s identity. It is imperative that all Americans be willing to consider how and why we give meaning to the past through stories about our history, and *American Commonwealth* will engage the audience in considering this compelling theme that is at the heart of the humanities.

Questions such as *who is American* and *how do Americans define themselves* do not always have easy answers. Further complicating American identity are foundational documents which stipulate one’s rights. How someone defines themselves in relation to these documents may very well be conflicting, which is evident throughout the history of the United States. At times, the aftermath of such conflicts has resulted in some of these founding documents being amended, thus altering their original intent while expanding how far the country’s democratic values reach and to whom. This is true for suffragists who effectively reformed the Constitution to give women the right to vote. *American Commonwealth* will explore what it means to be American, dynamic as it can be, as well as illustrate the impact

unique historical narratives have on defining self and community.

Historical narratives often reveal a deeper understanding of identities of individuals and communities. For example, historian Luis Martínez-Fernández is working with us to develop an episode where we explain how members of the Cuban community in Tampa, Florida define themselves as American, while also revering the writings of Cuban revolutionary Jose Martí. Similarly, in Utah, as demonstrated by Laurel Thatcher Ulrich in *House Full of Females*, histories of early women's suffrage exist side-by-side with histories of plural marriage. In St. Louis, the idea of being a Gateway to the West is central to the city's identity, and the objects at the Missouri Historical Society serve as touchstones for the community. *American Commonwealth* will showcase unique historical narratives that provide context for how American identities and communities form and evolve.

Documents Both Reflect and Shape Culture

While some founding documents are traditionally included in the teaching of American history, like the Declaration of Independence, others, like the *Childs Ballads* gathered in Appalachia, or *American Cookery*, the first American Cookbook, are less conventional but nonetheless important historical records. These founding documents not only capture a historical moment and its relevance then but also hold rich insight into its relevance today. For example, Chief Seattle's Oration of 1854 was important as a statement for Indigenous land rights when he first delivered it, and later became a rallying point for the environmental movement. Each episode of the *American Commonwealth* podcast will ask a series of smart questions grounded in both primary document analysis and current events, demonstrating how documents reflect culture and shape culture. As historian and podcast co-host Joanne Freeman explains, "In learning to ask smart questions about the past, we are going to learn to ask smart questions about the present...[and] the more tools we have in our toolbox to think about it, the better."

Documents themselves are important, and so is the act of analyzing them. As an organization dedicated to training teachers on how to analyze historical documents, we believe that lifelong learners everywhere can benefit from learning and practicing historical thinking skills. Sourcing, contextualizing, and corroborating are skills that all Americans should be using as they analyze internet content, news reports, and personal documents. These skills, however, are not innate; Professor of Education Sam Wineburg of the Stanford History Education Group notes, "Historical thinking, in its deepest forms, is neither a natural process nor something that springs automatically from psychological development." In addition to analyzing founding documents that reflect and shape American society, *American Commonwealth* will introduce audiences to useful document analysis and historical thinking skills. With each episode of the podcast opening with a historian's analysis of a phrase from a founding document, listeners will walk away from *American Commonwealth* with improved skills on how to engage and better understand documents in their own lives.

Resistance, Resilience, and Reform are Made Plain Through Foundational Documents

Founding documents lie at the heart of most American stories of resistance and struggle. United States history is full of stories of resistance. The Declaration of Independence itself is an act of resistance. Federalists resisted the Bill of Rights. Enslaved peoples resisted conditions that stood in sharp contrast to promises of the founding documents. Native nations have

resisted numerous treaty violations and theft of their homelands and resources. Although the blueprints for the Germantown School in Berlin, Maryland, to be featured in an episode of this podcast, are not typically included in the traditional teaching of America's founding documents, they tell the story of the growth and development of a community. These blueprints tell the story of a Black community that refused to accept the substandard and woeful conditions of public education made available to their children, and, through a partnership with the Rosenwald Foundation, built a school. Professor Creston Long of Salisbury University explains that this was a tremendous act of resistance and resilience on Maryland's Eastern Shore, where racism and segregation had been embedded for centuries. Former students serve as docents at the school, which now serves as a small museum and community center. They are clear about the oppression that surrounded them as children, and also about the strength their community showed in resisting it. In short, *American Commonwealth* will tell the stories of Americans who resisted and fought for reform. Instead of approaching inequality from a deficit or victimization perspective, this podcast will highlight agency and resiliency in the face of some of this nation's harder truths.

Local History is National History

By emphasizing place, *American Commonwealth* will illuminate the varied nature of the United States and the communities which make up the Union. There exists a wealth of community history outside the traditional narratives taught in schools that embody American democratic values. These stories depict shared experiences, teach us about the human condition, and possess relevant insight. In the words of public history professor Glenn Johnston, "Local history is but a reflection of a community's lived experience. As such, it is the foundation for a community's heritage, a heritage that provides the community its sense of place within the larger national narrative. It is the most democratic of historical pursuits in that its sources are accessible, palpable, and, due to proximity, intrinsically interesting. Local history is the national and global story writ small."

NCHE works with an extensive network of museums and historical societies, and we have reached out to these institutions for unique stories that tie into themes found in selected document passages. Soundscapes from museums and historic sites will enrich the historical content of each episode. The sound of the wind, for example, is crucial for understanding agriculture in South Dakota, where *American Commonwealth* will examine the intersection between local agriculture and national trade policy. The recorded sound of re-enactments at a historic cigar factory in the Ybor City neighborhood in Tampa, Florida brings an immigrant community to life. Spoken Hawaiian and Susquamish are reminders of the many cultures and communities that comprise the country. Audiences will tune into the *American Commonwealth* podcast to listen to an immersive lesson on the unique places throughout the United States where democratic values embodied in founding documents have thrived, struggled, or failed.

Aligned with the goals of "A More Perfect Union" and addressing themes that guide the humanities, this podcast will strengthen Americans' knowledge of the principles of constitutionalism and democracy while purposefully addressing the experiences of underrepresented communities. *American Commonwealth* seeks to absorb listeners in a consideration of the complex and diverse narratives that constitute our American story.

E. Creative Approach

Style and Approach

American Commonwealth is grounded in the scholarship of noted academic historians, as well as public historians, museum professionals, and folklorists. It also leans on the knowledge of history education specialists who have studied the best ways to teach historical content, research skills, and document analysis to both students and the general public. The podcast will consist of ten, thirty-minute episodes, co-hosted by historians Joanne Freeman and Yohuru Williams. Each episode will be divided into three parts.

In Part 1, the co-hosts will analyze a primary source that embodies America's core values and, as Williams terms it, our civil theology. Such sources as the Constitution or Declaration of Independence or other documents that embody the ideals of American democracy, like Chief Seattle's 1854 Oration or the blueprint for a school building, will be included. The co-hosts will contextualize the source, emphasizing its meaning at a specific point in time. The historians will also explain the analytical process they use when examining the source. By "thinking aloud" for the audience, our co-hosts will model the process of historical thinking. In addition to educators who might use the content in a classroom, every American interested in historical study will find this approach useful. Freeman and Williams will also interview other historians, asking questions and engaging in conversations that will assist podcast listeners in deepening their understanding of the source and in considering how to ask good questions about sources. For example, in episode two, "A Blueprint for Change," Freeman and Williams will discuss the role that public education plays in enabling Americans to demonstrate the core democratic value of justice. They will interview Salisbury University's Creston Long, and the three historians will examine the blueprint for a Rosenwald School in Salisbury, Maryland. Rosenwald Schools were built between 1917 and 1932 in the rural South. Created through collaboration between philanthropist Julius Rosenwald and the extraordinary efforts of African Americans, Rosenwald schools represent both the shortcomings to justice wrought by segregation and the resilience and perseverance of Black communities.

Part 2 of each podcast in the series will focus on a historical event, object, or person that relates to the source examined in Part 1. Ideally, this historical discussion will focus on a story that is not often included in history curricula around the country. In this way, we draw on the traditional canon of America's foundational documents while broadening and deepening our audience's historical understanding and focusing their attention on underrepresented voices. Part 2 of each episode in the podcast takes listeners on location to an archive, museum, or other public history site, providing sounds and context that enable a deeper examination and critique of the core values embodied in the source discussed in Part 1. Continuing with the aforementioned example Part 2 of episode two takes listeners to the Germantown School, a school built by Rosenwald funds in Berlin, Maryland. The expertise of our media partners will be crucial here, as they gather and edit tape and provide an auditory sense of place that will capture listeners' attention. This segment will be narrated but will rely heavily on interviews, and in this case, former students of the school who volunteer as docents at the site will be interviewed.

Part 3 actively connects the past to the present as the co-hosts ask guests to consider contemporary contexts and the enduring legacies of the original source. This portion of each episode in the podcast will focus on one recent story that elucidates the enduring importance,

or possible failure, of the historical document. Part 3 will rely on the advice of public historians who can speak to the application of history in contemporary life. This segment will be narrated but will largely focus on interviews. In episode two, curricular historian and school principal Dr. Alana Murray will discuss ongoing school segregation in modern Maryland.

Resources

Key resources for the *American Commonwealth* podcast are the humanities advisors and other noted historians and folklorists who will advise the team. In addition, the remarkable collections of American documents and other primary sources that are available to the public through the Library of Congress and the National Archives, including the Chronicling America digitized newspapers, will be invaluable as NCHE staff identify documents and other primary sources that will provide the basis (Part 1) for the conversations among historians in each podcast and then seek to complicate the narrative of our American story (Parts 2 and 3). As a member of the Library of Congress Teaching with Primary Sources Consortium, NCHE is well versed in searching the Library's collections effectively and selecting sources that give meaning to our collective past. Additionally, resources from small to medium-sized historical organizations will play a crucial role in this project. These organizations will be providing much of the historical content explored in Parts 2 and 3 of each episode of the *American Commonwealth* podcast. The American Association for State and Local History will serve in an advisory role and will help NCHE feature local historical institutions. Featured institutions planned for each of the ten episodes include: 1) The Sousa Archives and Center for American Music (Illinois); 2) The Germantown School (Maryland); 3) The Suquamish Museum (Washington); 4) The Minnesota African American Heritage Museum and Gallery (Minnesota); 5) The National Museum of American History (Washington, DC); 6) The Ybor City State Museum (Florida); 7) The Daughters of Utah Pioneers Museum (Utah); 8) The Bishop Museum (Hawaii); 9) The South Dakota Agricultural Heritage Museum (South Dakota); and 10) Parchman Farm (Mississippi). Clearly, we strive for a national reach in the topics we explore and sites we will visit in the *American Commonwealth* podcast. Specific archival collections include:

- *National Archives*: The National Archives is a rich source of documents, including those related to the founding of the United States. While access to documents like the Constitution and Declaration of Independence is crucial, the National Archives serve as an unsurpassed repository of open-access government documents. Its collections enrich almost any story in American history, including modern ones.
- *Library of Congress*: The Library of Congress has digitized millions of documents that support the work of historians. From board game collections to moving pictures from the 1920s, the Library of Congress has rich source material, much of which gets beyond the realm of government documents. Within the Library of Congress, the American Folklife Center provides rich resources, especially in terms of music.
- *Chronicling America Newspaper Database*: Created through a partnership between the National Endowment for the Humanities and the Library of Congress, Chronicling America gives our team access to American newspapers from 1789 to 1963. These newspapers are in the public domain, and will provide important background for every story.

- *Yale University Beinecke Library Rare Book and Manuscript Library*: Humanities advisor Dr. Joanne Freeman will assist NCHE in accessing rare documents at the Beinecke Library, as necessary.
- *University of Washington University Libraries*: Humanities advisor Josh Reid will assist in locating documents at the University of Washington. This is a particularly rich source for documents related to Native nations.
- *State, Local, and Tribal Historical Societies and Museum/Institution Collections*: Each episode will focus on a unique place, in conjunction with a local historical institution. These institutions provide access to incredible documents, objects, and oral histories. The State Historical Society of Missouri, for instance, has over 9,000 document collections and 5,000 maps. The Florida Historical Society has a complete library of Florida history, with hundreds of thousands of documents, two museums, and an archeological program. Organizations like the Suquamish Museum have document collections, decorative art collections, and the knowledge of curators and educators who work with the public. The treasures available through local institutions are vast. In addition to making use of these collections in our project, we hope to bring them to the attention of the general public.

