



## Museums for America Grants

Sample Application MA-245926-OMS-20  
Project Category: Lifelong Learning

### Plimoth Plantation, Inc.

Amount awarded by IMLS:	\$227,272
Amount of cost share:	\$231,198

The project description can be viewed in the IMLS Awarded Grants Search:  
<https://www.imls.gov/grants/awarded/ma-245926-oms-20>

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2021 Museums for America grant program differ from those that guided the preparation of FY2020 applications. Be sure to use the instructions in the Notice of Funding Opportunity for the grant program and project category to which you are applying.

**Project Justification** (NOTE: For this project, the Museum will follow the recommendations of its Wampanoag staff and use the term “Indigenous”.)

***Project Introduction and Need:*** In *Unearthed Voices*, Plimoth Plantation will develop a suite of new educational resources, both in-school and digital, that meet an ongoing need to expand upon the role of Indigenous culture in the context of early American history. On the eve of the 400th anniversary of the *Mayflower’s* arrival (1620—2020), there is increased demand for and interest in accurate information about the First Thanksgiving and the Pilgrim story. Unfortunately, the majority of currently available teaching resources offer superficial or inaccurate depictions of the Wampanoag - Pilgrim relationship that do not include the rich, complex and detailed story being brought to light by new scholarship. As a result, the public, including many teachers, unwittingly perpetuate many 19th-century myths and stereotypes. This project meets a very real need by providing access to the authentic Patuxet (Plymouth) story for multiple audiences: students, teachers, families, and the general public.

Plimoth Plantation is ideally poised to undertake this project. For nearly fifty years, its Indigenous staff has worked directly with local tribal communities and scholars to research and incorporate the Indigenous perspective into the Museum’s living history exhibits. As a result, the Museum’s Wampanoag Homesite exhibit tells a nuanced, culturally inclusive story of the region’s Indigenous people and engages guests through experimental archaeology, oral history, material culture and foodways programs. This hands-on approach allows the Museum to reach hundreds of thousands of visitors each year, from elementary students to lifelong learners.

Due to this intensive work, and through collaborations with leading scholars, Plimoth Plantation is seen as the leader in telling the history of the Wampanoag and Pilgrims. Every November since 2009, Plimoth Plantation has collaborated with Scholastic, America’s leading educational publisher, to reach one in three elementary school students through their November magazine and free K-12 electronic field trips and online resources. Scholastic currently estimates that 31 million school children have seen Plimoth Plantation’s electronic field trips since 2009, while the Museum’s short films made with Scholastic have been seen by roughly four million children (see links in attachment). These materials focus primarily on the First Thanksgiving and the years surrounding this event. This project will build on this foundation by providing additional resources for teachers to incorporate the story into other history lessons, broader themes and multi-disciplinary projects.

*Unearthed Voices* will highlight just how intertwined the Wampanoag and Pilgrim cultures were during this period and how it is impossible to tell the story of one culture without including the other. Plimoth Plantation’s Museum Educators routinely receive calls from teachers across the country looking for advice on how to better integrate the history of the Wampanoag people into American history lessons. Recent examples include elementary school educators from Massachusetts and California requesting assistance in developing materials that teach and illustrate Indigenous history and culture appropriately. Plimoth Plantation’s education staff also visit classrooms throughout the school year to work with teachers and students to draw on this history to understand important themes that continue to be relevant today.

The project aims to address these issues by creating educational resources that include new research, incorporating Indigenous history and culture. Specifically, it will include two main components. The first is an in-school educational program that will be designed and tested by teachers in collaboration with educational consultants and the Museum’s educators and staff. New resources will include a curriculum framework, primary source material, an outline for a culminating field trip to Plimoth Plantation, and professional development for participating teachers. The second portion of the project is a suite of digital resources on the Museum’s website that provide teachers across the country with access to the materials developed by the in-school educational program (component one). This website will also include an interactive web-based program called “You are the Historian 2.0.” Together, these two components will present both primary source materials and new data from ongoing research to encourage teachers and students as well as families and the general public to explore decades of transformative cultural exchange between the Pilgrims and the Wampanoag from multiple perspectives. In doing so, this project meets a documented national

need for more information about this period and how to present it in an inclusive, equitable, culturally sensitive and more historically accurate manner.

