

# NEH Application Cover sheet (ES-293669)

## Institutes for K-12 Educators

### PROJECT DIRECTOR

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**Field of expertise:** Public History

### INSTITUTION

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University of Maine System dba University of Southern Maine  
Portland, ME 04104-9300

### APPLICATION INFORMATION

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**Title:** *Teaching with Maps: Community and Resilience in Maritime New England*

**Grant period:** From 2023-10-01 to 2024-12-31

**Project field(s):** Geography; African American History; Native American Studies

**Description of project:** The Osher Map Library and Smith Center for Cartographic Education (OML) at the University of Southern Maine and the Norman B. Leventhal Map & Education Center (LMEC) at the Boston Public Library propose a two-week residential 2024 NEH Institute for 25 educators in grades 3-12 entitled Teaching with Maps: Community and Resilience in Maritime New England from July 14-26, 2024. This program will use both physical and digitized maps in both institutions' respective collections (and beyond) as well as focus around geographical concepts. Educators will explore rural and urban landscapes through field trips, scholar talks and workshops and time for research and analysis in the collections of the Osher Map Library and the Leventhal Map & Education Center at the Boston Public Library.

### BUDGET

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<b>Outright request</b>	174,485.00	<b>Cost sharing</b>	0.00
<b>Matching request</b>	0.00	<b>Total budget</b>	174,485.00
<b>Total NEH request</b>	174,485.00		

### GRANT ADMINISTRATOR

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## **Narrative: Teaching with Maps: Community and Resilience in Maritime New England**

### **A. Nature of the request**

The Osher Map Library and Smith Center for Cartographic Education (OML) at the University of Southern Maine and the Norman B. Leventhal Map & Education Center (LMEC) at the Boston Public Library propose a two-week residential NEH Institute from July 14-26, 2024 for 25 educators in grades 3-12 entitled *Teaching with Maps: Community and Resilience in Maritime New England*. This new institute will incorporate several key pedagogical strategies and partners from LMEC's 2017 and 2021 NEH Landmarks workshops (*Mapping a New World*) while greatly expanding its scope and themes. Using historic and contemporary maps in both institutions' respective collections (and beyond) as a starting point, participants will explore how both maps and landscapes reflect, erase, obscure, and/or celebrate Black and Indigenous geographies and histories along New England's maritime coast. Through deep, critical work with maps, guided museum explorations and learning journeys in rural and urban landscapes, scholar talks and creative workshops, and critical readings and discussions, participants will consider and reflect upon representations of community and resilience in maritime New England, and bring new ways of looking through maps back to their own classrooms and local landscapes.

### **B. Intellectual rationale**

For teachers in grades 3-12 in every state across the United States, history/social studies curriculum standards connect to multiple time periods and topics focused on the peoples and geographies of New England, often beginning with European colonization and the "first Thanksgiving," pausing for the Salem Witch Trials before emphasizing the role of the New England colonies in the the American Revolution, and continuing the narrative through the growth of cities like Lowell, Massachusetts, during the Industrial and Market Revolutions and beyond. Less evident in these "turning points" of U.S. history is a deeper understanding of the starkly different geographies of New England, especially those of Indigenous and Black communities throughout the region, the contrast of rural and urban geographies, and the historic and ongoing community activism for reform and change within these regional landscapes.

For many educators, the landscapes of New England are cemented as the archetypes so frequently illustrated in both historic and modern textbooks, as well as on maps of the region: the village green and the white steepled church, the rocky shorelines, small villages of wooden houses, and 19th century cities built around textile mills. These "selective representations" obscure the diverse geographies of class, gender, ethnicity and race that make up a far more complicated regional history intrinsic to understanding both American and global history. While historical maps made predominantly by Euro-Americans can only reveal some aspects of these complex stories, they can serve as a useful mirror to begin to unpack communities and geographies that have historically been underrepresented on maps or, oftentimes, erased or left off entirely, both intentionally and unintentionally. Focusing predominantly on maritime communities in Maine, Massachusetts and New Hampshire, educators will work with scholars, visit important sites, engage in readings by indigenous scholars, and study maps reckoning with the histories of Maine's Wabanaki Confederacy (the Penobscot, Passamaquoddy, Micmac and Maliseet tribal nations) and their historic and contemporary fights for land and water rights and sovereignty. By focusing on Indigenous and Black histories and geographies, we seek to reframe historically marginalized narratives by centering sites of community and resilience in New England's diverse maritime communities, with an emphasis on Portland, Maine; Bar Harbor, Maine; Bath, Maine; Portsmouth, New Hampshire; Boston, Massachusetts, and New Bedford, Massachusetts.

In doing so, we center the work of Katherine McKittrick who argues, “The relationship between black populations and geography—and here I am referring to geography as space, place, and location in their physical materiality and imaginative configurations—allows us to engage with a narrative that locates and draws on black histories and black subjects in order to make visible social lives which are often displaced, rendered geographic.” She continues, “Geography’s and geographers well-known history in the Americas, of white masculine European mappings, explorations, conquests, is interlaced with a different sense of place, those populations and their attendant geographies that are concealed by what might be called rational spatial colonization and domination: the profitable erasure and objectification of subaltern subjectivities, stories, and lands.”<sup>1</sup> This institute is designed to combat this erasure, and make visible the often-hidden geographies of resilience, both of Black and Indigenous communities. For, as Ojibwe scholar Jean M. O’Brien argues, “In spite of more than two centuries of English colonialism that worked to displace them and make them disappear, New England Indians remained in their homelands.”<sup>2</sup> That many tribal nations remain in their traditional homelands in New England is still not widely taught in K-12 settings, despite current laws and learning standards requiring it. According to a recent report about LD291, Maine’s Wabanaki Studies Law, despite the law being on the books for more than twenty years, “Many schools referred to Wabanaki peoples only in the past tense, focusing exclusively on the era of colonization, playing into the common and harmful misconception that Wabanaki people no longer exist.”<sup>3</sup>

In many ways, we take “Poem 10,” by Micmac poet Rita Joe (1932-2007) as our inspiration for our landscape and map-driven Institute. Throughout her life, Rita Joe advocated for language reclamation, truth telling, and the importance of history as recounted and told by indigenous peoples.

*“Aye! no monuments,/No literature,/No scrolls or canvas-drawn pictures/Relate the wonders of our yesterday.*

*How frustrated the searchings of the educators.*

*Let them find/Land names,/Titles of seas,/Rivers;/Wipe them not from memory./These are our monuments.*

*Breathtaking views-/Waterfalls on a mountain,/Fast flowing rivers./These are our sketches /Committed to our memory.*

*Scholars, you will find our art/In names and scenery,/Betrothed to the Indian/since time began.”<sup>4</sup>*

To truly understand the landscapes and historical and contemporary geographies and histories of maritime New England, we believe that we must study Indigenous place names (on maps and at the sites themselves), and visit historical and contemporary sites and communities, where we will learn directly

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<sup>1</sup> Katherine McKittrick, *Demonic Grounds: Black Women and the Geographies of Struggle* (Minneapolis: University of Minnesota Press, 2006), x.

<sup>2</sup> Jean M. O’Brien, *Firsting and Lasting: Writing Indians Out of Existence in New England* (Minneapolis: University of Minnesota Press, 2010), xii.

<sup>3</sup> Abbe Museum, ACLU Maine, Maine Indian Tribal-State Commission, and Wabanaki Alliance, “The Wabanaki Studies Law: 21 Years After Implementation,” October 2022, 6. [https://www.aclumaine.org/sites/default/files/field\\_documents/2022\\_wabanaki\\_report-digital-rev.pdf](https://www.aclumaine.org/sites/default/files/field_documents/2022_wabanaki_report-digital-rev.pdf) (accessed January 26, 2023).

<sup>4</sup> Rita Joe, “Poem 10,” from *We Are the Dreamers: Recent and Early Poetry*, and republished as part of the Siwarmayu project: <http://siwarmayu.com/selected-poems-from-we-are-the-dreamers-recent-and-early-poetry-by-rita-joe/> (accessed January 25, 2023).

from tribal historians, language keepers, archeologists and educators. Indeed, we will utilize these landscapes as our classroom throughout our two week institute. As Abenaki scholar Lisa Brooks notes in *Our Beloved Kin*, her reframing of King Philip’s War, “One of the most crucial lenses to viewing history anew is Indigenous language, a vastly underutilized archive of place names and concepts...Our understanding of Wampanoag and New England history will be transformed as a new generation of Wopanaak speakers...turns the lens of language on the body of place names and understudied Wopanaak texts.”<sup>5</sup>

In addition to our emphasis on Indigenous geography, we will also focus on Black geographies in maritime New England, for which a vibrant public history has emerged in recent decades in the cities we will spend time in throughout the course of our two week program. As W. Jeffrey Bolster argued in *Black Jacks: African American Seamen in the Age of Sail*, “Maritime work not only provided wages and allowed widely dispersed black people a means of communication, but also affected the process through which free people of color shaped their identities. Seafaring addressed squarely the duality of being black and American.”<sup>6</sup> The specific landscapes and geographies of the maritime world shaped the formation of free Black communities throughout New England. These vibrant and resilient communities were deeply committed to both economic development and social reform. Our participants will spend time in Portland and Boston’s urban historical and contemporary Black communities to consider how we teach histories of activism around abolition (1840s-1860s) and 19th century reform movements. Institute participants will gain much by this comparative perspective, especially in terms of exploring (both physically, and through maps) the 19<sup>th</sup>-century maritime communities of Portland, Maine, Malaga Island, Maine, Portsmouth, New Hampshire, and Boston, and New Bedford, Massachusetts, and their respective free Black communities, meeting houses, and roles in the abolitionist movement.

In reconstructing these landscapes and perspectives across the New England region, educators will leave this institute with historical and modern framing and map-based resources to better teach across a variety of topics. Of equal importance, participants will also come away with an ability to replicate these experiences in their own local environments—pairing diverse maps of the regions where they teach with place-based teaching opportunities for their students and colleagues.

The history and geography 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. Most U.S. state standards require the study of early settlement of New England, interactions of European settlers and Native peoples and subsequent conflict 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, Black activism and European colonization 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.

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<sup>5</sup> Lisa Brooks, *Our Beloved Kin: A New History of King Philip’s War* (New Haven: Yale University Press, 2018), 7.

<sup>6</sup> W. Jeffrey Bolster, *Black Jacks: African American Seamen in the Age of Sail* (Cambridge: Harvard University Press, 1997), 5.

**At the core of this institute are the following key questions:**

- What does a geographical and map-centric focus contribute to our understanding of the concepts of colonization and geographies of community and resilience in maritime New England?
- How has the erasure of Black and Indigenous communities on maps contributed to contemporary struggles for land and water rights, recognition, and the rectification of historical erasure?
- How can being in an actual place where historical events occurred help to enrich a learner's understanding of a topic and an educator's teaching of a topic?
- 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?

By exploring both urban and rural maritime geographies in New England, participants will consider how abolition and other reform movements looked different across these different locations and how they connect and diverge from the dominant narratives of New England and United States history. Also important in this study is the role of the urban built environment. What role did wharves, ropewalks, residences, maritime benevolent societies, churches, etc. play in creating interaction and opportunities? For rural Indigenous communities, how did their shaping and understanding of their relationships with the natural landscape (rivers, forests, mountains, etc.) get obscured by European mapmakers and settlers?

Whether educators are walking city streets or majestic seaside trails, the focus will be on landscapes, maps and competing narratives of place. By narrowing the focus to Maine, New Hampshire, and Massachusetts, the institute will zoom in on particular communities and case studies that have ties to more regional and national stories and can be investigated in new ways with cartographic resources. The approaches used in place-based education and the kinds of map resources can be taken by educators and applied for explorations with students in their own geographic regions.

**C. Project development**

While this is the first NEH K-12 Institute joint application for both organizations, the LMEC has successfully funded and completed two K-12 Landmarks of American History programs (*Mapping a New World: Places of Conflict and Colonization in 17th-Century New England*) in 2017 and 2021. Many of the partners, resources and approaches from that project will also be included in this institute which broadens the scope, in both theme and geography, and access to teaching materials and scholarship through this institutional collaboration.

LMEC has run both in-person and virtual Landmarks programs and has had success in attracting a large pool of applicants (184 applicants in 2016 and 198 in 2021) and creating cohorts that reflect a diverse group of teachers across geographic regions, subjects/grade levels and years of experience. Lessons learned from running both workshops include time for educators to reflect with others at their grade levels, open time to talk together about classroom applications and a final project assignment that asks educators to curate a set of primary sources and consider ways they would create new or revise existing lessons using these sources.

From both years of the Landmarks workshops, teachers have reported in evaluations how much they learned about using maps in their classrooms in new and critical ways. They also felt empowered to teach about Indigenous people through maps. One teacher wrote: " Maps tell rich stories about the mapmakers and the land and people they are trying to document (or erase)." They were excited by the many mapping resources explored throughout the week as well as the online resources available online through LMEC's website. Many were excited to return to their school community to share what they had learned with their colleagues and to begin building relationships with their local Native communities. And as one teacher

wrote: “One big ‘take-away’ is to always remember that storytelling and listening are the best ways to build trust and strengthen relationships among people and this world we share.” With these successes in mind, both OML and LMEC, institutions with longstanding commitments to K-12 education and teacher training, saw potential to broaden the scope and length of the original Landmarks workshop by hosting a collaborative institute, giving teachers more time to use maps as a lens, engage in site-specific place-based learning, and further expand the geographic area and communities covered.

#### **D. Format and program of study**

*Teaching with Maps: Community and Resilience in Maritime New England* (July 14-26, 2024) will provide a mix of scholarly content, exploration of place and strategies for teaching with maps and primary sources to consider the connections between Indigenous, Black and European people in the New England maritime landscape. Teachers will be divided into grade-level groups where they will return at various reflection points during the two weeks. Each day of the course will begin with a “Map of the Day” question protocol where participants will interrogate maps as documents that both reveal and obscure particular stories of people and places. Educators will engage with a variety of sources, from city directories to the landscapes themselves to consider how a geographic understanding of the modern New England region can enrich the more traditional history standards and open up different ways of teaching ensconced narratives. As Starr Kelly (Kitigan Zibi Anishinabeg), one of our institute scholars wrote in her letter of support, “I believe it is important for K-12 teachers to engage with Indigenous history and geography. We have a responsibility to the field to tell fuller stories of the past and to dignify the lived experiences of Indigenous people past and present. It is my hope to share the tools I have learned in the classroom and empower educators to confidently discuss difficult topics and identify other key resources for continuing this work.” We feel strongly that educators will leave this institute more confident in their abilities to teach a multiplicity of perspectives on Geography and History, including holding space for difficult truths.

At the conclusion of the workshop, teachers will complete a primary source portfolio of at least six sources (maps, visuals, text, etc.) that they would use to teach new lessons on the themes and content of the institute or integrate into current lessons they teach. They will submit the portfolio along with a sample lesson plan that uses two or more of the sources they select to demonstrate new perspectives and pedagogical approaches to teaching with maps and geographic sources.

While a detailed **Academic Schedule** is attached under separate cover, the following narrative day-to-day overview describes the overall daily focus and activities for the institute.

The workshop begins on **Sunday** at midday with a group lunch and opportunities for participants to get to know one another and the resources of the Osher Map Library, including a collections overview with Osher Chair in the History of Cartography, **Dr. Matthew Edney**. The remainder of this day is designed to get participants out into Portland neighborhoods with a walking tour of the Back Cove area and a ferry boat tour of the harbor to familiarize them with the maritime geography of the region, as well as with one another and institute faculty.

On **Monday** participants will begin the morning with the **Akomawt Educational Initiative**. This day is focused broadly around Indigenous worldview and language, especially related to relationships to place in the Dawnland. This day will also be a deep dive looking at correcting omissions of Indigenous history, modern presence and worldviews within maps, landscapes, museums and school curriculum. Participants

will visit the **Children’s Museum and Theatre of Maine** and hear from K-12 educators who developed a Wabanaki Studies curriculum in the Portland Public Schools.

On **Tuesday**, Indigenous cartographer **Margaret Pearce** will discuss her collaboration with Penobscot tribal members to create the map *Iyoka Eli-Wihtamakw K̄atahkinawal /This Is How We Name Our Lands* and participants will spend a bulk of this day exploring Osher’s map collections to discuss representation and erasure on historical maps of Penobscot territory. The day will end with a screening of the short film *Bounty* and a discussion with the Penobscot people featured in the film, as well as **Upstander Project**, who created the film and teacher’s guide.

A 3-hour drive up the coast on **Wednesday** to Acadia National Park/Mt. Desert Island and the Schoodic Peninsula will bring participants to the heart of the Wabanaki homeland and the **Abbe Museum**, a native-led museum of Wabanaki art, history, and culture. **Dr. Bonnie Newsom (Penobscot)** will discuss the archeological studies used to create new indigenized interpretation and signage in the park. One of the maps explored on this day will be Samuel de Champlain’s *Carte géographique de la Nouvelle Franse*. This map will be used to discuss how French colonizers, then the English, documented Wabanaki place names on maps and then frequently obscured or erased the presence of Native people who had inhabited these lands for thousands of years.

Returning down the coast, the institute will travel to the **Maine Maritime Museum** on **Thursday** for their *Sense of Place* program to transition into themes of urban maritime communities, especially the interconnection of Black, EuroAmerican and Indigenous communities. The evening is reserved for open map archives research and lesson work time at Osher Map Library with the K-12 education leader **Renee Keul**.

Both **Friday and Saturday** will be spent exploring maps and history of Portland and **Malaga Island**, a mixed-race fishing community from the mid-1800s until 1912 when the state of Maine evicted all of the residents. **Kate McBrien**, Maine State Archivist, **Marnie Darling Voter Childress**, Malaga Island Descendent, and **Daniel Minter**, Artist will discuss the history and legacy of the island as told through maps and primary sources. Participants will finish Friday with a discussion of the middle-grade children’s book *Lizzie Bright and the Buckminster Boy* based on the history of Malaga Island. Saturday will be spent processing the themes of the week through hands-on arts activities based on Malaga Island at **Indigo Arts Alliance** in Portland, Maine and a map-making exercise back at Osher Map Library. The day ends early and teachers have **Sunday** as a day to rest and explore Portland and the surrounding area.

**Monday** begins with a wrap-up in Portland and travel to Boston with a stop in the port city of Portsmouth, New Hampshire. After a walking tour with **Black Heritage Trail of New Hampshire**, participants arrive in Boston to begin their time at the **Leventhal Map & Education Center**. A sweeping study of maps with **Garrett Dash Nelson**, LMEC President and Head Curator, will show hundreds of years of Boston history, from the original Massachusetts place names to the present geography, that will ground participants in the content of the days to come.

On **Tuesday** the focus of the day is on activism and resistance in Boston’s 19th century Black community. The morning is spent with public historian, educator and visual artist **L’Merchie Frazier** and staff from the National Park Service on **Boston’s Black Heritage Trail** uncovering the history of abolition and suffrage on Beacon Hill. While maps show locations of the African Meeting House and Smith school, a focal point of Boston’s Black community, walking the streets uncovers the interconnectedness of homes

and institutions that pulled activists together in their common cause. The afternoon is spent at the **Massachusetts Historical Society** working with a selection of primary sources from the early history of school desegregation in Boston to the work of white and Black abolitionists.

**Wednesday** is reserved for modeling inquiry with both maps and art that connect to Black geographies in Boston and considering ways to use these sources in the classroom. Using the LMEC's urban atlas collection and its Atlascope tool ([atlascope.org](http://atlascope.org)), **Michelle LeBlanc**, K-12 Director of Education, will model how LMEC educators use these detailed resources to help students uncover everything from urban development to displacement and movement of different communities. Traveling to the **Museum of Fine Arts, Boston (MFA)**, participants will spend the remainder of this day with MFA K-12 education staff in a guided inquiry exercise looking at several pieces in the Art of the Americas wing that connect to the diverse communities explored in the institute.

On **Thursday**, participants will travel to New Bedford, Massachusetts, for a day focused on the working maritime community of this former whaling port. A center of abolition and activism and home to Frederick Douglass for many years, New Bedford's **Underground Railroad walking tour** and **New Bedford Whaling Museum** focus on stories of this diverse community that provided work on whaling ships and in the seaport. **Akeia de Barros Gomes, Ph.D** will discuss her work creating an exhibition on the Black businessman, whaler and abolitionist Paul Cuffee as well as a larger initiative connected to Brown University's Center for the Study of Slavery and Justice.

On **Friday** participants finish the week at the Leventhal Center at the Boston Harbor Hotel, as well as access to Norman Leventhal's map collection on display there. After a teaching exercise using this collection, participants will present on their final projects and wrap up any remaining business for the institute. As a final celebration together, participants take a short ferry ride to **Spectacle Island** in Boston harbor. Boston's harbor islands remain important places in the history of Indigenous Massachusetts. Participants will learn about ongoing efforts to create Indigenous history memorials there. While some participants may depart this evening, many will leave on Saturday morning.

## **E. Project team**

This institute proposes co-Directors, one from each host site. The co-Director model ensures that each institution shares the responsibilities of organizing and executing the institute, as well as expands our access to community partners and scholars, based on our individual networks in New England and beyond. Both co-Director's sites will serve as hosts during different institute weeks.

**Project Director 1: Libby Bischof, Ph.D.** is Executive Director of the Osher Map Library and Smith Center for Cartographic Education, and Professor of History at the University of Southern Maine, where, as a Public Historian, she specializes in the visual history of Maine and New England. In addition to a wealth of experience in administration, she has taught at the University level for 22 years, and has actively worked with K-12 educators on professional development for 15 years, including as the Project Scholar for two federal Teaching American History grants with the Maine Humanities Council. Prior to coming to USM in 2007, she taught History of Boston and History of Massachusetts courses at Boston College, Emmanuel College, and Cambridge College. She holds an MA and Ph.D. in 19th Century American History from Boston College.

**Project Director 2 (also Replacement Director): Michelle LeBlanc, M.A.** 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 LMEC 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 education program that provided K-12 professional development. She holds an M.A. in American History from Northeastern University and is a licensed teacher for grades 5-8 social studies in Massachusetts. Michelle was co-director for the LMEC's previous two NEH K-12 Landmarks workshops.