Unique Contribution

Podcasts and radio programs about history are not new. We are inspired by such podcasts as *BackStory* and *Throughline*, and the work of historical pioneers like Studs Turkle and Ira Glass influence our thinking. As we draw from these models, *American Commonwealth* offers a unique approach because our podcast invites listeners to think about how we strive toward a more perfect Union, about America as a continuing work in progress, engaged in a series of refoundings that draw from national and local archives, individuals, and institutions. As poet Amanda Gorman noted, “...being American is more than a pride we inherit, it’s the past we step into and how we repair it.” In the spirit of working toward “A More Perfect Union,” *American Commonwealth* will enable the audience to consider ideals that inspire pride in Americans, and it will help us think about how we as a nation will work to ensure that our founding political philosophy has meaning for all individuals and groups. This podcast is not just about a collection of historical events, but about the diversity of ideas, narratives, and values that continue to shape the United States. *American Commonwealth* promotes, drawing again from Gorman’s words, “a union with purpose.”

F. Rights and Permissions

Most documents referenced in the podcast will be in the public domain. NCHE will conduct original interviews, providing paperwork to ensure that all participants are knowledgeable about their rights. We will fully research all rights questions, and, should the need arise, will engage our council at Thompson Hine, LLP.

G. Humanities Advisers

American Commonwealth is grounded in the scholarship of noted academic historians, as well as public historians, museum professionals, and folklorists. Our humanities advisers include the following organizations and individuals.

- The American Association of State and Local History is a national membership association dedicated to helping the history community thrive. For the better part of a century, AASLH has provided leadership and resources to its members who preserve and interpret state and local history to make the past more meaningful to all people. AASLH is the professional association for history-doers. They will provide important connections with local institutions, and a perspective on public history. They will also provide advice on podcast distribution.
- Kristy A. Brugar is an associate professor of social studies education at the University of Oklahoma where she teaches undergraduate and graduate courses in elementary and secondary social studies education and is chairperson in the department of Instructional Leadership and Academic Curriculum. Previously, she was an assistant professor at Wayne State University in Detroit and a middle school social studies teacher in Maryland and Michigan. Dr. Brugar earned her Ph.D. in Curriculum, Instruction, and Teacher Education from Michigan State University. Dr. Brugar's research focuses on social studies and history education, interdisciplinary instruction involving history/social studies, literacy, and visual arts, and teacher development. Dr. Brugar is a recipient of the OU Jeanine Rainbolt College of Education Research/Scholarship Award (2020), the OU Jeanine Rainbolt College of Education Junior Faculty Award (2017), the National Council for the Social Studies, College and University Faculty Assembly Early Career Award (2017), and the OU Robert L. and Nan A. Huddleston Presidential Professor of Education (2018). Brugar will provide insight on how U.S. History has traditionally been taught, and how the podcast can be useful to educators.
- Joanne B. Freeman, Class of 1954 Professor of History and of American Studies at Yale University, specializes in the politics and political culture of the Revolutionary and Early National periods of American History. She earned her Ph.D. at the University of Virginia. She is author of numerous articles and of *The Field of Blood: Violence in Congress and the Road to Civil War* (2018) and of *Affairs of Honor: National Politics in the New Republic* (2001). *Affairs of Honor* won the Best Book Award from the Society of Historians of the Early American Republic. Freeman is editor of the volume, *Alexander Hamilton: Writings* (2001). Freeman brings her deep historical knowledge and ability to engage the public in discussions about the past and the present. For three years she was co-host on the podcast *BackStory* with Virginia Humanities and she is nearing her 100th episode of her weekly program, *History Matters...and so does coffee*. She is also co-host, with Heather Cox Richardson, of the podcast, *Now & Then*. Freeman will co-host *American Commonwealth*.
- Luis Martínez-Fernández is a historian, university professor, author, and public speaker whose fields of expertise include Latin America, the Caribbean, education, and Latino/Hispanic politics, culture, and society. Born in Havana, Cuba and raised in Lima, Peru and San Juan, Puerto Rico, Dr. Martínez-Fernández holds B.A. and M.A. degrees in History from the University of Puerto Rico and a Ph.D. in History from Duke University. He is recognized as one of the most prolific and influential scholars in the field of Caribbean Studies. His publications include articles in *Cuban Studies*, *Slavery and Abolition*, *Latin American Research Review*, *The Americas*, *Caribbean Studies*, *History*

Today, and in numerous anthologies and edited volumes. His books include: *Fighting Slavery in the Caribbean*, *Revolutionary Cuba: A History*, widely acclaimed as the most comprehensive and systematic study on the subject ever written, and *Key to the New World: A History of Early Colonial Cuba*, winner of the 2018 Florida Book Awards' Bronze Medal for Nonfiction. Martínez-Fernández served as trustee of the College Board (2009- 2015) and in numerous professional, editorial, and community boards, among them the Cuban Studies journal, the South Atlantic Humanities Center, the Community Advisory Board of WMFE (Central Florida's NPR station), and the Executive Committee of the Board of Directors of the Historical Society of Central Florida. Martínez-Fernández will provide an important perspective on Latin American history, and he will be interviewed in one episode. He also brings his experience in teaching and in public radio to the advisory committee.

- Anne Ladyem McDivitt is the Digital Humanities Librarian for the University of Alabama Libraries. She assists faculty and graduate students in creating digital projects at the University, as well as facilitating digital pedagogy in the form of tools and workshops. Her personal research is on the history of the video game industry in the 1970s and 1980s, with a particular interest in gender. She received her Ph.D. in History with a minor in Digital History from George Mason University and her M.A. in Public History from the University of Central Florida. McDivitt will advise on the role of digital humanities and the creation of the ancillary webpage, along with providing her historical knowledge.
- Alana Murray is an educator-activist who has taught world history at the middle and high school levels and is currently principal at Shady Grove Middle School in Montgomery County, Maryland. She earned her Ph.D. from the University of Maryland and is author of *The Development of the Alternative Black Curriculum, 1890-1940: Countering the Master Narrative*. Her current research centers on supporting principals in developing the skills to be culturally reflective school-based leaders. She brings to this project her knowledge of curricular history and her experience as a current public school leader.
- Josh Reid (registered member of the Snohomish Indian Nation) was born and raised in Washington State and is an associate professor of American Indian Studies and the John Calhoun Smith Memorial Endowed Associate Professor of History at the University of Washington. He holds degrees from Yale University and the University of California, Davis and is a three-time Ford Foundation Fellow. Yale University Press published his first book, *The Sea Is My Country: The Maritime World of the Makahs* (2015) in the Henry Roe Cloud Series on American Indians and Modernity. It has received awards and acknowledgements from the Organization of American Historians, American Society for Ethnohistory, the Western History Association, and the North American Society for Oceanic History. Reid currently directs the university's Center for the Study of the Pacific Northwest and edits the Emil and Kathleen Sick Series on Western History and Biography with UW Press and the Roe Cloud Series on American Indians and Modernity. He serves on the editorial advisory board of the *Pacific Northwest Quarterly*, is a Distinguished Speaker for the Western History Association, and member of the board of the National Council for History Education. Recently, he chaired the program committees for the

American Historical Association's 2020 conference and the Western History Association's 2019 conference (co-chair). Reid currently researches Indigenous explorers in the Pacific, from the late eighteenth century to the end of the nineteenth century, and is completing an edited volume on Indigenous communities and violence. Reid will be instrumental in making sure that indigenous voices are heard through this podcast, and will be interviewed in at least one episode.

- Yohuru Williams is the Distinguished University Chair and Professor of History and Founding Director of the Racial Justice Initiative at the University of St. Thomas. He is the author, editor or co-editor of numerous books, including *Black Politics/White Power: Civil Rights Black Power and Black Panthers in New Haven* (Blackwell, 2006), *Rethinking the Black Freedom Movement* (Routledge, 2015), *The Black Panthers: Portraits of an Unfinished Revolution* (Nation Books, 2016), *Teaching Beyond the Textbook: Six Investigative Strategies* (Corwin Press, 2008), *In Search of the Black Panther Party, New Perspectives on a Revolutionary Movement* (Duke, 2006), and *Liberated Territory: Toward a Local History of the Black Panther Party* (Duke, 2008). He also served as general editor for the Association for the Study of African American Life and History's 2002 and 2003 Black History Month publications, *The Color Line Revisited* (Tapestry Press, 2002), and *The Souls of Black Folks: Centennial Reflections* (Africa World Press, 2003). Williams will bring a deep historical knowledge of Black history to this podcast and will co-host the series.

H. Media Team

NCHE has partnered with Virginia Humanities in order to ensure that an experienced and respected media team guides the production of *American Commonwealth*. The production team for *American Commonwealth* will include the following individuals, listed alphabetically. The director of *American Commonwealth* will be Virginia Humanities' senior producer, Allison Quantz. Virginia Humanities associate producer, Matt Darroch, will serve as the writer for *American Commonwealth*. Following the list of individuals who will produce the podcast is a description of the expertise and experience Virginia Humanities as a whole will bring to the production of the *American Commonwealth* podcast.

- Matt Darroch, Associate Producer (writer for *American Commonwealth*), holds an MA in history from James Madison University. Before joining *With Good Reason*, he was a producer for *BackStory*, where he worked to make scholarship on American history accessible to all audiences. Matt got his start in audio as a Presidential Engagement Fellow at the Robert H. Smith Center for the Constitution at James Madison's Montpelier, where he worked on podcast and radio projects that inspired deeper civic engagement.
- Lauren Francis, Associate Producer, has a background in television news, where she's worked as an assignment editor, in addition to publishing print and broadcast journalism. Lauren is deeply curious about food justice, public history and preservation, and experiments with sound as both an archival and futuristic tool.
- Sarah McConnell, Executive Producer and *With Good Reason* Host, came to Virginia Humanities after serving as news director and morning news anchor for the radio station WINA. She has a Masters of Education and undergraduate English degree from the

University of Virginia. McConnell is a co-founder of Computers4Kids and serves on the board of the Couric Women's Leadership Forum. She was the broadcast representative of the Virginia Newspaper Association Freedom of Information Committee, and has been on the boards of the Virginia Associated Press Broadcasters, the Virginia UPI Broadcasters, WUVA, Offender Aid and Restoration, and Children Youth and Family Services.

- Jamal Millner, Technical Director and Engineer, is an accomplished audio engineer with credits on numerous works in various genres and forms of media. Before joining Virginia Humanities, Jamal spent twenty years as a professional guitarist, producer and composer touring North America, Africa, Australia and Europe. He has performed with Taj Mahal, Vusi Mahlasela, Ali Farka Toure', Dave Matthews Band, Corey Harris, John Jackson, Nicholas Payton, and countless others on stage and in the studio. Jamal has performed at the Montreaux Jazz Festival, Chicago Blues Festival, North Sea Jazz Festival, Bonnaroo, Byron Bay Blues Festival, San Francisco Jazz Festival, and the New Orleans Jazz and Heritage Festival.
- Allison Quantz, Senior Producer (director of *American Commonwealth*), has a decade of experience in audio production, and during this time has consulted on and launched several podcasts and radio shows, including *The Briefing* with Mike Mastanduno, a joint venture between SiriusXM and Dartmouth College, and *The Growing Edge* with Carrie Newcomer and Parker Palmer. Through her work at *With Good Reason*, she has been honored with several Edward R. Murrow awards, as well as awards from the Virginia Association of Broadcasters. Her audio pieces have also been heard on *BackStory* with the American History Guys, WFIU, Virginia Public Radio, Word of Mouth, Distillations, and PRX Remix. When her schedule allows it, Allison enjoys teaching podcasting and audio production as an adjunct instructor at Indiana University's prestigious Media School.

In addition to the team from Virginia Humanities, NCHE will contract with Anna Keneda.

- Anna Keneda teaches Louisiana history in Baton Rouge, Louisiana. She is also a folklorist, specializing in oral history. In her previous work at Maryland Humanities, she developed multiple projects based on veterans' oral histories as well as primary source analysis and historical thinking, and worked with Maryland Public Television on TPS Inquiry Kits, a multimedia resource for history teachers. In addition to her background in document analysis and oral history, Keneda brings to *American Commonwealth* hands-on experience with creating and managing podcasts. In 2017, Keneda worked with the *She & Her* podcast from WHUP in Hillsborough, North Carolina. *She & Her*, hosted and produced by Antia Roa and Sandra Davidson, focused on arts and culture from a Southern feminist perspective. During her time interning with *She & Her*, Keneda assisted with scheduling and booking interviews for the show and creating prep materials for the hosts. Additionally, she posted episodes through their online distribution platform and promoted the podcast through social media. In her role with *American Commonwealth*, Keneda will write treatments and travel to locations throughout the country gathering audio.