Integral to the teaching resources being developed during the first component of the project, *Unearthed Voices* staff will curate primary source material into case studies by subject to enhance interdisciplinary projects or specific classes. For example, one science and humanities case study will address the RM Site, an archaeological site on the Museum's property that was recently dramatically reinterpreted, shedding new light on Indigenous - Colonial interactions during King Philip's War (1675—1678). English teachers, in contrast will be provided two different versions of the description of the First Thanksgiving from *Mourt's Relation*, but with different punctuation and paragraphing that changes how readers understand and interpret the document and early Wampanoag - Pilgrim interactions. Just as scholarship is regularly changing and new historical research leads to new interpretations, this approach offers students the chance to collaborate in scholarship and also explore how one data set can be viewed through different perspectives.

Using the above case studies and other resources developed during the first component, *Unearthed Voices* organizers will begin the second portion of the project and build a suite of digital resources. This online platform will feature teaching material such as lesson plans, primary source case studies, student activity guides, supply lists, field trip activities and bibliographies, as well as "You are the Historian 2.0," that can function as a virtual field trip. This new interactive resource will build on the Museum's popular "You are the Historian," which was funded by IMLS in 2002 and continues to have a significant impact. It reaches an international audience of approximately 90,000 annual viewers from Massachusetts to the Northern Mariana Islands, nearly 8,000 miles from Plymouth. The existing program is, however, over 15 years old and does not incorporate new scholarship and current delivery technologies. Refreshing this outdated resource will be an integral part of this project.

"You are the Historian 2.0" will be specifically designed to present a more nuanced view of the Wampanoag - Pilgrim history to incorporate teacher-tested materials that have also been vetted by Indigenous contributors to the project and Museum educators. While this resource is primarily geared toward students and teachers, it will be accessible to the general public and, because of its online nature, can reach a global audience. Once developed, a beta-site will be rolled out in selected pilot classrooms for feedback and revision. It will introduce students to a variety of primary source material used by professional scholars, including documentary records, archaeological evidence, decorative and fine arts, and oral history. It will also present students with visual and auditory information similar to a visit to Plimoth Plantation. While "You are the Historian" currently focuses primarily on the event today known as the First Thanksgiving and touches briefly on the events leading up to this gathering, this new website will expand beyond this single event and look at how historians have come to interpret the early years of Plymouth through examining cultural elements such as housing, food, clothing, and lifeways.

This suite of in-school and online resources, therefore, will allow the Museum to more effectively meet the significant demand for its interpretive information and expand its reach beyond those who can visit the Museum by developing and disseminating new resources that incorporate current research. It will allow the Museum to present the story in a variety of formats to accommodate different learning styles, audiences, and means of studying history through different lenses. Together, these two components offer multiple points of entry to the Wampanoag-Pilgrim history, thereby making the information more accessible to a broader audience and developing resources that can be expanded and adjusted to reflect changing needs and research. In addition, the Museum will contribute to ongoing dialog about decolonization, promoting Indigenous history, and correcting long-held misperceptions regarding national culture and identity.

**Project Beneficiaries:** This project serves multiple audiences. The curricular support will directly benefit teachers and students and provide a foundation for scaling the educational resources and materials on a national level via the internet. The participating schools were specifically chosen because of their vested interest in Wampanoag - Pilgrim history. Plymouth Superintendent, Dr. Gary Maestas, has expressed his desire to ensure Plymouth students have a strong and accurate understanding of their local history, especially the story of Indigenous people who represent just

0.2% of the total student body in Plymouth. In the Mashpee Public Schools, 6.4% of the students identify themselves as Indigenous and another 8.6% identify as multiracial. Superintendent Patricia DeBoer stewards a close relationship with the local Mashpee Wampanoag Tribe, the descendants of those who met the Pilgrims in 1620. Together, these diverse districts, with different but congruent needs, are an ideal test bed for any new materials that will be developed for broader use. The suite of digital resources will serve schoolchildren, teachers, and the general public at a national and international level allowing anyone with internet access the opportunity to explore the Museum and the latest research on the Wampanoag people and early Pilgrim settlers.