**Institutional Grants Administrator: Margaret Mondak, MPA, CRA,** is a Grants and Contracts Manager in the University of Southern Maine's Research Service Center (RSC), where she has worked since 2018. In the RSC, she is responsible for pre-and post awards, compliance, fiscal reporting, and developing budgets.

**K-12 Leader: Renee Keul, M.A.** is the Assistant Director for Education and Outreach at the OML where she has been the principal K-12 educator for over 10 years. She holds an M.A. in American and New England Studies from University of Southern Maine. Renee has developed a wide variety of lessons and teaching resources for educators and works directly with students in public and private schools all over Maine. The OML delivers map-based curricula to nearly 5000 K-12 students annually.

### ***Project Faculty and Academic Staff***

**Garrett Dash Nelson, Ph.D.,** is the President and Head Curator of the Leventhal Map & Education Center. In his role at the LMEC, Garrett curates cartographic exhibitions, manages the Center's research fellowships, acquires maps for and manages the extensive collections, and works closely with librarians and interns on public projects. He is the lead developer of the Center's digital tool *Atlascope*. He holds a PhD in Geography from the University of Wisconsin–Madison, an MA in Geography and Landscape & Culture from the University of Nottingham, and an AB in Social Studies from Harvard College.

**Adam Schmitt, Ph.D.,** is an Assistant Professor of Teacher Education at the University of Southern Maine where he focuses on Social Studies methods at the K-8 and 6-12 levels as well as the history of American Education (especially related to issues of race). He is particularly interested in how teachers' identities and experiences learning history play a role in what and how they teach within the discipline of American history. Prior to his career in higher education, he was a middle school Social Studies teacher.

**Gabrielle (Brie) Roche Robichaud** is Osher Map Library's Secondary Education Outreach Specialist. She is an alumni of the University of Southern Maine's History and Teacher Education program, and certified to teach Social Studies in Maine to 5th-12th grade students. Before joining the Osher Map Library staff, she worked with the Animal Welfare Society to develop and deliver literacy and social emotional learning programming to schools throughout Southern Maine.

**Graduate Assistants:** Two graduate assistants at the University of Southern Maine (working at different periods during the performance period) will work with the project co-directors to help manage the website, facilitate outreach to teachers and organize applications and for the selection committee. They will also help manage the day to day logistical details of the institute itself.

### ***Select Partner Organizations***

**Akomawt Educational Initiative:** Akomawt Educational Initiative is a consultancy group and educational support service for K-12 schools, colleges and universities, museums, media, and cultural sites. Akomawt is dedicated to furthering knowledge of Native America through innovative learning approaches.

**Children’s Museum and Theatre of Maine:** The Children's Museum & Theatre of Maine exists to inspire discovery and imagination through exploration and play. They strive to be an indispensable community resource devoted to children’s continued development and learning.

**Massachusetts Historical Society:** Founded in 1792, the MHS collections hold over twelve million documents, artifacts, and treasures focused on Massachusetts, New England, and historical narratives at a national scale. MHS serves researchers, scholars, teachers, and the general public through its vast collections, teaching resources, public programs, and exhibitions.

**Museum of Fine Arts Boston:** The Museum of Fine Arts (MFA) has a renowned collection of more than 500,000 works that range from ancient artistry to modern masterpieces. It has a wide range of art of the Americas that is especially effective for placing New England within the context of the Atlantic World.

**New Bedford Historical Society:** The New Bedford Historical Society celebrates the history and culture of Native peoples, African Americans, Cape Verdeans and others who made New Bedford home. They have run NEH workshops over the past 12 years and promote the history of the Black community.

**Upstander Project:** Upstander Project uses storytelling to amplify silenced narratives. Upstander Project has created many award-winning documentary films about historical and contemporary issues. They offer learning resources and workshops for educators that contextualize the history of indigenous people in the United States and create new teaching methods.

## **F. Institutional Resources**

The **Osher Map Library and Smith Center for Cartographic Education (OML)** is housed in the Glickman Family Library at the University of Southern Maine in Portland. With over half-a-million cartographic items dating back to 1475, the collections of the OML form one of the most significant cartographic teaching collections in the United States. The OML’s mission is deeply tied to educational outreach, and the library specializes in teaching with maps, welcoming over 160 University-level classes, and nearly 5000 K-12 students on an annual basis. The OML has been engaged in digitizing its collections since 2009, and teachers will have access to both physical and digital collections while at the OML.

The **Leventhal Map and Education Center (LMEC)** is housed within the historic Copley Square branch of the Boston Public Library in the heart of Boston, Massachusetts and is ranked among the top ten in the United States for the size of its collection, the significance of its historic (pre-1900) material, and its advanced digitization program. It is unique among the major collections because it also combines these features with exceptional educational programs to advance geographic literacy among students in grades K to 12 and enhance the teaching of subjects from history to mathematics to language arts. The collection is also the second largest in the country located in a public library, ensuring unlimited access to these invaluable resources for scholars, educators, and the general public.

### ***Meeting and Work Spaces:***

The OML is a large, three-story building attached to USM’s Glickman Family Library. The OML will serve as the “home base” for the majority of the institute. On the first floor, we have a large, modern, flexible classroom with a full suite of technology (projector, speakers, OWL for remote visitors, virtual field trip station, etc.), a secure and welcoming reading room for working with rare materials and accessing reference materials (can host 30-40 visitors simultaneously) and a separate gallery space. We also have additional space available to us within the Glickman Family Library, including computer

classrooms/labs, meeting rooms, and significant reference collections. Free wireless internet is available throughout the building.

When visiting Portland, institute participants will stay in apartment-style rooms in a brand-new 600 bed passive solar dorm (fall 2023 opening) at the University of Southern Maine, located directly across the street from the Osher Map Library. Accommodations in the new dorm (single bedrooms with attached bathrooms and air-conditioning) will cost participants approximately \$85/night, per person, for the week. Ample onsite parking is available in the garage adjacent to the OML.

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. The main library building features a computer lab, multiple reading rooms, free wireless internet access and a coffee shop. Teachers will have access to a variety of classroom and independent work spaces during their time in Boston.

When visiting Boston, teachers will stay in the dorms at Emmanuel College's Notre Dame campus in the Roxbury neighborhood and located an easy distance by public transportation or shuttle to the LMEC. Different options for shared and private bathrooms would run approximately \$40 per night, per person for the week.

Participating teachers will have the option of taking the course for continuing education units. Teachers can also opt to take the course for three graduate credits through Westfield State University at an additional cost to the teachers of \$325. For all, the project will provide a certificate stating completion of the course and the number of contact hours. For Massachusetts teachers, LMEC can provide official professional development points (PDPs) as it is a certified provider.

## **G. Participants and project dissemination**

To recruit educators in grades 3-12, the partner sites will create a project website, an official press release, a printed flier to hand out at conferences, ongoing email campaigns to teacher and school administrator databases, workshop partner sites and other peer institutions, at regional and national humanities, teacher networking, and cultural organizations, as well as listservs, social media, newsletters, and the LMEC and OML calendars and promotional materials relevant to target audiences. As with LMEC's previous Landmarks workshops, project directors will also directly contact educators in different geographic regions to share the project application to ensure that a broad cross-section of states and territories are represented in the applicant pool. All materials will also encourage teachers new to the profession to apply.

The participant selection committee will be composed of the two project co-directors along with Dr. Larissa Malone and Dr. Adam Schmitt, both Assistant Professors of Teacher Education at USM, and two K-12 teachers who will be recruited from both the Portland and Boston public schools.

Like in LMEC's past Landmarks workshops, participants will receive timely and detailed emails leading up to the institute which will include pre-readings and the first Map of the Day to explore in advance. They will also be sent course texts in advance. The institute website will contain the day-by-day schedule, readings and digital resources along with all logistical details.

At the completion of the institute, teacher final projects will be shared internally via a Google folder. With past Landmarks workshops, LMEC selects strong projects to feature on their education resources page as well as via social media and the LMEC website. Any additional resources collected during the workshop are also added to the project website for participants to share with colleagues.

## **Day by Day Academic Schedule**

### **Teaching with Maps: Community and Resilience in Maritime New England**

The Osher Map Library and Smith Center for Cartographic Education (OML) at the University of Southern Maine and the Norman B. Leventhal Map & Education Center (LMEC)

#### **Workshop Dates**

July 14-26, 2024

#### **Audience**

Teachers in grades 3-12

#### **Institute Description and Topics**

Through field trips, scholar talks, workshops focused on teaching strategies and time for research and analysis in the collections of the Osher Map Library and the Leventhal Map & Education Center at the Boston Public Library, participants will come away with new ways to approach often overlooked stories of activism and community in their teaching.

*Teaching with Maps: Community and Resilience in Maritime New England* will use place-based learning as well as both physical and digitized maps in both institutions' respective collections (and beyond) to help educators better understand Indigenous and Black communities in rural and urban landscapes of maritime New England.

#### **Institute Objectives**

- Participants will be able to identify maps and primary sources they can use to teach about Native and Black geographies of maritime locations in New England.
- Participants will be able to demonstrate how to guide students through inquiry processes when teaching with maps in their classrooms.
- Participants will be able to effectively search for place-based primary sources from a variety of digital collections and link to a primary source set for use in their classrooms.
- Participants will be able to demonstrate how they will integrate at least one new map and primary source related to community, resilience, and activism in Indigenous and Black communities in maritime New England.

## Daily Institute Academic Schedule

### -----Week 1: Portland, Maine-----

Saturday, July 13 – Sunday, July 21, 2024

#### Saturday, July 13

*Long-distance participants arrive in Portland, Maine. Check into dorms.*

#### Sunday July 14

**Focus of day: Community building and exploring historical and modern geography of Portland, ME as a maritime community**

9:00 AM-12:00 PM: *Local participants arrive, check-in to dorms*

12:15-2:15 PM: *Lunch at Osher Map Library: Introductions, Community Building, Overview of week: Maps as a guiding source. Overview of Osher Map Library Collections with **Dr. Matthew Edney**.*

2:30-4:00 PM: *Back Cove Walk: Exploring changing landscapes of Portland, ME*

4:00-4:30 PM: *Break*

4:30 PM: *Depart for Commercial Street and Portland Harbor. Dinner on your own.*

5:45- 8:00 PM: *Casco Bay Ferry Ride (Sunset run, guided historical narration)*

#### Monday July 15:

**Focus of the Day: Indigenous Geographies of the Dawnland**

**Map of the Day:** [Native-Land.ca](https://www.native-land.ca)

9:00-9:30 AM: *Check-in circle and Map of the Day using maps protocol*

9:30-11:30 AM: *Indigenous History, Landscapes and Best Practices: New Approaches to Reframing and Conceptual Understanding with **Akomawt Educational Initiative** (endawnis Spears and Chris Newell)*

11:45 AM: *Depart for Thompson's Point/ Children's Museum and Theatre of Maine*

12:00 -1:00 PM: *Lunch on your own (Thompson's Point)*

1:15-3:00 PM: *Decolonizing Museum and K-12 Educational Spaces, **Starr Kelly**, Curator of Education and Exhibits, Children's Museum and Theatre of Maine*

3:00-3:45 PM: *Travel back to Osher Map Library and Break*

3:45-5:45 PM: *Building Community and Resilience in K-12 Schools: Teaching Maine's Indigenous History in Portland Public Schools (PPS): Developing and Launching the K-12 Wabanaki curriculum in PPS, with **Fiona Hopper**, Social Studies Teacher Leader and Wabanaki Studies Coordinator at the PPS and *The Maine Black Educator's Collective* with **Dr. Larissa Malone**, Assistant Professor of Teacher Education University of Southern Maine*

Evening: *Dinner on your own*

## **Tuesday July 16**

### **Focus of the Day: Penobscot Sense of Place**

**Map of the Day:** *Iyoka Eli-Wihtamakw K̄atahkinawal* /[\*This Is How We Name Our Lands\*](#)

9:00-9:45 AM: *Check in circle & Map of the Day*

9:45-10:45 AM: *Penobscot Sense of Place, **James Francis** (Penobscot Tribal historian)*

10:45-11 AM: *Break*

11:00 AM-12:30 PM: *Teaching with Maps: Working Session in grade-level groups in the Osher Map Library Reading Room, Observing and Analyzing Representations of Wabanaki communities on historic maps*

12:30-1:30 PM: *Working Lunch*

1:30-3:00 PM: *Reclaiming Penobscot Geographies through Cartography: Iyoka Eli-Wihtamakw K̄atahkinawal /This Is How We Name Our Lands with **Margaret Pearce, cartographer, Citizen Potawatomi.***

3:00-4:00 PM: *Optional Lesson planning time in Osher Map Library Reading Room, consultations with Project Scholar Adam Schmitt and K-12 Education Leader Renee Keul on lesson plans.*

4:00-5:30 PM: *Break and early dinner (on your own)*

5:30-7:00 PM: *Bounty film screening (Phip's scalp proclamation and Penobscot legacy) and talkback with **Upstander Project** (Dr. Mishy Lesser & Dawn Neptune Adams, Penobscot)*

## **Wednesday, July 17: (Travel to Bar Harbor)**

### **Focus of the Day: Re-Indigenizing Landscapes: Acadia National Park**

**Map of the Day:** Samuel de Champlain, Jean Berjon, and David Pelletier, [\*Carte géographique de la Nouvelle France\*](#) (1613). Norman B. Leventhal Map & Education Center.

7:30 AM: *Bus departs for Schoodic Institute*

- 10:45 AM: *Check in at Schoodic Institute*
- 11:15-12:30 AM: *Working lunch & presentation on reinterpreting Wabanaki archeology, **Dr. Bonnie Newsom (Penobscot)**, Professor of Archeology, University of Maine*
- 12:30-2:30 PM: *Re-Indigenizing the Landscape: **Dr. Bonnie Newsom (Penobscot)**, Acadia National Park*
- 2:30 PM: *Depart for Bar Harbor*
- 2:30-6:30PM: *Visit to Abbe Museum and dinner in Bar Harbor on your own*
- 6:30 PM: *Return to evening lodging at the Schoodic Institute*

**Thursday, July 18: (Travel to Bath, ME)**

**Focus of the Day: Life in a Shipbuilding City: Bath, ME**

**Map of the Day:** Marc Lescarbot, "[Figvre de la terre nevve, grande riviere de Canada, et côtes de l'ocean en la nouvelle France](#)," in *Histoire de la nouvelle France, contenant les navigations, découvertes, & habitations faites par les François és Indes occidentales & nouvelle France* (Paris: Jean Millot, 1607). OML/SCCE Collections.

- 9:00 AM: *Depart for the Maine Maritime Museum, Bath, Maine*
- 12:00 - 1:30 PM: *Arrive in Bath and lunch on your own*
- 1:30-1:50 PM: *Map of the Day Discussion*
- 1:50-3:30 PM: *Sense of Place: Maine Maritime Museum Program*
- Maine Maritime Museum's Sense of Place program is designed to introduce visitors to the maritime heritage of Bath and the varied ways this heritage and history has evolved and changed over time. The interdisciplinary curriculum introduces students to topics in environmental history and ecology, economics and civics, geography, Wabanaki studies, and US History and Globalization.
- 3:30 PM: *Bus departs for USM/Portland*
- 4:30-5:30 PM: *Break*
- 5:30-7:30 PM: *Dinner in Cohen Center; Map Research Time in Reading Room and consultations with Project Scholar Adam Schmitt and K-12 education leader Renee Keul on lesson plans, approaches for teaching with maps.*

## Friday, July 19

### **Focus of the Day: Black Geographies in Southern Maine**

**Map of the Day:** [USGS Map showing Malaga Island](#): United States Geological Survey. Bath, ME [map] 1:62500. (Topographic), 1894. OML/SCCE Collections

- 9:00-10:30 AM: *Check in Circle and Maps of the Day in Grade-level groups. Participants explore Portland, Maine maps laid out in Osher Map Library Reading Room, with Cartographic Reference and Teaching Librarian Louis Miller.*
- 10:30 AM: *Depart for Portland waterfront*
- 10:45 AM-12:30 PM: **India Street: Immigration & Innovation Walking Tour with Greater Portland Landmarks**
- 12:30-2:00 PM: *Lunch on your own in Portland*
- 2:30-4:30 PM: **Malaga Island History Panel with Kate McBrien, Maine State Archivist, Marnie Darling Voter Childress, Malaga Island Descendent, and Daniel Minter, Artist**
- Learn about the history of Malaga Island, a mixed-race fishing community from the mid-1800s until 1912 when the state of Maine evicted all of the residents, even exhuming and reburying their dead off-island.*
- 4:30-5:30 PM: *Break (Optional Lesson plan consultation time at Osher)*
- 5:30-6:45 PM: *Dinner and book discussion: Lizzie Bright and the Buckminster Boy*

## Saturday, July 20

### **Focus of the Day: Malaga island and Reflective Art Practices**

**Map of the Day:** [People of the Dawnland: Wabanaki Tribes of the Northeast Coast](#) (Anna B. from Harpswell, ME). OML/SCCE Collections

- 9:30-10:30 AM: *Check in Circle and Map of the Day*
- 10:45-12:45 PM: *Malaga Island art making activity at Indigo Arts Alliance, Portland, Maine*
- 12:45-1:45 PM: *Lunch on your own*
- 2:00-3:30 PM: *Teaching Mapmaking to K-12 students workshop with K-12 Leader Renee Keul: Hands-on workshop to put many of the ideas behind maps as stories into practice with students.*
- 3:30 PM: *End for Day: Afternoon and evening off*



## Sunday, July 21

*Day Off: participants are free to explore the area on their own*

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### -----Week 2: Boston and New Bedford-----

Monday, July 22 – Sunday, July 27, 2024

## Monday, July 22nd

*(Travel to Boston)*

### **Focus of the Day: Wrapping up Week 1 and Introduction to Boston's Geography**

**Map of the Day:** A. Ruger, [\*Bird's eye view of Portsmouth, Rockingham Co., New Hampshire\*](#), (J. J. Stoner, [1877]). Norman B. Leventhal Map & Education Center.

### **[Have apartments packed and bags ready for departure prior to morning meeting]**

- 9:00-10:00 AM: *Maine wrap-up and Map of the Day (Portsmouth, New Hampshire)*
- 10:45 AM: *Depart Portland and Travel to Portsmouth, NH (bagged lunches on bus)*
- 11:45 AM-1:45 PM: *Arrive in Portsmouth, NH: Black Heritage Trail New Hampshire walk*
- 2:00 PM: *Bus departs for Boston*
- 3:00 PM: *Arrive at Leventhal Map & Education Center (LMEC)*
- 3:15-4:45 PM: *Mapping Boston Over Time, **Garrett Dash Nelson**, LMEC President and Head Curator*
- 4:45 PM: *Board bus to Boston dorms and check. Dinner on your own*

## Tuesday, July 23rd

### **Focus: Boston: Urban Black Geographies**

**Map of the Day:** George W. Boynton, [\*Plan of the city of Boston\*](#), (S.N. Dickinson, 1844). Norman B. Leventhal Map & Education Center.

- 9:30 AM: *Meet at African Meeting House, Beacon Hill, Map of the Day*
- 9:45-10:45 AM: *Black Beacon Hill, **L'Merchie Frazier**, Visual Artist and public historian*
- 11:00-12:30 PM: *Resistance and Activism: 1800's Black Boston Walking Tour, **NPS Rangers/ Black Heritage Trail***
- 12:30-2:00 PM: *Lunch on your own and travel to MA Historical Society*
- 2:00-4:30 PM: *Race and Resistance: K-12 Primary Source Session at **MA Historical Society***

4:30 PM: *Dinner and evening on your own*

### **Wednesday, July 24**

**Focus of the Day: Landscape of Activism: Black Boston at the Turn of the 20th Century**

**Map of the Day:** Urban atlases of Boston, MA using [Atlascope](#)

9:00-9:45 AM: *Meet at Leventhal Map and Education Center (Boston Public Library);  
Check in circle and map of the day*

9:45-11:00 AM: *Teaching with Maps: Exploring Black geographies through urban atlases,  
**Michelle LeBlanc, LMEC K-12 Director of Education***

11:00 AM-12:00 PM: *Scholar Talk: Black Radical: William Monroe Trotter, **Dr. Kerri Greenidge**, Assistant Professor, Studies in Race, Colonialism, and  
Diaspora, Tufts University*

12:00-1:30 PM: *Lunch on your own and travel by T to Museum of Fine Arts (MFA)*

1:30-5:00 PM: *Inquiry-Based Discussions with Art: Black and Indigenous New England  
Participants will explore several works of art related to the communities  
and themes of the weeks in the MFA's Art of the America's Wing with MFA  
educators then will have open time to explore the rest of the museum.*

Evening: *Dinner on your own*

### **Thursday, July 25th**

**Focus of the Day: Frederick Douglass and Black New Bedford, MA**

**Map of the Day:** O.H. Bailey & Co., [View of the city of New Bedford, Mass.](#), (Leonard B. Ellis, [1876]). Norman B. Leventhal Map & Education Center.

8:00 AM: *Leave dorms for New Bedford (charter bus)*

9:15-10:30 AM: *Map of the Day and Underground Railroad Walking tour with National  
Park Service*

10:30-11:30 AM: *Nathan and Polly Johnson House tour with **New Bedford Historical  
Society***

11:30 AM-12:30 PM: *Lunch on your own*

12:45-2:45 PM: *Visit to New Bedford Whaling Museum -- Cuffee, Lagoda, and Around the  
World and scholar talk with **Akeia de Barros Gomes, Ph.D***

2:45-4:00 PM: *Open time at New Bedford Whaling Museum*

4:00 -7:00 PM: *Explore New Bedford and dinner on your own*

7:00 PM: *Depart for Boston*

## **Friday, July 26th**

### **Focus of the Day: Wrap up and Putting it all together: Mapping Community and Resilience**

**Map of the Day:** John Foster and William Hubbard, [\*A map of New-England\*](#), [1677]. Norman B. Leventhal Map & Education Center.

9:30 AM: *Meet at Leventhal Center at Boston Harbor Hotel (Rowes Wharf)*

9:30-10:00 AM: *Tour Norman Leventhal's Map collection at Boston Harbor Hotel and Map of the Day with **Garrett Dash Nelson***

10:00 AM-12:30 PM: *Final project draft presentations and working lunch*

1:00-5:00 PM: *Spectacle Island Trip by ferry: Indigenous Boston Harbor*

*\*All participants are expected to fully participate in Friday's activities*

## **Saturday, July 27th**

*Check out of dorms and depart for home*

### **Course Requirements and Grading**

At the conclusion of the workshop, teachers will create a primary source portfolio of at least six sources (text, visuals, maps, etc.) that they would use to teach new lessons on the institute's themes and time periods 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 (including at least one map) to demonstrate not only new perspectives they learned during the week but also new pedagogical approaches to using primary sources in their classrooms.

