



NATIONAL ENDOWMENT FOR THE HUMANITIES

OFFICE OF COMMUNICATIONS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Landmarks of American History and Culture guidelines at

<https://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Mapping a New World: Places of Conflict and Colonization in 17th-Century New England

Institution: Norman B. Leventhal Map Center, Inc.

Project Director: Michelle LeBlanc

Grant Program: Landmarks of American Culture and History Workshops

**Mapping a New World:
Places of Conflict and Colonization in 17th-Century New England**

Norman B. Leventhal Map & Education Center at the Boston Public Library

NATURE OF THE REQUEST

The Norman B. Leventhal Map & Education Center at the Boston Public Library proposes a 2020 Landmarks of American History and Culture Workshop for teachers focused on the early colonial period in New England (1600-1700), with an emphasis on the role of geography and place. This workshop is designed to immerse 3rd–12th grade teachers in the history and landscape of 1600s New England. This workshop was previously funded in 2017. First and foremost is the opportunity to engage deeply with the region by visiting and learning at major historical landmarks such as the site of the Plymouth colony, the city of Boston and museums and libraries that together house collections and exhibitions that bring to life this complex story of land, power, identity and community. Teachers will be learning from scholars and with primary source materials, such as period maps, letters, land deeds and narratives that are grounded in their geographic location. The materials illuminate how existing multifaceted Native communities and English settlers after 1620 understood the landscape of New England and their role there in often dramatically different ways.

PROJECT DEVELOPMENT

The Project Directors have adjusted the 2017 schedule and altered the sequence of the workshop week to better align with the scholars and site expertise as well as to address logistical concerns. Adjustments were made based on 2017 participant feedback to include more discussion time about classroom practice. The most frequent comments in evaluations reflected participants' deeper understanding of the 17th century, especially the interconnections of Native peoples and colonists and the use of maps in teaching. With this feedback in mind, Project Directors built in

more time for grade-level discussions of content and pedagogy during the week with skilled educators, ensured that Native scholars had ample time for presentations and discussion and gave participants more time to explore museum exhibitions independently.

As outlined later in this narrative, LMEC will use its already existing NEH workshop website, LMEC's Tools for Teachers page at collections.leventhalmap.org to further disseminate the scholarship, resources and participant-created materials. LMEC's Director of Education has presented at several state and national education conferences on this workshop since 2017. Participant map sets and lessons created during the workshop have been disseminated via the Tools for Teachers site and at teacher training sessions run by LMEC.

INTELLECTUAL CONTENT AND SIGNIFICANCE

This workshop uses maps as a foundation (one of the few visual sources from the early colonial period). Teachers will examine the language and perspective on maps to reveal how New England was viewed in the European imagination, and how Native Americans contributed to the early cartography of the region. Teachers will study the use of maps and visuals to better understand the early colonial period, considering both European and Native American perspectives. They will explore the pre-European settlements of New England and the diverse and differentiated cultural system of Native Americans. They will look at the role of New England in the larger Atlantic World and consider how concepts of identity and place played a role in conflicts between the English and Native Americans at Plymouth and during the Pequot (1636-37) and King Philip's (1675-76) wars. Both of these wars are critical to understanding the changing dynamics between Native Americans and English settlers, the effects of colonial expansion and the resistance and diminished power of tribal leaders. Teachers will come away

from the workshop with a deep understanding of this time period, its landscape, its varied voices and how to use a variety of resources to make the story rich and complex for their students.

Maps of the 1600s are a window into European perspectives of the broader world. They cannot show us everything, however. In many cases they are inaccurate and in others they are entirely fabricated to entice investment and settlement. English explorer John Smith's 1624 map (Appendix C) is one such example.¹ Smith created the first version of this map of New England in 1614. At first glance it looks like a roughly accurate view of New England. Upon closer inspection, we realize that Smith created towns with English names and went so far as to coin the entire region "New England". We can look at this map, first for its fantastical geography, but then again to consider the author's motivations at that time. This workshop will help teachers examine maps with this framework in mind, balancing what we can learn from them along with the tools to think critically about them as sources in the classroom. In some cases, such as John Seller's map of New England from 1675 (Appendix C), maps represent the only visual source related to an event, in this case, King Philip's War.²

While most maps favor the European perspective, we must look at both sides of the story and what colonization actually meant to those already present on the land. New England was populated with tribes such as the Wampanoag, Pequot, Algonquian, and Abenaki whose historical records, while harder to uncover, are still available in the form of written oral history, artifacts and landscape. While Native people made maps, few of these survive as they were not printed and preserved as those from Europe were. Several European maps were created with the aid of Native informants such as a 1614 "Map of the East Coast from Chesapeake Bay to

¹ Smith, John. "New England." *Norman B. Leventhal Map Center*. N.p., n.d. Web. <<http://maps.bpl.org/id/10050>>.