***Advancing Plimoth's Strategic Plan:*** With its suite of educator professional development and online resources for the classroom, *Unearthed Voices* is a priority for the implementation of the goals outlined in Plimoth Plantation's most recent Strategic Plan (2019-2024). The recently-adopted plan aims to position Plimoth as a leader in history education by reinvigorating programming, creating resonant connections between the 17th and the 21st centuries, and strengthening strategic partnerships with several constituent groups, including educators and Indigenous communities.

Most obviously, this project fits into part 3 of the plan, *The Power of Public History: Reposition Programmatically*, through its goal to develop and promote ongoing scholarship and its dissemination to various audiences, whether onsite, offsite, or online. The content matter of these resources, including diplomacy and conflict resolution among 17th-century communities and the impacts of colonization on the development of modern America fits within the purview of goal 1, *The Transcendence of Ideas: Create Resonant Connections*. The Indigenous and colonial communities living in historic Plymouth and Patuxet are our civic ancestors. We cannot understand the United States today without understanding the circumstances faced, decisions made, and actions taken here more than four centuries ago. A key component of this process of understanding is the cultivation of historical empathy - the exploration of the world views of the historical people we study - so we don't merely accept or dismiss the actions taken by people in the past, but understand why individuals or groups made decisions that may seem fateful, immoral or unimaginable to us today.

The strategic planning process also revealed that we have untapped potential for significant impact when amplified by powerful partnerships. A story never has just one side, and we are stronger when we engage partners who bring diverse strengths and perspectives to our work. For this reason, goal 4, *Strong Community Builds Resilience: Refine the Strategic Partnership Model*, includes an initiative that requires us to redouble our efforts to honor these many perspectives and voices by diversifying and strengthening our partnerships with affinity-based groups, including both history educators and Indigenous communities. We also aspire to collaborate with research partners such as those included in this grant to widely share our work on best practices in both historical research and teaching.

***Goals of the Museums for America program and alignment with the Lifelong Learning program:*** This project provides essential support to the Museum's ability to serve teachers, students, families, and the general public, all of whom are central to the Museum's educational mission. Plimoth Plantation is an established provider of educational content and recognized authority on teaching Indigenous history and culture as well as 17th-century history in New England. As such, the Museum offers multiple entry points into Wampanoag - Pilgrim history, and this suite of educational products would allow Plimoth Plantation to strengthen and revise existing content as well as develop new resources for presenting current research and artifacts. The project aligns with the Lifelong Learning program goal of reinforcing the distinctive role of museums as trusted sources of information. Specifically, it will allow the project staff to develop new curricular and teaching resources, provide professional development for local teachers, and place this information as well as an interactive digital resource online for viewers of all ages and locations. The in-class and web-based material will present current research discoveries to foster creativity, critical thinking, collaboration, and discovery.

## **Project Work Plan**

*Activity # 1* **Select Teacher Focus Group; Develop Content for Curriculum and Professional Development:** Museum educators and staff will work with educational consultants to develop the curricular and teaching material. They will also collaborate with local school administrators to select a teacher focus group. The focus group will test lesson plans and activities, case studies and related questions for use in schools. Six teachers, three from each district representing grades three, five, and high school, will be selected for the focus group. **Performance Measurements:** Outcome evaluation: Curriculum and related professional development designed Museum educators and staff; focus group meets four times; materials ready to pilot by fall 2021. Process evaluation: Focus group will report active participation and contribution among students, productive process, mutual respect, effective collaboration and diversity of voices/representation.