Virginia Humanities was founded in 1974 to connect people and ideas, inspiring engagement and deepening mutual understanding of the human experience. In pursuing this mission, Virginia Humanities offers a diverse set of programs and initiatives: academic fellowships, statewide grants, folklife festivals, book discussions, community partnerships, and digital programs to bring light to all of Virginia's stories.

A centerpiece of Virginia Humanities' programming is the weekly public radio program, *With Good Reason*. Created in the 1990s through a partnership between Virginia Humanities and Virginia's public institutions for higher education, *With Good Reason's* episodes weave together the research of innovative thinkers at colleges and universities as they explore broad topics in literature, science, the arts, politics, and history through accessible and interesting in-depth discussions. As Virginia's only statewide public radio program, *With Good Reason* reaches more than 100,000 people each week. Along with Virginia public radio stations, the show airs on over 100 public radio stations across the United States, including WAMU in Washington D.C. Thousands more download it as a podcast each week. *With Good Reason* has been honored with five Gabriel Awards for Best Documentary or Public Affairs Programs and is also the recipient of top honors from the Public Radio News Directors, Radio and Television Digital News Association, and the Virginia Association of Broadcasters. Featured guests have included Nobel Prize-winning author Toni Morrison discussing race in America, musician and folklorist Mike Seeger exploring American folk music, Pulitzer Prize-winning historian Fredrik Logevall on the Vietnam War, and living legend Nikki Giovanni reading from her poetry. The program has enabled listeners to discover LGBTQ families in Shakespeare's plays, the ways we pre-judge others based on their accents, and the surprising history of Hawaiian shirts.

I. Progress

To date, synopses of each of the ten episodes have been prepared, and founding documents have been identified. An example treatment for one of the episodes in the series has been created. During the period of performance, the Program Coordinator will work with the media team's writer and the humanities advisors to gather and curate primary sources that will more deeply contextualize the identified founding documents. The Program Coordinator's efforts will focus specifically on ensuring that national, state, and local archives are accessed appropriately. The Coordinator will also ensure that the sites that are emphasized in Part 2 of each episode are utilized fully. As is indicated in the work plan, episodes one and two will be produced by the end of the performance period. Treatments for episodes three through ten will be developed fully, with our intention being to bring these episodes into production following the performance period in this grant.

J. Distribution Plan and Audiences

Virginia Humanities will distribute and market the *American Commonwealth* podcast through its program, *With Good Reason*. The program reaches over 100,000 people each week and airs on over 100 public radio stations in the United States. In addition, NCHE reaches educators across the country through our own members, and those of our nineteen state affiliates. *American Commonwealth* will be distributed through NCHE's website, through our monthly newsletter, *History Matters!*, and through social media. We will also partner with members of the Library of Congress Teaching with Primary Sources Consortium to distribute

the podcast. PBS Newshour Extra is one example of the partners in the Consortium. We know that *American Commonwealth* will be of great interest to history educators, but it will also appeal more generally to Americans who are curious about foundational documents and a history that they have yet to explore. Receiving a development grant will allow us the time to build distribution through partnership with other public radio stations and other historical organizations. The American Association of State and Local History will also assist with a dissemination plan.

K. Not Applicable to a Development Grant

L. Fundraising Plan and Project Costs

The total cost of completing this project will be \$75,000. The project will be funded entirely by the NEH grant during the period of performance. During the period of performance, NCHE will rely on Virginia Humanities for initial promotion and distribution of the podcast, and NCHE will use this time to secure future funding from interested supporters. In addition, we will continue to plan additional episodes with the intent of applying for a production grant from the NEH for *American Commonwealth* in the future.

M. Organization Profile

The National Council for History Education provides professional and intellectual leadership to foster an engaged community committed to the teaching, learning, and appreciation of diverse histories. Through historical inquiry, NCHE empowers learners to research and interpret the past. Using History's Habits of Mind, our members investigate the past, engage in the present, and are empowered to shape the future. Our members include college and university history professors, K-12 classroom teachers, museum educators, and history enthusiasts. NCHE offers extensive professional development for educators, including colloquia, conferences, online summits, webinars, and such historical conversations as *History Matters...and So Does Coffee!* with Joanne Freeman. NCHE also provides rich resources to educators through its website, newsletter, and social media.

NCHE will lead every aspect of this project, working collaboratively with the media team at Virginia Humanities. NCHE's associate director, Sarah Drake Brown, will oversee the project, and NCHE's education coordinator, Kathleen Barker, will organize and run all meetings, conduct and coordinate archival research in support of the media team's needs, ensure that humanities advisors are consulted and kept informed of the project's progress, and build and design the supporting webpage.

N. Digital Component

NCHE serves educators all over the country, so no project would be complete without additional educator resources. We will create a page within our website to feature *American Commonwealth* podcast resources specifically for educators, including inquiries and links to related resources. NCHE serves K-12 educators, history professors, and museum professionals, all of whom will benefit from the resources on the webpage. The webpage will be available to the general public, so history enthusiasts will also be able to use it as a source for further

knowledge and inspiration. Educators frequently ask us to produce short clips of content for them to use in class, so we will also provide five-minute sound bites from longer podcast episodes. The site will feature all of the documents used for the podcast, as well as related documents. The education page will be planned during the development phase of this podcast.

O. Social Media and Audience Generated Content

NCHE will not engage with social media pertaining to *American Commonwealth* during the development phase of this podcast. Once it goes to production, the podcast will be advertised on social media. NCHE has a rigorous social media policy.

American Commonwealth **Workplan**

October 2022

- Lay out project plans for two pilot episodes
- Meet (remotely) with humanities advisors to review plans
- Record initial anchor interview for episode one

November - December 2022

- Conduct archival research to support each episodes 1 and 2 (archives may be accessed by advisors or online by NCHE program staff)
 - Library of Congress
 - National Archives
 - Chronicling America
 - Sousa Archives and Center for American Music
 - The Germantown School
- Begin initial conversations with distribution partners
 - Distribution already planned via Virginia Humanities, *With Good Reason*
 - Discuss distribution with Library of Congress Teaching with Primary Sources Consortium members (for example, PBS Learning Media) and The American Association of State and Local History

January - June 2023 (ongoing)

- Conduct archival research to support episodes 3-10 (archives may be accessed by advisors or online by NCHE program staff)
 - Library of Congress
 - National Archives
 - Chronicling America
 - The Suquamish Museum
 - The Minnesota African American Heritage Museum and Gallery
 - The National Museum of American History
 - The Ybor City State Museum
 - The Daughters of Utah Pioneers Museum
 - The Bishop Museum
 - The South Dakota Agricultural Heritage Museum
 - Parchman Farm

January 2023

- Anna Keneda to collect tape for episode one at Sousa Archives and Center
- Record interview two for episode one

(continued below)

February 2023

- Anna Keneda to collect tape for episode two at Germantown School
- Begin scripting and cutting episode one
- Send episode one draft to humanities advisors for review

March 2023

- Continue working on and revising episode one based on feedback from humanities advisors

April 2023

- Complete production on episode one
- Record interview one for episode two

May 2023

- Record interview two for episode two
- Begin scripting and cutting episode two
- Begin planning associated education webpage

June - August 2023 (ongoing)

- Plan and build education webpage to accompany the podcast
- Create planned resource sections for episodes one and two

June 2023

- Send episode two draft to humanities advisors for review
- Continue working on and revising episode two based on feedback from humanities advisors

July 2023

- Continue working on and revising episode two

August 2023

- Complete production of episode two

American Commonwealth
Detailed Treatment
Sample Episode Treatment & Episode Synopses

Sample Episode Treatment

Episode 10: Parchman Farm

Treatments such as this will be developed for all episodes under this development grant.

Part 1

Open with audio from “PARCHMAN FARM: PHOTOGRAPHS AND FIELD RECORDINGS: 1947–1959” and Lance Ledbetter, describing what it is like to listen to historical recordings versus modern recordings. Zoom out to introduce Lance and April Ledbetter and their work with Dust-to-Digital and Music Memory.

Lance and April Ledbetter were some of the few people prepared to work from home during the Covid-19 pandemic. The basement of their home in Decatur, Georgia has been their longtime office and the headquarters of Dust-to-Digital, their small record label. Through their work, the Ledbetters organize and curate albums that dig through messy attics or the historical archives of “collectors” like Alan Lomax and William Ferris. The Ledbetters take the detritus of musical field work and turn it into detailed journeys through American music; with their liner notes, they provide much needed historical context for their musical offerings. In reference to their work with Dust-to-Digital, the Ledbetters say, “our hope for this database is that it will serve as a musical Rosetta Stone for future generations by showing the links and cross-influences of the many musical styles captured on phonograph records in the first half of the 20th century.”

The host will begin the conversation by asking the Ledbetters why they identified the music of the first half of the twentieth century as being foundational for understanding American roots music. Previously, the Ledbetters have answered that question by saying, “In many ways, the era from 1925 to 1950 represents the Golden Age of roots music. It was during these years that the rich, vibrant tradition of folk music made its way onto the new mass media of radio and records. This was the age when far-sighted collectors and ambitious commercial record companies began preserving parts of this vast, complicated heritage and helped spread it around the world, where it stimulated many of the great genres of pop: jazz, blues, gospel, western swing, rockabilly, rhythm and blues, and rock and roll.” Focus on their preservation and contextualization of black vernacular music.

Transition to the legacy of “collectors” such as Alan Lomax and the Ledbetters’ remastering of Lomax’s Parchman Farm Recordings. Highlight why they chose to focus on presenting and contextualizing the sounds of incarceration and the music of the chain-gangs on “PARCHMAN FARM: PHOTOGRAPHS AND FIELD RECORDINGS: 1947–1959.” Within the discussion of the work songs and the influence of Parchman Farm’s work songs, highlight the range of the songs performed by black incarcerated men on the album and their choice to share the broad artistry of the prisoners.

Part 2

A long-time mentor and muse for the Ledbetters is William Ferris, a prolific collector of American music, Emeritus Professor of History at the University of North Carolina at Chapel Hill, and former National Endowment for the Humanities Chairman. Growing up two hours south of Parchman Farm in Vicksburg, Mississippi, Ferris continued to document the work of Lomax and traveled to Parchman Farm to record the artistry of the inmates himself.

Begin the conversation with Ferris listening to cuts from “PARCHMAN FARM: PHOTOGRAPHS AND FIELD RECORDINGS: 1947–1959.” The host will ask Ferris about the recordings of Lomax and how they have shaped the history of American roots music as well as how the Lomax collections have been used to create narratives about the sounds of America.

Transition to a discussion with Ferris about his work on Parchman Farm. Ask Ferris to describe Parchman Farm, including what he saw when he got there; why he felt the need to visit Parchman Farm specifically; and what he learned from the experience? Underlay these sound bites with ambient noise from a William Ferris recording at the Parchman Farm blues marker in Mississippi. Include a discussion of the ways in which places like Parchman Farm have influenced the history of American roots music. Use Ferris’ field recordings of Walter Lee Hood from Parchman Farm interspersed into the discussion.

Part 3

The work of the Ledbetters and Ferris have focused on preserving the work of musicians and ensuring them for posterity and the use of others. One of the people who has taken preserved histories and reimagined them to bring them into the world again is Rhiannon Giddens. Giddens is an accomplished singer, songwriter, producer, and historian. As if that wasn’t all, she is the recipient of a MacArthur Genius Grant. She too finds something special in the historical sounds of America, but chafes at the ways that they are often presented. Specifically, how America often celebrates black artistry without acknowledging the legacy of slavery, racism, and misogyny that give the music its potency. In her work, Giddens seeks to honor the often harsh and uncomfortable stories of black struggles, hope, and resistance.

Open discussion with how Giddens got into roots music and the goals of the Carolina Chocolate Drops. The band began as an homage to the overlooked legacy of black string bands and won the 2010 Grammy Award for Folk and Traditional Music with their album, “Genuine Negro Jig.” Discuss the process of reinterpreting historical music: What do you keep? What do you rejig? What were the thoughts and conversations about presenting this music to a broad audience? How much of your show was about loving the music and how much was about offering an historical education about folks who popular history chose to omit?