² Seller, John. "A Mapp of New England." N.p., n.d. Web. <<http://maps.bpl.org/id/10058>>.

Penobscot Bay” by Dutch cartographer Adriaen Block,³ which shows the territories of the Mohegan and Pequot.

The topic of early colonial settlement in New England touches on historical themes that are representative of trends and events, which are part of the experiences of our nation as a whole. While this time period holds a particular mythology in our history—especially the story of Plymouth—its complexity is what makes it vital to the study of the foundations of U.S. political institutions and both shared and divided ideas of identity.

Landmarks and Sites included in Workshop

The **Norman B. Leventhal Map & Education Center at the Boston Public Library (LMEC)** (leventhalmap.org) whose collection encompasses over 200,000 maps and 5,000 historic atlases dating from the 1400s to the present. LMEC is a leader in using its cartographic collections as well as GIS technology with K-12 students and teachers to enhance their understanding of geography, history, world cultures, and citizenship. It houses a strong collection of early colonial maps of New England that will be used extensively for this workshop.

The collection of the **Museum of Fine Arts, Boston** (www.mfa.org), with a wide range of art of the Americas, is especially effective for placing New England within the context of the Atlantic World and drawing parallels between the perspectives on the maps and works of art on display. Participants will examine portraits, period rooms and decorative objects to construct a particular English worldview in the 17th century.

Plimoth Plantation (www.plimoth.org) contains reconstructed historical environments, both Native and Colonial, that allow teachers to be immersed in a historical setting. The establishment

³ Schwartz, Seymour I., and Ralph E. Ehrenberg. "Chapter 4." *The Mapping of America*. New York: Harry N. Abrams, 1980

of a permanent English colony in Plymouth in 1620 accelerated the transformation of New England in the 1600s, fostering a hybrid Colonial-Native regional society. 2020 will mark the 400th anniversary of the founding of Plymouth Colony. Participants will actively engage with both Native and English guides and walk through the actual landscape of the colony.

The Mashantucket Pequot Museum (www.pequotmuseum.org) in Connecticut interprets the lives of Native Americans in New England before European contact and into the present day. In addition to exhibits, they house a wide range of original and digital resources on Native and Colonial history as well as ethnographic and archaeological collections. They also interpret several nearby battlefield sites connected to the Pequot War (1636-37).

RELEVANCE AND APPLICABILITY FOR THE K-12 CURRICULA

The story of the founding of New England is addressed in the vast majority of state history/social studies standards as well as the national U.S. History content standards.⁴ Most U.S. state standards require the study of early settlement of New England, interactions of European settlers and Native Americans and subsequent conflict, including King Philip's War at different points in grades 3-12. A fuller understanding of the geographic context of this region will empower teachers to more effectively use maps and other primary sources to enrich their teaching of these topics at multiple grade levels. More broadly, most social studies standards include the use and evaluation of primary sources.. Teachers are asked to think geographically as they consider the history of Native peoples and the English settlers through a spatial lens. The C3 standards (College, Career and Civic Life) from the National Council for the Social Studies outlines asking compelling questions through disciplinary lenses such as geography.⁵

⁴ <http://www.nchs.ucla.edu/history-standards/us-history-content-standards/united-states-era-2>

⁵ <https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

PROGRAM OF STUDY

The workshop (planned for the weeks of July 6-10 and July 20-24, 2020) is designed to provide a mix of scholarly content, exploration of place and landscape and strategies for teaching both content and the use of primary sources. Teachers will be divided on day one into grade-level groups where they will return at reflection points during the week. A lead teacher (**Christine Baron**, Assistant Professor of Social Studies at Columbia University) will guide the grade-level group discussions and reflections during both weeks. Revisions made to the overall schedule correspond to 2017 feedback. Having more time at landmarks and reducing travel will allow participants to better process what they are learning and build community across the group.

At the conclusion of the workshop, teachers will create a primary source portfolio of at least 6 sources (text, visuals, maps, etc.) that they would use to teach new lessons on this time period or integrate into current lessons. They will submit this portfolio along with a sample lesson plan that uses two or more of the sources they select to demonstrate not only new perspectives they learned during the week but also new pedagogical approaches to using primary sources. Teachers will use the LMEC's Map Set tool to collect and share resources with one another and will always have access to their work via the website.

