

**NATIONAL ENDOWMENT  
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



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Landmarks of American History and Culture Workshops for  
School Teachers  
Institution: The Henry Ford



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

DIVISION OF EDUCATION  
PROGRAMS

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## **National Endowment for the Humanities Division of Education Programs**

### **Narrative Section of a Successful Application**

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, résumés, or evaluations.

**Project Title:** *America's Industrial Revolution at The Henry Ford*

**Institution:** The Henry Ford

**Project Director:** Paula Gangopadhyay

**Grant Program:** Landmarks of American History and Culture Workshops for School Teachers

# Landmarks of American History America's Industrial Revolution

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## 2009 NEH APPLICATION

### LANDMARKS OF AMERICAN HISTORY TEACHER WORKSHOP

#### *America's Industrial Revolution*

#### Introduction

The Henry Ford seeks \$163,461 to conduct two week-long summer workshops for K-12 teachers focusing on America's Industrial Revolution. These workshops advance the goal established by the institution's founder, automobile magnate Henry Ford, to educate "future generations" about "the actual development of American industry."

To achieve his goals for educating youth, Henry Ford created an unprecedented collection ranging from ordinary household objects to inventions that document technological advances. These collections are the foundation for all of the learning experiences at The Henry Ford, which now includes Henry Ford Museum, Greenfield Village, IMAX Theatre, Benson Ford Research Center, and Ford Rouge Factory Tours. It is America's largest indoor-outdoor history complex with 323 full-time year-round employees, 450 volunteers contributing over 60,000 hours a year and an annual attendance in excess of 1.5 million people, including 300,000 school group visitors.

The Henry Ford, a National Historic Landmark, is built upon what an accreditation team of the American Association of Museums has called "one of the finest collections of objects documenting the American Experience." These collections include 80 historic buildings moved from around the eastern United States to Greenfield Village, 1 million 3-dimensional artifacts and more than 26 million manuscripts, prints, photographs, trade literature, periodicals, newspapers and ephemera relating to agriculture, communications, domestic life, power and manufacturing, and transportation.

Since the founding of the organization in 1929, education has been an institutional priority of The Henry Ford, a fact illustrated by its mission statement: "The Henry Ford provides unique **educational experiences** based on authentic objects, stories and lives from America's traditions of ingenuity, resourcefulness, and innovation. Our purpose is to inspire people to **learn from these traditions to help shape a better future.**" These nationally-acclaimed collections are the focus of all the educational programming that takes place on our campus.

The Henry Ford is consistently upgrading its educational resources to better serve its audiences and to advance the institutional mission and goals. Recently the institutional vision has been realigned to focus on a new education paradigm that will make the rich resources of The Henry Ford practical tools in the hands of educators nation-wide. The Henry Ford uniquely being a national museum is positioning itself to take a proactive role in becoming a real partner of the national educational sector that is direly in need of resources to meet the No Child Left Behind mandate. In support of this strategic vision, the

institution is directing its strategic resources by developing new exhibition plans and also making actual historical resources and primary source materials available to its support lesson plans. A new Education Director has been hired and a proactive outreach plan has been put in place to raise awareness about the exciting educational initiatives amongst the educators.

With the NEH grant, we propose to offer this teacher workshop twice during the summer of 2009: June 21st - 26th and July 19th – 24<sup>th</sup>. Each workshop will accommodate forty teachers. This Landmarks of American History workshop was funded by NEH in 2005, 2006 and 2007 and was presented with great success. Participant evaluations submitted to NEH were overwhelmingly positive and included overall assessments such as “exceeded my expectations in every way,” “over the top in excellence,” and “most profound learning experience I have had.”

This year’s grant proposal incorporates suggestions for minor improvements offered by past participants by focusing lesson planning activities, increasing the formal and informal contact time with visiting scholars and facilitating the exchange of instructional strategies and ideas. In addition, the proposed workshops will offer much-expanded and more in-depth ‘educating the educators’ materials. Teachers will be empowered to access and experience the new resources of Henry Ford Museum, Greenfield Village and Benson Ford Research Center. For example, The Henry Ford is currently in the process of developing concept plans for two major upcoming exhibitions on American Transportation Stories and Revolutions. The comprehensive template of educational resources that are being developed in support of these exhibitions will be incorporated as new materials in these workshops.