More specifically, in the world of string bands much of Giddens’ work has been about correcting the whitewashed notion of the Banjo, an instrument that originated in West Africa and was

brought to America through the slave trade. Ask Giddens to give the context and history of the Banjo and why she chose the instrument. Giddens' latest work, "Songs of Our Native Daughters," is a collaborative album she made with Amythyst Kiah, Leyla McCalla, and Allison Russell, all black female banjo players. Ask Giddens about why she chose to bring together this group of women. Lead into discussing the message of the album which, according to Smithsonian Folkways, is to "confront sanitized views about America's history of slavery, racism, and misogyny from a powerful, black female perspective."

Play "Mama's Crying Long"- a call and response song about a true event and the historical brutalities of being a woman of color from the perspective of her child.

Ask Giddens about the process of finding the historical records that inspired the song. Focus on her use of slave narratives, and what power does she find in bringing these stories to light?

Episode Synopses

10 Thirty-Minute Podcasts in the Series

1. Oh Say, Can You Sing

In Part 1, historian Joanne Freeman analyzes the Star-Spangled Banner and discusses it as patriotic music. In Part 2, we visit the Sousa Archives and Center for American Music to discuss the features of songs that are considered patriotic. In Part 3, country radio DJ Patrick Haines explains patriotism as a theme in country music and its importance to the identity of listeners.

2. A Blueprint for Change

In Part 1, historian Creston Long analyzes the blueprint for a Rosenwald School in Salisbury, Maryland. This is a very different type of founding document, but nonetheless crucial to American democracy. Rosenwald schools were funded by private/public partnerships between Sears co-owner Julius Rosenwald, local government, and Black community organizations, and were built across the country between 1917 and 1948 to serve Black children. In Part 2, we visit the Germantown School, a refurbished Rosenwald school in Berlin, Maryland where former students volunteer as docents. Newell Quinton will discuss his experience at the school. In Part 3, curricular historian and principal Alana Murray discusses ongoing school segregation in modern Maryland.

3. "The Waves of the Wind Ruffled Sea..."

In Part 1, historian Josh Reid analyzes a version of the famous Chief Seattle Oration of 1854. In this document, Chief Seattle discusses preservation of the earth and indigenous land rights. In Part 2, we travel to the Suquamish Museum in Suquamish, Washington, to learn about the impact of the speech on the environmental movement of the 1970s and 1980s, and in Part 3 we explore the speech's continued relevance in environmental activism today.

4. A Declaration

In Part 1, historian Yohuru Williams analyzes The Black Panther 10 Point Program and explains how it relates to the Declaration of Independence. In Part 2, we visit the Minnesota African American Heritage Museum and Gallery, where educators discuss the Black Power movement in the twin cities. In Part 3, contemporary activists discuss the influence of the Black Power movements.

5. Something Cooking

Historian Theresa McCulloch opens Part 1 by analyzing a recipe in *American Cookery*, by Amelia Simmons, the first cookbook published in America. This book had an enormous impact on American foodways, but also on publishing. In Part 2, we visit Julia Child's kitchen at the National Museum of American History to learn about Ms. Child's groundbreaking writing and television career and its lasting effect on American culture. In Part 3, we talk to chef Danielle Soto-Innes about women and cooking in America today.

6. Our America

In Part 1, historian Luis Martinez-Fernandez analyzes the essay, "Our America," by Jose Marti, the Cuban independence leader. In Part 2, we visit the Ybor City State Museum, in Tampa, Florida, where curators discuss the influence of Marti on the immigrant community in Florida, and his impact on the Spanish-American War. In Part 3, we interview Cuban Americans in Tampa about their identities as Americans.

7. "Conferring Upon Women..."

In Part 1, historian Laurel Thatcher Ulrich discusses the 1870 act of the Utah Legislature granting women the right to vote and how the act was related to plural marriage. In Part 2, we visit the Daughters of Utah Pioneers Museum to discuss life for Utah women and how it is interpreted today. In Part 3, Laurel Thatcher Ulrich discusses her personal identities as a historian, feminist, and member of the Church of Jesus Christ of Latter-day Saints.

8. A Petition of Protest

In Part 1, historian David Chang analyzes the 1897 Petitions Protesting Annexation, in which Native Hawaiians, the Kānaka Maoli, protested the United States' interference in Hawaii and especially advocated for their rights to maintain their own languages and culture. In Part 2, we visit the Bishop Museum and discuss continued efforts to maintain Hawaiian identity after Hawaii was annexed. In Part 3, we visit Waiau Elementary School, where students experience Hawaiian Immersion Education.

9. "Cutting off our trade.."

This episode will deal with the complicated relationships Americans have with trade and will focus on rural communities. In Part 1, historian Joanne Freeman will discuss the Declaration of Independence, specifically the line among the twenty-seven grievances that denounces the king for "cutting off our trade with other parts of the world." In Part 2, we check in with staff at the South Dakota Agricultural Heritage Museum about the conditions in the agricultural United

States that led to the Hawley-Smoot Tariff Act in 1930. In Part 3, we talk to modern farmers in the same area about their relationships with international trade.

10. Parchman Farm

In Part 1, Lance and April Ledbetter share historic recordings from Parchman Farm, a penitentiary in Mississippi where early blues recordings were collected. In Part 2, historian and former NEH Chairman William Ferris discusses Parchman Farm and the recordings collected there by Alan Lomax. In Part 3, Rhiannon Giddens, of the Carolina Chocolate Drops, discusses the role of American roots music in her work.

American Commonwealth
Work Sample

Description: The final installment in *With Good Reason's* NEH-funded *Voices of Vietnam* series, "A Lost Homeland" tells the story of the Fall of Saigon and the loss of a homeland for hundreds of thousands of Vietnamese people. We glimpse post-war life under communist rule in Vietnam and the beginnings of resilient Vietnamese refugee communities in America. Decades later, members of the next generation share the delicate balance of growing up as both Vietnamese and American, and discuss immigration in the U.S. today.

Role Played by Media Team Members in the Provided Sample: This series was produced and edited by the *With Good Reason* team, led by Sarah McConnell and Allison Quantz. Allison Quantz will direct *American Commonwealth* and will be supported by other members of the Virginia Humanities team, such as *With Good Reason's* executive producer, Sarah McConnell.

A **Sample** demonstrating the work and experience of the Media Team is available at the following link: [Voices of Vietnam](#)

American Commonwealth Bibliography

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American Commonwealth
Resumes and Letters of Interest/Commitment

Humanities Advisers

Name	Title	Institutional Affiliation
Kristy A. Brugar	Chair, Instructional Leadership and Academic Curriculum and Associate Professor, Social Studies Education	University of Oklahoma
Joanne B. Freeman	Class of 1954 Professor of History and of American Studies	Yale University
Luis Martinez-Fernandez	Professor of History	University of Central Florida
Anne Ladyem McDivitt	Digital Humanities Librarian	University of Alabama
Alayna Murray	Principal	Shady Grove Middle School, Montgomery County, MD
Josh Reid	Associate Professor of American Indian Studies and the John Calhoun Smith Memorial Endowed Associate Professor of History	University of Washington
Yohuru Williams	University Distinguished Chair and Professor of History, Director of the Racial Justice Initiative	University of St. Thomas

Participating Organizations

American Association of State and Local History

Virginia Humanities

Media Team

Name	Title	Affiliation
Matt Darroch	Associate Producer	Virginia Humanities
Lauren Francis	Associate Producer	Virginia Humanities
Sarah McConnell	Executive Producer	Virginia Humanities
Jamal Millner	Technical Director and Engineer	Virginia Humanities
Allison Quantz	Senior Producer	Virginia Humanities
Anna Keneda	Folklorist and Teacher	Southeast Middle School, Baton Rouge, LA

Letters of commitment and short vitae and/or biographies follow.



Grace Leatherman
Executive Director
National Council for History Education
13940 Cedar Road #393
University Heights, Ohio 44118

Dear Ms. Leatherman,

I am writing to express my willingness to serve as an advisor on the National Council for History Education grant “American Commonwealth: A Podcast on Documents and the American Story.” This project will demonstrate the importance of historical document analysis and help broaden what we consider to be the American narrative. As a professor of social studies education at the University of Oklahoma, I can speak the ways in which history is taught, and has been taught, in the United States, and can recommend topics that I feel would be particularly useful in the classroom. In the planning phase, I commit to attending planning meetings, recommending relevant historians, resources, and institutions, providing feedback on initial plans and treatments, and serving as an interviewee.

Sincerely,

Kristy A. Brugar, PhD
Associate Professor, Social Studies Education
Huddleston Presidential Professor
Chair, ILAC
University of Oklahoma

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kristy.a.brugar@ou.edu

EDUCATION

Michigan State University, E. Lansing, MI	Ph.D., Curriculum, Instruction, and Teacher Education
The George Washington University, Washington, D.C.	M.Ed., Secondary Education
The University of Michigan, Ann Arbor, MI	B.A., History

PROFESSIONAL EXPERIENCES

Chair, Instructional Leadership and Academic Curriculum Department, University of Oklahoma,	September 2019-present
Associate Professor, Jeannine Rainbolt College of Education, University of Oklahoma,	2018-present
Assistant Professor, Jeannine Rainbolt College of Education, University of Oklahoma,	2014-2018
Assistant Professor, College of Education, Wayne State University	2012-2014
Social Science Teacher/Subject Coordinator, Cranbrook Schools, Bloomfield Hills, MI	1999-2007
Social Studies Teacher, Howard County Public Schools, Ellicott City, MD	1996-1999

SELECTED PUBLICATIONS

Brugar, K.A. (2020). More accessible history through literacy. *Michigan Reading Journal*, 52(3), p. 73.

Brugar, K.A. (2019) Inquiry by the book: Using children's nonfiction as mentor texts for inquiry. *The Social Studies*, 110 (4), 155-160.

Brugar, K.A. & Whitlock, A.M. (2019) "I like . . . different time periods:" Teachers and historical fiction. *Social Studies Research and Practice*, 14(1), 78-97.

Brugar, K.A. & Roberts, K.L. (2018). Challenges in reading informational texts: Reading the words and the world. *Journal of Social Studies Research*, 42, 49-59. DOI: [10.1016/j.jssr.2017.02.001](https://doi.org/10.1016/j.jssr.2017.02.001)

Brugar, K.A. (2017) *Denied, Detained, Deported* (p. 127-132). In A. S. Libresco, J. Balantic, and M. Battenfeld (Eds.), *Notable Books, Notable Lessons*.

Brugar, K. A. (Spring, 2017). Making use of the margins: Exploring historical paintings in textbooks. *The Texan*, 35-38.

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- Brugar, K. A. & Roberts, K. L. (2017). Seeing is believing: Promoting visual literacy in elementary social studies. *Journal of Teacher Education*, 68(3), 262-279. DOI: [10.1177/0022487117696280](https://doi.org/10.1177/0022487117696280)
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- Brugar, K. (2016). *30 for 30: An inquiry into sports documentaries to engage in social history. The History Teacher*, 49(2), 285-299.
- Brugar, K.A. (2016). Teaching social studies/history to elementary school students through a discipline-specific approach. *Journal of Education*, 196(2), 101-114.