The workshop will address the following thematic questions:

- How can being in an actual place where historical events occurred help to enrich understanding and teaching of a topic?
- What does a geographical focus contribute to our understanding of the concepts of conflict and colonization in New England?
- How can we combine maps with other sources to investigate the history of a place?
- How does the geography of a place impact what happened there?

The workshop begins on **Monday** morning at the Leventhal Map & Education Center. This day will introduce 17th century maps and how to understand them in the context of the time period as tools of power and persuasion. Teachers will be divided into grade-level groups where they will return repeatedly throughout the week to reflect upon content. LMEC's curator emeritus Ron Grim will illustrate changing concepts of landscape and place for English colonists using key maps in LMEC's collection. The spread of European geographic place names at the expense of Native American names provides strong evidence of the tension between Native American and European cultures. Tracking the gradual inland spread of the New England "town" symbol provides evidence of the gradual transformation of a physical landscape inhabited by a hunting and gathering culture to the more intensive use of that landscape by an agricultural and sedentary culture. Appreciation of a map's artistic elements (symbols, cartouches, marginal decorations) also provides evidence of the European impressions or stereotypes of the new landscapes and native cultures they were encountering.

In the late afternoon participants will board a trolley with Suffolk University Professor of History **Robert Allison**. Prof. Allison will orient teachers to Boston's original geography and how the city has changed over 400 years. The tour will stop at the Mapping Boston collection at the Boston Harbor Hotel which encompasses important maps of New England from the 1600s. The tour will serve as an orientation and overview to the history of this time period, an element that many 2017 participants mentioned wanting in their evaluations.

On **Tuesday**, participants travel to the **Mashantucket Pequot Museum (MPMRC)** in Connecticut. This day is focused around the history of Native American tribes in New England and connecting the 1600s to the legacy of the Pequot tribe today on their reservation. The MPMRC has an extensive collection of original and digital sources (including ethnographic and

archaeological) on Native and Colonial history. Indigenous speakers (Passamaquoddy and Mashantucket Pequot tribes) will lead educators through the exhibits. **Paul J. Grant-Costa**, Executive Editor of The Yale Indian Papers Project (www.yipp.yale.edu), a collaborative research initiative with the mission to advance scholarship on the history and culture of New England Native Americans, will join the group in the afternoon. Teachers will be introduced to this important digital resource (a collaboration of several institutions with significant New England Indian collections). **Akomawt Education Initiative** will demonstrate approaches to teaching Native history within topics where their stories are often left out.

On **Wednesday**, participants will spend the day at the **Museum of Fine Arts, Boston**. Teachers will study the English view of the Americas and the background of the Puritans who settled in New England. Participants will visit the Museum's collection of the art of the Colonial Americas, and examine how works such as the painting of Margaret Gibbs by Freake-Gibbs painter⁶ were influenced both by imports from Europe and the landscape and evolving identity of the American colonies. The session will provide practical ideas to engage students of all grade levels with works of art, including an introduction to Visual Thinking Strategies (VTS), a research-based methodology for discussing images. In the afternoon, **Elizabeth James-Perry**, Wampanoag artist, will discuss Native material culture in contrast with the world of the English colonists.

On **Thursday**, participants travel to Plimoth Plantation in Plymouth, MA, to visit both the Wampanoag homesite and English village, which introduce teachers to life in the 1620s and early years of contact between the two groups. Plimoth Plantation's reconstructed environments will be compared with the Town of Plymouth's current landscape, where layers of use over the

⁶ Freake Gibbs. *Margaret Gibbs*. 1670. Museum of Fine Arts, Boston.

centuries can be identified and deduced. Teachers will meet with Wampanoag guide Philip Wynne to discuss the lives of Native peoples in the 1600s and today in New England. Teachers will enjoy a lunch of Wampanoag and English dishes while learning from a 1600s food historian.

On **Friday**, participants finish the week back in Boston at the Leventhal Map & Education Center and exploring colonial Boston on foot. **Margaret Pearce**, Faculty Associate, Canadian American Center, University of Maine and member of the Potawatomi Nation will work with teachers to study colonial land records, using them as a significant primary source for uncovering the invisible or silenced stories of New England towns. Dr. Pearce focuses on the idea that dispossession of Native lands in New England occurred through land sales and will look at how Native Americans and colonists first mapped land together. The day will conclude with a landscape exploration of the original shoreline of the Shawmut Peninsula (Boston) using original maps as context and considering landscape use by Native peoples and English settlers.