Participants will explore the social history of industrialization through primary and secondary source readings, lectures and discussions and by visiting 12 of the 80 historic sites interpreted by fully trained, paid staff in Greenfield Village.

In addition, time is set aside each day for exploration of primary archival sources in the Benson Ford Research Center and work on individual lesson plans. As one of our past participants stated, “The opportunity that we had to actually research in the Benson Ford Research Center was invaluable.” (See Appendix E for a brochure describing the BFRC.) The week’s activities will culminate with the participants visiting a directly related National Historic Landmark, the Ford Motor Company’s Rouge industrial complex. Taken as a collective entity, there is no better landmark site in this nation to study the range and diversity of America’s rise to industrial dominance.

### **Intellectual and Educational Rationale**

The Industrial Revolution is not merely a topic we hope teachers believe is important, rather, it is a topic that must be addressed by teachers in Grades 6-12, receives much scholarly attention and is interpreted at many landmark sites. Henry Ford, an early advocate of “learning by doing,” believed that

“a history that excluded harrows and all the rest of daily life is bunk.” He assembled a massive collection of objects of everyday life as well as items associated with prominent Americans—Washington, Lincoln, Edison, G. W. Carver and the Wright Brothers. He did not limit his historical vision to just transportation but expanded his voracious collecting to architecture, agriculture, industry and power, domestic life and communications. He assembled the sites in Greenfield Village so that artifacts would be seen in operational context, not in a static museum.

Like any interpretation, Ford’s had a bias, and his was toward technological progressivism and social conservatism. Thus, he left out representations of the wealthy and the poor, the military and the financial community as well the ethnically diverse, disadvantaged and technically backward. Since his death 61 years ago, the institution’s staff has incorporated these groups and social elements by honing and adding to the collection as well as developing new interpretations and presentation techniques.

As a discrete topic, the Industrial Revolution may be summarized as the story of American society evolving from a colonial outpost on the periphery of the world’s dominant imperial system to the world’s largest industrial producer. This has been a topic of significant innovative scholarship over the past generation. Scholars continue to debate the relationship between business organization and technological innovation, economic change and social class formation, and the impact of industrial transformation on the physical and social landscape of America. (See Appendix A for a brief bibliography that places the workshop readings in the context of this historiography.)

America’s industrial revolution is often portrayed in textbooks as a post-Civil War phenomenon, with only brief attention given to the inventions of Eli Whitney, Robert Fulton, Samuel Colt and Elias Howe as well as the antebellum organization of New England textile factories. A venerable Advanced Placement text (Thomas A. Bailey, updated by David M. Kennedy and Lizabeth Cohen, *The American Pageant*, Houghton Mifflin, 2002) skims over these topics but devotes an entire section to “Forging an Industrial Society, 1865-1899.” Changes in agriculture, transportation, communication and manufacturing are placed in the context of business, urban and political history as well as social history. The high school text used in the Detroit Public Schools sums it up this way, “From 1865 to 1910 the United States experienced a surge of industrial growth” (Paul Boyer and Sterling Stuckey, *The American Nation*, Holt, Rinehart and Winston, 1995). Using the resources of Greenfield Village, this workshop will expand on this chronology, connecting antebellum changes in family farming, transportation and urban crafts to later industrial developments. By considering the impact of industrialization on common people and the contributions of everyday innovators, the workshop will also place prominent inventors and industrialists—like Rockefeller, Carnegie, Edison and Ford—in a more balanced perspective.

Aligned with the national standards and in keeping with the mandates of No Child Left Behind, Michigan and other states have established a K-12 curriculum framework for social studies that includes American history, economics, geography and civics. Middle and high school students are expected to develop a sequential narrative, explore cause and effect, and characterize the major elements of, among other topics, “The Development of the Industrial United States.” Recently, Michigan adopted new Grade Level and High School Content Expectations in social studies, that more closely mirror national standards. Consequently, there is an increased emphasis on the general themes of industrialization, urbanization, globalization as well as more focused attention to topics such as and “A Case Study of American Industrialization: Henry Ford” and “The Industrial Revolution in US and World History.” “World history”, is currently the fastest growing segment of the school curriculum nationwide (Bain & Shreiner, 2005). As a result, educators and administrators are seeking new experiences and materials that support teaching and learning across these content areas. Additionally, students are required to use primary sources to analyze significant events, challenge arguments of historical inevitability and understand the historical antecedents of contemporary issues.