*Activity # 2* **Select Pilot Year Participants; Pilot Curriculum:** Twelve teachers will be selected by school administrators to participate in a pilot program in year two. Museum staff and consultants will support and meet with pilot teachers to discuss program elements. Pilot classrooms visit Plimoth Plantation. Recommendations from teachers during the pilot period will be incorporated into the materials. **Performance Measurements:** Outcome evaluation: Museum staff and consultants conduct two meetings with each of the 12 participating teachers. Process evaluation: Participating teachers will report level/extent of use of resources, benefit of field trip, impact of support from Museum, effectiveness of the resources during the pilot.

*Activity # 3* **Conduct Professional Development for Teachers:** Each August during the grant period, the Museum will conduct paid professional development workshops for teachers, familiarizing them with the curriculum framework, in-class activities, and supporting materials. **Performance Measurements:** Outcome evaluation: Delivery of full-day professional development for participating educators; teachers report confidence in ability to access and teach the curriculum, strategies to address student and family concerns. Process evaluation: Teachers report professional development and curriculum are relevant, that they learned new skills and/or perspectives, that they were actively engaged in learning.

*Activity # 4* **Evaluate Pilot Program:** An evaluation consultant will interview participating teachers and students, and review pre and post unit assessment to determine the curriculum's effectiveness and suggest changes. **Performance Measurements:** Outcome evaluation: educator report of effectiveness (target of 80% highly effective; 100% effective); number of classes scheduling museum visits (target of 80%), student assessments of knowledge gains (target of 80% achievement) Process evaluation: Teachers report ease of use, effectiveness of tools/materials, level of student engagement with materials.

*Activity # 5* **Develop Online Resources:** Using feedback from the pilot participants, Museum staff will develop a series of online resources, which will be accessible on the Museum's website under the "Just for Teachers" section of the "Learn" tab. One grant-supported fellow will evaluate the existing resources; remove any broken links or outdated, duplicate information; and work with the pilot participants to ensure the new resources are presented in an easily-accessible, user-friendly manner that supports teaching the material. **Performance Measurements:** Outcome evaluation: The "Just for Teachers" tab will experience a 10% increase in visitors to the site over the grant period. (from 1,500 to 1,650). Process evaluation: Those who utilize the online resources and respond to user surveys report ease of use, relevant content, and effectiveness of activities.

*Activity # 6* **Develop "You are the Historian 2.0":** Museum educators and staff will work with software designers at *Theory One* to create and implement "You are the Historian 2.0," that will reside on the Museum's website. The fellow will work with selected teachers and their students to introduce the resource. **Performance Measurements:** Outcome evaluation: "You are the Historian 2.0" will experience a 10% increase in visitors to the site over the grant period (From 90,000 to 99,000). Process evaluation: Those who utilize the program will report ease of use, level of engagement and increased knowledge.

**Activity # 7 Market and Promote Educational Resources:** Museum staff will promote resources available through the “Learn” tab portion of Plimoth Plantation’s website as well as the new curriculum and accompanying field trip guide through direct marketing, social media, and printed materials. The fellow will survey visiting school groups and contact teachers after field trips to assess the effectiveness of the marketing activities. **Performance Measurements:** Outcome evaluation: Half of schools touring Plimoth Plantation will use the online resources, as indicated through surveys. Process outcomes: Those accessing the resources digitally or participating in a field trip will indicate hearing about the resource/opportunity through promotional efforts (via pop-up or engagement/follow-up survey).

**Activity # 8 Implement the Curriculum and Field Trip Across Mashpee and Plymouth Districts:** The curriculum framework will be adopted across both school districts, with the pilot teachers serving as in-house resources for new teachers adopting the resources. Evaluator and Museum staff will prepare the final report. **Performance Measurements:** Outcome evaluation: curriculum framework and online resources updated and made widely available, schools implement curriculum in 100% of classrooms in grades Three and Five; Museum staff visit each school to support implementation. Process evaluation: Museum staff assess the degree to which their technical assistance is seen as relevant and supportive of implementation/use of materials, and routinely assess ease of access and opportunities for further update/development.