### **For 3 graduate credits from Westfield State University**

A final project is required of all participants taking the course for credit.

- Attend all sessions and complete assignments
- Actively participate in all activities, conversation, and group assignments
- Complete all readings
- Successfully complete and submit final project by **Friday, August 9, 2024**

## **Final Project**

The final project is composed of two parts:

### **PART A**

Create a resource set to be used to deepen classroom teaching about any of the topics covered in the institute using **at least 6 different sources**. At least one map and one document presented in the workshop are encouraged.

*Primary source portfolio must include:*

- A detailed list of sources and links to access them digitally.
- An introduction of a page or less, in which participants outline how this set fits into the larger picture of their teaching. What are the “big ideas” and essential questions you are addressing with these sources?

### **PART B**

Participants are asked to write one lesson for a history, geography, social science, or related unit of study that uses one or more of the resources in their portfolio. This can be a lesson(s) for a new curricular area that participants have not yet taught before, or it can be a unit that participants would like to re-work as a result of new knowledge gained from this workshop. Participants may use the provided lesson plan template or their own district or school template. Participants are asked to write a lesson plan that another teacher not connected with this workshop could use.

### **Timeline for Completion of Projects**

Participants should identify sources and have a rough lesson outline by the end of the institute.

**Final Projects are due: Friday, August 9, 2024**

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### **Partners and Presenting Sites**

- The Osher Map Library and Smith Center for Cartographic Education (OML) at the University of Southern Maine (Portland, Maine)
- Norman B. Leventhal Map & Education Center (LMEC) (Boston, Massachusetts)
- Akomawt Educational Initiative (traveling to Portland, Maine)
- Children’s Museum & Theatre of Maine (Portland, Maine)
- Massachusetts Historical Society (Boston, Massachusetts)
- Maine Maritime Museum (Bath, Maine)
- Museum of Fine Arts Boston (Boston, Massachusetts)
- New Bedford Historical Society (New Bedford, Massachusetts)
- Upstander Project (traveling to Portland, Maine)

## **Related Standards**

*A majority of state history/social studies standards address one or more of the themes and topics addressed in this workshop. Sample History and Social Science Frameworks:*

### **1. Massachusetts:**

**Gr. 3 T 2.3:** Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England Region

**Gr. 3 T 4.5:** Describe the diverse cultural nature of the region, including contributions of Native peoples, Africans, Europeans, etc.

### **2. Maine:**

**Grades 6-8, History 2:** Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities and the United States.

### **3. District of Columbia:**

**Grade 4.6:** Students describe the cooperation and conflict that existed among the Native Americans and between the Indian nations and the new settlers.

2. Understand the major ways Native Americans and colonists used the land, adapted to it, and changed the environment.

3. Compare and contrast the differing views on ownership or use of land and the conflicts between them

### **4. Florida:**

**SS.912. A.5.10:** Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

### **5. National Council for the Social Studies C3 Framework:**

C3:vd2 Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

## **Selected Course Readings and Related Materials**

### **Sample Readings and Resources:**

Abbe Museum, ACLU Maine, Maine Indian Tribal-State Commission, and Wabanaki Alliance, "[The Wabanaki Studies Law: 21 Years After Implementation](#)," October 2022.

Alderman, Derek H., and Joshua F. J. Inwood. "[Landscapes of Memory and Socially Just Futures](#)." In *The Wiley Blackwell Companion to Cultural Geography*. Chichester, UK: John Wiley & Sons, Ltd, 2013, 186-197.

Bergeson-Lockwood, Millington W. *Race Over Party: Black Politics and Partisanship in Late Nineteenth-century Boston*. Chapel Hill : University of North Carolina Press, 2018.

Bischof, Libby, “The Lens of the Local: Teaching an Appreciation of the Past through the Exploration of Local Sites, Landmarks, and Hidden Histories,” *The History Teacher*. Vol. 48, No. 3 (May 2015): 529-559.

Bolster, W. Jeffrey, *Black Jacks: African American Seamen in the Age of Sail*. Cambridge: Harvard University Press, 1997.

Brooks, Lisa, *Our Beloved Kin: A New History of King Philip’s War*. New Haven: Yale University Press, 2018.

Cronon, William, *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York: Hill and Wang, 2003.

Douglass, Frederick, and Henry Louis Gates, Jr., ed., *Frederick Douglass: Autobiographies: Narrative of the Life of Frederick Douglass, an American Slave / My Bondage and My Freedom / Life and Times of Frederick Douglass*. New York: Library of America, 1994.

Elgersman Lee, Maureen, *Black Bangor: African Americans in a Maine Community, 1880-1950*. Durham: University of New Hampshire Press, 2005.

Greenidge, Kerri K., *Black Radical: The Life and Times of William Monroe Trotter*. New York: Liveright Publishing Co., 2020.

Greenlaw, Suzanne, Gabriel Frey and Nancy Baker, *The First Blade of Sweetgrass: A Native American Story*. Topsham, Maine: Tilbury House Publishers, 2021.

Grover, Katherine, *The Fugitive’s Gibraltar: Escaping Slaves and Abolitionism in New Bedford, Massachusetts*. Amherst: University of Massachusetts Press, 2001.

Harrison, B. A., and Richard W. Judd,. *A Landscape History of New England*. Cambridge: MIT Press, 2014.

Hornsby, Stephen J. and Richard W. Judd, eds. *Historical Atlas of Maine*. Orono: University of Maine Press, 2015.

Horton, James Oliver and Lois E. Horton, *Black Bostonians: Family Life and Community Struggle in the Antebellum North*. Holmes and Meier Publishers, 2000.

- McKittrick, Katherine. *Demonic Grounds: Black Women and the Cartographies of Struggle*. Minneapolis: University of Minnesota Press, 2006.
- . “On Plantations, Prisons, and a Black Sense of Place.” *Social & Cultural Geography* 12, no. 8 (2011).
- McKittrick, Katherine, and Clyde Adrian Woods. *Black Geographies and the Politics of Place*. Toronto, Ont.: Cambridge, Mass: Between the Lines, South End Press, 2007.
- McMahon, Kate, “Global Slavery and Its Afterlives on Malaga Island, Maine,” *Liminalities: A Journal of Performance Studies* 15, no. 2 (2019): 1-9.
- Newell, Chris and Winona Nelson. *If You Lived During the Plimoth Thanksgiving*. New York: Scholastic Nonfiction, 2021.
- Newsom, Bonnie, Natalie Dana Lolar, and Isaac St. John. "[In Conversation with the Ancestors: Indigenizing Archaeological Narratives at Acadia National Park, Maine](#)" *Genealogy* 5, no. 4, 2021: 96.
- O’Brien, Jean. *Firsting and Lasting: Writing Indians Out of Existence in New England*. Minneapolis: University of Minnesota Press, 2010.
- Rosenthal, Rob. "[Malaga Island: A Story Best Left Untold](#)," Radio Documentary, updated 2012.
- Pearce, Margaret, “What Shall We Map Next? Expressing Indigenous Geographies with Cartographic Language.” In U. Dieckmann, ed., *Mapping the Unmappable? Cartographic Explorations with Indigenous Peoples in Africa* (Bielefeld: transcript Verlag, 2021), 317–340.
- Pearce, Margaret, “The Last Piece is You,” *Cartographic Journal* 51(2, 2014):107–22.
- Pearce, Margaret and M. Hermann, “Mapping Champlain’s Travels: Restorative Techniques for Historical Cartography,” *Cartographica* 45(1), 2010: 33–48.
- Peterson, Mark. *The City-State of Boston: The Rise and Fall of an Atlantic Power, 1630-1865*. Princeton: Princeton University Press, 2019.
- Sammons, Mark J. and Valerie Cunningham, *Black Portsmouth: Three Centuries of African-American Heritage*. Dover: University of New Hampshire Press, 2004.
- Schmidt, Gary D. *Lizzie Bright and the Buckminster Boy*. New York: Clarion Books, 2013.
- Sinha, Manisha. *The Slave’s Cause: A History of Abolition*. New Haven: Yale University Press, 2016.

Seasholes, Nancy. *Gaining Ground: A History of Landmaking in Boston*. Cambridge, MA: MIT Press, 2018.

Senier, Siobhan, ed. *Dawnland Voices: An Anthology of Indigenous Writing from New England*. Lincoln: University of Nebraska Press, 2014.

Shettleworth, Earle G. *Maine's Lithographic Landscapes: Town and City Views*. Waltham: Brandeis University Press, 2020.

Talbot, Gerald and H.H. Price, *Maine's Visible Black History: The First Chronicle of Its People*. Thomaston, Maine: Tilbury House Publishers, 2006.

Voyer, Richard, Carol Pesch, Jonathan Garber, Jane Copeland and Randy Comeleo, "New Bedford, Massachusetts: A Story of Urbanization and Ecological Connections," *Environmental History* 5 (3), July 2000: 352-377.

### **Selected Maps:**

[Mapping Maine: The Land and its Peoples, 1677-1842](#). Osher Map Library Exhibition, (2020-2021).

[Native Land.ca](#)

M. Pearce and Penobscot Cultural & Historic Preservation Department, Penobscot Nation, [Iyoka Eli-Wihtamakw Kətahkinawal / This Is How We Name Our Lands](#). Penobscot CHP, 2015. Map (4-color, 2-sided, 44 x 60 inches, folded) and accompanying gazetteer.

Samuel de Champlain, Jean Berjon, and David Pelletier, [Carte géographique de la Nouvelle France](#) (1613). Norman B. Leventhal Map & Education Center.

Marc Lescarbot, "[Figvre de la terre nevve, grande riviere de Canada, et côtes de l'ocean en la nouvelle France](#)," in *Histoire de la nouvelle France, contenant les navigations, découvertes, & habitations faites par les François és Indes occidentales & nouvelle France* (Paris: Jean Millot, 1607).

[USGS Map showing Malaga Island](#): United States Geological Survey. Bath, ME [map] 1:62500. (Topographic), 1894. OML/SCCE Collections.

[People of the Dawnland: Wabanaki Tribes of the Northeast Coast](#) (Anna B. from Harpswell, ME). OML/SCCE Collections.

Chan Krieger & Associates, [Boston Over Time](#) (2008). Norman B. Leventhal Map & Education Center.



A. Ruger, [\*Bird's eye view of Portsmouth, Rockingham Co., New Hampshire.\*](#) (J. J. Stoner, [1877]). Norman B. Leventhal Map & Education Center.

George W. Boynton, [\*Plan of the city of Boston,\*](#) (S.N. Dickinson, 1844). Norman B. Leventhal Map & Education Center.

O.H. Bailey & Co., [\*View of the city of New Bedford, Mass.\*](#) (Leonard B. Ellis, [1876]). Norman B. Leventhal Map & Education Center.

John Foster and William Hubbard [\*A map of New-England,\*](#) [1677]. Norman B. Leventhal Map & Education Center.

Osher Map Library and Smith Center for Cartographic Education, “Maine Bird’s Eye Views, 1870-1905,” <https://digitalcommons.usm.maine.edu/oml-maine-birds-eye-view-exhibit/>

## **K-12 Education Materials, Resources and Pedagogy**

Cronon, William. “[How to Read a Landscape](#)” *Learning to Do Historical Research: Sources.* University of Wisconsin, Madison 2009. Web.

Housen, Abigail and Philip Yenawine. “Visual Thinking Strategies: Understanding the Basics.” New York: Visual Understanding in Education, 2001. PDF.

[\*American Transformed Map Set\*](#) with list of best practices for teaching about Native people. Norman B. Leventhal Map & Education Center. 2017.

[Building Blocks: Florida Ruffin Ridley \(exhibition\).](#) Norman B. Leventhal Map & Education Center. 2023.

[\*Interpreting and Evaluating Maps Protocol.\*](#) Norman B. Leventhal Map & Education Center.

[\*Native People and Settler Colonialism: A Story of Land and Maps.\*](#) Norman B. Leventhal Map & Education Center. 2021.

[\*Bounty Teachers Guide.\*](#) Upstander Project. 2022. PDF.

**Sample maps and locations explored in**  
**Teaching with Maps: Community and Resilience in Maritime New England**

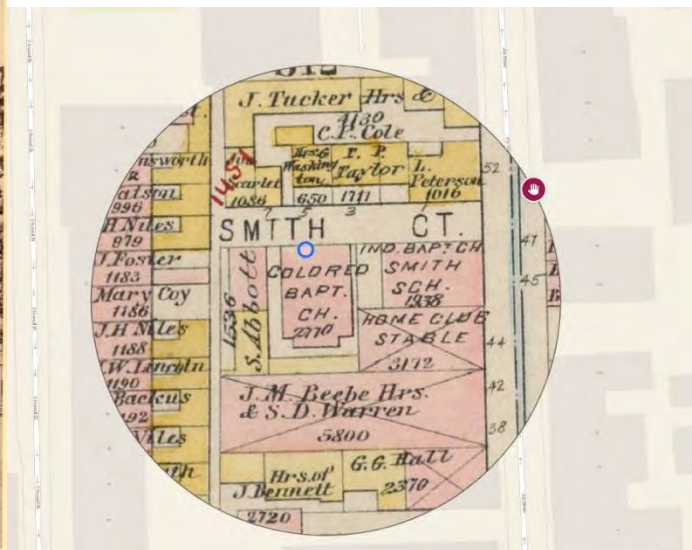


Samuel de Champlain, Jean Berjon, and David Pelletier, [Carte géographique de la Nouvelle France](#) (1613).

This 1613 map from the Leventhal Center’s collections will be the “Map of the Day” on July 17, a day focused on the topic of Re-Indigenizing Landscapes (See: Day by Day Program Study).



*African Meeting House, Boston, Massachusetts,*  
[ca. 1892]. From [Massachusetts Historical Society](#).



G.W. Bromley & Co., *Atlas of the city of Boston: city proper: plate F* (1883). From [Atlascope.org](#).

An 1892 photograph and a snapshot of an 1833 Bromley urban atlas showing the location of the country’s first African Meeting House in Beacon Hill, Boston. The right image is overlaid on a modern street map – the Leventhal Center’s [Atlascope tool allows users to flip through atlas layers over time](#) to see how the African Meeting House and surrounding Beacon Hill neighborhood changed over time for Black Bostonians.

## **Work Plan**

### **Teaching with Maps: Community and Resilience in Maritime New England**

#### **October-December 2023**

- Contact all scholars and partners to confirm participation
- Required project team meeting with NEH in Washington D.C.(October)
- Create website outlining the institute schedule, content and application process
- Project directors meet and visit several partner sites for more detailed planning
- Project website goes live & participant applications open (December)
- Alert Massachusetts and Maine federal representatives about NEH funding

#### **January-February 2024**

- Promote workshop nationally to K-12 educators via email, social media and educator sites and conferences
- Begin planning for transportation needs during the institute
- Organize incoming applications with USM graduate student project assistant
- Submit syllabus for graduate credit to Westfield State
- Required online project team meeting with NEH (February)

#### **March-May 2024**

- Participant application deadline (March)
- Assign applications to the Selection Committee. Review applications. Notify accepted applicants. Selected participants have two weeks to accept or decline. Finalize list after two weeks (April)
- Notify final participants of logistics for travel and lodging
- Finalize schedule with scholars and partners
- Set up any readings and final details on website

#### **June-July 2024**

- Finalize course outline and send full details to participants
- Institute runs July 14-26, 2024 (see full schedule under Academic Schedule)
- Stipends to participants

#### **August-December 2024**

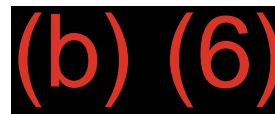
- Send payments to partners and scholars
- Final projects due (August). Finalize course credit with participants (professional credits, graduate credit, etc.)
- Share teacher-created resources from course with larger group and all collected resources on main website
- Create final report

**Elizabeth (Libby) Bischof (she/hers)**

*Executive Director, Osher Map Library and Smith Center for Cartographic Education*

*Professor of History, University of Southern Maine*

314 Forest Ave.  
Portland, ME 04101  
[Elizabeth.Bischof@maine.edu](mailto:Elizabeth.Bischof@maine.edu)  
Work: (207) 780-4281



**EMPLOYMENT:**

Executive Director, Osher Map Library/Smith Center for Cartographic Education, August 2018-present.

Professor of History, University of Southern Maine, 2018-present.

Associate Professor of History, with tenure, University of Southern Maine, 2013-2018.

Director, Center for Collaboration and Development, USM's Faculty/Staff Professional Development Center (Teaching, Scholarship, Creative Activity), July 2016-September 2018.

Assistant Professor of History, University of Southern Maine, 2007-2013.

Post-Doctoral Fellow, Boston College, 2005-2007.

**EDUCATION:**

August 2005                      Ph.D., American History, Boston College

November 2001                 Master of Arts, *with distinction*, History, Boston College

May 1999                         Bachelor of Arts, *cum laude*, History, Boston College

**RESEARCH AND TEACHING INTERESTS:**

19<sup>th</sup> Century US History (Cultural/Social)

Material Culture

History of Photography/Visual Culture

Public History

Maine History

Popular Culture/History and New Media

American Modernism

Iceland and the North Atlantic

19<sup>th</sup> Century Mapping and Geographic Education

Teacher education/preparation

**PUBLICATIONS:**

**Forthcoming:**

Foreword, Joshua Chamberlain (edited by Troy Ancona), *Maine's Place in History* (Rowman & Littlefield—DownEast Books, spring 2023).

"Lucy's Lens: Life on Mount Desert Rock, 1906-1909," *Chebacco: The Journal of the Mt. Desert Island Historical Society*, April 2023.

**Books:**

Libby Bischof, Susan Danly, and Earle Shettleworth, Jr. *Maine Photography: A History, 1840-2015*

(Down East Books/Rowman & Littlefield and the Maine Historical Society, January 2016).

*Winner, 2017 Historic New England Honor Book Prize*

(With Susan Danly) *Maine Moderns: Art in Seguinland, 1900-1940* (New Haven: Yale University Press,

2011). *Winner, 2013 New England Society Book Award for Best Book in Art and Photography*

**Selected Peer-Reviewed Articles/Chapters in Scholarly Books:**

"Navigating the Real and the Imagined in the North Atlantic and the Arctic," in *Down North: North Atlantic Triennial Catalog* (Portland Museum of Art/Reykjavik Art Museum, 2022), 172-187.

"Louise Imogen Guiney: A Transatlantic Life," in Jonathan Nauman and Holly Faith Nelson, eds., *Borderlands: The Art and Scholarship of Louise Imogen Guiney* (Bangor, Wales: The Vaughan Association, 2021), 41-77.

"Postcards from the River: Picturing the Presumpscot in the Early-Twentieth Century," in Robert Sanford, ed., in Robert M. Sanford and William S. Plumley, Eds., *River Voices: Perspectives on the Presumpscot* (North Country Press, September 2020).

"A Region Apart: Representations of Maine and Northern New England in Personal Film, 1920-1940," in Martha McNamara and Karan Sheldon, eds., *Amateur Movie Making: Aesthetics of the Everyday in New England Film, 1915-1960*. (Indiana University Press, June 2017). *Winner, Best Edited Collection, Society for Cinema and Media Studies*, 2018.

"Who Supports the Humanities in Maine? The Benefits (and Challenges) of Volunteerism," *Maine Policy Review: Special Issue on the Humanities and Policy*, (Vol. 24, no. 1, Winter/Spring, 2015), 111-116.

"The Lens of the Local: Teaching an Appreciation of the Past through the Exploration of Local Sites, Landmarks, and Hidden Histories," in *The History Teacher*, (vol. 48, no. 3, May 2015), 529-559.  
[http://www.societyforhistoryeducation.org/pdfs/M15\\_Bischof.pdf](http://www.societyforhistoryeducation.org/pdfs/M15_Bischof.pdf)

#### **SELECTED GRANTS**

Maine Bicentennial Commission, Bicentennial Grant for "Maine Bird's Eye View Map Project," 2019-2020  
Provost's Pillar Grant, University of Southern Maine, "Putting History to Work," (2020-2021)

University of Maine System, Program Innovation Fund Grant, "Putting History to Work," 2018-2020

Library of America and the Gilder Lehrman Institute of American History, World War I and America Programming Grant, February 2017-December 2018.

Maine Economic Improvement Fund (MEIF) grant for my photographic history project: "Picturing Connections between Maine and Iceland," part of the larger "Culture, Commerce, and the Environment: Iceland, Maine, and the North Atlantic" project, 2016-2018.

Title III High Impact Practices Program Grant/History, USM, 2016-2017

Maine Economic Improvement Fund (MEIF) Grant for my project: *An Interactive Website Mapping World War One Memorials in Maine—A Centennial Project to Inventory and Document Maine's Participation in and Memorialization of the Great War*, part of the larger "Digital Maine" MEIF grant, 2015-2016.

#### **SELECTED FELLOWSHIPS**

NEH Faculty Institute, Toward a People's History of Landscape: Black and Indigenous Histories of the Nation's Capital, summer 2022.

Maine Women Writers Collection Research Grant, University of New England, 2009-2010.

North Coast Cultural Trust, Peter E. Palmquist Grant for Historical Photographic Research, 2009.

Ansel Adams Fellowship, Center for Creative Photography, Tucson, Arizona, Summer 2009.

Donald Gallup Fellowship in American Literature, Beinecke Library, Yale University, 2008-2009.

Residential Fellow, Georgia O'Keeffe Museum and Research Center for American Modernism, Santa Fe, New Mexico, September-December 2007.

Bostonian Society/New England Women's Club Fellowship, Spring 2007.

Andrew W. Mellon Fellowship, Massachusetts Historical Society, 2006-2007.

#### **AWARDS**

President's Award for Faculty Excellence, University of Southern Maine, 2021.

President's Award for Partnership and Collaboration, University of Southern Maine, 2018.

Faculty Senate Award for University Service, University of Southern Maine, 2015-2016.

President's Metropolitan University Leadership Award, Academic Advising, University of Southern Maine, 2015.