GRANTS, AWARDS, AND HONORS

Jeannine Rainbolt College of Education, <i>Research/Scholarship Award</i>	2020
Teaching with Primary Sources Grant, Midwest (\$19,986)	2019
University of Oklahoma, <i>Faculty Investment Program</i> (\$15,000)	2019
Robert L. and Nan A. Huddleston Presidential Professor of Education, University of Oklahoma	2018
College and University Faculty Assembly, NCSS, <i>Early Career Award</i>	2017
Jeannine Rainbolt College of Education, <i>Junior Faculty Award 2016</i> (\$500)	2016
Oklahoma State Regents for Higher Education, <i>Building collaboration among Oklahoma history teachers</i> (\$10,000)	2015-2016
National Council for Geographic Education, <i>The Geography Teacher</i> , Best Content Article, <i>Navigating maps to support comprehension: When textbooks don't have gps.</i>	2015

SERVICE TO THE PROFESSIONAL COMMUNITY

Member, National Council for the Social Studies Inquiry Task Force	2019-2021
Advisory Team, Social Studies, State of Oklahoma	2018-2020
Chair, Awards Committee, National Council for the Social Studies	2019-2020
Member, Drafting Committee, U.S. History Standards, State of Oklahoma	2019
Board of Directors, National Council for History Education	2016-2019
Board of Directors, Oklahoma Council for History Education	2015-2020
Board of Directors, College and University Faculty Assembly	2014-2017
Board of Directors, Communications Director, College and University Faculty Assembly	2014-2015
Board of Directors, Publication Chair, College and University Faculty Assembly	2015-2016
Member, Carter G. Woodson Book Committee, National Council for the Social Studies	2013-2020
Chair, Carter G. Woodson Book Committee, National Council for the Social Studies	2017
Committee Member, Notable Book Committee, National Council for the Social Studies	2011-2014
Nominations and Elections Chair, Social Studies Research SIG, American Educational Research Association	2013-2014

Grace Leatherman
Executive Director
National Council for History Education
13940 Cedar Road #393
University Heights, Ohio 44118

Dear Ms. Leatherman,

I am writing to express my willingness to serve as a Lead Historian in the National Council for History Education project *American Commonwealth: A Podcast on Documents and the American Story*—an all too timely podcast aimed at enabling Americans to explore and understand the roots of American democracy. As a historian of Early American History at Yale University and the author of several books about American politics and government, I would be pleased to serve as a Humanities Advisor on this project. My podcast and webcast experience will also come in handy; I co-hosted the popular American history podcast *BackStory* through the Virginia Foundation for the Humanities, and currently co-host with Heather Cox Richardson *Now & Then*, a weekly podcast that uses history to explore the present, sponsored by Vox Media. Through the National Council for History Education, I also host a weekly webcast, *History Matters (...and so does coffee!)* that uses historical documents and incidents to translate current events. In these ways and more, I am pleased to lend my experience in humanities-related media to the proposed project. In the planning phase, I commit to attending planning meetings, recommending relevant historians, resources, and institutions, providing feedback on initial plans and treatments, and serving as an interviewer.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joanne Freeman', with a stylized, flowing script.

Dr. Joanne Freeman

Class of 1954 Professor of History and American Studies
Yale University

Professional Accomplishments, Joanne B. Freeman,

Employment: Professor of History and American Studies at Yale University

Writing:

- *Affairs of Honor: National Politics in the New Republic* (Yale University Press, 2001)
- *The Field of Blood: Violence in Congress and the Road to Civil War* (Yale University Press, 2018)

Public History

- Host of the National Council for History Education web show *History Matters...and so does coffee!*
- Co-host of the popular American history podcast *BackStory*
- Public speaker, commentator, and historical consultant whose work has appeared in the *New York Times*, the *Washington Post*, and *Atlantic Magazine*, among others
- Featured in documentaries on PBS and the History Channel
- Political commentator on CNN and MSNBC
- Yale online course, *The American Revolution*, has been viewed by hundreds of thousands of people in homes and classrooms around the world.

Associations

- Society of American Historians
- Connecticut Academy of Arts and Sciences.
- Board of Trustees or Advisory Board memberships include the Library of America, the National Council for History Education, *The Papers of Benjamin Franklin*, and the Robert H. Smith International Center for Jefferson Studies.
- Distinguished Lecturer of the Organization of American Historians

Awards and Fellowships

- Fellow at the New York Public Library Cullman Center for Scholars and Writers
- Fellow of the American Council of Learned Societies
- 2017 William Clyde DeVane Teaching Award
- 2018 Sidonie Miskimim Clauss '75 Prize for Teaching Excellence in the Humanities.



Department of History

December 16, 2021

Grace Leatherman
Executive Director
National Council for History Education
13940 Cedar Road #393
University Heights, Ohio 44118

Dear Ms. Leatherman,

I am writing to express my willingness to serve as an advisor on the National Council for History Education grant "American Commonwealth: A Podcast on Documents and the American Story." This project will allow NCHE to share stories about diverse communities and their centrality to the American narrative. As a history professor at the University of Central Florida, as well as a public speaker and syndicated columnist, I can provide perspective on Latin American and Caribbean history, as they relate to American history, as well as Hispanic/Latino history, politics, and culture. In the planning phase, I commit to attending planning meetings, recommending relevant historians, resources, and institutions, providing feedback on initial plans and treatments, and serving as an interviewee.

Sincerely,

A handwritten signature in black ink, appearing to read "Luis Martínez-Fernández".

Luis Martínez-Fernández, Ph.D.
Pegasus Professor of History
University of Central Florida

LUIS MARTÍNEZ-FERNÁNDEZ, PH.D.

Department of History
University of Central Florida

Cel. (b) (6)

(b) (6)

MOST RECENT ACADEMIC APPOINTMENTS

UNIVERSITY OF CENTRAL FLORIDA, ORLANDO

Professor of History (2004-).

Director of Latin American, Caribbean and Latino Studies Program (2004-2006).

RUTGERS UNIVERSITY, NEW BRUNSWICK, NEW JERSEY

Assistant Professor to Professor (1994-2004).

OTHER PROFESSIONAL POSITIONS

CREATORS SYNDICATE

Nationally Syndicated Weekly Columnist (August 2020-).

HIGHEST DEGREE

DUKE UNIVERSITY, DURHAM, NORTH CAROLINA

Ph.D. in History, May 1990; advisor John J. TePaske.

SELECTED SCHOLARLY PUBLICATIONS

Key to the New World: A History of Early Colonial Cuba. Gainesville: University of Florida Press (a scholarly imprint of the University Press of Florida), 2018.

Revolutionary Cuba: A History. Gainesville: University Press of Florida, 2014; eBook edition in Florida Scholarship Online, 2015; updated paperback edition, 2016.

Fighting Slavery in the Caribbean: The Life and Times of a British Family in Nineteenth-Century Havana. Armonk, NY: M.E. Sharpe Publishers, 1998.

Torn between Empires: Economy, Society, and Patterns of Political Thought in the Hispanic Caribbean, 1840-1878. Athens: University of Georgia Press, 1994; reissued in paperback, 2013.

“Puerto Rico’s Democratic Revolt.” Essay in *The Puerto Ricans: A Documentary History*. Eds. Kal Wagenheim, Olga Wagenheim and Luis Martínez-Fernández. Princeton, NJ: Markus Wiener Publishers, new expanded and revised edition, 2020, 397-400.

"Trauma and Conflict: New Perspectives on Cuban Exile and Emigration to South Florida Since 1959." *Ibero-Americana Pragensia Supplementum* 31 (2012), 93-106.

"1492: First Encounters, the Invention of America and the Columbian Exchange." *Revista Brasileira do Caribe* 6:11 (2005), 13-31.

"Why Study the Past? A Historian Reflects." *Hopscotch* 2:2 (Fall 2000), 64-69.

"Puerto Rico in the Whirlwind of 1898: Conflict, Continuity, and Change." *Magazine of History* 12:3 (Spring 1998), 24-29.

OTHER SCHOLARLY PUBLICATIONS

"Florida's Puerto Rican Phenomenon: Modern Migrants Brave New Frontiers." Florida Humanities Council's *FORUM* magazine 36:1 (Spring 2012), 14-17.

"Embarking upon the Unknown: The DNA of a 'Recurring Emigrant.'" Florida Humanities Council's *FORUM* magazine 36:1 (Spring 2012), 15.

"The Birth of the American Empire as Seen Through Political Cartoons (1896-1905)." *Magazine of History* 12:3 (Spring 1998), 48-54.

OPINION PIECES AND SYNDICATED COLUMNS

Complete list of nationally syndicated weekly columns distributed by [Creators Syndicate](#) (September 2020-).

Complete list of columns written for the [Globe Post](#).

HONORS, FELLOWSHIPS & AWARDS

Member of the Academia de la Historia de Cuba en el Exilio (Academy of Cuban History in Exile), elected July 10, 2020, inducted November 2020.

Latino International Book Awards, Gold Medal, Best History Book for *Key to the New World*, September 21, 2019.

Featured author, Orlando Book Festival, May 18, 2019.

Florida Book Awards, Bronze Medal, General Nonfiction Category for *Key to the New World*, 2018.

Featured author and speaker, Miami Book Fair International, November 2014.

Grace Leatherman
Executive Director
National Council for History Education
13940 Cedar Road #393
University Heights, Ohio 44118

1/4/2022

Dear Ms. Leatherman,

I am writing to express my willingness to serve as an advisor on the National Council for History Education grant "American Commonwealth: A Podcast on Founding Documents and the American Story." I appreciate the potential of this project to tell local stories that have wider implications. As Digital Humanities Librarian for the University of Alabama Libraries, I can provide expertise on digital humanities and public history, as well as modern American history. In the planning phase, I commit to attending planning meetings, recommending relevant historians, resources, and institutions, providing feedback on initial plans and treatments, and serving as an interviewee.

Sincerely,

A handwritten signature in black ink, appearing to read "Anne Ladyem McDivitt". The signature is fluid and cursive, with the first name "Anne" written in a larger, more prominent script than the last name "McDivitt".

Dr. Anne Ladyem McDivitt
University of Alabama

Anne Ladyem McDivitt

(b) (6)

anneladvem.com

Tel: (b) (6)

EDUCATION

George Mason University Fairfax, VA

PhD 2018

Major Field- US History

Minor Fields- Digital History, 20th Century US History

Dissertation “We Take Fun Seriously: The Creation of the Video Game Industry in the United States.”

University of Central Florida Orlando, FL

MA 2013

History

Minor Fields- Public History

Thesis “I Play to Beat the Machine: Masculinity and the Video Game Industry in the United States”

University of Central Florida Orlando, FL

BA 2010

History

CAREER

Digital Humanities Librarian-Assistant Professor December 2018-present

University of Alabama Tuscaloosa, AL

- Runs the Alabama Digital Humanities Center, including staff management.

This involves serving as a liaison to many humanities fields, project management, and organizing the Digital Humanities conference, Digitorium, annually. Assists with the building of digital exhibits and archives with faculty across campus. Teaches sessions on digital methods and tools for students and faculty.

Adjunct Professor 2017 - 2018

George Mason University Fairfax, VA

- Teaching History 390: The Digital Past, an upper-level history course with a focus on using digital tools to do history. Class size of 51.

Curatorial Intern May 2017 – August 2017

National Air and Space Museum Washington, D.C

- Researched and proposed new topics for an upcoming exhibition for the National Air and Space Museum
- Observed guests at the National Air and Space Museum to gauge what interested guests
- Submitted a written report on the information from the observations
- Researched, wrote, and located images for a STEM in 30 episode on the Apollo program.

PUBLICATIONS

McDivitt, Anne Ladyem. *Hot Tubs and Pac-Man: Gender and the Early Video Game Industry in the United States (1950s-1980s)* Berlin: De Gruyter. 2020.

McDivitt, Anne Ladyem. “[Toxic Video Game Culture and Why I Don’t Call Myself a Gamer.](#)” De Gruyter Conversations. October 2020.

McDivitt, Anne Ladyem. “[To Bloom New Possibilities: Atlus’s Hypocritical Portrayals of LGBTQ+ Narratives in Catherine: Full Body.](#)” First Person Scholar. February 26, 2020.

McDivitt, Anne Ladyem. “[Podcasts in Education.](#)” In Oxford Bibliographies in Education. Ed. Anne Hynds. New York: Oxford University Press. (January 2020).

McDivitt, Anne Ladyem. “Review: Woke Gaming: Digital Challenges to Oppression and Social Injustice.” Rochester, New York: The Strong National Museum of Play, Vol. 12, No. 1 (Autumn 2019)



SHADY GROVE MIDDLE SCHOOL

TIMBERWOLF PRIDE!

"Give your best every day and your best will come back to you."



Office of the Principal

Dec 22, 2021

Alana D. Murray, PhD
8100 Midcounty Hwy
Gaithersburg MD 20877

Grace Leatherman

Executive Director

National Council for History Education

13940 Cedar Road #393

University Heights, Ohio 44118

Dear Ms. Leatherman,

I am writing to express my willingness to serve as an advisor on the National Council for History Education grant, "American Commonwealth: A Podcast on Documents and the American Story." I appreciate that this project will bring both historical documents and little-known narratives to the general public. As a specialist in the history of education and as a school principal, I will lend my expertise in curricular history and in ongoing challenges school communities face to this project. In the planning phase, I commit to attending planning meetings, recommending relevant historians, resources, and institutions, providing feedback on initial plans and treatments, and serving as an interviewee.