New online resources that are being developed by education staff of The Henry Ford will provide comprehensive historical background information that offers teachers a global, national and local perspective on the Industrial Revolution, so that they can better understand America’s Industrial Revolution within its broader context, as well as the events that were particular to Detroit and other areas of Michigan during that era. Additional classroom resources under development will consist of digitized artifacts from The Henry Ford’s collections to be used as primary sources, instructional tools that help teachers help students effectively use the primary sources, and complete lesson and unit plans that meet state and national standards in history thinking and content. For example, one set of resources will assist teachers in presenting the automobile industry as a case study in the Industrial Revolution, focusing on the entrepreneurial decisions of Henry Ford, the development of the automobile industry, and its impact on Michigan, the United States and the world.

Teachers at our NEH workshops in 2009 will be introduced to these new empowering classroom enhancement resources and will participate in sessions that will help them think about how to incorporate these resources into their classroom instruction. In addition, they will learn about opportunities for collaboration between U.S., world, and state history teachers in teaching and reinforcing content on the Industrial Revolution. It is the goal of the America’s Industrial Revolution at The Henry Ford workshop for teachers to draw together leading humanities scholars, innovative master teachers and museum staff in collaboration with teacher-participants to develop powerful lesson plans relating specifically to industrialization. Content will ignite teachers’ curiosity and deepen their knowledge of the subject,

engage them in innovative methods of transmitting enthusiasm and content and primary sources to students, and empower them to use cultural resources to enliven the teaching and learning of history.

Please see Appendix B for comprehensive links on the proposed NEH workshop topic of American Industrial Revolution and the national and state level K-12 standards and grade level content expectations. The proposed 2009 workshops will be designed more specifically with the teacher's needs in mind.

The subject of American Industrial Revolution is ripe for historic site, material culture and living history interpretations—educational methods in which the staff of The Henry Ford excel. This workshop brings professionals together to develop materials and methods that engage students more actively and authentically in the topics and themes of America's Industrial Revolution. While immersed in our sites, stories and collections educators can discover new tools that can support disciplined inquiry, standards-based and problem-based instruction and historical thinking. Our aim is to inspire, educate and empower the teachers. One of our 2007 participants provided eloquent testimony on the value and impact of our approach: "America's Industrial Revolution has been a once in a lifetime, unforgettable, life-changing experience. I have so much more than one great lesson plan brewing inside of me that is waiting to be put on paper and presented. I will never go over a railroad track, turn on a light, drive by a corn field, or drive a Ford in quite the same way." Reliable scholarship and energetic scholars who will be engaged at The Henry Ford will make this workshop thematically rich and the contributions of classroom teachers and the needs of their students will make it educationally powerful.

#### **Workshop Themes and Format:**

Five specific themes comprising the essence of industrialization were developed out of research in the scholarly literature and discussions with our visiting scholars and master teachers. After the Sunday evening orientation, each day of the workshop, organized topically in rough chronological sequence, will focus on a theme explored in a Guiding Question in each Daily Agenda.

- Monday will deal with the transition from home to factory production (p. 7);
- Tuesday with the mechanization of agriculture (p. 8);
- Wednesday with the impact of steam power on transportation (p. 9);
- Thursday with the increasing significance of science and systematic invention (p. 9);
- Friday with the development and impact of the assembly line method of mass production, the icon of American industrial society (p. 10).

Each day's Guiding Question focuses on the interactions between these technological and organizational changes and work, race, gender, social status and economic condition. The visiting scholars, all of whom have published on these topics and have participated in similar teacher education



programs, suggested the readings related to these themes. The workshop staff refined that reading list and created the list of individual sites to be visited and the primary sources available in the Research Center. In sum, participants in this program will have the opportunity to see, smell, touch and actively participate in as well as read and discuss the changes embodied in America's Industrial Revolution.