**Risks and Risk Mitigation:** Plimoth Plantation recognizes the challenges and risks involved in researching and disseminating Indigenous history. To mitigate any bias and ensure that Indigenous history and culture are accurately and respectfully represented, the Museum is working closely with numerous members of the Native community and Mashpee Wampanoag Tribe on this project. Indigenous staff members Darius Coombs (Wampanoag) and Tim Turner (Cherokee) will be actively involved in designing and presenting the materials included in the project. English Professor and US Ethnic and Indigenous Studies Coordinator at Bridgewater State University, Joyce Rain Anderson, PhD (Wampanoag), will work closely with teachers as one of the project’s curricular consultants. Tribal Councilman and Interim Tribal Historic Preservation Officer David Weedon (Wampanoag) and the Mashpee Wampanoag tribe will also contribute to developing the teaching material.

This project involves close cooperation with the Mashpee and Plymouth Public School Districts, and there is an inherent risk of staff turnover that could threaten the sustainability of the partnership. To mitigate this risk, Plimoth Plantation has established deep and longstanding relationships with many members of each school district, and in particular with the Superintendents Maestas and DeBoer, who have served in their districts for 19 and 21 years, respectively. Superintendent Maestas will retire in 2021, but Robert Powers, K-12 Social Studies Coordinator for Plymouth Public Schools, works on several projects with Plimoth Plantation and will also oversee this project.

While the Museum is committed to maintaining the educational material found under the “Learn” tab of its website, technology rapidly changes over time and must be updated. As such, the Museum acknowledges that “You are the Historian 2.0” will require upgrades in years to come and has specified to the designer that this current iteration allows Museum staff to edit and revise information on an annual basis in order to present new discoveries. The Museum will plan for future grants to allow for more significant upgrades to address changes in technology and educational-game theory in years to come. Plimoth Plantation staff will also conduct an annual review and update of the information presented in the other teaching material and ensure every internal and external web link remains current.

**Planning, Implementing, and Managing the Project:** Director of Wampanoag and Eastern Woodlands Research, Darius Coombs (Wampanoag), and Deputy Director of Museum Education and Outreach, Sarah Rose, will co-manage the project. Professor and US Ethnic and Indigenous Studies Coordinator at Bridgewater State University Joyce Rain Anderson, PhD (Wampanoag), and Lisa Heuvel, Ed.D., Adjunct Associate Professor at Christopher Newport University, will serve as the project’s curricular consultants. Tim Turner (Cherokee) will oversee the curriculum development to provide Indigenous perspective. Michelle Duso, Power4Good, will evaluate the project’s impact. Associate Director of Education and Outreach, Hilary Goodnow, will develop and implement

museum-based programming, professional development training, and online resources. Deputy Director of Public Engagement, Jessica Rudden-Dube, will liaise with outside software consultants and oversee the website buildout. Deputy Executive Director, Richard Pickering and Executive Liaison for Administration, Research, and Special Projects, Thomas Begley, will assist in research and case studies development. Lead Graphic Designer, Rachel Perez, will assist with website design and photography. One fellow will be hired each year to assist with the website layout, marketing efforts, and liaising with teachers.

***Schedule:*** In the fall of 2020, Museum educators and staff will work with administrators in Mashpee and Plymouth to select focus group participants. Throughout the spring of 2021, Museum educators, education consultants and the teacher focus group will develop and test the curriculum. Concurrently, Museum staff will begin updating and building out the Museum website's "Learn" tab and "You are Historian 2.0" resource. Pilot program teachers will be selected and in August 2021, professional development will be offered to participating pilot program teachers. During the 2021-2022 school year, the pilot curriculum will be tested in Mashpee and Plymouth School districts. Teachers will experiment with the curriculum and online resources, visit the Museum, and provide feedback on the unit. During the 2022-2023 school year, the finalized curricular resources will be introduced district-wide in both Plymouth and Mashpee, and Plimoth Plantation will begin marketing the online resources available to educational partners. Museum staff and evaluator will conduct a final evaluation of both project components and prepare the final report.