I look forward to supporting this project,

Alana D. Murray, PhD

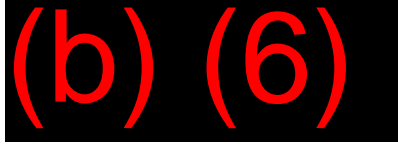
Principal

Shady Grove Middle School

8100 Midcounty Highway · Gaithersburg, MD 20877 · Tel (240) 740-1440 · Fax
(301) 548-7535

MONTGOMERY COUNTY PUBLIC SCHOOLS

ALANA D. MURRAY, PH.D



ACADEMIC BACKGROUND

B.A., 1997	University of Maryland, College Park Major: Government and Politics Minor: History
M.A.T., 1998	Brown University, Providence, RI Major: Social Studies Education
Certificate, 2006	Hood College, Frederick, MD Major: Administration and Leadership
Ph.D., 2012	University of Maryland, College Park Major: Minority and Urban Education

PROFESSIONAL EXPERIENCE

2017	Principal , Shady Grove Middle School, Montgomery County, MD
2016	Principal Intern , Robert Frost Middle School, Montgomery County, MD
2012-2016	Assistant Principal , Parkland Magnet Middle School, Montgomery County, MD
2010-Present	Co-Coordinator , Equity and Excellence Certificate, McDaniel College, Westminster, MD
September 2005 – June 2012	Social Studies Department Chair , A. Mario Loiederman Middle School for the Creative and Performing Arts, Montgomery County, MD
2002-2005	Social Studies Teacher and Team Leader , Parkland Middle School, Montgomery County, MD
1998-2002	Social Studies Teacher , Walter Johnson High School, Montgomery County, MD

SELECT PUBLICATIONS

Murray, Alana D. (2018) *The Development of the Alternative Black Curriculum, 1890-1940: Countering the Master Narrative*. New York: Palgrave Macmillan.

Menkhart, Deborah, Alana Murray, and Jenice View, Eds. (2004) *Putting the Movement into Civil Rights Teaching*. Washington DC: Teaching for Change.

King, L., Murray, A, and C. Woyshner. African American Curriculum History: New Possibilities and Directions. Gary McCulloch, Ivor Goodson and Mariano González-Delgado (Eds), *Transnational Perspectives on Curriculum History*. New York: 2020.

Murray, A. Countering the Master Narrative in US Social Studies: Nannie Helen Burroughs and New Narratives in History Education. Chara H. Bohan and Christine Woyshner (Eds.), *Histories of Social Studies and Race, 1890-2000*. New York: Palgrave Macmillan.

SELECT PRESENTATIONS

Murray, A. (2020, December). *Reflections on the development of the Alternative Black Curriculum*. Paper presented at the annual meeting of the College and Faculty Assembly (CUFA), National Council of Social Studies in Washington DC (virtual conference).

Murray, A. (2019, April). *The Modern-Day Civil Rights Movement and History Education*. Paper presented at the annual meeting of the American Education Research Association in Toronto, CA.

SELECT INVITED ADDRESSES, SEMINARS, AND WORKSHOPS

Murray, A (January 2021), "Teaching Inquiry about Race and Democracy Through Primary Sources. *Invited Guest Speaker*. National Council for History Education, Inquiry and Teaching with Primary Sources Speaker series.

Murray, A. (August 2020), *Teaching the Legacy of Slavery*. Invited Guest Speaker. National Council for History Education, Equity Summit.

Murray, A (January 2013). *Teaching American History: The Civil Rights Movement and Historical Thinking*. Keynote Speaker. University of Illinois, Champaign-Urbana.

HONORS, AWARDS AND SCHOLARSHIPS

Shelton Adjunct Faculty Award for Teaching Excellence, McDaniel College, 2020

Teaching for Tolerance, Recognition for *Putting the Movement Back into Civil Rights Teaching*, One of the Top Ten Professional Development Resources for Teachers, 2012

AERA Division F, History and Historiography, Young Scholars Mentoring Seminar, 2011

National Association of Multicultural Education (NAME), Philip C. Chinn Multicultural Book Award for "Putting the Movement Back Into Civil Rights Teaching, 2004

Gustavus Myers Center for the Study of Bigotry and Human Rights, Honorable Mention for "Putting the *Movement* Back into Civil Rights Teaching", 2004

Fulbright -Hays Garcia Robles Seminars Abroad, Fulbright Scholar, 2001

National Endowment for the Humanities, Participant, *Worlds of the Renaissance Institute*, 2000

SERVICE

Professional Memberships

Board Member, National Council for History Education (NCHE)

American Educational Research Association



DEPARTMENT OF HISTORY
UNIVERSITY of WASHINGTON

December 15, 2021

Grace Leatherman
Executive Director
National Council for History Education
13940 Cedar Road #393
University Heights, Ohio 44118

Dear Ms. Leatherman,

I am writing to express my willingness to serve as an advisor on the National Council for History Education grant “American Commonwealth: A Podcast on Documents and the American Story.” I appreciate that this project will bring both historical documents and little-known narratives to the general public. As the John Calhoun Smith Memorial Endowed Associate Professor of History and American Indian Studies and the Director of the Center for the Study of the Pacific Northwest at the University of Washington, I can provide expertise on Indigenous peoples, maritime history, the history of the North American West, environmental history, borderlands, Pacific Worlds, and US history in general. In the planning phase, I commit to attending planning meetings; recommending relevant historians, resources, and institutions; providing feedback on initial plans and treatments; and serving as an interviewee.

I wish you the best with this endeavor!

Sincerely,

Josh Reid
John Calhoun Smith Memorial Endowed Associate Professor of History
Associate Professor, American Indian Studies
Director, Center for the Study of the Pacific Northwest
University of Washington
206.616.3661 | jlr Reid@uw.edu

Josh Reid

University of Washington Department of History
318 Smith, Box 353560
Seattle, WA 98195-3560
Telephone: 206.616.3661
Fax: 206.543.9451
Email: jlreid@uw.edu

Employment

Sept. 2015 to Present	Associate Professor, History and American Indian Studies Departments, University of Washington.
Apr. 2011 to Aug. 2015	Director, Native American & Indigenous Studies Program, University of Massachusetts, Boston, MA.
Sept. 2009 to Aug. 2015	Assistant Professor, History Department, University of Massachusetts, Boston, MA.
Fall 2000 to Spring 2003	Grade 8 Language Arts Teacher and Grade 7 Humanities Block Teacher, Saint Joseph School, Seattle, WA.
Fall 1995 to Spring 2000	Grade 8 Washington State History & World Geography Teacher, Asa Mercer Middle School, Seattle, WA.
Fall 1994 to Spring 1995	Grade 6 Humanities Block Teacher & Grade 6 ESL Math Teacher, Asa Mercer Middle School, Seattle, WA.

Education

Ph. D. in History, September 2009.

Department of History, University of California, Davis, CA.

Major field: American History. Designated Emphasis: Native American Studies. Minor field: World History. Research interests: American Indians, cultural meanings of space and place, the American and Canadian Wests, the environment, borderlands, the indigenous Pacific.

Dissertation: “‘The Sea Is My Country’: The Maritime World of the Makah, an Indigenous Borderlands People.” Director: Professor Louis Warren. Awarded the 2010 Dissertation Prize from the Institute for Pacific Northwest Studies at University of Idaho.

Master of Arts in History, June 2005.

Department of History, University of California, Davis, CA.

Bachelor of Arts, May 1994.

Yale University, New Haven, CT.

Double major: Political Science and Studies in the Environment.

Publications: Books

Edited volume with Susan Sleeper-Smith and Jeffrey Ostler, *Violence and Indigenous Communities* (under contract with and review by Northwestern University Press in their Critical Insurgencies series).

The Sea Is My Country: The Maritime World of the Makahs (New Haven: Yale University Press, 2015).

- Honorable Mention for the Frederick Jackson Turner Prize (2016), Organization of American Historians.
- Honorable Mention for the John Lyman Book Award in US Maritime History (2016), North American Society for Oceanic History.
- Caughey Western History Prize (2016), Western History Association.
- John C. Ewers Award (2016), Western History Association.
- Sally and Ken Owens Award (2016), Western History Association.
- Erminie Wheeler-Voeglin Book Award (2016), American Society for Ethnohistory.

Publications: Articles

“AHR Forum Introduction: Indigenous Agency and Colonial Law,” *American Historical Review* 124.1 (February 2019): 20-27.

“From ‘Fishing Together’ to ‘To Fish in Common With’: Makah Marine Waters and the Making of the Settler Commons in Washington Territory,” *Journal of the West* 56.4 (Fall 2017): 48-56.

“Indigenous Power in *The Comanche Empire*,” *History and Theory* 52.1 (February 2013): 54-59.

“Professor Igloo Jimmie and Dr. Boombang Meet the Heathens: Indigenous Representations and the Geography of Empire at the Alaska-Yukon-Pacific Exposition,” *Pacific Northwest Quarterly* 101.3/4 (Summer/Fall 2010): 109-125.

“All Washed Up: An Ill-Planned Dam Project Displaces Indian Farmers and Tribals,” *International Forum at Yale* 13.2 (Summer 1993): 16 – 20.

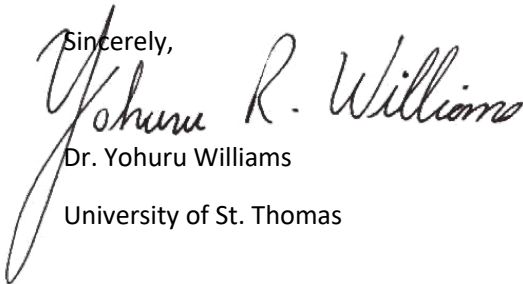
Publications: Chapters in Edited Volumes

“Indigenous-Anglo Interactions over Pacific Marine Space: Makahs, Maori, and the British Empire in the Pacific,” in *Facing Empire: Indigenous Experiences of Empire in a Revolutionary Age*, eds. Kate Fullagar and Michael A. McDonnell (Baltimore: Johns Hopkins University Press, 2018).

Grace Leatherman
Executive Director
National Council for History Education
13940 Cedar Road #393
University Heights, Ohio 44118

Dear Ms. Leatherman,

I am writing to express my willingness to serve as a Lead Historian on the National Council for History Education grant *American Commonwealth: A Podcast on Founding Documents and the American Story*. This project has the potential provide many thousands of Americans with the opportunity to consider the success and failure of core democratic values in American Society. As Distinguished University Chair and Professor of History and Founding Director of the Racial Justice Initiative at the University of St. Thomas, I can provide expertise on the Reconstruction Era, the Civil Rights Movement, and the Black Power Movement. In the planning phase, I commit to attending planning meetings, recommending relevant historians, resources, and institutions, providing feedback on initial plans and treatments, and serving as an interviewer.

Sincerely,

Dr. Yohuru Williams
University of St. Thomas

Short Professional Description for Yohuru Williams

Education: Dr. Williams received his Ph.D. from Howard University in 1998.

Employment: Distinguished University Chair and Professor of History and founding director of the Racial Justice Initiative at the University of St. Thomas in St. Paul, Minnesota.

Writings:

- *Black Politics/White Power: Civil Rights Black Power and Black Panthers in New Haven* (Blackwell, 2006)
- *Rethinking the Black Freedom Movement* (Routledge, 2015)
- *Teaching beyond the Textbook: Six Investigative Strategies* (Corwin Press, 2008)
- *In the Shadow of the Whipping Post: Lynching, Capital Punishment, and Jim Crow Justice in Delaware 1865-1965* (under contract with Cambridge University Press)

Editing:

- *A Constant Struggle: African-American History from 1865 to the Present Documents and Essays* (Kendall Hunt, 2002).
- *The Black Panthers: Portraits of an Unfinished Revolution* (Nation Books, 2016), *In Search of the Black Panther Party, New Perspectives on a Revolutionary Movement* (Duke, 2006)
- *Liberated Territory: Toward a Local History of the Black Panther Party* (Duke, 2008). He also served as general editor for the
- Association for the Study of African American Life and History's 2002 and 2003 Black History Month publications, *The Color Line Revisited* (Tapestry Press, 2002)
- *The Souls of Black Folks: Centennial Reflections* (Africa World Press, 2003)

Advising

- *Putting the Movement Back into teaching Civil Rights.*

Media Appearances

- ABC, CNN, MSNBC, Aljazeera America, BET, CSPAN, EBRU Today, Fox Business News, Fresh Outlook, Huff Post Live, NPR, Sound Smart, WVON, Chicago, Progressive Magazine.