### **Workshop Content and Design**

#### ***The Daily Schedule***

##### **8:30-8:45 Introduction to the day's activities**

The host curator for that day will introduce the day's schedule, the sites to be visited, the participating scholar and the Guiding Question for the day. The curator will also provide insights on the role of this landmark's historic site and material culture interpretations that pertain to the day's theme.

##### **8:45-9:30 Participating scholar's exploration of the daily question**

The participating scholar will address the question of the day, referencing the reading material that was made available weeks prior to the workshop, and elaborating on significant trends in scholarship.

##### **9:30-9:45 Break**

##### **9:45-10:30 Interactive session with participating scholar**

The participating scholar will conclude their interpretive lecture and then lead the group in an active learning activity: a topical discussion, artifact study, primary source project, and/or Q&A.

##### **10:30-10:45 Morning break**

##### **10:45-3:30 Site explorations; Lunch**

Each day, the participants will be divided into three groups in order to facilitate personal attention and conversation. The groups, each accompanied by a workshop staff member, will rotate among the designated Village sites. In order to encourage additional informal contact, the participating scholar and host curator also tour with the groups. This has been a popular element of past workshops.

##### **3:30-4:00 Follow-up discussion of site visits with scholar**

As suggested by past participants, the scholar, curator and teachers will reflect on the site visits, reinforcing themes and issues as well as addressing questions raised by the sites.

##### **4:00-4:15 Afternoon Break**

##### **4:15-5:15 Curriculum development activities**

The master teachers will lead discussions of curriculum and instructional activities inspired by the day's explorations as well as offer examples of innovative, inquiry based learning projects that utilize the sites and stories of The Henry Ford. We will create opportunities for teachers to talk and learn from each other as we know that each one brings a deep and rich reserve of experience, ideas and imagination that can enrich the study of this topic.

**5:15-5:30                      Sharing projects and additional research time**

Workshop participants end each day by collectively reflecting on the day's themes and lesson plans. Tuesday and Wednesday, the Research Center stays open until 7:00 p.m. for additional research.

**Daily Agendas**

**Day 1, Sunday: Introductions and Expectations**

**Site:** Main floor, Henry Ford Museum, 6:00-9:30 p.m.

**Activities:** Over a casual dinner, participants will meet each other and the workshop staff; review the week's goals and activities; and be introduced to the resources of The Henry Ford, including the Benson Ford Research Center. Paula Gangopadhyay, Director of the Workshop, will provide a welcome and overview of the workshop. Marc Greuther and Bob Casey, Workshop Staff, will introduce key topics and themes of the workshop by leading a tour of industrial history exhibits in Henry Ford Museum.

**Day 2, Monday: the transition from home to factory production**

**The day's Guiding Question:** How did family life and gender interact with the shift from home to factory production? How did entrepreneurs integrate family and gender roles with new technologies and work patterns? How can artifacts help us understand this process?

**Participating scholar:** **Nancy Gabin**, Associate Professor of History, Purdue University, the author of numerous publications and articles on gender and work.

**Host curator:** Jeanine Head Miller, Curator of Domestic Life

**Required reading:**

Cowan, Ruth Schwartz. *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave*. New York: Basic Books, 1983). Pp. 3-101.

**Site explorations:**

- Daggett Farm: a 1760s Connecticut farmstead in which participants will interact with staff spinning, weaving and sewing and discuss issues from the perspective of a yeoman farm family.
- Loranger Grist Mill: a water-driven, Oliver Evans-inspired gristmill allows participants to explore the role of raw material processing and natural power sources in the local economy.
- Nineteenth-century workplaces: a saw mill and machine shop provide contrasts to home production. Participants will explore the work and cultural worlds of 19<sup>th</sup>-century skilled craftsman.
- Benson Ford Research Center: 18<sup>th</sup> and 19<sup>th</sup> century periodicals and newspapers; maps of Colonial and early United States; pre-industrial era manuscripts including diaries and reminiscences.

**Curriculum Development Activities:** Teachers will explore one component of the CD The Virtual Curator developed by the University Michigan and The Henry Ford. Doing so will set the stage for discussing and sharing best teaching practices throughout the week. These and all subsequent lesson plans build upon and utilize state and national standards, a disciplined-inquiry approach to history and exhibit resources from The Henry Ford.