***Resources Needed for the Project:*** In total, nine Plimoth Plantation staff members, including two Indigenous staff members, will contribute to the project by developing curriculum, working with teachers, and supervising grant-funded activities. The Museum will rely on the expertise of two curricular consultants to develop age- and culturally-appropriate material. Six area teachers will serve in the focus group and twelve others will pilot and help refine the educational materials. A fellow will also be hired in all three years of the grant period to assist with research and website content. An evaluator will work with Museum staff to ensure all objectives are fully realized and an outside company will build "You are the Historian 2.0." Plimoth Plantation has strong relationships with schools and educational resources, like Scholastic, Inc, and will use its marketing abilities to promote all the resources made available through this grant.

***Tracking Progress:*** Plimoth Plantation's education staff is dedicated to formal and informal evaluation of both components of this grant. The Museum will hire Michelle Duso, an evaluator, to measure the impact of the curriculum framework, field trip, and online resources during the pilot stage and make recommendations for course corrections and implementation. This evaluation will measure the process and outcome in order to assess the effectiveness of activities both in producing change and accessing and experiencing the activities. Program staff will also introduce internal measures to track progress towards intended results, including qualitative and quantitative feedback from teachers. The teaching resources will contain pre and post assessments for each lesson and the online teacher resources will also be monitored to evaluate the number of visitors to the Museum website's "Learn" tab. "You are the Historian 2.0" will contain a formal evaluation of the learning objectives by including questions at the end of each activity and a way for students to save and print their conclusions, thereby allowing teachers to use the program as a capstone project to evaluate the effectiveness of both the lessons and the website.

***Disseminating the Results:*** Plimoth Plantation is currently developing a large network of educators interested in this subject as the Museum connects with schools across the country to advertise its newly-funded National Endowment for the Humanities Teachers' Institute, to take place in summer 2020. In addition to sharing the results with these educators and schools, the Museum's education, group sales and marketing staff will undertake direct, targeted outreach to its nationwide network of administrators and teachers, families, homeschool groups and the general public to promote the new resources. Plimoth Plantation will also promote the contents of the "Learn" tab via the Museum's email lists and social media. The teachers who have already taught the pilot curriculum to their students will be encouraged to share the resource with colleagues. Plimoth Plantation will also write articles for local, state, and national professional organizations and present the grant findings at annual conferences and meetings,

which may include the National Council for the Social Studies, the National Council for History Education, and the New England Museum Association. Museum staff will present on the project at a national conference.

## **Project Results**

***Intended Results:*** The project will address the documented need to present history from multiple perspectives to ensure accurate and equitable understanding of 17th-century Patuxet (Plymouth) and to expand upon the role of Indigenous history in this period. The intended quantitative results for this project are: 1) Curriculum and related professional development designed by Museum educators and staff; focus group meets four times; materials ready to pilot by fall 2021; focus group will report active participation and contribution among students, productive process, mutual respect, effective collaboration and diversity of voices/representation. 2) Museum educators and staff and consultants conduct two meetings with each of the 12 participating pilot teachers; participating teachers will report level/extent of use of resources, benefit of field trip, impact of support from Museum, effectiveness of the resources during the pilot. 3) Delivery of full-day professional development for participating educators; teachers report confidence in ability to access and teach the curriculum, strategies to address student and family concerns; teachers report professional development and curriculum are relevant, that they learned new skills and/or perspectives, that they were actively engaged in learning. 4) Educator report of effectiveness (target of 80% highly effective; 100% effective); number of classes scheduling museum visits (target of 80%), student assessments of knowledge gains (target of 80% achievement); teachers report ease of use, effectiveness of tools/materials, level of student engagement with materials. 5) The “Just for Teachers” tab will experience a 10% increase in visitors to the site over the grant period (from 1,500 to 1,650); those who utilize the online resources and respond to user surveys report ease of use, relevant content, and effectiveness of activities. 6) “You are the Historian 2.0” on the Museum’s website will experience a 10% increase in visitors to the site over the grant period (From 90,000 to 99,000); those who utilize the program will report ease of use, level of engagement and increased knowledge. 7) Half of schools touring Plimoth Plantation will use the online resources, as indicated through surveys; those accessing the resources digitally or participating in a field trip will indicate hearing about the resource/opportunity through promotional efforts (via pop-up or engagement/follow-up survey). 8) Curriculum framework and online resources updated and made widely available, schools implement curriculum in 100% of classrooms in grades Three and Five; Museum staff visit each school to support implementation; Museum staff assess the degree to which their technical assistance is seen as relevant and supportive of implementation/use of materials, and routinely assess ease of access and opportunities for further update/development.