LMEC always provides an option for continuing education units (in Massachusetts referred to as Professional Development Points). LMEC also offers the option to obtain two graduate credits through Framingham State University at an additional cost to the teachers of \$75 per credit. For teachers outside of Massachusetts, LMEC will provide a certificate stating completion of the course and the number of contact hours. For Massachusetts teachers, LMEC can provide official PDPs as it is a certified provider.

PROJECT TEAM AND PARTICIPATION (See Appendix for CVs of all Faculty and Staff)

Project Directors

Both Project Directors wrote and managed the 2017 workshop. In addition to participant evaluations, the Project Directors wrote themselves a “Letter for the Future” which detailed

changes and adjustments based on formative and summative evaluations during the course week. This feedback was critical to creating the workshop for 2020.

Michelle LeBlanc has over 20 years of experience in museums and classrooms, teaching history and designing programming for varied audiences. She is Director of Education at the Norman B. Leventhal Map & Education Center at the Boston Public Library where she runs all aspects of teacher training, school programs and curriculum development. She has served as Project Director for two Teaching American History grants, a federal program that provided professional development for teachers. She holds an M.A. in American History from Northeastern University and is a licensed teacher for grades 5-8 social studies in Massachusetts.

Elisabeth Nevins runs Seed Education Consulting where she advises on and creates educational experiences and interpretive content for numerous museums and historic sites. She has worked in the education departments of the Gilder Lehrman Institute of American History, Lower East Side Tenement Museum, Connecticut Historical Society, and Historic New England. She holds a B.A. in history from Yale University and an M.S.Ed. in museum education and early adolescent education from Bank Street Graduate School of Education.

Scholars/Lecturers

Robert J. Allison is Professor of History at Suffolk University where he focuses on Colonial and Revolutionary history. His books include *A Short History of Boston*, short volumes on the American Revolution, the Boston Massacre and Cape Cod as well as the forthcoming book *The U.S.S. Constitution's World Cruise 1844-1846*. He received a PhD in the History of American Civilization from Harvard University.

Paul J. Grant-Costa, Ph.D., J.D., is Executive Editor, The Yale Indian Papers Project. He has worked as Senior Researcher at the Mashantucket Pequot Museum & Research Center. As a lead Mapping a New World: Places of Conflict and Colonization in 17th-Century New England

historical researcher on a number of federal recognition projects, he worked with tribal councils, tribal historians, lawyers, and anthropologists across New England. He holds a Ph.D. in Theoretical Linguistics from the Univ. of Connecticut, a J.D. from the Univ. of Connecticut School of Law, and a Ph.D. in American Studies from Yale University.

Ronald Grim is Curator Emeritus of Maps at the Norman B. Leventhal Map Center. He previously worked 33 years with the nation's two largest map collections at the National Archives and the Library of Congress. He taught historical geography of North America and maps as sources at George Washington University and the University of Maryland, College Park. He is Book Review Editor of *Imago Mundi*, the international journal for the history of cartography. He holds a Ph.D. in historical geography from the University of MD, College Park.

Margaret Pearce is Faculty Associate, Canadian American Center, University of Maine. Her research areas are Indigenous cartographic history and historical and cultural geography. Her current work centers around Wabanaki toponymic landscapes in Maine. She is the recipient of a Davis Family Foundation grant for her project: *Penobscot Place Name Map: Preservation of Penobscot Traditional Knowledge Project*. She is a member of the Potawatomi Nation and holds a Ph.D. in Geography from Clark University.

Lead Teacher

Christine Baron, Assistant Professor Social Studies and Education at Teachers College, Columbia University, is a former high school history teacher and museum educator. Dr. Baron's research focuses on understanding what teachers learn from working with historic sites. She is currently the Principal Investigator on a three-year National Leadership Grant (IMLS) in Partnership with Thomas Jefferson's Monticello, to develop an assessment system to understand what teachers learn in historic site-based teacher education.

AUDIENCE

The audience for the workshop is 3rd–12th grade teachers who emphasize social studies, history and early colonization. Preference will be given to those with a demonstrated commitment to using primary sources and place-based learning methods in their teaching practice. As in 2017, the project will seek cohorts for both weeks that represent a diversity of grade levels, experienced and less experienced educators, as well as teachers from diverse geographic areas, including teachers in both rural and urban school districts.