**Day 3, Tuesday: the mechanization of agriculture**

**The day's Guiding Questions:** What was the impact of immigrant groups as well as soil and climate on farming systems and how did mechanization of agriculture contribute to distinctly different regional and sectional agricultural systems? What influence did this have on practice and ideology, especially slavery?

**Participating scholar: R. Douglas Hurt**, Chair, History Department, Purdue University, the author of more than a dozen books and past editor of Agricultural History, is a leading scholar of the history of American agriculture and technology.

**Host curator:** Jim McCabe, Collections Manager, Historical Research and Education

**Required reading:**

Hurt, R. Douglas. *American Agriculture: A Brief History*. Revised Edition. West Lafayette, IN: Purdue University Press, 2002. Pp. 78-220

Rasmussen, Wayne D. "The Civil War: A Catalyst of Agricultural Revolution," Agricultural History 39 (October 1956): 187-195

**Site explorations:**

- Susquehanna Plantation: an 1850's Maryland tobacco plantation worked by 50 slaves. Teachers will explore the development of Southern monoculture and its implications for economic development.
- Hermitage Plantation Slave Quarters: investigate the cultural lives of enslaved African Americans.
- Firestone Farm: an 1880 Ohio farm owned by German immigrants where participants will explore the impact of mechanized farming and the web of commercial relationships enmeshing the family.
- Benson Ford Research Center: 19th century farm machinery trade literature; farmers' periodicals and prescriptive literature; Hermitage Plantation archival materials.

**Curriculum Development Activities:** Teachers will explore resources developed around the theme of agriculture in the northern and southern United States.

#### **Day 4, Wednesday: the impact of steam power on transportation**

**The day's Guiding Question:** How did the development of steam power in transportation affect daily life and manufacturing activity? How did steamboats and railroads affect patterns of consumption?

**Participating scholar:** **Martin Hershock**, Associate Professor and Chair, Department of Social Sciences, University of Michigan-Dearborn, has published on 19<sup>th</sup>-century political responses to industrialization and railroad development and has been recognized for his excellence in teaching undergraduates.

**Host curator:** Marc Greuther, Curator of Industry and Rail Transportation

#### **Required reading:**

Gordon, Sarah H. *Passage to Union: How the Railroads Transformed American Life, 1829-1929* (Chicago: Ivan Dee, 1997). Pp. 13-263

#### **Site explorations:**

- D T & M Roundhouse: 19th century steam locomotives are maintained and repaired in a roundhouse from Marshall, Michigan. What skills were needed to keep the wheels of industry turning?
- Nineteenth-century transportation: Participants will ride a horse-drawn passenger carriage, and an 1870s steam locomotive.
- Benson Ford Research Center: 19th century periodicals relating to rail travel and the locomotive industry; maps, trade literature and photographs.

**Curriculum Development Activities:** Teachers will explore resources developed around the themes of steam powered transportation and its impact on the landscape, communities and the nation.

#### **Day 5, Thursday: the increasing significance of science and systematic invention**

**The day's Guiding Question:** How did the application of scientific theory and technological innovation in the late 19<sup>th</sup> century affect the scope and scale of technological and social change? Why has corporate R & D become so important to business success over the past century and a half?

**Participating scholar:** **Paul Israel**, Professor, Rutgers University, and Editor-in-Chief of the Thomas A. Edison Papers, is an expert on invention and technology as well as the life and work of Thomas Edison. He offers a rich and deep perspective on the 19<sup>th</sup> century context for technical and scientific change.

**Host curator:** Marc Greuther, Curator of Industry and Rail Transportation

#### **Required reading:**

Pretzer, William S., ed., *Working at Inventing: Thomas A. Edison and the Menlo Park Experience*. Baltimore: Johns Hopkins Press, 2002

**Site explorations:**

- Thomas Edison's Menlo Park Laboratory Complex: in 1876, Thomas Edison established an "invention factory" in rural Menlo Park, New Jersey. Here, participants will examine the ways that Edison pioneered in team-based, market-focused research and development leading to the electric pen, telephone microphone, phonograph, and electric lighting system.
- Charles Steinmetz Cabin: this cabin was the General Electric Corp. inventor's 1920s rural hide-away in which he wrote significant works on alternating current and the modern electrical system.
- Benson Ford Research Center: Business records relating to Thomas A. Edison, Inc., A. B. Dick Co. and Ford Motor Co. before 1920. In addition, trade literature will be used to illustrate the importance of research & development to marketing and product development.