Faculty Senate Teaching Award, Humanities, University of Southern Maine, 2009.

#### **SELECTED TEACHING EXPERIENCE:**

US History I and II (survey); The History of Maine (Undergraduate and Graduate); The History of Maine through Art, Literature and Film [Online]; History of Portland; Teaching Maine History [Summer Seminar for Educators]; Museums, Archives and Public History; History of American Popular Culture; Photographing American History; Senior Seminars: History of Portland; History through Film and Fiction; Worlds' Fairs and Exhibitions; Visualizing History

#### **SELECTED SERVICE TO THE PROFESSION /PUBLIC SERVICE:**

President, New England Regional Fellowship Consortium, November 2022-present.

Executive Board Member, New England Historical Association (NEHA), May 2020-present.

President, New England Historical Association (NEHA), April 2019-May 2020.

Grant Proposal Reviewer, National Endowment for the Humanities (NEH), Public Programs and Digital Projects for the Public, 2016-present.

Facilitator and "Speaking of Maine" Lecturer, Maine Humanities Council

# Michelle LeBlanc

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Michelle LeBlanc

(b) (6)

[www.linkedin.com/in/LeBlancmllle](http://www.linkedin.com/in/LeBlancmllle)

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## Skills

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Dynamic educator and project leader with over 20 years of experience fostering collaborative partnerships and community engagement. Innovator creating diverse public programs and funding partners.

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## Experience

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### Leventhal Map & Education Center / Director of Education

2013-Present, Boston Public Library

- Lead and manage education team for K-12 and public programming connected to creative use of Map Center's 250,000+ cartographic collection.
- Spearheaded \$150K NEH grant on landscape of colonization with 5 arts and cultural partner organizations across New England for educators from across U.S.
- Created *Maptivists* initiative in 4 Boston high schools serving 200+ students using maps and data to engage students in addressing climate and racial equity.
- Present frequently at national conferences in partnership with Library of Congress and multiple national councils for history and social studies.

### The Education Cooperative / Project Director

2008- 2013, Dedham, MA

- Developed and implemented successfully funded \$1 million *Teaching American History* federal grant in partnership with Suffolk University to provide professional development to K-12 teachers in 16 school districts.
- Managed all aspects of two federal grant programs including leading 12 staff and consultants, designing course curriculums, planning study tours and managing budgets.

## Old South Meeting House / Director of Education

2002 - 2008, Boston, MA

- Reinvigorated education department for the home of the Boston Tea Party, which serves over 12,000 students annually, by creating new programming and partnerships. Designed and taught programs to grades 3-12 students on Revolutionary history and First Amendment rights.
- Conceived and funded \$10K *Liberty and Justice For All* forum series in partnership with the ACLU of MA.

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## Education

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### Northeastern University / M.A., History

Certificate in Public History/non-profit management

### University of Bordeaux, III

One-year scholarship to study French prehistoric sites

### University of Arkansas / B.A., Anthropology/French

### TEC Licensure Program / MA Teaching License, History 5-8

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## Skills, Publications & Fun

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- Essential GIS skills
  - Proficient in French
  - Adjunct Faculty at Framingham State University
  - Elected member Boston Public Schools Citywide Parent Council and race, equity and inclusion team.
  - Treasurer and communications director for Boston Women's Heritage Trail
  
  - *Searching for the American Dream: How a Sense of Place Shapes the Study of History*, 2013 (chapter contributor)
  - *The Norman B. Leventhal Map Center: The First Ten Years of Public Outreach and Educational Programming Using Historic Maps*, 2015 (Cartographic Perspectives)
  - *Empowering Maptivists: K-12 Education at the Leventhal Map & Education Center*, 2021 (Geography Educator)
  
  - Avid runner, cyclist, gardener, theater-goer and museum lover

# Renee Keul

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## Employment

### 2009-Current: Osher Map Library and Smith Center for Cartographic Education, University of Southern Maine

*Graduate Assistant, 2009 - 2011*

*Cartographic Outreach Coordinator, 2012 - 2022*

*Assistant Director for Education and Outreach, 2022 - Present*

Responsibilities:

- Implementation of in-person and virtual field trips with K-12+ students.
- Construction of presentations, lessons, and activities around historical themes using cartographic materials.
- Development and maintenance of online educational resources and website.
- Collection and analysis of education related visitor statistics through Microsoft Excel.
- Maintenance of mailing lists of K-12 teachers in Southern Maine.
- Collaboration with teachers and other educational institutions in Southern Maine to ensure that all educational programs are accurate and applicable to current curriculum.
- Supervision of part-time and work-study employees.
- Creation of newsletters, brochures, educational handouts, and activity booklets using professional publishing software.

### 2014: Augusta Housing Authority, Internship through University of Maine at Augusta

*Web Designer*

Responsibilities:

- Collaboration with Executive Director to identify requirements for [www.augustahousing.org](http://www.augustahousing.org).
- Design of site layout and construction of site framework using Drupal 7.
- Customization of design to fit the brand of the organization.

### 2011-2012: Victoria Mansion

*Tour Guide*

Responsibilities:

- Interpretation of the Victorian Era to a diverse variety of visitors.
- Ensure safety of guests and artifacts.
- Assist in museum shop.

### 2009: MediaXpress/Greatapes

*Duplicator*

Responsibilities:

- Supervision of assembly team and product shipments.
- Maintenance, repair, and operation of industrial printers and duplication towers.
- Interaction with customers and supply vendors.

### 2006-2008: Bethel University Library

*Cataloging Assistant*

Responsibilities:

- Applying labels and protective covering to books; mending damaged items.
- Maintenance of statistics and item statuses.



## Skills

### Pedagogical Skills

- Student-centered learning
- Inquiry-based learning, especially Guided Inquiry techniques
- Collaborative experience with other educators and institutions
- Event organization and scheduling
- Lesson plan creation

### Communication and Interpersonal Skills

- Excellent writer and communicator
- Inherently compassionate, sensitive, and accepting
- Ability to collaborate and work effectively with a wide variety of personalities

### Personal Strengths

- Exceptional time-management and problem-solving skills
- Attentive to detail
- Quick to learn and implement new skills and strategies
- Resourceful, versatile, and conscientious
- Self-motivated and experienced in working independently
- Flexible and able to work on multiple projects simultaneously

### Software & Technical Proficiency

- Adobe Creative Suite: Acrobat, Dreamweaver, InDesign, Photoshop
- Microsoft Office Suite: Word, PowerPoint, Excel, Access
- Content Management Frameworks: Drupal, Wordpress
- Proficient in HTML5, CSS3, JavaScript
- Google Analytics

## Education

### University of Southern Maine

**Master of Arts**, American and New England Studies  
August 2009 - May 2012

### University of Maine at Augusta

**Post-Bachelor of Science**, Computer Information Systems  
January 2013 - May 2016  
Cum Laude

### Bethel University

**Bachelor of Arts**, History and International Relations  
August 2005 - December 2008  
Magna cum Laude

### Awards and Honors

Cum Laude, University of Maine at Augusta, May 2016  
CIS Rising Scholar, University of Maine at Augusta, September 2014  
Magna cum Laude, Bethel University, December 2008  
Salutatorian, Grandview Park High School, Class of 2005

## **Adam J. Schmitt**

Assistant Professor  
University of Southern Maine  
Teacher Education Department  
505 Bailey Hall  
Gorham, ME 04038  
Phone: (207) 780-5362  
Email: adam.schmitt@maine.edu

### **Education**

Ph.D. Michigan State University, 2018

- College of Education: Department of Teacher Education: Curriculum, Instruction and Teacher Education. Avner Segall, advisor and dissertation chair. Margaret Crocco, Kyle Greenwalt, and Anne-Lise Halvorsen, dissertation committee members.
- Dissertation Title: *Identity Matters: Explorations of the Implication of Teachers' Sense of Self in the American History Curriculum*

M.A., Michigan State University, 2013

- College of Education: Department of Teacher Education: Teaching and Curriculum

B.A., University of Illinois, Urbana-Champaign, 2003

- College of Liberal Arts and Sciences: Department of History: History and Secondary Social Studies Education

### **Professional Appointments**

University of Southern Maine, Department of Teacher Education

- Assistant Professor (2018-present)
  - Teach 3-3 load of undergraduate and graduate courses in Elementary and Secondary Social Studies Methods; the relationship between education and democracy; history of American education, and the relationship between memory and history.
  - Coordinate the Undergraduate Teacher Pathways including facilitation of monthly meetings with faculty and staff involved in undergraduate teacher education across the university.
  - Advise 98 undergraduate and graduate students in teacher education programs

### **College Level Teaching Experience**

Michigan State University, Department of Teacher Education

- Graduate Assistant (2013-2018)
  - Taught undergraduate courses in beginning and advanced Social Studies Methods (Elementary and Secondary) and Contemporary Issues in Education
  - Taught graduate courses in Teacher Inquiry and Professional Development and Global Education

## **K-12 Teaching Experience**

Next Generation School, Champaign, IL, 2008-2013

- 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade social studies
- Designed and implemented middle school social studies curriculum (world history and American history)

Urbana Middle School, Urbana, IL, 2003-2008

- 6<sup>th</sup> and 7<sup>th</sup> grade social studies
- Social Studies Department Chair, 2005-2007
- 7<sup>th</sup> Grade Team Leader, 2007-2008
- Member of district-wide Writing Curriculum Committee

Champaign Unit 4 School District, Champaign, IL, 2004-2007

- Taught 6-week intensive summer school World Cultures course

## **Publications**

### Book Chapters

Schmitt, A. J., & Enriquez, J. (in press). *Frozen II and Indigenous Water Rights*. In S. L. Roberts and C. Elfer (Eds.), *Hollywood or History?: An Inquiry-Based Strategy for Using Cartoons to Teach Topics in Elementary and Secondary Social Studies*. Information Age.

(b) (4)

Segall, A., Trofanenko, B., & Schmitt, A. J. (2018). Critical theory and history education. In S. Metzger and L. Harris (Eds.), *Wiley International Handbook of History Teaching and Learning*. Wiley.

### Refereed Journal Articles

Jacobsen, R., Halvorsen, A-L., Frasier, A., Schmitt, A., Crocco, M., & Segall, A. (2018). Thinking deeply, thinking emotionally: How high school students make sense of evidence. *Theory and Research in Social Education*, 46(2), 232-276.

Kean, E., & Schmitt, A. J. (2015). What's missing from the textbook?: An inquiry-based lesson plan on the untold histories of labor unions. *Georgia Social Studies Journal*, 5(1). Retrieved from: [http://coe.uga.edu/assets/docs/hubs/gssj/vol\\_5\\_no\\_1/kean-schmitt-2015.pdf](http://coe.uga.edu/assets/docs/hubs/gssj/vol_5_no_1/kean-schmitt-2015.pdf)

### Curriculum/Instructional Materials

Schmitt, A. J., Bylsma, J.M., & Magdo, Z. (2012). Violence overload? Promoting sensitivity to human suffering: The case of Bosnia. Retrieved from: [http://www.reeec.illinois.edu/Violence\\_Overload.html](http://www.reeec.illinois.edu/Violence_Overload.html)

# GABRIELLE "BRIE" ROCHE

(b) (6)

[Brie@BriesBestGuests.com](mailto:Brie@BriesBestGuests.com)

*Self-starting creative education professional with a passion for curating and producing meaningful and accessible experiences for children with unique needs and learning abilities*

## EDUCATION

### University of Southern Maine

Bachelor of Arts: *Magna Cum Laude*  
Major: History & Teacher Education  
Program (Secondary Education)

### Certifications:

Maine Professional Teaching  
Certificate  
Social Studies (7-12)  
Social Studies (5-8)  
Education Technician Level III

## RECOGNITION + AWARDS

**2019:** Coast 93.1 Hannaford's  
Outstanding Women of the Year

**2017:** Eileen Eagan Award for  
Women's History

**2016:** Inaugural Scholar Award for  
University of Southern Maine

**2016:** Esther B Wood Scholarship  
for History

**2013:** USM Dirigo Scholar Award

## UNIQUE SKILLS

- ▶ Passion for public speaking
- ▶ Skilled in reducing barriers around spectrum disorders
- ▶ Trained in de-escalating situations exacerbated by panic and anxiety using trauma-informed practices
- ▶ Regular performer in community musical theatre musical productions

## PROFESSIONAL EXPERIENCE

**Osher Map Library**, University of Southern Maine: 2022- present

*Secondary Education Outreach Specialist*

- ▶ Develops and delivers educational services to a broad ranging state, regional, national, and international audiences.
- ▶ Designs, develops, and delivers outreach services and programs for 7-12 students and educators, as well as educational workshops and programming for K-12 educators.
- ▶ Develops 7-12 curriculum content, including fieldtrips, classroom visits, virtual lessons, and pre and post visit materials
- ▶ Prepares and executes field trips and classroom visits, including outcome assessments
- ▶ Assists with the production of educational activities to accompany Gallery Exhibitions

**ANIMAL WELFARE SOCIETY (AWS)**, Kennebunk, Maine: 2017-2022

*Humane Educator (2017-2022) | Assistant Educator (2016-2017)*

- ▶ Developed new and existing mission-driven youth programs that target literacy, social-emotional learning, and animal advocacy - more than doubling program offerings to local students, and increasing presence in local schools by over 200%.
- ▶ Refocused the Organizations Education Mission to use rescue animals not only as a topic of learning, but a tool for learning both academic and social emotional skills.
- ▶ Create a pre-veterinary STEM-centered summer camp, for students interested in veterinary sciences, the first of its kind in the state.
- ▶ Oversee scheduling, organizing, venue set up, lesson planning and implementation of all AWS' Youth Programs including family workshops, literacy and story hours, day camps, after school programs and customized humane education lessons.
- ▶ Implementing and instructing 5<sup>th</sup> grade Social Emotional Learning Programming for Sanford Schools, virtually in the 2020-2021 school year and in person in the 2021-2022 school year.
- ▶ Collaborate with AWS team to integrate programs into overall organizational strategy to advance mission.

**BRIE'S BEST GUESTS LLC**, Portland, Maine: 2016-present

*Founder | Children's Entertainer*

- ▶ Founded business with mission to create accessible, sensory-friendly entertainment options for families with children whose developmental, social, or sensory needs differ from their peers.
- ▶ Schedule and present more than 100 in-person and virtual fairy-tale/princess-themed events annually, including frequent morale-boosting visits to patients in local pediatric hospitals.
- ▶ Collaborate with local businesses and nonprofits in Southern Maine to raise awareness and funds for community needs.
- ▶ Schedule and present more than 100 in-person and virtual events
- ▶ Continually developing programs and strategies to engage children and reach new audiences, launching Jurassic Jo's Dinosaurs in spring 2021.

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## Certification

Certified Research Administrator (CRA) January 2016 – December 2025

## Education

2014 – 2018 Virginia Commonwealth University (VCU) Richmond, VA  
Master in Public Administration (MPA) from the L. Wilder School of Government and Public Affairs

1996 - 2000 University of Pittsburgh Pittsburgh, PA  
B.A., Business Administration, Accounting concentration

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## Experience

**University of Southern Maine** *Research Service Center* Portland, ME  
September 2018 to present

### Grants and Contracts Manager

- Central sponsored programs officer responsible for pre and post award
- Coordinate with principal investigators to develop proposal submissions including budgets and justifications
- Prepare and submit invoices and financial reports to sponsors
- Responsible for project closeout
- Research and resolve problematic issues
- Assure compliance with policies, procedures, and regulations

**Virginia Commonwealth University** *College of Humanities & Sciences* Richmond, VA  
July 2015 – September 2018

### Post Award Team Leader (April 2016 – September 2018), Post Award Grant Coordinator (prior to April 2016)

- Monitored over \$18 million in annual grant and contract expenditures for the College of Humanities and Sciences
- Supervised the Post Award Grant Coordinator position (since April 2016)
- Assisted departments in post award management needs including preparation of complex financial reports and understanding policies, rules, and regulations

**Virginia Commonwealth University** *Center for School-Community Collaboration* Richmond, VA  
February 2015 – July 2015

### Grant & Fiscal Specialist (grant funded)

- Provided fiscal support for educational grants supporting at-risk youth and ensured that all accounting records were in compliance with University, federal, and state standards
- Maintained and reconciled budgets for over \$1 million in grant funds
- Monitored federal and state funding and ensured compliance with terms and conditions of grants

**Virginia Commonwealth University** *Controller's Office* Richmond, VA  
September 2013 – February 2015

### Grant Accountant

# Maggie Mondak

(b) (6)

(b) (6)

- Prepared financial reports for federal and non-federal grant and contract funds in accordance with generally accepted accounting principles for the central Grants & Contracts office of VCU
- Analyzed data to ensure cost compliance with sponsor requirements
- Reconciled general and operating ledgers

## **Virginia Commonwealth University** *Partnership for People with Disabilities*

Richmond, VA

March 2012 – September 2013

### **Fiscal Technician (grant funded)**

- Provided fiscal support for educational grants benefiting the disabled and ensured that all accounting records were in compliance with University, federal, and state standards
- Maintained and reconciled budgets for 20 highly active federal, state, and foundation grants
- Reconciled, prepared and submitted timekeeping for 100 full-time and part-time departmental employees
- Analyzed and interpreted data required for financial statements and reports

## **Manager of Financial Services, LTCPCMS**

Ashland, VA

December 2010 - March 2012

- Generated pharmaceutical invoices for long term care facilities using Access
- Supervised the Financial Services department
- Prepared company payroll and compiled company financial statements using QuickBooks

## **Account Manager, Virginia Accounting Services**

Richmond, VA

November 2008 - December 2010

- Office manager for Richmond branch, trained and supervised new hires
- Compiled monthly, quarterly, and annual financial statements for local businesses
- Prepared corporate, partnership, and individual income tax returns

## **Volunteer, Peace Corps**

Suriname, South America

May 2006 – July 2008

- Assisted in the coordination of a project educating village women in the nutritional and economic benefits of raising egg-laying chickens
- Worked with the Ministry of Agriculture teaching school children the basics of vegetable growing
- Assisted in the development of a World Wildlife Federation (WWF) youth club in my community
- Maintained a small children's library while living in a Saramaccan village

## **Senior Consultant, Stout Causey Consulting**

Baltimore, MD

Sept. 2002 – May 2006

- Prepared clients for SOX internal control compliance; reviewing and documenting processes, improving controls
- Performed accounts payable audits and escheatment reviews
- Presented and reported audit findings to clients
- Trained and supervised staff auditors

# GARRETT DASH NELSON

work Leventhal Map & Education Center at the Boston Public Library  
700 Boylston St · Boston MA 02116 · USA

home (b) (6)

email gnelson@leventhalmap.org web profile <http://leventhalmap.org/about/people/garrett-nelson/>

phone (b) (6) personal website <http://people.matinic.us/garrett>

orcid 0000-0003-2515-6514 twitter @en\_dash

## EMPLOYMENT

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

2021– President & Head Curator

2019–21 Curator of Maps and Director of Geographic Scholarship

2016–19 Dartmouth College  
Postdoctoral Fellow, Society of Fellows and Department of Geography

## EDUCATION

2011–16 University of Wisconsin–Madison  
PhD in Geography, Minor in Culture, History, and Environment.  
Dissertation: “A Place Altogether: Community Planning and the Search for Unit Landscapes, 1816–1956”  
(Winner of the Society of American City & Regional Planning History 2017 John Reys Prize)

2010–11 University of Nottingham (United Kingdom)  
MA with Distinction in Landscape and Culture, Department of Geography. Fulbright Postgraduate Scholar.  
Thesis: “Olmsted in England.”

2005–09 Harvard College  
AB *summa cum laude* in Social Studies with secondary field in Visual and Environmental Studies. Phi Beta Kappa. Thesis: “Towards the New Ruralism.”

## PEER-REVIEWED PUBLICATIONS (SELECTED)

- 2021 **Garrett Dash Nelson**, “Regional planning as cultural criticism: reclaiming the radical wholes of interwar regional thinkers,” *Regional Studies* special issue on “Rethinking regional futures.” doi: 10.1080/00343404.2020.1737664
- 2020 **Garrett Dash Nelson**, “Communities, Complexity, and the ‘Conchoration’: Network Analysis and the Ontology of Geographic Units,” *Tijdschrift voor Economische en Sociale Geografie* special issue on “Network Analysis.” doi: 10.1111/tesg.12400
- 2017 Rebecca Summer and **Garrett Dash Nelson**, “Making Stories Significant: Possibilities and Challenges at the Intersection of Digital Methods and Historic Preservation.” *Area* doi:10.1111/area.12395
- 2016 **Garrett Dash Nelson** and Alasdair Rae, “A New Economic Geography of the United States: From Commutes to Megaregions,” *PLoS One* 11(11):e0166083 doi:10.1371/journal.pone.0166083  
Featured in over 20 major publications, including the Washington Post, National Geographic, CityLab, and Wired.  
Featured in the PLoS One 10th Anniversary Datasets collection.
- 2016 **Garrett Dash Nelson**, “Making the Single City: The Constitutive Landscape and the Struggle for Greater Boston, 1891–1911.” *Landscape Research* 42(3): 243–255, special issue on “Landscape Histories of Urbanization” doi:10.1080/01426397.2016.1267130
- 2015 **Garrett Dash Nelson**, “Walking and Talking Through *Walks and Talks*: Traveling with

## EXHIBITIONS

- 2023 *Becoming Boston: Eight Moments in the Geography of a Changing City*. Lead curator. <https://leventhalmap.org/digital-exhibitions/becoming-boston>
- 2022 *More or Less in Common: Environment & Justice in the Human Landscape*. Leventhal Map & Education Center. Lead curator. <https://leventhalmap.org/digital-exhibitions/more-or-less-in-common>
- 2020–2021 *Bending Lines: Maps and Data from Distortion to Deception*. Leventhal Map & Education Center. Lead curator. <https://leventhalmap.org/digital-exhibitions/bending-lines>

## PUBLIC SCHOLARSHIP (SELECTED)

- 2021 “Stark differences make many Mass. communities neighbors in name only,” *CommonWealth* (May 1, 2021). <https://commonwealthmagazine.org/news-analysis/stark-differences-make-many-mass-communities-neighbors-in-name-only/>
- 2019 “‘The Splendor of Our Public and Common Life’: Edward Bellamy’s Utopian America and the Ideological Commitments of Urban Reform,” *Places Journal* (December 2019). <https://placesjournal.org/article/edward-bellamy-urban-planning/>
- 2019 “What Micro-Mapping a City’s Density Reveals” *CityLab* (July 9, 2019). <https://www.citylab.com/perspective/2019/07/urban-density-map-city-population-data-geography/591760/>

## FELLOWSHIPS, GRANTS AND AWARDS (SELECTED)

- 2020– NEH Digital Humanities Advancement Grant. With co-PIs Brian Goldstein (Swarthmore) and Francesca Russello Ammon (Penn) to design and produce the *Sunset Over Sunset* digital urban history project.
- 2017–2020 CLIR Hidden Collections. To geotransform urban atlases of the Boston metropolitan area and produce the Atlascope discovery tool.
- 2017 John Reps Prize for Best Dissertation in Planning History. Society for American City and Regional Planning History.
- 2017 Sir Peter Hall Award for Wider Engagement. Royal Town Planning Institute. Joint award with Alasdair Rae for our megaregions research.