Documentary Appearances

- The Ken Burns PBS Documentary Jackie Robinson
- The Stanley Nelson PBS Documentary: The Black Panthers.

Scholarly Contributions

- American Bar Association's Insights on Law and Society, The Organization of American Historians Magazine of History, The Black Scholar, The Journal of Black Studies, Pennsylvania History, Delaware History, the Journal of Civil and Human Rights and the Black History Bulletin.



January 5, 2022

Ms. Grace Leatherman
Executive Director
National Council for History Education
13940 Cedar Road #393
University Heights, Ohio 44118

Dear Ms. Leatherman,

I am writing to express the willingness of the American Association for State and Local History (AASLH) to serve as a Humanities Advisor on the National Council for History Education's development grant to the NEH for *American Commonwealth: A Podcast on Documents and the American Story*. This is a project that can inspire state and local history organizations, as well as their community stakeholders, and help these institutions to leverage their resources to tell broader national stories.

I believe that the AASLH and its members are well positioned to provide advice about the craft of telling the national story through the lens of community institutions. AASLH commits to recommending partner organizations and resources, providing feedback on drafts and pilots, and advising on marketing and distribution through a network of partners. Relevant staff will attend virtual meetings. We look forward to this collaboration which fits with the growing framework of projects AASLH is undertaking in preparation for the 250th anniversary of the country in 2026.

Sincerely,

John R. Dichtl, PhD
President & CEO



January 5, 2022

Grace Leatherman
Executive Director
National Council for History Education
13940 Cedar Road #393
University Heights, Ohio 44118

Dear Ms. Leatherman,

Virginia Humanities looks forward to partnering with the National Council for History Education on the podcast *American Commonwealth*. This podcast will highlight important historical documents while emphasizing the diverse communities who have founded and re-founded the United States of America. Virginia Humanities will serve as the production partner on this podcast. Virginia Humanities staff will provide project planning, script writing, sound recording and editing, and the full production of two pilot episodes. What is more, along with our talented production team, Virginia Humanities recently built a new home and center for the public humanities that includes two state-of-the-art production studios. This new space will be an asset in creating and editing current and future radio work.

Virginia Humanities has extensive experience with podcasts. A centerpiece of our programming is the weekly public radio program, *With Good Reason*. Created in the 1990s through a partnership between Virginia Humanities and Virginia's public institutions for higher education, *With Good Reason's* episodes weave together the research of innovative thinkers at colleges and universities as they explore broad topics in literature, science, the arts, politics, and history through accessible and interesting in-depth discussions. A pilot episode of *American Commonwealth* will air on *With Good Reason*. Virginia Humanities also produced the award-winning *BackStory*, a weekly podcast that used current events in America to take a deep dive into our past. Hosted by noted U.S. historians, each episode provided listeners with different perspectives on a particular theme or subject – giving all sides to the story and then some.

Experience with these podcasts, as well as our other extensive work in the humanities, makes Virginia Humanities uniquely suited to partner on *American Commonwealth*. We have provided a work sample and proposed production timeline. We look forward to working on this podcast, which promises to shed light on important stories not often included in national narratives.

Sincerely,

Matthew Gibson
Executive Director
Virginia Humanities

Allison Quantz

Audio storyteller, radio
and podcast producer
and editor

(b) (6)

(b) (6)

(b) (6)

allisonquantz.com

TECHNICAL SKILLS

Pro Tools, Reaper, Hindenburg,
Adobe Audition, WordPress,
SoundCloud, social media,
Microsoft Office

PROFESSIONAL EXPERIENCE

With Good Reason: Charlottesville, VA

Senior Producer, January 2018 - Present

Associate Producer, January 2013 – December 2017

Assistant Producer, June 2012 – December 2012

- Plan shows, book and pre-interview guests, prep host, gather tape, write host script, edit interviews, create sound design, and mix for weekly radio show and podcast
- Plan, write, produce, create sound design, voice, and mix for features
- Update website and help manage social media and outreach
- Manage a staff of four producers

The Media School at Indiana University: Bloomington, IN

Adjunct Instructor, January 2017 – December 2019

- Teach an audio class focusing on production and editing skills

The Briefing from SiriusXM powered by Dartmouth: Hanover, NH

Producer, February 2015 – August 2017

- Book guests, write script, record interviews, manage host, edit interviews, create sound design, and mix final show

BackStory with the American History Guys: Charlottesville, VA

Temp Producer, July 2012 – December 2012

- Planned and pitched stories
- Booked and pre-interviewed guests, prepped hosts, wrote script, edited interviews, and added sound design
- Pitched, edited, scripted, and provided sound design for features

FREELANCE PRODUCTION & CONSULTING WORK

I've contributed work as a freelancer or podcast consultant for many organizations including:

- New Hampshire Public Radio
- Distillations from the Chemical Heritage Foundation
- Virginia Public Radio
- Indiana Public Media
- The Growing Edge Podcast with Carrie Newcomer and Parker Palmer

EDUCATION

Wesleyan University: Middletown, CT

Bachelor of Arts in English and French Studies, May 2010

AWARDS

- 2015 Virginia Association of Broadcasters Award for Best Documentary, *Messages from a Forgotten Troopship*
- 2014 Regional Edward R. Murrow Award for Best Use of Sound in a Feature, "The Little Church That Could"
- 2014 Regional Edward R. Murrow Award for Best News Series, *Engineering Change: STEM Education in America*
- 2014 Virginia Association of Broadcasters Award for Outstanding Feature Reporting, "The Little Church That Could"
- 2014 Gabriel Award, "Do the Math" from *Engineering Change: STEM Education in*

Matt Darroch

(b) (6)

Education

James Madison University, Harrisonburg, Virginia

Master's in History, Date of Graduation: May 2015

University of Central Florida, Orlando, Florida

Bachelor's in History, Diplomacy Certificate, Date of Graduation: August 2012

Experience

With Good Reason at Virginia Humanities: Associate Producer Feb 2020-Present

- Voice dynamic features, cut tape (Pro Tools), & script all aspects of the weekly broadcast show.
- Pre-interview & interview guests on a wide variety of topics, from marijuana legalization to UFO sightings.
- Upload the show every week to PRX & other audio distribution websites.

BackStory, the American History Podcast: Associate Producer July 2018-Feb 2020

- Booked studios, pre-interviewed guests, prepped hosts, & directed recording sessions.
- Cut tape (Pro Tools), wrote script, & produced weekly segments with sparkling sound design.
- Identified primary sources to play or be voiced by an actor for a more immersive listening experience.

Center for the Constitution at Montpelier: JMU Presidential Engagement Fellowship Aug 2017-May 2018

- Managed all facets of podcast production at Montpelier (producing, recording, scheduling, and editing).
- Researched, edited, & wrote documents that advanced the mission of the Center for the Constitution.
- Interviewed President Alger of JMU about how civic engagement ties into the legacy of James Madison.

Northrop Grumman Corporation: Technical Editor and Writer June 2015-16

- Interpreted engineering drawings to build interactive technical manuals relating to the E2D Hawkeye aircraft.
- Collaborated with aircraft technicians/engineers to ensure an accurate product was delivered to our customer (U.S. Navy).
- Overhauled the Technical Manual Style Guide, which broke down the publication process for new hires in a more comprehensive and understandable manner.

Madison Historical Review: Managing Editor Fall/Spring 2014-15

- Processed over 30 academic submissions & presided over publication (copy-editing and formatting).
- Managed a team of 15 editorial board members along with the Associate Editor.
- Created new website (<http://commons.lib.jmu.edu/mbr/>) to enhance digital footprint.
- Expanded readership, extended the reach of the journal, & found alternative outlets for funding.

Madison Historical Review: Associate Editor Spring 2014

- Worked in tandem with the Lead Editor to create the first print version of the journal.
- Responsible for the book review section & taught the copy-editing process to the editorial board.
- Managed the website & persuaded the graduate department to continue funding the journal.

Florida Historical Quarterly: Copy-Editor Intern Spring 2011

- Reviewed articles, offered insight, compiled the index, and curated pertinent photos.
- Wrote multiple book reviews that were published in the journal.
- Provided feedback to staff on editing procedures & suggestions for improving their internet presence.

Scholarship/Awards

Augusta County Historical Society: Richard Hamrick Scholarship, Summer 2014

Applicable Skills

Pro Tools

French

American Commonwealth
Media Team Biographies

Other Media Team Members From Virginia Humanities

Lauren Francis, Associate Producer, has a background in television news, where she's worked as an assignment editor, in addition to publishing print and broadcast journalism. Lauren is deeply curious about food justice, public history and preservation, and experiments with sound as both an archival and futuristic tool.

Sarah McConnell, Executive Producer and *With Good Reason* Host, came to Virginia Humanities after serving as news director and morning news anchor for the radio station WINA. She has a Masters of Education and undergraduate English degree from the University of Virginia. McConnell is a co-founder of Computers4Kids and serves on the board of the Couric Women's Leadership Forum. She was the broadcast representative of the Virginia Newspaper Association Freedom of Information Committee, and has been on the boards of the Virginia Associated Press Broadcasters, the Virginia UPI Broadcasters, WUVA, Offender Aid and Restoration, and Children Youth and Family Services.

Jamal Millner, Technical Director and Engineer, is an accomplished audio engineer with credits on numerous works in various genres and forms of media. Before joining Virginia Humanities, Jamal spent twenty years as a professional guitarist, producer and composer touring North America, Africa, Australia and Europe. He has performed with Taj Mahal, Vusi Mahlasela, Ali Farka Toure', Dave Matthews Band, Corey Harris, John Jackson, Nicholas Payton, and countless others on stage and in the studio. Jamal has performed at the Montreaux Jazz Festival, Chicago Blues Festival, North Sea Jazz Festival, Bonnaroo, Byron Bay Blues Festival, San Francisco Jazz Festival, and the New Orleans Jazz and Heritage Festival.

Grace Leatherman
Executive Director
National Council for History Education
13940 Cedar Road #393
University Heights, Ohio 44118

Dear Ms. Leatherman,

I am writing to express my willingness to serve as production associate on the National Council for History Education (NCHE) podcast *American Commonwealth*, should NCHE be successful in their application to the National Endowment for the Humanities. My experience with folklore, podcasts, and digital humanities will make me an effective partner on the media team. I will provide background archival research, collect audio and interviews by traveling to local historical institutions, and will contribute to the creation of episodes. I will work in cooperation with NCHE staff and a team of humanities advisors. I look forward to the opportunity to work on this collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "Anna Keneda". The signature is fluid and cursive, with the first name "Anna" being more prominent than the last name "Keneda".

Anna Keneda

Anna Keneda: Educator, Historian, Folklorist

Education

- ***Louisiana Resource Center for Educators*** Currently Enrolled
TEACH! Alternative Teaching Certification (6-12 Social Studies)
- ***University of North Carolina at Chapel Hill*** Masters Candidate
Masters of Arts, Folklore
- ***Emory University*** May 2013
Bachelors of Arts, Political Science
- ***Oxford College of Emory University*** May 2011
Associates of Arts, Liberal Arts

Work Experience

East Baton Rouge Parish Schools (Aug '20-Current)

- 8th grade Social Studies Teacher-Southeast Magnet Middle School(August '20-Present)
- Create and deliver Louisiana History curriculum

Maryland Humanities (Sept '17-May '20)

- Maryland History Day Outreach and Professional Development Coordinator (August '19-May '20)
 - Coordinated all Maryland History Day teacher and student outreach
 - Planned and delivered virtual and in person primary source and historical thinking workshops for students and teachers.
 - Taught online educator professional development course: Primary Source Analysis and Project-Based Learning through Maryland Public Television
 - Create primary source content for Thinkport Inquiry Kits
 - Built and maintained strategic partnerships with universities, archives, school districts, TPS Consortium members and other community partners
 - Participated in developing Maryland Humanities processes for program review and program proposal
- Program Assistant- Maryland Humanities (September '17- August'19)
 - Worked daily with the Maryland History Day, Chautauqua, and Veterans Oral History Programs
 - Lead the coordination of the 2019 Maryland History Day Contest

- Developed and delivered curriculum for a week-long professional development summer institute for educators on oral history at the Edward H. Nabb Research Center for Delmarva History and Culture

WHUP Hillsborough (December '16- May '17)

- She & Her Intern
 - Managed the podcast's social media content
 - Booked, coordinated and managed guests for the Women in Music series
 - Assisted with live shows

National Traditional Arts Council (September '16)

- Food Demonstration Stage Manager
 - Coordinated culinary demonstrators and presenters
 - Introduced demonstrators and presenters
 - Advertised NC Folk and NC Arts Council Programming
 - Managed National Folk Festival volunteers

The University of North Carolina at Chapel Hill: (August '15- May '17)

- Teaching Assistant
 - Assisted professors of record with courses
 - Conducted guest lectures
 - Created lesson plans for lectures and weekly discussion sections
 - Coordinated outside guests, and documented class sessions

Aga Khan Academy, Mombasa (August '13- June '15)

- Teaching Fellow
 - Co-Teacher of Middle Years Program Level, International Baccalaureate Curriculum, English Literature and Music
 - Curriculum Development in Music- Traditional World Music Unit, Foundations of Music Unit, and Pop Music Culture Unit
 - Middle Years Program Community and Service Coordinator
 - Organized and executed of Service Learning Program for Years 7 and 8, including the creation of a Global Literacy Service-Learning Curriculum
 - Connected with local Mombasa community groups to coordinate the weekly community partnership projects of 180 students within the Mombasa area.