***Tangible Results:*** This project will generate the following products: Grade three, five, and high school curriculum resources; datasets for use in interdisciplinary projects or specific classes and other course materials will be available online; one-day professional development program outline with accompanying research materials; updated “Just for teachers” section of the “Learn” tab of the Museum’s website containing teacher materials, and “You are the Historian 2.0.”

***Changing Knowledge, Skills, Behaviors, and Attitudes:*** Local teachers will be better informed to teach this material through comprehensive training programs, new teaching materials, online resources, and a supporting Museum visit experience. The curricular resources will then be placed on the Museum’s website for use locally and globally to promote better understanding of this important part of American history to schools, families and the general public. While this project is specific to the Pilgrim-Wampanoag story, it will serve as a framework for others seeking to incorporate Indigenous perspectives across the Humanities throughout North America.

***Sustainability of the Project:*** Plimoth Plantation has a 71 year history of exploring and disseminating the complex relationship of the Indigenous people and Europeans who lived in this landscape in the 17th century. This suite of in-school and online educational programming is an extension of its ongoing work. Once the curriculum is developed, piloted and implemented, this project will become an integral part of the Museum’s educational offerings. The content, data sets, and “You are the Historian 2.0” will be designed so they can be refreshed with new data as research evolves and to update the content and aesthetics over time, expanding their lifespan and versatility.



***Plimoth Plantation: Unearthed Voices***

**IMLS: Museum for America: Lifelong Learning**

Key



In-school educational programs and curricular resources


Website resources and interactive web-based educational resource


Schedule of completion Task-Month p.1	Year 1 - Oct 20 - Sept 21											
	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21	Jul 21	Aug 21	Sept 21
<b>Activity # 1</b> Select Teacher Focus Group; Develop Content for Curriculum and Professional Development:	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue			
<b>Activity # 2</b> Select Pilot Year Participants; Pilot Curriculum:										Blue	Blue	Blue
<b>Activity # 3</b> Conduct Professional Development for Teachers:											Blue	
<b>Activity # 4</b> Evaluate Pilot Program:										Blue	Blue	
<b>Activity # 5</b> Develop Online Resources:												Blue
<b>Activity # 6</b> Develop "You are the Historian 2.0":	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple	Purple
<b>Activity # 7</b> Market and Promote Educational Resources:												Purple
<b>Activity # 8</b> Implement the Curriculum and Field Trip Across Mashpee and Plymouth Districts:										Purple	Purple	
















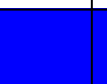
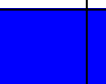

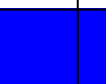







***Plimoth Plantation: Unearthed Voices***  
**IMLS: Museum for America: Lifelong Learning**

Key

 In-school educational programs and curricular resources

 Website resources and interactive web-based educational resource

Schedule of completion Task - Month p.3	Year 3 - Oct 21 - Sept 22											
	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	Jun 23	Jul 23	Aug 23	Sept 23
<b>Activity # 1</b> Select Teacher Focus Group; Develop Content for Curriculum and Professional Development:												
<b>Activity # 2</b> Select Pilot Year Participants; Pilot Curriculum:												
<b>Activity # 3</b> Conduct Professional Development for Teachers:												
<b>Activity # 4</b> Evaluate Pilot Program:												
<b>Activity # 5</b> Develop Online Resources:												
<b>Activity # 6</b> Develop “You are the Historian 2.0”:												
<b>Activity # 7</b> Market and Promote Educational Resources:												
<b>Activity # 8</b> Implement the Curriculum and Field Trip Across Mashpee and Plymouth Districts:	