## TEACHING

- 2023 Bostonography: The City Through Maps, Texts, and Networks. Northeastern University, Department of History. Co-taught with Jessica Parr.

## LANGUAGES, PROGRAMMING, CARTOGRAPHY, AND DESIGN

Languages. English (native), Albanian (beginner), Spanish (beginner).

Programming languages. JavaScript/TypeScript, Python, HTML, PHP, CSS, \*nix shell.

Geospatial and data visualization packages. QGIS, gdal, Arc suite, Leaflet, Spatialite, D3.js/Observable, Pandas/Geopandas, Fiona/Shapely

Web frameworks. Vue, Svelte, Hugo, Astro, Bulma, Bootstrap, Tailwind

Design software. Adobe Creative Cloud suite, Final Cut Pro

Other software. Microsoft Office suite, Apple Pages and Numbers, SQL



Matthew H. Edney  
*Curriculum Vitae*  
(June 2022)

Office Address: Osher Map Library, University of Southern Maine, Portland, ME 04104-9301  
Email: matthew.edney@maine.edu

### Education

B.Sc., Honors (First-Class) Geography, University College London, University of London, 1983  
M.S., Cartography, University of Wisconsin–Madison, 1985  
Ph.D., Geography, University of Wisconsin–Madison, 1990

### Positions Held

State University of New York at Binghamton. Assistant Professor of Geography, 1990–1995  
University of Southern Maine, Portland, 1995–present [unpaid leave, 2004–2007]  
Professor of Geography-Anthropology and American and New England Studies, 1995–2008  
(associate); 2008–present (full)  
Faculty Scholar, Osher Map Library and Smith Center for Cartographic Education, 1995–present  
Osher Professor in the History of Cartography, 2007–present  
*The History of Cartography*, Volume 4: *Cartography in the European Enlightenment*, Editor, 1999–2020  
University of Michigan, Ann Arbor, Visiting Associate Professor of American Culture, 2004–2005  
University of Wisconsin–Madison, Director of the History of Cartography Project, 2005–present  
Rare Books School, University of Virginia. Instructor, “Material Foundations of Map History,” 2022–  
present

### Selected Publications

#### PEER-REVIEWED BOOKS AND MONOGRAPHS

*Mapping an Empire: The Geographic Construction of British India, 1765–1843*. Chicago: University of Chicago Press, 1997. Reprinted, New Delhi: Oxford University Press, 1999.  
*The Origins and Development of J. B. Harley’s Cartographic Theories*. Monograph 54, *Cartographica* 40, nos. 1 and 2. Toronto: University of Toronto Press, 2005.  
*Cartography: The Ideal and Its History*. Chicago: University of Chicago Press, 2019.  
*Cartography in the European Enlightenment*, vol. 4 of *The History of Cartography*. Chicago: University of Chicago Press, 2019 (includes multiple contributions) (edited with Mary Sponberg Pedley; published 2020).

#### SELECTED PEER-REVIEWED ARTICLES AND ESSAYS

“Cartography without ‘Progress’: Reinterpreting the Nature and Historical Development of Mapmaking.” *Cartographica* 30, nos. 2 and 3 (1993): 54–68 (reprinted several times).  
“Cartographic Culture and Nationalism in the Early United States: Benjamin Vaughan and the Choice for a Prime Meridian, 1811.” *Journal of Historical Geography* 20, no. 4 (1994): 384–95.  
“Theory and the History of Cartography.” *Imago Mundi* 48 (1996): 185–91.  
“Telling the Traumatic Truth: William Hubbard’s *Narrative* of King Philip’s War and His ‘Map of New-England.’” *William and Mary Quarterly*, 3d ser. 61, no. 2 (2004): 317–48 (with Susan Cimburek).  
“Mapping Parts of the World.” In *Maps: Finding Our Place in the World*, edited by James R. Akerman and Robert W. Karrow, 117–57. Chicago: University of Chicago Press for the Field Museum and the

Newberry Library, 2007.

- “John Mitchell’s Map of North America (1755): A Study of the Use and Publication of Official Maps in Eighteenth-Century Britain.” *Imago Mundi* 60 (2008): 63–85.
- “The Anglophone Place Names Associated with John Smith’s *Description* and Map of New England.” *Names: A Journal of Onomastics* 57, no. 4 (2009): 189–207.
- “Simon de Passe’s Cartographic Portrait of Captain John Smith and a New England (1616/7).” *Word & Image* 26, no. 2 (2010): 186–213.
- “Competition over Land, Competition over Empire: Public Discourse and Printed Maps of the Kennebec River, 1753–1755.” In *Early American Cartographies*, edited by Martin Brückner, 276–305. Chapel Hill: University of North Carolina Press for the Omohundro Institute of Early American History and Culture, 2011.
- “Knowledge and Cartography in the Early Atlantic.” In *Oxford Handbook of the Atlantic World, c. 1450–1820*, edited by Nicholas Canny and Philip Morgan, 87–112. Oxford: Oxford University Press, 2011.
- Contributions to *Cartography in the Twentieth Century*, edited by Mark Monmonier. Volume 6 of *The History of Cartography*. Chicago: University of Chicago Press, 2015. Specifically: “Harley, J(ohn) Brian” (577–79); “Histories of Cartography” (607–14); “History of Cartography Project” (614–16); “Modes of Cartographic Practice” (978–80); and “Woodward, David” (1761–64).
- Contributions to *The Routledge Handbook of Mapping and Cartography*, edited by Alexander J. Kent and Peter Vujakovic. London: Routledge, 2017. Specifically: “Map History: Discourse and Process” (68–79); “Mapping, Survey and Science” (145–58); and “The Rise of Systematic, Territorial Surveys” (159–72).
- “Creating ‘Discovery’: The Myth of Columbus, 1777–1828.” *Terrae Incognitae* 52, no. 2 (2020): 195–213.
- “Writing Cartography’s Enlightenment.” *Cartographic Journal* 57, no. 4 (2020): 312–44. (with Pedley)

#### SELECTED OTHER WORKS RE MAINE AND NEW ENGLAND

- “New England Mapped: The Creation of a Colonial Territory.” In *La Cartografia europea tra primo Rinascimento e fine dell’Illuminismo*, ed. Diogo Ramada Curto, Angelo Cattaneo, and André Ferrand de Almeida, 155–76. Florence: Leo S. Olschki Editore, 2003.
- “Printed but Not Published: Limited-Circulation Maps of Territorial Disputes in Eighteenth-Century New England.” In *Mappæ Antiquæ: Liber Amicorum Günter Schilder*, ed. Paula van Gestel-van het Schip and Peter van der Krogt, 147–58. ’t Goy-Houten, Neth.: HES & De Graaf Publishers, 2007.
- “References to the Fore! Local Boosters, Historians, and Engineers Map Antebellum Portland, Maine.” Osher Map Library and Smith Center for Cartographic Education, University of Southern Maine. Online, 1 July 2017. [www.oshermaps.org/special-map-exhibits/references-to-the-fore](http://www.oshermaps.org/special-map-exhibits/references-to-the-fore).
- “Mapping Maine: The Land and Its Peoples, 1677–1842.” Osher Map Library and Smith Center for Cartographic Education, University of Southern Maine. Exhibition, 12 September 2020–20 March 2021. [www.oshermaps.org/category/past-exhibitions/maine-bicentennial](http://www.oshermaps.org/category/past-exhibitions/maine-bicentennial) is the catalog.
- “Portland in 1836: John Cullum’s Pictorial Map.” Osher Map Library and Smith Center for Cartographic Education. Posted December 2022. [oshermaps.org/blog/portland-in-1836-john-cullums-pictorial-map/](http://oshermaps.org/blog/portland-in-1836-john-cullums-pictorial-map/)

#### SELECTED PROFESSIONAL SERVICE

- Director (unpaid), *Imago Mundi*, Ltd., January 2003–present
- Trustee (unpaid; elected), International Society for the History of the Map, 2012–2018; chairman, July 2017–2019; trustee, July 2012–2023

# endaw nis Spears

(b) (6)

www.akomawt.org

## EDUCATION

UNIVERSITY OF DENVER | BA ANTHROPOLOGY  
Denver, CO

## EXPERIENCE

AKOMAWT EDUCATIONAL INITIATIVE | CO-FOUNDER/ DIRECTOR OF PROGRAMMING AND OUTREACH

Ledyard, CT | April 2018 – Present

- ◆ Co-founder of educational support service and consulting partnership based on accurate Indigenous representation in cultural institutions, schools and colleges/ universities. Oversees development, marketing and consults for educational programming.

UPSTANDER ACADEMY | CO-DIRECTOR

Boston, MA | August 2019 – Present

- ◆ Collaboration with the Upstander Project developing and facilitating professional development for in-service classroom and museum educators teaching about genocide.

BROWN UNIVERSITY | TRIBAL COMMUNITY MEMBER IN RESIDENCE

Providence, RI | October 2021- Present

- ◆ Provide social, mental and cultural support and mentorship for Native American student population; advise administrators and faculty for increasing and better quality Indigenous representation in demographics and student support.

MASHANTUCKET PEQUOT MUSEUM AND RESEARCH CENTER | MARKETING AND DEVELOPMENT

Mashantucket, CT | January 2014 – April 2018

- ◆ Conceptualize and oversee the marketing of educational materials for k-12 educators. Served as museum liaison to colleges, universities and cultural institutions.

NARRAGANSETT INDIAN HEALTH CENTER | ASSISTANT TO DIRECTOR

Charlestown, RI | August 2012 –January 2013

- ◆ Worked with director and staff to ensure satisfactory patient experiences; organized and maintained daily functions and administrative duties.

MASHANTUCKET PEQUOT MUSEUM AND RESEARCH CENTER | PUBLIC PROGRAMS EDUCATOR

Mashantucket, CT | January 2009 – October 2011

- ◆ Developed and delivered educational programming for schools, college and public groups.

## PROJECTS

PORTLAND MUSEUM OF ART REINTERPRETATION ADVISORY TEAM, Member 2021-Present

- ◆ Serving as community oriented advisors and collaborators in multidisciplinary approach to re interpreting permanent collections with an emphasis on Indigenous collections and methods at the Portland Museum of Art, Maine.

CHARIHO SCHOOL DISTRICT ANTI-RACISM TASK FORCE, Member 2020-2021

- ◆ Appointed to first ARTF by the School Committee charged with examining the policies, practices, and

curriculum of the Chariho School District through the lens of diversity, equity, inclusion and justice.

#### HALL HIGH SCHOOL GENOCIDE STUDIES IN RESIDENCE PROFESSIONAL 2019-2021

◆ Facilitating with Akomawt Co-founder, a series of programs, discussions and experiences re-framing Native populations in CT.

#### CONNECTICUT COLLEGE ON-CAMPUS INDIGENOUS INITIATIVES 2019-2020

◆ Creating collaborations between campus community and Mashantucket, Eastern Pequot and Mohegan tribal nations with the intent to recruit and retain Native students.

#### QUINNIPIAC UNIVERSITY ON-CAMPUS INDIGENOUS INITIATIVES 2019-2021

◆ Facilitating on campus dialogue around indigenous erasure in the northeast; crafting a strategic plan for Indigenous initiatives with student body, faculty and administrators with the goal of increased Native recruitment and retention.

#### CO-TEACHING NATIVE CULTURES COURSE, UNIVERSITY OF HARTFORD FALL SEMESTER 2019

◆ Experimenting in non-linear, non-anthropological, Native centered pedagogy with a focus on United States history and contemporary tribal sovereignty.

#### PUBLIC PROGRAMS CONSULTING FOR THE HAFFENREFFER MUSEUM OF ANTHROPOLOGY 2018-2019

◆ Rewriting public programs about Native people in southern “New England”, recommendations on further community access to collections and future collaborations.

#### MUSEUM OF FINE ARTS, BOSTON 2018-2019

◆ Facilitating teacher workshops about responsibly teaching Native American art. Collaborating for MFA’s inaugural Indigenous People’s Day celebration including performance arts and guided gallery tours.

#### EXHIBIT FOR BOSTON PUBLIC LIBRARY’S LEVENTHAL MAP CENTER, “AMERICA TRANSFORMED: MAPPING THE 19TH CENTURY” 2018-2019

◆ Consulted on exhibit label copy, wrote counter label copy and facilitated the process of incorporating Indigenous academic input for exhibit copy and essays.

#### “INDIGENOUS FUTURES AND COLLABORATIVE CONSERVATION” WORKSHOP WITH UNTOLD STORIES AT THE AMERICAN INSTITUTE FOR CONSERVATION ANNUAL MEETING 2019

◆ Collaborated with Untold Stories, conservator organization that works to represent a fuller spectrum of human cultural heritage; facilitated closing plenary session for museum conservators around true collaboration and power sharing.

#### CONNECTICUT HOLOCAUST AND GENOCIDE EDUCATION AND AWARENESS ACT ADVISORY COMMITTEE 2018-PRESENT

◆ Provides guidance, including suggested curriculum materials and resources, to the Connecticut Department of Education to assist schools with implementing the Connecticut Holocaust and Genocide Education and Awareness Act (Public Act 18-24 of 2018).

#### UNIVERSITY OF CONNECTICUT ON-CAMPUS INDIGENOUS INITIATIVES 2017-2021

◆ Creating, in collaboration with tribal CT communities, a comprehensive land acknowledgment statement, supporting committee to recruit and retain Native students.

## **ACHIEVEMENTS**

CHARIHO REGIONAL SCHOOL DISTRICT SCHOOL COMMITTEE | 2021-Present

FEDERATION OF STATE HUMANITIES COUNCILS BOARD FEDERATION OF STATE HUMANITIES COUNCILS | 2020-Present

**Margaret Wickens Pearce**

Cartographer and writer  
margaret@studio1to1.net

(b) (6)

**EDUCATION**

Ph.D., Geography, Clark University, Worcester, MA, 1998.  
M.A., Geography, Clark University, Worcester, MA, 1995.  
B.A., "A Context for Cartography," Hampshire College, Amherst, MA, 1989.

**SELECTED EMPLOYMENT**

Owner, Studio 1:1 LLC, Rockland, ME, Feb 2016–present.  
Faculty Associate, Canadian-American Center, University of Maine, March 2016–present.  
Associate Professor, Department of Geography, University of Kansas, June 2014–May 2016.  
Assistant Professor, 2010–2014.  
Affiliated faculty: Indigenous Studies Program; African Studies Center.  
Assistant Professor, Department of Geography, Ohio University, 2005–2010.  
Director, Ohio University Cartographic Center, 2005–2010.

**SELECTED AWARDS, HONORS, & FELLOWSHIPS**

2019 Artist in Residence, Center for Native American and Indigenous Research, Northwestern University.  
Writers Fellowship, ART Omi, 2019.  
Yaddo Fellowship, Corporation of Yaddo, 2018.  
Selected for 2018 *Atlas of Design* (atlasofdesign.org).  
First place, Best Thematic Map, 2017 CaGIS Map Design Competition.  
Selected for *Maps: Exploring the World* (Phaidon Press, 2016).  
Short-Term Fellowship, New York Public Library, 2016.  
Davis Family Foundation Grant, 2014–2015. (With Penobscot Nation)  
American Council of Learned Societies Fellowship, 2012–2013.  
Anne Ray Fellowship, School for Advanced Research, 2012–2013.  
Franklin Research Grant, American Philosophical Society, 2011.

**SELECTED CARTOGRAPHY**

M. Pearce. 2017. *Coming Home to Indigenous Place Names in Canada*. Canadian-American Center, University of Maine. Online at [umaine.edu/canam/publications/coming-home-map/](http://umaine.edu/canam/publications/coming-home-map/). 7-color, 33 x 42 inches.  
M. Pearce (as Further Reading). 2016. *Journey into Books: The Maine Coast*. Further Reading.  
M. Pearce. 2015. "Indigenous River: Lenape, Mahican, Mohawk, and Abenaki Worlds of the Hudson River Valley c. 1615." Produced for the George Gustav Heye Center (GGHC), NMAI-NY.  
M. Pearce and Penobscot Cultural & Historic Preservation Department, Penobscot Nation. 2015. *Iyoka Eli-Wihtamakw K̄atahkinawal / This Is How We Name Our Lands*. Penobscot CHP. Map (4-color, 2-sided, 44 x 60 inches, folded) and accompanying gazetteer.  
M. Pearce and M. Hermann. 2008. *They Would Not Take Me There: People, Places, and Stories from Champlain's Travels in Canada, 1603-1616*. Canadian American Center, University of Maine, 2008. 4-color, 2-sided, 34 x 58 inches.  
M. Pearce (as Journey Cake). 2005. *The Intricacy of These Turns and Windings: A Voyageur's Map*. Journey Cake. 7-color, 25 x 76 inches.

**SELECTED WRITING**

M. Pearce and S. Hornsby. The Making of *Coming Home*. *The Canadian Geographer* 64(1), Special issue on Indigenous Spatial Capital, forthcoming 2020.  
M. Pearce. Witnesses. For *America Transformed: Mapping the 19th Century* exhibition catalogue, Norman B. Leventhal Map Center, Boston Public Library, forthcoming 2019.  
M. Pearce. 2016. The Cartographic Legacy of the Newark Earthworks. In L. Jones and R. Shiels, eds., *The Newark Earthworks: Enduring Monuments, Contested Meanings*. University of Virginia Press.

- M. Pearce. 2014. The Last Piece is You. *Cartographic Journal* 51(2):107–22.
- M. Pearce and M. Hermann. 2010. Mapping Champlain's Travels: Restorative Techniques for Historical Cartography. *Cartographica* 45(1):33–48.
- M. Pearce and O. Dwyer. *Exploring Human Geography with Maps*. 2nd ed. N.Y.: W. H. Freeman, 2010.
- M. Pearce and R. Louis. 2008. Mapping Indigenous Depth of Place. *American Indian Culture & Research Journal*, 32(3):107–26.
- M. Pearce. 2008. Framing the Days: Place and Narrative in Cartography. *Cartography and Geographic Information Science* 35(1):17–32.

## EXHIBITIONS

- Diagrams of Power*, OnSite Gallery, Toronto, 2018; Onomatopoe, Eindhoven, 2019; [www2.ocadu.ca/event/diagrams-of-power](http://www2.ocadu.ca/event/diagrams-of-power).
- Women in Cartography: Five Centuries of Accomplishments*, Norman B. Leventhal Map Center, Boston Public Library, October 31, 2015–March 27, 2016.
- Contested American Identities*, Watson Gallery, University of Kansas, Feb 19–Sept 4, 2015.

## RECENT INVITED TALKS & WORKSHOPS

- "Indigenous Art and Activism in Changing Climates: the Mississippi River Valley, Colonialism, and Environmental Change." Humanities Without Walls Research Challenge, Mellon Foundation. Invited speaker, workshop leader, and participant, 2019–2020. P.I. Kelly Wisecup.
- "(Re-)visualizing Indigenous Geographies with Cartographic Design," Counter-mapping the Past Symposium, University of Southern California and Huntington Library, March 2019.
- "Cartography and the Representation of Atrocity: Mapping Indigenous Genocide." Invited speaker and panelist, Visualization and the Holocaust conference and workshop, Duke University, January 2019.
- "Coming Home to Indigenous Place Names in Canada," co-presented with Stephen Hornsby, International Geographical Union, Quebec City, August 2018.
- "Walk the Mikinaak," public mapping event in Toronto's High Park, co-organized and led with Eliana Macdonald, in conjunction with the Diagrams of Power Symposium, OCAD University, July 2018. [www2.ocadu.ca/event/walk-the-mikinaak-honouring-work-by-the-ogimaa-mikana-project](http://www2.ocadu.ca/event/walk-the-mikinaak-honouring-work-by-the-ogimaa-mikana-project).
- "Indigenous Geography Workshop," 2-day workshop co-led with Deborah Kirk, West Virginia University, April 2018.
- "Imagination, Memory, and Engagement: Expressing Indigenous and Non-Indigenous Geographies," 2017 Lansdowne Lecture, University of Victoria, March 2017. [dSPACE.library.uvic.ca/handle/1828/8095](http://dSPACE.library.uvic.ca/handle/1828/8095).

## BLOG POSTS

- "Discovering Charles Minard" ([www.nypl.org/blog/2017/01/06/rare-gem-information-design](http://www.nypl.org/blog/2017/01/06/rare-gem-information-design))
- "Digging Up the Nineteenth-Century Roots of Thematic Map Techniques." ([www.nypl.org/blog/2016/12/14/digging-nineteenth-century-roots-thematic-map-techniques](http://www.nypl.org/blog/2016/12/14/digging-nineteenth-century-roots-thematic-map-techniques))

## COMMUNITY

- Member, Advisory Council, Native Land ([native-land.ca](http://native-land.ca)).
- Member, Penobscot Signage Committee, University of Maine, 2018.
- Chair, 2017 International Cartographic Exhibition, Washington DC, July 2017.
- Judge, *Atlas of Design* ([atlasofdesign.org](http://atlasofdesign.org)), 2016, 2014.
- Co-director (with Rebecca Rovit), "Facing Genocide and Its Aftermath," Hall Center Interdisciplinary Seminar Series, University of Kansas, 2013–2014.
- Reviewer, Ford Foundation Diversity Fellowships, Interdisciplinary Panel, 2008–2014.
- President, North American Cartographic Information Society (NACIS), 2010–2011. Board member, 2003–2012.
- Faculty Mentor, American Indian College Fund, 2012.
- Enrolled member, Citizen Potawatomi Nation.