Relevant Courses and Training

- Transom Traveling Workshop in Marfa, Texas- Transom
- The Audio Documentary- Center for Documentary Studies at Duke University

American Commonwealth **Digital Design**

American Commonwealth will use **American core democratic values** as its organizing structure. These values include: liberty, justice, popular sovereignty, truth, the common good, equality, diversity, and patriotism.

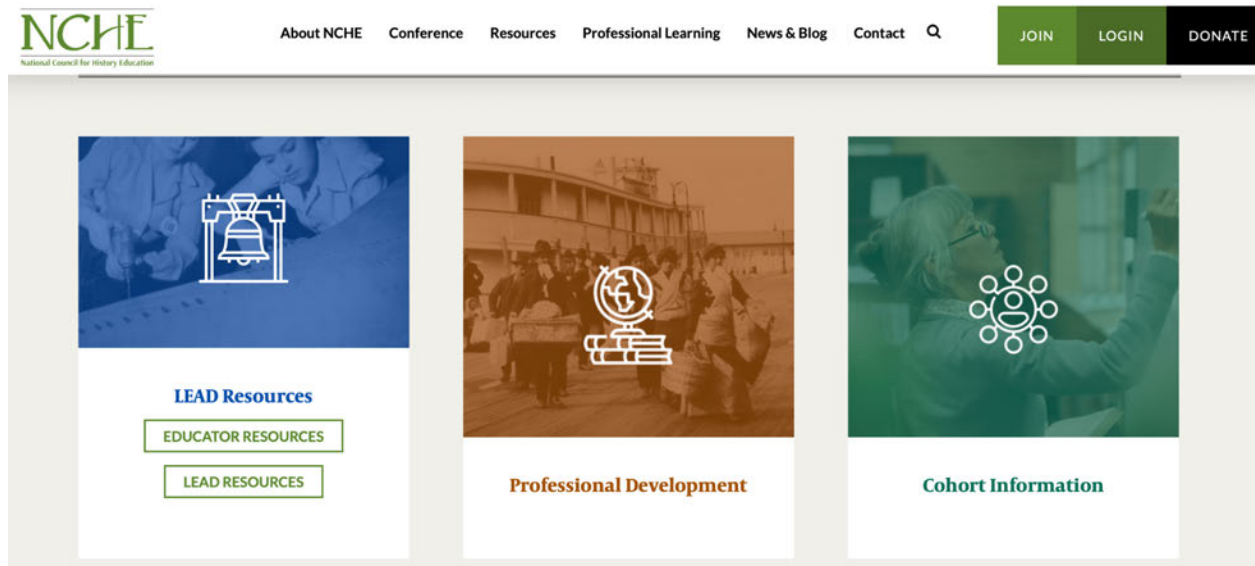
Within that structure, the podcast will address **four humanities themes**: historical narratives are central to identity; documents reflect and shape culture; resistance, resilience, and reform are made plain through foundational sources; local history is national history.

NCHE serves K-12 educators, history professors, and museum professionals, all of whom will benefit from the resources on the webpage we will build for the *American Commonwealth* podcast. This webpage will be housed within our existing website. The webpage will be available to the general public, so history enthusiasts will also be able to use it as a source for further knowledge and inspiration. It will include **inquiries and links to related resources**. Importantly, the **American core democratic values** that provide the organizing structure for the *American Commonwealth* podcast will be highlighted on the webpage, as will the **four humanities themes** that guide the project. NCHE's webpage currently provides access to various sources developed by teachers who participate in our professional learning programs (please see Screenshot 1 below). It also connects our members and the public to our conference, where we will publicize the podcast (Screenshot 2). In our virtual learning center (Screenshot 3), we provide both public and private courses for teachers. We will build resources such as these for the *American Commonwealth* podcast.

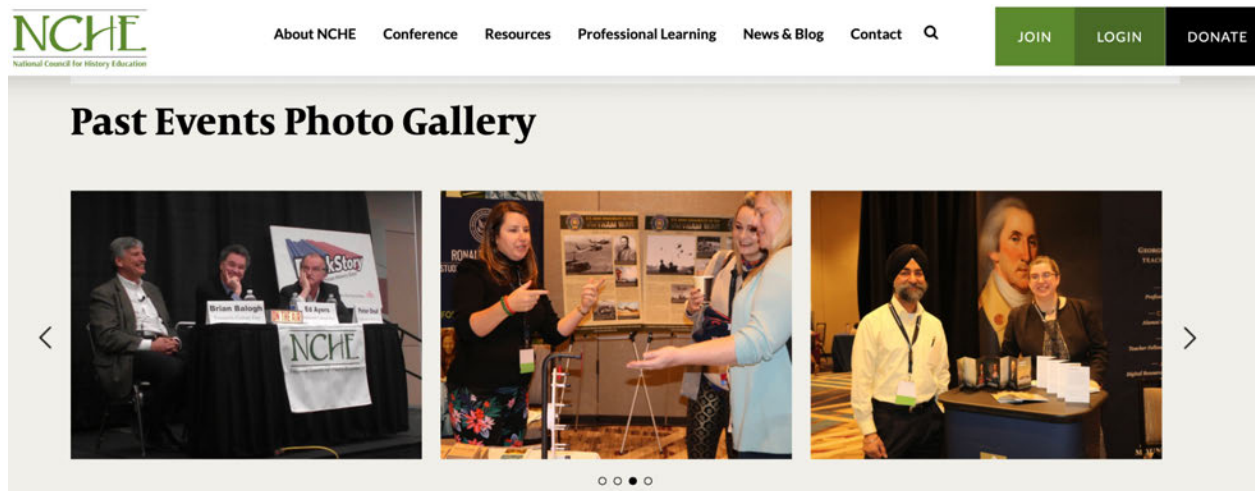
NCHE's existing website has approximately 40,000 views annually. In addition to providing information about our organization, our website provides teachers and history enthusiasts with information about history education resources (materials for teachers, news, and a blog), our webinars and colloquia, conversations and videos, NCHE's professional learning programs, and our annual conference. Our staff (including program coordinator for *American Commonwealth*, Kathleen Barker) support and maintain our website.

Please see screenshots on the following pages as examples of our existing work.

Screenshot 1: Educator Resources



Screenshot 2: Conference Photo Examples



Screenshot 3: Virtual Learning Center Example

National Council for History Education Virtual Learning Center

Search courses

q

> Home > Courses

Search courses

Go

> Expand all

> Public Courses

> NCHE Program Courses (Private)

Navigation

Home

Courses

Public Courses

History Education Skills and Dispositions

Teaching and Learning Historical Content

NCHE Program Courses (Private)

DOE - LEAD (Osceola)

KEDC

Library of Congress Program Courses

Course Development

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS:

(b) (4)

Enter name of Organization:

National Council for History Education

Budget Type: ☒ Project☐ Subaward/Consortium

Budget Period: 1

Start Date: 10/01/2022

End Date: 09/30/2023

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	Sarah	Drake	Brown		(b) (6)				(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
	Kathleen		Barker		(b) (6)				(b) (6)	(b) (6)	(b) (6)
Project Role: Project Coordinator											

Additional Senior Key Persons:

Add Attachment

Delete Attachment

View Attachment

Total Funds requested for all Senior
Key Persons in the attached file

Total Senior/Key Person

22,345.00

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)	
		Cal.	Acad.	Sum.				
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Total Number Other Personnel						Total Other Personnel	<input type="text"/>
Total Salary, Wages and Fringe Benefits (A+B)							<input type="text" value="22,345.00"/>	

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text" value="2,695.00"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text" value="2,695.00"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	Total Participant/Trainee Support Costs <input type="text"/>

F. Other Direct Costs

		Funds Requested (\$)
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		43,432.00
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8.		
9.		
10.		
Total Other Direct Costs		43,432.00

G. Direct Costs

	Funds Requested (\$)
Total Direct Costs (A thru F)	68,472.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
De Minimis	10.00	68,472.00	6,528.00
Total Indirect Costs			6,528.00

Cognizant Federal Agency

(Agency Name, POC Name, and
POC Phone Number)

I. Total Direct and Indirect Costs

	Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)	75,000.00

J. Fee

Funds Requested (\$)

K. Total Costs and Fee

	Funds Requested (\$)
Total Costs and Fee (I + J)	75,000.00

L. Budget Justification

(Only attach one file.)

1241-justification.pdf

Add Attachment

Delete Attachment

View Attachment

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		22,345.00
Section B, Other Personnel		
Total Number Other Personnel		
Total Salary, Wages and Fringe Benefits (A+B)		22,345.00
Section C, Equipment		
Section D, Travel		2,695.00
1. Domestic	2,695.00	
2. Foreign		
Section E, Participant/Trainee Support Costs		
1. Tuition/Fees/Health Insurance		
2. Stipends		
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		43,432.00
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services	43,432.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1		
9. Other 2		
10. Other 3		
Section G, Direct Costs (A thru F)		68,472.00
Section H, Indirect Costs		6,528.00
Section I, Total Direct and Indirect Costs (G + H)		75,000.00
Section J, Fee		
Section K, Total Costs and Fee (I + J)		75,000.00

American Commonwealth

A Podcast on Documents and the American Story

National Council for History Education

Budget Justification

A. Senior/Key Staff - \$22,345

- a. Sarah Drake Brown will serve as Project Director for this program. Drake Brown receives (b) (6) a year, or (b) (6) per hour. She will work approximately 100 hours on this project, or (b) (6). Her benefits are calculated at 22%, or (b) (6). Her total wages and benefits are (b) (6).
- b. Kathleen Barker will serve as the Project Coordinator for this project. She receives (b) (6) per year, or (b) (6) per hour, and will spend roughly 600 hours on this project, or (b) (6). Barker receives roughly 22% fringe benefits, or (b) (6). In total, her wages and benefits will be approximately (b) (6).

B. Travel - \$2695

- a. Anna Keneda will fly to Baltimore, where she will rent a car. She will travel to Richmond to meet with Virginia Humanities Staff, and to Maryland's Eastern Shore to collect audio tape. This will be a four day, three night trip.
 - i. Flight - \$486
 - ii. Rental Car - \$360
 - iii. Hotel - \$415
 - iv. Per Diem Meals etc, - \$218
- b. Anna Keneda will fly to the University of Illinois to collect tape at the John Philip Sousa Museum.
 - i. Flight - \$350
 - ii. Rental Car - \$360
 - iii. Hotel - \$300
 - iv. Per Diem Meals etc.-\$206

F. Consultant Services - \$43,432

- i. Virginia Humanities- Production - \$30,032
-Costs include planning, script writing and editing, audio editing, and production. Staff include Allison Quantz, Matthew Darrach, Sarah McConnell, Lauren Francis, and Jamal Millner.
- ii. Advisors Stipends (many advisors are donating their time) - \$2,000
- iii. Museum stipends -\$2,000
- iv. Historian stipends - \$4,000
- v. Anna Keneda will serve as program associate for the project. She will work as a contractor and receive \$45 an hour for up to 120 hours, or \$5400.

G. Direct Costs – \$68,472

H. Indirect Costs -\$6847

- a. NCHE will accept the De Minimis rate of 10%
- I. Total-\$75,319
- J. Funds Requested: \$75,000