PUBLICITY AND PROJECT WEBSITE

The 2017 website for the workshop is still active (<http://newworld.leventhalmap.org/>). This site includes: detailed information about the workshop topics, schedule, readings and facilitators; step-by-step instructions and timeline for applying; contact information for workshop organizers and FAQ. This site also includes an internal website for accepted participants to access readings and other information and to post finished lessons. The Project Directors also plan to add a central message board for teachers. Project directors will create an official press release, ongoing E-blast campaign to teacher and school administrator database, workshop partner sites and other peer institutions, at regional and national humanities, teacher networking, and cultural organizations, as well as listserves, social media, newsletters, and the LMEC/BPL calendar and promotional materials relevant to target audiences.

In 2017, LMEC launched its IMLS and NEH funded “Tools for Educators” web portal (collections.leventhalmap.org) which allows teachers to conduct research in the LMEC collection, save maps and create map sets for teaching and reference. NEH map sets and lessons from the 2017 workshop are accessible to all via this portal. Since the project’s completion, LMEC Director of Education has presented on the content and featured the workshop in

presentations at the Massachusetts and National Councils for the Social Studies conferences.

Mapping a New World will be promoted in connection with the 400th anniversary programming taking place in Plimoth and will serve as an opportunity to disseminate the materials created by the 2017 participants as well as the LMEC's map collection. 2020 will be a particularly opportune moment to reflect upon our nation's traditional views around the Thanksgiving mythology and how this workshop is helping educators to create a more complex story for their students that takes various viewpoints into account.

In 2017, LMEC received 184 unique applicants. Participants came from 22 states and Puerto Rico. 25 men and 47 women were part of the total 72 participants. Age of participants included a cross-section of more experienced and new teachers. Selection of participants was rigorous and every effort was made to create diverse cohorts. LMEC's selection committee developed a scoring rubric used for review of applications. Key criteria were: previous experience with NEH Landmarks workshops, specific interest in the *Mapping a New World* workshop, application to teaching, willingness to share experiences with colleagues, and awareness of diverse perspectives. The rubric scores helped in identifying top candidates. The committee members then attempted to find a representative balance of participants from diverse geographic locations, different grade levels (elementary, middle, high school), of both genders, and with varying levels of teaching experience.

The selection committee will be comprised of the two project directors, Ronald Grim, and two additional teachers selected from the LMEC teacher advisory group.

INSTITUTIONAL CONTEXT

The LMEC is housed within the historic Copley Square branch of the Boston Public Library in the heart of Boston, Massachusetts. LMEC is ranked among the top ten in the United States for Mapping a New World: Places of Conflict and Colonization in 17th-Century New England

the size of its collection, the significance of its historic (pre-1900) materials and its advanced digitization program. Teachers will be able to view original historic maps as well as learn how to access thousands of maps and primary sources held within the Boston Public Library.

Transportation: Boston is a major international transportation hub, accessible by air, train, and bus and boasts an extensive city-wide and regional public transportation system. Workshop participants from across the country will find the location easy to access while those commuting from outside the city will have multiple public transportation options. Parking in Boston can be expensive so participants will be encouraged to use public transportation. However, the project directors can recommend reasonable parking options in the vicinity. The project directors will organize transportation to sites beyond the city—Plimoth Plantation and Pequot Museum, and be available to advise workshop participants in making travel plans.

Housing: There are numerous lodging options in the city of Boston within walking distance of LMEC, restaurants and cafes, and other amenities. In order to ensure access to affordable lodging, project directors have negotiated a block of rooms at Miller Hall at Suffolk University for \$71/night single occupancy or \$63/night double occupancy. Prices include breakfast. Project directors will connect those interested in room sharing.

Meeting and Work Spaces: The LMEC is located within the central branch of the Boston Public Library. The Map Center has a Learning Center, a welcoming space with meeting tables, a collection of books on maps and geography and free wireless internet, which is open until 7pm Monday–Friday and until 5pm on Sunday and Friday. The main library building features a computer lab, multiple reading rooms, free wireless internet access and a coffee shop. The BPL is open until 9pm Monday–Thursday and until 5pm Sunday and Friday.

Food: On mornings when participants are in Boston (M, W & F) coffee and pastries will be provided. On travel days (T, Th) participants will be responsible for breakfast before meeting the bus. Lunches will be provided on Tuesday, Thursday and Friday and snacks will be provided on all five days. Participants will eat dinner on their own, though project directors will make suggestions and help organize group outings. For occasions when meals are not provided, there are many affordable dining options including the library's Newsfeed Café. The project website will include a list with map of affordable (and interesting!) cafes, restaurants, food trucks, and farmer's markets in the immediate area.