# Fiona Hopper

Social Studies Teacher Leader and Wabanaki Studies Coordinator

Fiona Hopper

(b) (6)

[hopfef@portlandschools.org](mailto:hopfef@portlandschools.org)

## EXPERIENCE

### **Portland Public Schools, Portland, ME — Social Studies Teacher Leader and Wabanaki Studies Coordinator**

August 2018 - PRESENT

Responsible for leading a team of pre-K-12 educators, parents, and students in decolonizing social studies curriculum, including the development of a pre-k-12 Wabanaki Studies program and Black History curriculum.

### **Portland Public Schools, Portland, ME — ESOL Teacher, Reiche Elementary School**

August 2011 - June 2018

Responsible for language and literacy instruction for newly arrived students in third, fourth, and fifth grade.

### **Portland Public Schools, Portland, ME — English Language Arts Teacher, Lyman Moore Middle School**

August 2006 - June 2011

Responsible for mainstream English Language Arts instruction for students in seventh and eighth grade.

## EDUCATION

### **The Middlebury College Bread Loaf School of English, Middlebury, VT — MA, English**

June 2009 - August 2015

### **The University of Southern Maine, Portland, ME - MS, Education**

August 2005 - June 2006

### **The University of California, Santa Cruz, Santa Cruz, CA - BA, Women's Studies and Literature**

September 2000 - June 2004

## PUBLISHED WORK

Voices of Decolonization, blog hosted by Maine-Wabanaki REACH, July 2020

John Dewey Educational Society, *Developing a River View: Anti-Racist Education, Decolonization, and Wabanaki Studies in Largest School District in Maine*, July 2020

## SPEAKING EVENTS

University of New England, Donna Loring Lecture Series - October 2019

Bowdoin College, teacher preparation program, fall 2019 and spring 2020

Maine Department of Education, Maine Native American Social Studies Curriculum Considerations, fall 2019 and spring 2020

Maine Development Association, June 2020

Portland Museum of Art, Evening for Educators, 2020

Maine Environmental Educators Association, 2021

## PROJECTS

### **Race in the USA: Perspectives for Portland Educators, 2015-2021 — Co-founder/Teacher**

Developed a semester-long course with two colleagues of color that addresses the relationship between systemic racism and education.

### **Wabanaki Studies Professional Development, 2020 — Organizer**

Organized and co-organized many professional development workshops for educators including two at the University of Southern Maine: *Penobscot Sense Place* with Penobscot historian, James Eric Francis and *peskotomuhkatik yut: This is Passamaquoddy Territory* with Passamaquoddy language teacher Roger Paul and Newell Lewy.

### **Place Justice Advisory Council, 2022-2023 — Advisor**

Participant in the Place Justice Advisory Council led by the Permanent Commission on the Status of Racial, Indigenous, and Tribal Populations.

### **Portland Museum of Art, Reinterpretation Project, 2022-2023 — Advisor**

Consultant for the reinterpretation of the permanent collection at the Portland Museum of Art. The reinterpretation was guided by tenants from the Wabanaki Studies and Black History curriculum.

### **Friends of the Presumpscot River, 2021-present — Board Member**

Leading the education initiatives of the Friends of the Presumpscot River, a grassroots community organization working to protect the Presumpscot River watershed.



# Mishy Lesser, Ed.D.

Learning Director, Upstander Project  
 Strassler Center for Holocaust and Genocide Studies Affiliate

(b) (6)

mishy@upstanderproject.org

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<http://www.upstanderproject.org>

## Professional Profile

Mission-driven educator focused on genocide and human rights, with over forty years of international and multi-cultural experience. Facilitative leader. Researcher. Writer and public speaker.

- Historical research
- Curriculum design
- Teacher professional learning
- Genocide and human rights education
- Circle keeping and community building
- Conflict transformation and education for peace
- Trauma-informed facilitation
- Cultural competency training
- Simultaneous translation (Spanish – English)

## Experience

### Learning Director, Upstander Project/*Dawnland/Bounty*

2009-

*Co-founder and Learning director, Upstander Project, an educational documentary film organization; authored four-lesson Coexist Teacher's Guide, twelve-lesson Dawnland Teacher's Guide, and four-lesson Bounty Teacher's Guide; conducts teacher professional development workshops and secondary and post-secondary classroom teaching about genocide, colonialism, settler colonialism, unlearning and learning New England colonial history, scalp-bounty proclamations, and othering*

### Commonwealth Corporation – Boston, Massachusetts

**Vice President, Policy and Communications**

**Vice President, Strategic Collaboration**

**Director, Workplace Learning Services**

1997-2006

*Worked with CEO/President and leadership team to formulate policy recommendations and sharpen messaging; staffed "Reach Higher Initiative" to improve public higher education's support of low-wage, less-skilled learners; helped strengthen regional workplace education delivery system (National Governors Association grant in partnership with Metro South/West Regional Employment Board)*

### Institute for Training and Development – Amherst, Massachusetts

**Trainer and Program Co-Director**

1990-1995

*Created and implemented leadership and community development programs to promote socio-economic development in several Latin American countries*

- Served as trainer, curriculum designer, and director for fifteen eight-week leadership development programs for community leaders, educators, community health workers, mental health paraprofessionals, and women leaders from Belize, Costa Rica, El Salvador, Honduras, Bolivia, Ecuador, and Peru
- Supervised staff (trainers, administrators, and home-stay coordinators)

<b>Education</b>	
<b>Doctorate in Education</b> University of Massachusetts – Amherst, Center for International Education (dual concentration in community-based education and family therapy/counseling)	1996
<b>Certificate from Couples and Family Center</b> Harvard Medical School, Cambridge Hospital	1997
<b>Publications</b>	
<i>Bounty</i> Teacher’s Guide: Upstander Project, Inc., 2022.	
<i>Dear Georgina</i> Viewer’s Guide, Boston: Upstander Productions, Inc., 2020.	
<i>Dawnland</i> Teacher’s Guide, Boston: Upstander Films, Inc., 2019.	
<i>Dawnland</i> Viewer’s Guide, Boston: Upstander Films, Inc., 2018.	
<i>Coexist</i> Teacher’s Guide, Boston: Upstander Productions, Inc., 2014.	
“Othering: Lessons from Rwanda for America’s Schools.” In <i>Peace Studies: Between Tradition and Innovation</i> , Edited by Laura Finley et al., Cambridge: Cambridge Scholars Publishing, 2015.	
“Reach Higher Initiative: A Preliminary Report of Findings.” Boston: Commonwealth Corporation, 2005.	
<i>Psychosocial Community Education and War Trauma: Conceptual Issues and Case of Central American Mental Health Workers</i> . Amherst: University of Massachusetts, 1996. (Doctoral dissertation)	
<i>Conflicto y Poder en un Barrio Popular de Quito</i> . Quito: Editorial El Conejo, 1987.	
<b>Community Affiliations and Collaborations</b>	
<b>Greater Boston Interfaith Organization (GBIO)</b>	2006-
<b>Karuna Center for Peacebuilding Associate</b>	2012-
<b>Board Affiliations and Advisory Groups</b>	
<b>Karuna Center for Peace-building (Executive Committee member)</b>	1996-2008
<b>Massachusetts Biotechnology Education Foundation Board (Executive Committee member)</b>	2003 -2009
<b>Scholarships, Awards</b>	
<b>Emmy award-winner for Outstanding Research for <i>Dawnland</i></b>	2019
<b>Fulbright Scholar, Ecuador</b>	1980
<b>Common Boundary Annual Dissertation Award for Integrating Psychology and Spirituality</b>	1997
<b>Language Skills</b>	
Spanish – fluency Portuguese – intermediate French – intermediate	

## Larissa Malone, Ph.D.

(b) (6)

### EDUCATION

- 2015 Ph.D. Cultural Foundations of Education, Kent State University
- 2007 Masters of Arts in Education, Walsh University, School of Education
- 1998 A.M.I. Teaching Certification, Ohio Montessori Training Institute
- 1996 B.A. in International Studies, Case Western Reserve University

### AREAS OF SPECIALIZATION & RESEARCH INTERESTS

Cultural Foundations, Race and Education, Multicultural Education, Qualitative Research

### ACADEMIC APPOINTMENTS

- 2020 – Assistant Professor, University of Southern Maine
- 2016 – 2020 Assistant Professor of Graduate Education, Greenville University
- 2010 – 2016 Adjunct Instructor, Kent State University

### ADMINISTRATIVE APPOINTMENTS

- 2023 – Chair, Teacher Education Department
- 2020 – Elementary Education Coordinator, University of Southern Maine
- 2018 – 2020 Coordinator of the MAE Program, Greenville University

### COLLEGIATE COURSE INSTRUCTION

University of Southern Maine –

- Undergraduate
  - Exploring Teaching as Profession
  - Professional Internship in Education
  - Multicultural Child and Adolescent Development
  - Planning & Assessment I and II
- Graduate
  - Professional Internship in Education
  - Planning & Assessment I and II
  - Data Collection and Analysis in Education Research (Qualitative Methods)

Greenville University –

- Undergraduate
  - Foundations in Liberal Arts
  - Introduction to Educational Practice
  - Teaching Social Studies Methods
  - Early Professional Experience
  - Clinical Practice
  - Student Teaching Seminar

- Interdisciplinary Senior Seminar
- Graduate
  - Graduate Studies in Education
  - Issues in Education
  - Diversity in Schools
  - Equity in School and Society
  - Capstone Research

Kent State University –

- Undergraduate
  - Education in a Democratic Society
- Graduate
  - Critical Race Studies in Education
  - Multicultural Theories and Scholarship (*guest lecturer*)
  - Professional Practice in a Multicultural Society (*teaching assistant*)
  - Residency Seminar in Cultural Foundations (*guest lecturer*)

### SELECT PUBLICATIONS

Malone, L., Seeberg, V., & Yu, X. (2023). “The soft bigotry of low expectations”: Perceptions of teacher expectations among black families in a suburban school. *Educational Studies*.  
<https://doi.org/10.1080/00131946.2023.2165924>

Malone, L., & Lachaud, Q. (2022). FaithCrit: Toward a framework of religio-spirituality in critical race theory. *Journal of Critical Race Inquiry*, 9(2), 93-109.

Malone, L., & Barger, P. (2022). The syndemic of race, gender, and COVID-19: Culturally comparative reflection of intersectional discrimination. In A. Wiseman (Ed.), *Annual review of comparative and international education 2021* (pp. 59-69). Emerald Publishing.

Malone, L. (2022). There goes the neighborhood: Intra-district integration and its implications on Black community. In T. Fowler (Ed.), *Countering the mythology of inclusion and wellness in schooling* (pp. 31-49). DIO Press.

Malone, L. (2020). Equity 911: Framing educational equity as a national emergency. *Success in High-Need Schools Journal*, 16(1), 23-33.

### SELECT PEER-REVIEWED PRESENTATIONS

Malone, L. (2022). Afrofuturism, White liberalism, and the uncanny valley: Mimics of racial justice in teacher education. Paper accepted for presentation at the annual meeting of the American Educational Studies Association, Pittsburgh, PA.

Lachaud, Q., & Malone, L. (2022). How we “glory in our sufferings”: FaithCrit as hope amidst antiblackness. Paper accepted for presentation at the annual meeting of the Critical Race Studies of Education Association, Saint Louis, MO.

# KATHERINE (KATE) MCBRIEN

(b) (6)

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## *Professional Experience*

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### **Maine State Archives**

**April 2020 to present**

*The mission of the State Archives is to make the operations of state and local government more efficient, more effective and economical through records management and by preserving and providing access to the public the permanent historical records of Maine in our custody.*

**Deputy Secretary of State for Archives (April 2020 – March 2021);**

**Maine State Archivist (March 2021 – present)**

As the first woman to lead the Maine State Archives, I am constitutionally charged by the State of Maine to care for and preserve the historical documents of state government while working with state agencies to manage their many and varied records. I lead a staff of fourteen in addition to contract staff and volunteers.

- Led the state agency through the COVID-19 pandemic
- Planned and managed a complete move of the entire staff and collections of the Maine State Archives to temporary facilities when our HVAC system failed.
- Serve on the state's Cultural Affairs Council
- Serve on the Maine Bicentennial Commission

### **McBrien Museum Consulting**

**2019 to 2020**

*Serving cultural organizations to strategical plan, streamline operations, and protect collection.*

In my consulting business, I work with cultural organizations to develop strategic plans, streamline operations, conduct research, or develop new ideas to share and care for important collections.

### **Maine Humanities Council**

**2019 to 2020**

*A statewide non-profit organization which uses the humanities— literature, history, philosophy, and culture — as a tool for positive change in Maine communities.*

**Facilitator**

I facilitate dynamic discussion around specific themes to community groups throughout the mid-coast region of Maine, usually through a series of readings and discussions.

### **Maine Historical Society**

**2015 to 2019**

*The heritage and history of Maine*

**Chief Curator/Director of Public Engagement**

I was responsible for the acquisition, care, and interpretation of the museum's collection through exhibitions, public programs, and research facilitation. I also managed the organization's community engagement, exhibition program, school and public programs, visitor services, and historic house museum. I supervised three regular staff members, special-project contract employees, seasonal staff, and volunteers and interns.

- Changed the historic house museum from a guided tour experience to self-guided with an app, increasing

### **Maine State Museum**

**2008 to 2015**

*The cultural, natural history, and pre-history of Maine*

**Curator of Historic Collections**

I was responsible for the acquisition, care, and interpretation of the museum's transportation, industrial and recreational history collections, the largest collection for the museum. I supervised interns and volunteers working with these collections and facilitated access to researchers and the public alike.

**American Independence Museum**

2006 to 2008

*Connecting America's Revolutionary Past to the Present  
Ladd-Gilman House and Folsom Tavern*

**Curator**

I was responsible for the acquisition, care and interpretation of the museum collection, the development and coordination of all adult programming, as well as the recruitment, training, and supervision of all volunteers and seasonal interns.

**Pejepscot Historical Society**

2003 to 2006

*Preserving the History of Brunswick, Topsham, and Harpswell, Maine  
Joshua L. Chamberlain Museum, Skolfield-Whittier House, Pejepscot Museum*

**Curator, Interim Executive Director**

As Curator, I was responsible for the acquisition and care of collections objects, development and installation of exhibitions, supervision of historic house managers, and public research assistance. From August 2005 through October 2006 I served as the Interim Executive Director during which I was responsible for the day-to-day operations of the organization and served on several museum and community committees. I supervised three part-time staff members, two seasonal staff, summer interns, and over seventy volunteers.

**Strawbery Banke Museum**

1999 to 2001

*Changing History of a Portsmouth Neighborhood*

**Education Assistant**

I served as historic interpreter, role-player, and museum teacher as well as the Youth-at-Risk Coordinator for which I developed and performed outreach programs while establishing new relationships with area schools.

**United States Holocaust Memorial Museum**

1999

**Intern for Registry of Survivors**

I cataloged archival name lists to facilitate research. I also assisted visitors in their search for lost family and friends while registering survivors in a database.

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***Education & Professional Development***

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**MA, Museum Studies**

Cooperstown Graduate Program

**BA, British History**

University of New Hampshire

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***Professional Memberships & Affiliations***

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**New England Museum Association** ○ Board of Directors, serving as Secretary of the Board (2015 to present), co-chair of the Advocacy Committee (2011 to 2017) and on the Membership Committee ○ Co-Chair of the Curator Professional Affinity Group (2008-2011) ○ Executive Director Search Committee (2010) ○ Annual Conference Planning Committee (2006 and 2015)

**Maine Archives and Museums** ○ Member (2019 to present)

**African American Collection of Maine Advisory Committee**, Jean Byers Sampson Center for Diversity in Maine, University of Southern Maine ○ Advisory Committee member (2015 – 2017)

**Malaga 1912 Scholarship Fund** ○ Committee member (2013 – 2018)

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***Awards***

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**2013** American Association for State and Local History Award of Merit and History in Progress Award for the exhibition *Malaga Island, Fragmented Lives*, Maine State Museum. <http://awards.aaslh.org/award/malaga-island-fragmented-lives/>



18 January 2023

Libby Bischof, Ph.D.  
Executive Director, Osher Map Library and Smith Center for Cartographic Education  
University of Southern Maine  
314 Forest Ave.  
Portland, ME 04101

Dear Dr. Bischof,

I am writing in support of the Osher Map Library and Smith Center for Cartographic Education (University of Southern Maine) and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the K-12 Summer Institute entitled *Teaching with Maps*, and focusing on Black and Indigenous geographies of maritime New England, scheduled to take place in July 2024.

As the President of the University of Southern Maine (USM), one of two host-institutions for this proposed K-12 NEH Summer Institute, I am happy to offer this letter of commitment on behalf of our institution in support of the grant application, and the planned July 2024 Institute. As a regional public comprehensive University that is deeply committed to the preparation of K-12 educators, USM supports this application wholeheartedly.

With the Portland Commons, our new 580-bed passive-solar Residence Hall, slated to open on USM's Portland campus in June of 2023, we look forward to welcoming 25 K-12 educators from around the country to reside on our Portland campus during the summer of 2024, and to make use of the tremendous resources of the Osher Map Library and Smith Center for Cartographic Education. You have the full support of my office, as well as the Research Services Center, Information Technology Department, USM Libraries and Learning, Residential Life, Conferences, and any other institutional assistance that might be needed to facilitate the hosting of this timely summer Institute.

Sincerely,

A handwritten signature in blue ink that reads "Jacqueline Edmondson". The signature is fluid and cursive, written over a light blue circular stamp.

Jacqueline Edmondson, Ph.D.  
President, University of Southern Maine  
Masterton Hall  
PO Box 9300  
Portland, Maine 04104  
[Jacqueline.edmondson@maine.edu](mailto:Jacqueline.edmondson@maine.edu)



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

GARRETT DASH NELSON, PHD  
*President & Head Curator*  
MICHELLE LEBLANC  
*Director of Education*  
EMILY BOWE  
*Assistant Director*

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ROBERT M. MELZER

**CENTRAL LIBRARY  
IN COPLEY SQUARE**

700 Boylston Street  
Boston, MA 02116 USA  
leventhalmap.org  
info@leventhalmap.org  
@bplmaps

Michelle LeBlanc  
Leventhal Map & Education Center at the Boston Public Library  
700 Boylston Street  
Boston, MA 02116

January 26, 2023

Dear Michelle,

I write in support of the grant application to the National Endowment for the Humanities for the K-12 Summer Institute entitled Teaching with Maps: Community and Resilience in Maritime New England, scheduled to take place in July 2024, and co-led by the Osher Map Library at the University of Southern Maine and the Leventhal Map & Education Center at the Boston Public Library.

I am the President & Head Curator at the Leventhal Center, and, by way of this letter, I wish to indicate both the Center's institutional commitment to the project covered by this grant application as well as to offer my own note of enthusiasm for the importance of this work. The Center will serve as the host for participants during the institute's second week, using the Boston Public Library as a jumping-off point for studying the geographies of Black Boston.

The Leventhal Center and the Osher Map Library are two of the preeminent organizations in the United States for training K-12 educators using the collections, themes, methods, and questions of historical geography. This approach is particularly timely and relevant to some of the most urgent issues that teachers face in humanities curricula. By bringing the lens of place and space to bear on important questions about race, indigeneity, and class, this institute will give teachers concrete examples for how to teach topics of "community and resilience" through maps.

The Leventhal Center has a demonstrated record of success with NEH-funded initiatives, including two Landmarks of American History and Culture workshops in 2017 and 2021. Many of the educational strategies which were previously refined in these workshops will be recapitulated in the current proposal.

I look forward to working with you, the Leventhal Center's K-12 Education Department, and the Osher Map Library team on this project.

Regards,

Garrett Dash Nelson, PhD





20 January 2023

Libby Bischof, Ph.D.  
Executive Director, Osher Map Library and Smith Center for Cartographic Education  
University of Southern Maine  
314 Forest Ave.  
Portland, ME 04101

Dear Dr. Bischof,

I am writing in support of the Osher Map Library and Smith Center for Cartographic Education (University of Southern Maine) and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the K-12 Summer Institute entitled *Teaching with Maps*, and focusing on Black and Indigenous geographies of maritime New England through the themes of community and resilience, and scheduled to take place in July 2024.

As you know, I am an Assistant Professor of Teacher Education here at the University of Southern Maine, where I focus on Social Studies methods at the K-8 and 6-12 levels as well as the history of American Education (especially related to issues of race) and the relationship between History and Memory. I am particularly interested in how teachers' identities and own experiences learning history play a role in what and how they teach within the discipline of American history. Prior to my career in higher education, I was a middle school Social Studies teacher and have robust experience in social studies curriculum development, including the crafting of a 10-lesson unit on the Bosnian genocide for the Russian, East European, and Eurasian Center at the University of Illinois.

I would be happy to serve on the application review committee for the 2024 Institute. I also look forward to working with the K-12 educators taking part in the institute, by serving as a resource for building out their final projects and lesson plans, and incorporating teaching with maps into their pedagogy. I feel my pedagogical expertise in developing inquiries, expanding representation and critically engaging with how history is constructed will be of particular use to this institute. In addition, I will be able to draw upon my own experiences partnering with the Osher Map Library and Smith Center for Cartographic Education. As you know, I have worked with Osher materials in many of the courses I have taught at University of Southern Maine, including helping pre-service elementary education students develop geography-based inquiries and using artifacts from the collection to specifically highlight historical conceptions of race.

Demographically, New England is often highlighted for its whiteness and much of how we culturally understand the history of this region rests upon the erasure of Black and Indigenous people. I have no doubt this institute could help expand K-12 educators' (and their students') understanding of the historical and geographic landscape of New England as it relates to issues of race and promote a deeper, richer understanding of our region and the United States more broadly. I am happy to support this institute in any way I can and look forward to working together.

Sincerely,

A handwritten signature in black ink, appearing to read "Adam J. Schmitt". The signature is fluid and cursive, with a prominent initial "A" and a long horizontal stroke at the end.