**Curriculum Development Activities:** Teachers will explore resources that focus on scientific, technological and industrial revolutions that are being developed to complement a new exhibit in Henry Ford Museum.

**Day 6, Friday: the development and impact of the assembly line**

**The day's Guiding Question:** Why did the automobile industry pioneer assembly line production techniques and what was the impact on urban life, particularly for immigrants? Why is assembly line mass production suitable for some products and not others?

**Participating scholar: Robert H. Casey**, John and Horace Dodge Curator of Transportation, The Henry Ford, has a M.A. from the University of Delaware, numerous publications on automotive history including the upcoming *A Car for the Great Multitude: the Centennial History of the Model T and 25 years in public history*.

**Host curator:** Marc Greuther, Curator of Industry and Rail Transportation

**Required reading:**

Meyer, Stephen. *The Five Dollar Day: Labor Management and Social Control in the Ford Motor Company, 1908-1921*. Albany, NY: State University of New York Press, 1981

Hounshell, David. *From the American System to Mass Production, 1800-1932: The Development of Manufacturing Technology in the United States*. Baltimore: Johns Hopkins University Press, 1984. Pp. 217-303

**Site explorations:**

- Henry Ford's Model T: Teachers will ride in an original Model T, a revolutionary mass-consumption consumer durable good, while discussing the technical and social impact of the car with local experts.
- Ford Rouge Factory Tour: In 2004 The Henry Ford re-inaugurated public tours at the Ford Motor Co. assembly plant, once the largest industrial complex in the world. Introduced by a pair of multi-media shows illustrating the history and technology of automobile manufacturing, the tour includes a state-of-the-art auto assembly line. As a culminating event for this teacher's workshop, the Ford Rouge Factory Tour will create a link between the history of the Industrial Revolution and the future of modern, environmentally sustainable manufacturing, a future for which these teachers are preparing their students.

**Curriculum Development Activities:** Teachers will explore resources on the enduring historical significance of the Model T on American history and culture.

**Project Faculty and Staff**

**Paula Gangopadhyay**, Project Director: Paula will be responsible for overseeing the Workshop's operations and intellectual content, focusing scholarly presentations and ensuring that site visits address appropriate themes. She actively participates in all daily sessions. With an M.A. in History from Indore University, India and a Post Masters Certificate in Archival, Museum and Editing Studies from Duquesne University, Paula has 13 years experience in History Education for cultural institutions, and has served as a Board Member, Panelist and Grant Reviewer for several state, regional and national museum education organizations.

**Dorothy Ebersole**, Workshop Staff: Dorothy will be our primary liaison with the educational community, recruiting teachers for this program, advocating for their needs, and ensuring that appropriate supports and activities are in place to link workshop content to classroom implementation. She has led educational program development for several historical institutions in her 25-year career. As Curator of Education, Dorothy works closely with teacher organizations and lectures at various universities on methods of making cultural resources accessible.

**Marc Greuther**, Workshop Staff: Marc is the Curator of Industry at The Henry Ford, regular contributor to the Society for the History of Technology's journal *Technology and Culture*. Marc will be responsible for overseeing the Workshop's intellectual content, focusing scholarly presentations and ensuring that site visits address appropriate themes. He has a B.A. from the Courtauld Institute of Art at the University of London and 10-years' experience with industrial technology, including four years as a member of the institution's Historic Operating Machinery unit.

**Bob Casey, Workshop Staff:** Bob is our participating scholar on Friday as described above. He is the John and Horace Dodge Curator of Transportation and has a M.A. from the University of Delaware, numerous publications on automotive history including the upcoming *The Model T: A Centennial History and 25 years in public history*.