Adam J. Schmitt, Ph.D.  
Assistant Professor of Teacher Education

School of Education and Human Development  
University of Southern Maine  
[Adam.Schmitt@maine.edu](mailto:Adam.Schmitt@maine.edu)



UNIVERSITY OF  
**SOUTHERN MAINE**  
School of Education and  
Human Development

26 January 2023

Libby Bischof, Ph.D.  
Executive Director, Osher Map Library and Smith Center for Cartographic Education  
University of Southern Maine  
314 Forest Ave.  
Portland, ME 04101

Dear Dr. Bischof,

I am writing in support of the Osher Map Library and Smith Center for Cartographic Education (University of Southern Maine) and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the K-12 Summer Institute entitled *Teaching with Maps* and focusing on Black and Indigenous geographies of maritime New England through the themes of community and resilience, scheduled to take place in July 2024.

As you know, I am an Assistant Professor of Teacher Education at the University of Southern Maine and the chair of the Teacher Education Department. Prior to my career in higher education, I taught early childhood and early elementary grades and served as an administrator in a bilingual community-based school. In my current position, I work closely with student teachers as they complete their last year of our initial teacher certification program, which consistently places me in K-12 classroom. My scholarly endeavors include a focus on the minoritized experience in American schooling, specializing in how minoritized students and their families, as well as minoritized teachers, navigate educational institutions. It is my own practical classroom experience, my close connection to what is happening to schools today, and my scholarly research aptitude, from which I can state that programming, such as what is proposed by the Osher Map Library to the National Endowment for the Humanities, is exactly what is needed to support teachers. There has been no greater time in recent history where educators need additional resources to further their own knowledge in order to support the increasingly diverse minoritized student population.

I am happy to serve on the application review committee for the 2024 Institute. I also look forward to working with the K-12 educators taking part in the institute and introducing them to the Maine Black Educator's Collective (MBEC), which I founded in 2021 in order to support

New England educators, particularly the minoritized and those that support the minoritized, through educational opportunities and socio-emotional connection. I am excited to work with these educators to explore the “Community and Resilience” themes of the institute, as these concepts are especially important to my own work in the classroom. Supporting educators growing in their knowledge of place-based pedagogy is critical to not only educators situating themselves as part of the community, but also to framing a curriculum in a way where students see themselves as part of the community too. This concept is particularly germane to teaching in the New England area where indigenous, Black, and other minoritized populations presence is often erased.

Sincerely,

A handwritten signature in cursive script that reads "Larissa Malone".

Larissa Malone, Ph.D.  
Chair and Assistant Professor, Teacher Education Department  
School of Education and Human Development  
University of Southern Maine  
37 College Avenue  
Gorham, ME 04038  
(b) (6) / larissa.malone@maine.edu



30 January 2023

Libby Bischof, Ph.D.  
Executive Director, Osher Map Library and Smith Center for Cartographic Education  
University of Southern Maine  
314 Forest Ave.  
Portland, ME 04101

Dear Dr. Bischof,

I am writing in support of the application by the Osher Map Library and Smith Center for Cartographic Education (University of Southern Maine) and Norman B. Leventhal Map & Education Center (Boston Public Library) to the National Endowment for the Humanities for the K-12 Summer Institute entitled *Teaching with Maps* that focuses on Black and Indigenous geographies of maritime New England through the themes of community and resilience, scheduled to take place in July 2024.

As you know, I am Osher Chair in the History of Cartography here at USM and also director of the History of Cartography Project at the University of Wisconsin–Madison. I am widely recognized as an authority on map history generally, and on the history of the mapping of Maine and New England more specifically.

I would be happy to serve as a project scholar for this Institute, and to work with the K-12 educators in the first days of the Institute to provide an overview of the collections of the Osher Map Library, as well as to give an illustrated history of the mapping and charting of the region now known as New England.

Sincerely,

A handwritten signature in black ink that reads "Matthew Edney".

Matthew Edney, Ph.D.  
Professor of Geography  
Osher Chair in the History of Cartography  
University of Southern Maine  
[Matthew.Edney@maine.edu](mailto:Matthew.Edney@maine.edu)

January 13, 2023

Michelle LeBlanc  
Norman B. Leventhal Map & Education Center at the Boston Public Library  
700 Boylston Street  
Boston, MA 02116

Dear Michelle,

I am writing in support of the Osher Map Library and the Smith Center for Cartographic Education and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the summer institute entitled *Teaching with Maps focused on maritime New England* scheduled to take place in July 2024.

Akomawt Educational Initiative will present Reframing and Conceptually Understanding Indigenous History and Landscapes and Best Practices. In this session, Akomawt will discuss the importance of using the intellectual frameworks of the Indigenous populations of the northeast when teaching about this region, and share approaches that are grounded in centering Native concepts of place, history and contemporary sovereignty.

Akomawt has collaborated with the Leventhal Map & Education Center and Osher Map Library in the past and we continue to work with both organizations because of their comprehensive and nuanced methods when teaching about geographies that are meaningful to multiple narratives of the United States- beginning with Indigenous ways of organizing knowledge. We look forward to participating in the 2024 summer institute and taking part in this vital and important learning community.

Sincerely,



endawnis Spears (Diné/ Ojibwe/Choctaw/Chickasaw)  
Co-Founder, Akomawt Educational Initiative

January 17, 2023

Michelle LeBlanc  
Norman B. Leventhal Map & Education Center at the Boston Public Library  
700 Boylston Street  
Boston, MA 02116

Dear Michelle,

We are writing in enthusiastic support of the Osher Map Library and the Smith Center for Cartographic Education and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the summer institute entitled *Teaching with Maps* focused on Black and Indigenous geographies of maritime New England scheduled to take place in July 2024.

Upstander Project will provide a screening of our short film, *Bounty*, followed by the facilitation of a discussion and connection to the use of maps in teaching this important history. *Bounty*, part of our *Dawnland* film series, reveals the hidden story of the Phips Proclamation, one of many scalp-bounty proclamations used to exterminate Native people in order to take their land in what is now New England. In the film, Penobscot parents and children resist erasure and commemorate survival by reading and reacting to the government-issued Phips Proclamation's call for colonial settlers to hunt, scalp, and murder Penobscot people.

Our *Bounty* Teacher's Guide and accompanying learning resources confront the systemic nature of scalp bounty proclamations and the inextricable relationship between taking scalps and taking land. Content from the film and teaching resources will be used in the facilitation of our session.

We are looking forward to our continued collaboration through this important institute.

Sincerely,



Dr. Mishy Lesser  
Upstander Project Co-Founder and Learning Director

82 New County Road  
Rockland, Maine 04841

January 13, 2023

Michelle LeBlanc  
Norman B. Leventhal Map & Education Center  
at the Boston Public Library  
700 Boylston Street  
Boston, MA 02116

Dear Michelle,

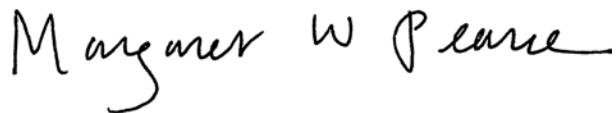
I would like to give my full support for the Osher Map Library and the Smith Center for Cartographic Education and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the summer institute entitled "Teaching with Maps," scheduled to take place in July 2024.

I appreciate the way this new workshop expands from the previous two years of successful, NEH-funded workshops on mapping New England during the colonial period. I'm excited that this new endeavor is collaborative and expands to Northern New England and Penobscot and Passamaquoddy homelands.

For my contribution, I will give a presentation on Penobscot place naming traditions and significance to mapping. This presentation will draw on my years of collaboration with Penobscot Cultural & Historic Preservation to map their place names for the purposes of language revitalization and public education about Penobscot sovereignty and territory.

As in previous years, I look forward to this 2024 opportunity very much.

Sincerely,

A handwritten signature in black ink that reads "Margaret W. Pearce". The signature is written in a cursive style with a large, looped 'M' and a long, sweeping underline.

Dr. Margaret W. Pearce





18 January 2023

Libby Bischof  
Osher Map Library and Smith Center for Cartographic Education  
University of Southern Maine  
314 Forest Ave.  
Portland, ME 04101

Dear Libby,

I am writing in support of the Osher Map Library and Smith Center for Cartographic Education (University of Southern Maine) and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the K-12 Summer Institute entitled *Teaching with Maps*, and focusing on Black and Indigenous geographies of maritime New England, scheduled to take place in July 2024.

As Director of Education and Exhibits at the Children's Museum & Theatre of Maine, I am happy to serve as project scholar/consultant during the Maine portion of the institute, and to host the group of K-12 educators at the Children's Museum & Theatre of Maine for an exhibition tour and discussion of the decolonization of Museum and educational spaces. I have presented widely on the topic of decolonization, settler colonialism in social studies curriculum, and Indigenous content in classrooms.

As a former high school Social Studies educator, I believe it is important for K-12 teachers to engage with Indigenous history and geography. We have a responsibility to the field to tell fuller stories of the past and to dignify the lived experiences of Indigenous people past and present. It is my hope to share the tools I have learned in the classroom and empower educators to confidently discuss difficult topics and identify other key resources for continuing this work.

I look forward to this project, and to continuing our work with the Osher Map Library and Smith Center for Cartographic Education at USM.

Sincerely,

Starr Kelly  
250 Thompson's Point Road  
Children's Museum and Theatre of Maine  
Portland, ME 04102  
[www.kitetails.org](http://www.kitetails.org)  
[starr@kitetails.org](mailto:starr@kitetails.org)



23 January 2023

Libby Bischof

Osher Map Library and Smith Center for Cartographic Education

University of Southern Maine

314 Forest Ave.

Portland, ME 04101

Dear Libby,

I am writing in support of the Osher Map Library and Smith Center for Cartographic Education (University of Southern Maine) and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the K-12 Summer Institute entitled *Teaching with Maps*, and focusing on Black and Indigenous geographies of maritime New England, scheduled to take place in July 2024.

As the Social Studies Teacher Leader and Wabanaki Studies Coordinator at the Portland Public Schools (PPS), I would be happy to serve as a project scholar during the Portland, Maine, portion of the Institute, and to spend the day meeting with the cohort of K-12 educators enrolled in the program. I am excited to share PPS's robust Wabanaki Studies curriculum with the visiting educators, and to discuss our partnerships, collaborations, and experiences working with indigenous historians, educators, language keepers, and artists over the course of the past few years as we built this curriculum together. The interdisciplinary curriculum is also site-specific, so, in addition to a session at the Osher Map Library, we can also spend time at the Presumpscot River learning about the 12,000+ year history of Indigenous stewardship of the watershed and the destruction caused by colonial land and water use practices of the past five hundred years.

In 2001, a state law requiring the teaching of Wabanaki Studies in all Maine schools was passed, but since its passage, its implementation has been inconsistent or nonexistent. That started to change in 2018 when the process of creating the Portland Schools Wabanaki Studies Curriculum began. This collaborative process was guided by Wabanaki advisors from all of the Indigenous communities in what is now called Maine. Many Portland teachers worked diligently to learn history about the history, cultures, and contemporary reality of the nations of the Wabanaki Confederacy. These educators were instrumental in developing the bones of the curriculum. Because of the dedication of the advisors and educators who worked on this project, we are the first district in what is now called Maine to design and develop a curriculum that fulfills--and exceeds--the requirements outlined in the 2001 law.



I greatly look forward to this project, and to continuing our work with the Osher Map Library and Smith Center for Cartographic Education at USM, with whom, as you know, we have partnered on a variety of public programs featuring Wabanaki scholars and educators. I am confident that the K-12 educators from around the country will benefit from their time at the Osher Map Library, just as I and my team have. My hope is that educators who participate in this session will return to their school districts ready to partner with Indigenous communities to learn the full history of the land they call home.

Sincerely yours,

*Fiona Hopper*

Fiona Hopper  
Social Studies Teacher Leader  
& Wabanaki Studies Coordinator  
Portland Public Schools  
353 Cumberland Ave  
Portland, ME 04013  
hoppef@portlandschools.org

Department of Anthropology



5773 South Stevens Hall  
Orono, Maine 04469-5773  
Tel: 207.581.1894  
Fax: 207.581.1823  
umaine.edu/anthropology/

18 January 2023

Libby Bischof, Ph.D.  
Osher Map Library and Smith Center for Cartographic Education  
University of Southern Maine  
314 Forest Ave.  
Portland, ME 04101

Dear Libby,

I am writing in support of the Osher Map Library and Smith Center for Cartographic Education (University of Southern Maine) and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the K-12 Summer Institute entitled *Teaching with Maps*, and focusing on Black and Indigenous geographies of maritime New England, scheduled to take place in July 2024.

As a community-engaged archaeologist whose work focuses on the pre-contact lifeways of Maine's Native peoples, I am happy to serve as one of the project scholars for your institute, and to spend a day with the K-12 educators at Acadia National Park in Maine. For the past five years, my colleagues and I have been working, in conjunction with the National Park Service, to indigenize archeological narratives at Acadia National Park. We have focused on the Frazer Point site on the Schoodic peninsula which has been home to both Indigenous and African American peoples. Our goal is to give voice to diverse peoples who called Acadia home for millennia. I look forward to sharing this work with K-12 educators while on site at the park, as part of your place-based exploration of the region's Indigenous and Black History.

Our work with Acadia National Park staff aims to reveal the muted histories of marginalized peoples with connections to the park, and to share those histories with multiple audiences, including K-12 educators and students. We have worked with

Indigenous fluent speakers and cultural specialists to bring new perspectives to the interpretation of the Frazer Point site on Schoodic peninsula and efforts are underway to create educational resources, update signage, and communicate the diverse histories of Frazer Point to the public. I'm excited to collaborate with the University of Southern Maine's cartography programs. Should you need any additional information, please do not hesitate to reach out to me.

Sincerely,



Bonnie Newsom, Ph.D.  
Assistant Professor of Anthropology  
Department of Anthropology  
University of Maine  
5773 S. Stevens Hall  
Orono, Maine 04469  
[bonnie.newsom@maine.edu](mailto:bonnie.newsom@maine.edu)

Shenna Bellows  
Secretary of State



## MAINE STATE ARCHIVES

Department of the Secretary of State

Kate McBrien  
Maine State Archivist

24 January 2023

Libby Bischof  
Osher Map Library and Smith Center for Cartographic Education  
University of Southern Maine  
314 Forest Ave.  
Portland, ME 04101

Dear Libby,

I am writing in support of the Osher Map Library and Smith Center for Cartographic Education (University of Southern Maine) and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the K-12 Summer Institute entitled *Teaching with Maps*, and focusing on Black and Indigenous geographies of maritime New England, scheduled to take place in July 2024.

As the Maine State Archivist, and former curator of the "Malaga Island: Fragmented Lives" exhibition (2012-2013) at the Maine State Museum, I would be happy to serve as a project scholar during the Portland, Maine, portion of the Institute, and to spend the day meeting with the cohort of K-12 educators enrolled in the program. I look forward to sharing the story of Malaga Island, a small island located at the mouth of the New Meadows River in Phippsburg, Maine, and home to a mixed-heritage community from the 1860s-1912, when the State of Maine forcibly evicted the island's residents and exhumed remains of the individuals buried in the local cemetery.

The history of the Malaga Island community continues to serve as an important part of student education about Maine's black history and the State's relationship to that population. The black history of our state has been hidden for decades and as we slowly begin again to uncover the hidden people and stories, maps will connect each community to a wider state and region. Malaga Island is one essential part of that greater state history.

Participating in public and educational programs such as this NEH Summer Institute is an integral part of my role as the Maine State Archivist, and I am excited to partner with you and the Osher Map Library at USM to share the history of Malaga Island, and to continue my work with K-12 educators, especially around teaching with archival primary sources in the classroom.

Sincerely,

A handwritten signature in black ink that reads "Kate McBrien".

Kate McBrien, Maine State Archivist  
Maine State Archives  
[Katherine.McBrien@maine.gov](mailto:Katherine.McBrien@maine.gov)

Massachusetts  
Historical Society  
*Founded 1791*

23 January 2023

Michelle LeBlanc

Norman B. Leventhal Map & Education Center at the Boston Public Library  
700 Boylston Street  
Boston, MA 02116

Dear Michelle,

I am writing in support of the Osher Map Library and the Smith Center for Cartographic Education and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities (NEH) for the summer institute entitled "Teaching with Maps Focused on Maritime New England," scheduled to take place in July 2024.

The Massachusetts Historical Society (MHS) has had the distinct pleasure of partnering with the Leventhal Map & Education Center on educational opportunities spanning many years, including previous NEH-funded programs, and we look forward to working with them again on this important initiative. The MHS, founded in 1791, is an invaluable resource for the study of American history, life, and culture. Our collections tell the story of America through fourteen million documents, artifacts, and national treasures. The MHS is dedicated to strengthening K-12 education in Massachusetts and beyond by providing ever-expanding access to our unparalleled collections and by serving teachers and students through National History Day, teacher professional development, and robust online resources like the History Source ([www.HistorySource.org](http://www.HistorySource.org)). We have delivered high-quality workshops for teachers for over two decades, leveraging our access to unique primary source materials, staff expertise in historical content and research strategies, and vast network of scholars.

As part of the proposed institute, "Teaching with Maps Focused on Maritime New England," the Massachusetts Historical Society will welcome participants for an intensive afternoon session engaging with primary sources related to race and resistance. The MHS's collections tell national stories through a Massachusetts lens, and we will highlight materials related to the lived experiences of 18<sup>th</sup>- and 19<sup>th</sup>-century free and enslaved Black men, women, and children in New England. Teachers will have the opportunity to explore historical context and strategies for how best to deploy these sources in the classroom. We will also facilitate valuable peer-to-peer collaboration centered on the primary source material.

Having co-directed an NEH summer institute in 2015 ("Early American Women's History: Teaching from within the Archives"), I am deeply aware of the value of these programs for educators. Teachers typically have limited access to professional development, and therefore when they do undertake training, it must realize multiple goals, including honing content knowledge, boosting teacher confidence, and inspiring new or improved ways of connecting students to historical material. Primary sources play a critical role in this training, particularly in our present moment of political divisiveness: teachers can guide their students to investigate primary sources as evidence of the past, thereby empowering them to evaluate information and

# Massachusetts Historical Society

*Founded 1791*

assess bias for themselves.

On behalf of my colleagues at the MHS, we hope that this institute is offered, as it will surely provide immense value to its participants. The proposed institute, during which educators will be treated as competent professionals, affords them the opportunity to immerse themselves in primary sources that tell important stories about the past, while activating their own expertise by teaching and learning from peers and scholars.

Sincerely,

Elyssa Tardif, Ph.D.  
Director of Education  
[etardif@masshist.org](mailto:etardif@masshist.org)

(b) (6)



January 10, 2023

Michelle LeBlanc  
Norman B. Leventhal Map & Education Center at the Boston Public Library  
700 Boylston Street  
Boston, MA 02116

Dear Michelle,

I am writing in support of the Osher Map Library and the Smith Center for Cartographic Education and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the summer institute entitled *Teaching with Maps: New Perspectives on Mapping New England* scheduled to take place in July 2024.

National Parks of Boston's Social Justice Team will provide an extensive tour of the Black Heritage Trail, a walk through the historic Beacon Hill neighborhood looking at the central role of the African American community of Boston in the abolition movement, the Underground Railroad, the Civil War, and other 19<sup>th</sup> century social movements for civil rights and equality.

Sincerely,

/s/ Ryan McNabb

Ryan McNabb  
National Parks of Boston

# MFA Boston

► **Museum of Fine Arts, Boston**  
465 Huntington Avenue, Boston, MA 02115

mfa.org 617-267-9300 @mfaboston

Michelle LeBlanc  
Norman B. Leventhal Map & Education Center at the Boston Public Library  
700 Boylston Street  
Boston, MA 02116

January 27, 2023

Dear Michelle,

I am writing in support of the Osher Map Library and the Smith Center for Cartographic Education and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the summer institute entitled *Teaching with Maps: New Perspectives on Mapping New England* scheduled to take place in July 2024.

As part of the institute, the Museum of Fine Arts, Boston will offer a session on teaching with artwork using inquiry. The teachers will engage in-depth with works in the MFA collection, including those that depict or were created within Black and Indigenous communities in New England, and also learn about how to find digital images of the collection online.

We have worked with the Leventhal Map Center on other NEH summer institutes for many years, as well as a program called the Upstander Academy. We admire the ways they engage teachers in professional development and look forward to being part of this program.

Sincerely,

Emily Scheinberg

Assistant Director of Educator Resources and Professional Development  
Museum of Fine Arts, Boston



NEW BEDFORD  
*Historical Society*

21 Seventh Street  
New Bedford, MA 02740

PHONE: 508-979-8828

FAX: 508-979-8836

[www.nbhistoricalsociety.org](http://www.nbhistoricalsociety.org)

January 16, 2023

Michelle LeBlanc  
Norman B. Leventhal Map & Education Center at the Boston Public Library  
700 Boylston Street  
Boston, MA 02116

Dear Michelle,

I am writing in support of the Osher Map Library and the Smith Center for Cartographic Education and Norman B. Leventhal Map & Education Center's grant application to the National Endowment for the Humanities for the summer institute entitled *Teaching with Maps: New Perspectives on Mapping New England* scheduled to take place in July 2024.

The New Bedford Historical Society will be pleased to share our research and educational activities on Black Abolitionists in New Bedford. We have done extensive programming on the subject of the UGRR and Abolition and links to classroom activities that have been completed by our NEH participants over the years. We can plan a visit for your participants to Abolition Row Park and the newly designed Abolition Row Historic District that celebrates the life and work of engaged African American residents who fought the good fight in 1830 – 1865. This neighborhood provided shelter for the formerly enslaved and its residents advocated for an end enslavement across the country. The Society docents are also able to give group tours of the Nathan and Mary Johnson House, a National Historic Site that was the first home in Freedom of Frederick and Anna Douglass as well as being the home of several freedom seekers. Our fee for a day of touring and lectures is \$750 which includes the admission fee for the Nathan and Mary Johnson House.

Thank you for your inquiry.

Sincerely,

Lee Blake, President

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*Preserving and celebrating the heritage of African-Americans, Cape Verdeans,  
American Indians, West Indians and other people of color in New Bedford, Massachusetts*

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## **2021 Mapping a New World Evaluation Takeaways**

The Mapping a New World workshop was evaluated through a number of different methods throughout the week. At the end of each synchronous session on Monday through Thursday we shared a link with participants to a Google Form survey. This link was also included in a reminder email sent out each evening. The survey collected information about: which sessions and assignments from that day that the teachers found most and least useful; which specific ideas and/or resources were important to their learning and teaching; and what they liked and what they would change about the day's synchronous activities and asynchronous assignments.

Each evening, the project co-directors would connect to review this feedback and make adjustments to the schedule as they were able. For example, participants shared that they wanted more flexible, social time to connect with their peers. To address this need, an optional, informal "coffee hour" was added to the schedule 30 minutes before the beginning of the synchronous learning day. Also, teachers from week one felt that our curriculum scholar spent more time discussing textbooks than was necessary. This note was shared with the speaker and she adapted her presentation for week two accordingly.

On the last day of the workshop and in follow-up materials sent via email, participants were asked to complete a more comprehensive evaluation survey reflecting on their week-long experience. After providing feedback on Friday's sessions, teachers were asked to share generally what they learned during the week and what content and strategies they planned to integrate into their classroom teaching. They were then asked specifically about what strategies for exploring the connections between people and places they will use with their students, what they learned about maps, and how they intend to integrate Indigenous perspectives into their teaching. Finally, they were given an opportunity to provide feedback on their experience including what changes could be made to improve the workshop.

Review of the evaluation survey responses revealed two prominent learning outcomes for participants. First, many teachers indicated that they had learned a great deal about maps and had a new appreciation for how they could be used in the classroom. They specifically mentioned gaining new understanding of how maps tell stories and are a reflection of the values and perspectives of both the map maker and their intended audience. As one teacher wrote: "Maps tell rich stories about the mapmakers and the land and people they are trying to document (or erase)." They were excited by the many mapping resources explored throughout the week as well as the online resources available online through the Leventhal Map Center's website.

Second, many respondents shared that they felt responsible, and empowered through the resources shared during the week, to re-Indigenize their curriculum wherever possible. A teacher shared: "I am ashamed to say I did not know the Nipmuc Nation and that I now live and work on their traditional and present homelands. There is much more for me to learn and get involved in and sometimes that can seem extremely overwhelming, however, I feel through this workshop I have been provided with a plethora of resources and co-conspirators so that I continue to move towards playing my role in dismantling years of racism, genocide, and erasure." The need to connect past and present in relevant ways was often expressed, particularly with regard to the continued presence and resilience of Indigenous communities in the United States today.

Participant feedback also indicated that teachers were exposed to new inquiry-based teaching activities and strategies that they will integrate into their teaching such as Visual Thinking Strategies and pairing historical maps with primary sources documents to challenge dominant narratives and perspectives. The teachers also expressed that the presentations, activities, and shared resources during the week gave them increased

confidence in tackling the nuanced work of both using maps and exploring Native experience. Many were excited to return to their school community to share what they had learned with their colleagues and to begin building relationships with their local Native communities. And as one teacher wrote: “One big ‘take-away’ is to always remember that storytelling and listening are the best ways to build trust and strengthen relationships among people and this world we share.”

In terms of areas for improvement, the most common response was the desire to have been able to meet and visit the landmark sites in person though they knew and understood that this was not possible due to the pandemic. A typical comment read: “Out of your control, but in person obviously! I wish so badly I got to work with everyone in person and foster important relationships in person.” Some teachers provided input on the structure of the synchronous and asynchronous activities—the desire for more breaks, more time in smaller working groups, less reading. But these suggestions often conflicted with one another. The workshop readings, resources, and schedule were shared with participants through a course website which some found complicated to navigate and made recommendations for other formats.

Other teachers provided feedback, again sometimes conflicting, on specific presenters or activities. When possible, suggestions from week one participants were used to make changes for week two. For example, for Friday’s presentations, the order was flipped for week two and changes were made to the document activity to ensure it could be completed during the morning session. Generally, participants found the quality of the resources and presenters to be high and their suggestions for improvement were tied to the intricacies of managing a complex virtual learning experience.

**RESEARCH & RELATED BUDGET - Budget Period 1**

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

UEI:

Enter name of Organization:

Budget Type:  Project  Subaward/Consortium

Budget Period: 1 Start Date:  End Date:

**A. Senior/Key Person**

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Michelle		LeBlanc		(b) (6)	2.25			(b) (6)	(b) (6)	(b) (6)

Project Role:

	Garrett		Nelson						(b) (6)	0.00	(b) (6)
--	---------	--	--------	--	--	--	--	--	---------	------	---------

Project Role:

Additional Senior Key Persons:

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

Total Senior/Key Person

**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"/>

Total Number Other Personnel Total Other Personnel

**Total Salary, Wages and Fringe Benefits (A+B)**

**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:

Total funds requested for all equipment listed in the attached file

Total Equipment

**D. Travel**

	Funds Requested (\$)
1. Domestic Travel Costs ( Incl. Canada, Mexico and U.S. Possessions)	<input type="text" value="2,256.00"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text" value="2,256.00"/>

**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	
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. Professional Development/Program Fee for Leventhal Map & Education Center	3,000.00
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
<b>Total Other Direct Costs</b>	<b>3,000.00</b>

**G. Direct Costs**

**Funds Requested (\$)**

**Total Direct Costs (A thru F)** 30,733.00

**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)

**Total Indirect Costs**

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)** 30,733.00

**J. Fee**

**Funds Requested (\$)**

**K. Total Costs and Fee**

**Funds Requested (\$)**

**Total Costs and Fee (I + J)** 30,733.00

**L. Budget Justification**

(Only attach one file.)

lmec-budget-justification .pdf



## RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
<b>Section A, Senior/Key Person</b>		25,477.00
<b>Section B, Other Personnel</b>		
Total Number Other Personnel		
<b>Total Salary, Wages and Fringe Benefits (A+B)</b>		25,477.00
<b>Section C, Equipment</b>		
<b>Section D, Travel</b>		2,256.00
1. Domestic	2,256.00	
2. Foreign		
<b>Section E, Participant/Trainee Support Costs</b>		
1. Tuition/Fees/Health Insurance		
2. Stipends		
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
<b>Section F, Other Direct Costs</b>		3,000.00
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1	3,000.00	
9. Other 2		
10. Other 3		
11. Other 4		
12. Other 5		
13. Other 6		
14. Other 7		
15. Other 8		
16. Other 9		
17. Other 10		

**Section G, Direct Costs (A thru F)**

30,733.00
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**Section H, Indirect Costs**

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**Section I, Total Direct and Indirect Costs (G + H)**

30,733.00
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**Section J, Fee**

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**Section K, Total Costs and Fee (I + J)**

30,733.00
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**BUDGET JUSTIFICATION**  
**Leventhal Map & Education Center - Subaward**

**A. Senior/Key Persons - \$25,477**

Michelle LeBlanc (co-Project Director): The co-Project Director earns a base salary of (b) (6) and will spend 15% FTE or 2.25 months committed to this project. We request (b) (6) in wages. Fringe benefits are (b) (6). Salary and fringe are calculated using actual base salaries and fringe rates as of January 2023 with an estimated 3% annual increase.

Garrett Dash Nelson (Leventhal Center Curator/Faculty): Paid flat rate of (b) (6) for teaching workshop sessions at the Leventhal Map & Education Center in Boston (2 sessions @ (b) (6) each).

**B. Other Personnel - \$0**

**C. Equipment - \$0**

**D. Travel – \$2,256**

\$2,251 of domestic travel costs will support:

1. Travel for Michelle LeBlanc, co-Project Director, to travel to Portland, Maine, for 1 week.
  - a. \$50 roundtrip train ticket Boston/Portland
  - b. \$1000/dorm for 1 week
  - c. \$64/day meals for 1 week (per diem rate) - \$448
  - d. **Total:** \$1,498
2. Travel for Michelle LeBlanc, co-Project Director, to attend the two-day November 2023 NEH meeting in Washington, D.C.
  - a. \$200 Roundtrip flight Boston/DC
  - b. Two nights in a hotel (\$200 x 2) = \$400
  - c. \$79/day meals (x2) (per diem rate) = \$158
  - d. **Total:** \$758

**E. Participant/Trainee Support Costs - \$0**

**F. Other Direct Costs - \$3,000**

- Professional Development & Program Fee for week of activities at Leventhal Map & Education Center: \$3,000 weekly cost

**H. Indirect Costs - \$0**

The Leventhal Center is not charging indirect costs for this subaward.

**Total Subaward: \$30,733**

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1016000769A2

DATE:09/09/2022

ORGANIZATION:

FILING REF.: The preceding agreement was dated 07/06/2021

University of Maine System  
5703 Alumni Hall, Suite 101  
Orono, ME 04469-5703

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

**SECTION I: INDIRECT COST RATES**

RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	07/01/2020	06/30/2021	46.00	On Campus	Research
FINAL	07/01/2020	06/30/2021	51.00	On Campus	Instruction
FINAL	07/01/2020	06/30/2021	33.00	On Campus	Other Sponsored Activities
FINAL	07/01/2020	06/30/2021	26.00	Off Campus	All Programs
PRED.	07/01/2021	06/30/2023	47.50	On Campus	Research
PRED.	07/01/2023	06/30/2025	47.70	On Campus	Research
PRED.	07/01/2021	06/30/2025	53.00	On Campus	Instruction
PRED.	07/01/2021	06/30/2025	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2021	06/30/2025	26.00	Off Campus	All Programs
PROV.	07/01/2025	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2025.

\*BASE

ORGANIZATION: University of Maine System

AGREEMENT DATE: 9/09/2022

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Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of Maine System

AGREEMENT DATE: 9/09/2022

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**SECTION I: FRINGE BENEFIT RATES\*\***

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2022	6/30/2023	8.20	All	Temporary Employees
FIXED	7/1/2022	6/30/2023	49.80	All	All Other Employees
PROV.	7/1/2023	Until amended	8.20	All	Temporary Employees
PROV.	7/1/2023	Until amended	49.80	All	All Other Employees

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: University of Maine System

AGREEMENT DATE: 9/09/2022

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: The off-campus rate will apply for all activities: a) Performed in facilities not owned by the institution and where these facility costs are not included in the F&A pools; or b) Where rent is directly allocated/charged to the project(s). Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

1. The rates cited herein are applicable to all universities of the University of Maine System which include but are not limited to Augusta, Machias, Southern Maine, Orono, Farmington, Presque Isle, Fort Kent, and System Wide Services.

2. Use of Off-Campus Indirect Cost Rate: The use of the off-campus rate is determined by agreement between the University and individual grantor agencies. If projects are principally conducted on-campus with occasional trips off-campus, the project is assumed to be utilizing campus facilities and the on-campus rate is used. If projects are principally conducted off-campus with occasional trips on-campus, the off-campus rates are used.

3. The fringe benefits rate consists of FICA, Worker's Compensation, Dental Insurance, Unemployment Insurance, Tuition (Employee only), Medical Insurance, Long Term Disability, Life Insurance, Defined Benefit and Contribution Pension, Retiree's Health Insurance, Sabbaticals, and the change in the accumulated unused vacation leave liability.

PROPOSAL DUE

An indirect cost proposal for fiscal year ending June 30, 2024 is due by December 31, 2024. A fringe benefit rate proposal for fiscal year ending June 30, 2022 is due by December 31, 2022.

EQUIPMENT

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds \$5,000.

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ORGANIZATION: University of Maine System

AGREEMENT DATE: 9/09/2022

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**SECTION III: GENERAL**

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHANGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Maine System

(INSTITUTION)



(SIGNATURE)

Tracy Elliott

(NAME)

Vice President of Finance and Controller

(TITLE)

January 17, 2023

(DATE)

**NEW CONTACT INFORMATION EFFECTIVE 10/7/2022:**  
University of Maine System  
Controller's Office - Lewiston Hall  
65 Texas Ave  
Bangor, ME 04401

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)  
Darryl W.  
Mayes -S

Digitally signed by Darryl W. Mayes -S  
DN: c=US, o=U.S. Government, ou=HHS,  
ou=FSC, ou=People,  
0.9.2342.19200300.1001.1=2000131669,  
cn=Darryl W. Mayes -S  
Date: 2023.01.13 16:30:17 -0500'

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

9/09/2022

(DATE) 7056

HHS REPRESENTATIVE: Douglas Molina

Telephone: (212) 264-2069

RESEARCH & RELATED BUDGET - Budget Period 1

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

UEI: (b) (4)

Enter name of Organization: University of Maine System dba University of Southern Maine

Budget Type:  Project  Subaward/Consortium

Budget Period: 1 Start Date: 10/01/2023 End Date: 12/31/2024

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	Elizabeth		Bischof		(b) (6)	0.45			(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
	Renee		Keul		(b) (6)	1.20			(b) (6)	(b) (6)	(b) (6)
Project Role: K-12 Teacher Leader											

Additional Senior Key Persons:     Total Funds requested for all Senior Key Persons in the attached file   
Total Senior/Key Person

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" value="1"/>	Graduate Students	14.00	<input type="text"/>	<input type="text"/>	13,500.00	0.00	13,500.00	
<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" value="1"/>	Total Number Other Personnel						Total Other Personnel	13,500.00
							Total Salary, Wages and Fringe Benefits (A+B)	29,773.00

### 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="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
<b>Total funds requested for all equipment listed in the attached file</b>	<input type="text"/>
<b>Total Equipment</b>	<input type="text"/>

### D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs ( Incl. Canada, Mexico and U.S. Possessions)	900.00
2. Foreign Travel Costs	<input type="text"/>
<b>Total Travel Cost</b>	900.00

### E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	55,000.00
3. Travel	<input type="text"/>
4. Subsistence	750.00
5. Other <input type="text" value="Admission fees"/>	7,448.00
<input type="text" value="25"/> Number of Participants/Trainees	
<b>Total Participant/Trainee Support Costs</b>	63,198.00

**F. Other Direct Costs**

**Funds Requested (\$)**

1. Materials and Supplies	1,675.00
2. Publication Costs	
3. Consultant Services	14,890.00
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	30,733.00
6. Equipment or Facility Rental/User Fees	5,000.00
7. Alterations and Renovations	
8. Charter Bus	3,600.00
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
<b>Total Other Direct Costs</b>	<b>55,898.00</b>

**G. Direct Costs**

**Funds Requested (\$)**

**Total Direct Costs (A thru F)** 149,769.00

**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
MTDC	32.00	77,239.00	24,716.00
<b>Total Indirect Costs</b>			<b>24,716.00</b>

Cognizant Federal Agency (Agency Name, POC Name, and POC Phone Number) US DHHS, Douglas Molina, 212-264-2069

**I. Total Direct and Indirect Costs**

**Funds Requested (\$)**

**Total Direct and Indirect Institutional Costs (G + H)** 174,485.00

**J. Fee**

**Funds Requested (\$)**

**K. Total Costs and Fee**

**Funds Requested (\$)**

**Total Costs and Fee (I + J)** 174,485.00

**L. Budget Justification**

(Only attach one file.) 1242-justification.pdf Add Attachment Delete Attachment View Attachment

## RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
<b>Section A, Senior/Key Person</b>		16,273.00
<b>Section B, Other Personnel</b>		13,500.00
Total Number Other Personnel	1	
<b>Total Salary, Wages and Fringe Benefits (A+B)</b>		29,773.00
<b>Section C, Equipment</b>		
<b>Section D, Travel</b>		900.00
1. Domestic	900.00	
2. Foreign		
<b>Section E, Participant/Trainee Support Costs</b>		63,198.00
1. Tuition/Fees/Health Insurance		
2. Stipends	55,000.00	
3. Travel		
4. Subsistence	750.00	
5. Other	7,448.00	
6. Number of Participants/Trainees	25	
<b>Section F, Other Direct Costs</b>		55,898.00
1. Materials and Supplies	1,675.00	
2. Publication Costs		
3. Consultant Services	14,890.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs	30,733.00	
6. Equipment or Facility Rental/User Fees	5,000.00	
7. Alterations and Renovations		
8. Other 1	3,600.00	
9. Other 2		
10. Other 3		
11. Other 4		
12. Other 5		
13. Other 6		
14. Other 7		
15. Other 8		
16. Other 9		
17. Other 10		

<b>Section G, Direct Costs (A thru F)</b>	149,769.00
<b>Section H, Indirect Costs</b>	24,716.00
<b>Section I, Total Direct and Indirect Costs (G + H)</b>	174,485.00
<b>Section J, Fee</b>	
<b>Section K, Total Costs and Fee (I + J)</b>	174,485.00

## UNIVERSITY OF SOUTHERN MAINE BUDGET JUSTIFICATION

### A. Senior/Key Personnel: \$16,273

**Institute Co-Project Director, Elizabeth Bischof, PhD.** Elizabeth earns a base salary of (b) (6). We request (b) (6) in wages or 0.45 months. Fringe at 49%, (b) (6). In addition to the salary requested, the Co-Project Director will spend further time as needed for the successful completion of the Institute.

Total: (b) (6)

**K-12 Teacher Leader, Renee Keul.** Renee earns a base salary of (b) (6) and will spend 1.2 months on the project. We request (b) (6) in wages. Fringe at 49.8%, (b) (6).

Total: (b) (6)

### B. Other Personnel: \$13,500

**Graduate Student.** A graduate assistant will work 20 hours per week over the course of three semesters to help with project logistics and administrative tasks leading up to the Institute. 3 semesters x \$4,500/semester.

Total: **\$13,500.**

### D. Travel: \$900

Travel for Co-Project Director to attend two-day project team meeting at NEH in Washington, DC. Round trip flight Portland to DC [\$350] and two-night hotel (\$200 each x 2 nights), and \$50/day meals (x2), \$50 trip total for incidentals. [USM Rates].

Total: **\$900**

### E. Participant Support Costs: \$66,798

#### 1. Stipends: Total: **\$55,000**

- 25 participants for our 2-week, residential institute. Per guidelines, stipends are \$2,200/ea.

#### 2. Subsistence. Total: **\$750**

- Boxed Lunches for field trip Schoodic at Acadia National Park: 25 lunches at \$15/each: \$375 (Day 4)
- Boxed Lunches for field trip/travel from Portland to Boston ride and stop in Portsmouth, NH: 25 lunches at \$15/each: \$375 (Day 8)

#### 3. Admission fees. Total: **\$7,448**

- Casco Bay Ferry Lines: Casco Bay Narrated tour 25 participants x \$15/person = \$375
- Boston Harbor Spectacle Island Ferry: Narrated Tour 25 participants x \$25/person = \$625
- T passes for Boston portion for participants: 25 passes x \$22.50/pass = \$563
- African Meeting House/Museum of African American History: 25 participants x \$10/person admission fee = \$250
- Children's Museum of Portland: \$450 Program Fee
- New Bedford Historical Society: \$750 Program Fee
- New Bedford Whaling Museum: 25 participants x \$20/person admission fee = \$500
- Abbe Museum: \$360 Admission Fee/Guided Group Tour (Group Rate)

- Maine Maritime Museum (Bath, ME): \$600 Admission Fee/Group Introduction
  - Greater Portland Landmarks: \$350 for group walking tour of India Street Portland
  - Museum of Fine Arts: 25 participants x \$15/person admission fee = \$375 + \$750 Program Fee
  - MA Historical Society: Program Fee \$1,500
4. Other Costs: **\$3,600**
- Charter Bus: 4 days x \$900/day: \$3,600. Bus travel to and from the Schoodic Institute (2 days x \$900/day). Bus travel from Portland to Boston for the second half of the institute (1 day x \$900/day). Bus travel to and from Boston to New Bedford (1 day x \$900/day). \$3,600 total.

F. Other Direct Costs: \$52,298

1. Materials and Supplies. Total: **\$1,675**
- Course Textbooks: 3 books/person x \$15/book x 25 books = \$1,125
  - Institute Reader (articles, etc.): \$10/reader x 25 readers (to get printed and bound) = \$250
  - Hardbound Notebooks: \$12/notebook x 25 notebooks = \$300
2. Consultant Services. Total: **\$14,890**
- Speaker Fees: \$14,000**
- James Francis Speaker Fee \$750
  - Fiona Hopper Speaker Fee \$750
  - Dr. Margaret Pearce Speaker Fee \$750
  - Dr. Bonnie Newsom: Speaker Fee \$750
  - L'Merchie Frazier: Speaker Fee \$750
  - Dr. Kerri Greenidge: Speaker Fee \$750
  - Dr. Adam Schmitt: Speaker Fee \$750/day x 2 days = \$1,500
  - Dr. Matthew Edney: Speaker Fee \$750
  - Dr. Larissa Malone: Speaker Fee \$750
  - Starr Kelly: Speaker Fee \$750
  - Marnie Voter Childress: Speaker Fee \$500
  - Daniel Minter: Speaker Fee \$750
  - Akeia de Barros Gomes: Speaker Fee \$750
  - Participant Selection Committee: 3 committee members at \$250/each = \$750
  - Akomawt Educational Initiative: Speaker Fee \$750/speaker x 2 speakers = \$1,500
  - Upstander Project: Speaker Fee \$750/speaker x 2 speakers = \$1,500
- Speaker Travel: \$890**
- James Francis speaker Travel: \$275/night lodging x 1 night + 280 miles x \$0.46/mile = \$404



- Dr. Margaret Pearce Speaker Travel:  $\$275/\text{night lodging} \times 1 \text{ night} + 160 \text{ miles} \times \$0.46/\text{mile} = \$349$
- Dr. Bonnie Newsom Speaker Travel:  $140 \text{ miles} \times \$0.46/\text{mile} = \$64$
- Akeia de Barros Gomes Speaker Travel:  $160 \text{ miles} \times \$0.46/\text{mile} = \$74$

3. Subawards/Consortium/Contractual Costs: **\$30,733**

- Leventhal Map, please see attached budget and budget narrative. Total \$30,733

4. Facility Rental: **\$5,000**

- Schoodic Institute, Winter Harbor, Maine. Meeting and overnight space for offsite learning with Penobscot Archeologist Dr. Bonnie Newsom at Acadia National Park/Schoodic Institute: Please note Winter Harbor Maine is a 7 hour round trip from Portland. \$5,000 total.

H. Indirect Costs: \$24,716

The University of Maine System's current Facilities & Administration (F&A) rate for other sponsored activities, as negotiated with the US DHHS, is 32% applied to modified direct costs. We removed total participant support costs and subrecipient costs after the first \$25,000 from the total direct costs to calculate the Modified Total Direct Costs (MTDC)/indirect cost base of \$77,239.

I. Total Direct and Indirect Costs: \$174,485