**Tamara Shreiner, Workshop Staff:** Tamara will play a key role in facilitating the afternoon sessions focused on high quality instructional tools for teachers. She is currently developing web and text based unit and lesson plans on America's Industrial Revolution that use the collections of The Henry Ford and meet state and national curriculum standards. Tamara is the Associate Curator of Education at The Henry Ford and has an M.A. in Social Studies Education, a Certificate of Graduate Studies in Museum Studies, and is a Doctoral Candidate in Teaching and Teacher Education (Degree conferral expected Fall 2008), from the University of Michigan.

**Workshop staff (3 Part Time):** An administrative coordinator will be hired to serve as the participants' and visiting scholars' "point of contact" for all travel paperwork and local arrangements. He/she will assist the project director in coordinating administrative and budget details as well as help with supplies and logistical issues. A program assistant will identify and assemble related primary source material in Benson Ford Research Center and facilitate site visits, ensuring that materials, operating machinery and village staff are well prepared for the teachers' visits. An information technology assistant will provide technical support to scholars, master teachers, and workshop staff and oversee the production of a CD with the scholars' PowerPoint presentations, primary sources and photographs for each workshop participant.

### **Host Curators**

**Marc Greuther, Curator of Industry and Rail Transportation** (Wednesday, Thursday and Friday), has a B.A. from the Courtauld Institute of Art at the University of London and 10 years experience with industrial technology, including four years as a member of the institution's Historic Operating Machinery unit.

**Jim McCabe, Chief Collections Manager** (Tuesday), earned an M.A. in History Museum Studies from the Cooperstown Graduate Program – SUNY Oneonta and has more than 25 years of experience in Historic Preservation and Collections Management.

**Jeanine Head Miller, Curator of Domestic Life** (Monday), earned her M.A. from Wayne State University and has 25 years' experience writing and directing living history and dramatic presentations.

### **Master Teachers**

Lauren McArthur, former high school history teacher and doctoral candidate at University of Michigan she will introduce a model curriculum project—The Virtual Curator—to participants. She has

presented at our past NEH workshops and will frame the week's exploration with the other master teachers on the utilization of authentic sources to develop problem based units that encourage historical thinking.

We will be recruiting additional local educators who have utilized The Henry Ford to develop materials and experiences for students. They will facilitate discussion and introduce relevant, meaningful and inquiry based projects that connect to the topics and themes of the workshop. Their emphasis will be on modeling instructional strategies and developing units that use local resources, knowledge and skills.

### **Participating Scholars**

The participating scholars—Nancy Gabin, R. Douglas Hurt, Martin Hershock, Paul Israel and Bob Casey are identified in the Daily Agenda description for each day and their resumes can be found in Appendix C.

### **Selection of Participants**

In order to have a broad pool of applicants from which to draw, The Henry Ford will publicize the workshop to teachers nationwide. Throughout all educator communications, we will clearly convey the benefits to participation so that teachers see the enormous value in this professional development opportunity. Through participation, teachers will gain a better understanding of the resources available to support their teaching initiatives and collaborate with educators and scholars across the nation. Additionally, our workshops will have clear connections to the national standards and grade level content expectations and will demonstrate ways with which teachers can apply what they learn from these workshops into their classrooms. Tighter alignment with the national standards will help the educators meet the No Child Left Behind mandate and will make these workshops relevant. The weekly stipend and CEU/Graduate credits provide additional incentives.

To maximize participation of teachers in the workshops, The Henry Ford is investing additional outreach methodologies this time with which it can disseminate workshop information to a wider constituency of 'educator' audiences. The following conduits will be used to disseminate workshop information to teachers across the nation and within the state of Michigan.

- Museum and Cultural Alliances including American Association of Museums, American Association of State and Local History (AASLH), State Museum Associations, National and State Council for Social Studies and History, NEH and its' state affiliates like the Michigan Humanities Council etc. The Henry Ford will request these cultural partners to forward workshop information to the respective educational sectors in their communities.



- Educational Alliances including Michigan Education Association (MEA-Teacher’s Union), State Departments of Education in other states, Universities that have Teacher Education Programs (for example University of Michigan, Michigan State University, Central Michigan University etc.)
- Personal School Connections – The Henry Ford now has a new staff member dedicated to working with individual Michigan school districts and intermediate school districts to raise awareness concerning how The Henry Ford can best serve their needs.

We will also use the following existing vehicles to reach out to teachers:

- Educator Conferences and Trade Shows – The Henry Ford participates in many of these educator forums, such as Michigan Council for Social Studies and Michigan Council for History Educators, and we will distribute information promoting the NEH workshop to attendees
- Direct Mail - We send postcards to 40,000 educators throughout Michigan, and will promote the NEH workshop in our mailers that go out during the application period
- E-Marketing – *E-blast* (our educators email bulletin) to over 7,000 subscribing teachers; The Henry Ford monthly *E-Newsletter*, sent electronically to 55,000 subscribers; featured on [www.thehenryford.org](http://www.thehenryford.org), which receives 27 million hits a month.
- Press release - in newsletters and Web sites of associations such as the Michigan Council for History Education and the National Council for Social Studies

When all applications are received, a committee of three, including the project director, will select workshop participants from among the applicants. Using NEH guidelines, the committee will review and accept those applicants who best demonstrate a deep commitment to learning/teaching and increasing student achievement. There are no special requirements from teachers for this workshop.

### **Professional Development**

SB-CEU’s will be pre-arranged for Michigan residents through Wayne County Regional Educational Services Agency and graduate credit will be available through the University of Michigan-Dearborn. All participants will receive a letter of completion detailing the curriculum and time invested.

### **Institutional Context**

In 2009 we will continue to strike a balance between the structured learning we provided in the classroom and on site with the wealth of “free choice” learning options available from our multiple, resource rich environments—Henry Ford Museum, Greenfield Village, Benson Ford Research Center and Ford Rouge Factory Tour. The role that our environments play in carrying and communicating historical content has been acknowledged by many scholars and teachers and summarized especially well by one of

our 2007 participants who stated that “Greenfield Village and its various exhibits brought the Industrial Revolution to life, from the early agrarian existence to the high tech world of modern-day mass production. I truly lived 150 years of technology evolution in a week.” Another wrote, “The site itself is, of course, integral to the program. Being able to see the structures, speak to experts and visit the museum brought the subject to life like nothing else could.”

Sessions will convene each morning and adjourn each evening in the 12<sup>th</sup> grade Henry Ford Academy railroad car classrooms, complete with Internet access and multimedia presentation capabilities. These classrooms are comprise the 10<sup>th</sup>-12<sup>th</sup> grade campus in Greenfield Village providing immediate access to the many sites and exhibit we will be visiting during the week. A variety of historically themed restaurant options--Taste of History, Mrs. Fishers Southern Cooking, Main Street Lunch Stand, Eagle Tavern and Tea at Cotswold Cottage--are available in Henry Ford Museum and Greenfield Village. A culminating experience which ties together in a dramatic and multi-sensory way each daily theme is a meal hosted by historic role players and served by authentically costumed staff at the historic Eagle Tavern followed by a Model T Car ride.

Lacking nearby university dormitories, The Henry Ford has procured a variety of fair rates at local motels for this five-night, six-day seminar. The housing ranges in price from \$72/night to \$81/night for a single or double room. The workshop will rent a passenger van and provide transportation for those who need it. These arrangements have proved quite acceptable to participants in the past.

### **Dissemination and Evaluation of Workshop**

Participants will provide immediate feedback to the workshop team by filling out daily feedback forms that include responses to the scholar’s lecture, interaction with the scholar, relevance of the site visits, quality of interaction at the sites and the value of the lesson planning sessions. In addition, this year some pre-workshop surveys will also be gathered which will specifically help us in assessing how exactly the workshops helped fill the teacher’s needs and expectations. The Henry Ford staff will encourage teachers to continue the dialogue by providing ongoing feedback on how they eventually land up using the workshop information in their classrooms. This will provide some sort of long-term impact indicators to NEH and The Henry Ford. Participating teachers also will respond to the formal NEH online evaluation form after the workshop. It is to be noted that in 2007, participating teachers gave each of these categories a weekly average score of 4.2 to 4.9 on a scale of 1 to 5.

In addition to the listserv noted above, we will post selected lesson plans on the workshop pages of the organization’s web site and explore the possibility of publishing workshop materials and lesson plans on EDSITEment and in publications such as Social Education.