

Board of Education Agenda Item

Item: _____ L. _____

Date: July 28, 2011

Topic: First Review of History and Social Science Textbooks Published by Five Ponds Press

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034

E-Mail Address: linda.wallinger@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

_____ Board of Education regulation

_____ Other:

_____ Action requested at this meeting X Action requested at future meeting: September 22, 2011

Previous Review/Action:

_____ No previous board review/action

X Previous review/action

date June 23, 2011

action Informational Report on the History and Social Science Textbooks Published by Five Ponds Press

Background Information:

On March 24, 2011, the Virginia Board of Education took action to remove two textbooks published by Five Ponds Press, Inc., *Our Virginia: Past and Present* (1st edition) and *Our America to 1865* (1st edition), from its approved textbook list. The Board also directed that if Five Ponds Press submitted for review the second edition of the same textbooks, the Department of Education was to conduct an expedited review “in accordance with the terms of the Board’s newly-adopted textbook review process” and bring to the Board a recommendation regarding approval of the replacement editions.

Summary of Major Elements

Five Ponds Press formally submitted new editions of its textbooks for Virginia Studies and United States History to 1865, *Our Virginia: Past and Present* and *Our America to 1865*, respectively on June 24, 2011, and the Department of Education began the process to review these textbooks as prescribed in the revised textbook process approved on March 24, 2011. The terms of the revised textbook approval process require that when a publisher submits textbooks for review, it must: 1) certify that the textbooks have been thoroughly examined for content accuracy; and 2) agree that if factual or editing errors are identified, the publisher will submit a

corrective action plan to the Department of Education for review and approval by the Board of Education or the superintendent of public instruction if so delegated by the Board. Additionally, the publisher must provide correlations to the Standards of Learning for the particular course for the textbooks.

Five Ponds Press completed Publisher's Certification and Agreement forms for each textbook being considered for approval by the Board. Attachment A contains the Publisher's Certification and Agreement form. Department of Education staff members have reviewed both textbook certifications and agreements to ensure they have been completed correctly, sufficient information has been provided, and they are signed by an appropriate representative of the publishing company.

In an effort to expedite the review process, the Department agreed that Five Ponds Press could submit for review purposes revised editions of the two textbooks as a printout of a PDF file for each of the books rather than requiring the publisher to produce proof copies. On June 24, 2011, Five Ponds Press delivered to the Department and the review committee members the textbook printouts along with *History and Social Science Standards of Learning* correlations provided by the publisher.

In accord with the textbook approval process, the Department convened a review committee comprised of a teacher, a division-level content specialist, and a subject-matter expert. Members of the review committee conducted individual analyses of the textbook printouts prior to the meeting with the full committee. On July 8, 2011, the committee convened to reach consensus on their reviews of the textbooks. The consensus evaluations were shared with the publisher, and the publisher was given an opportunity to respond to the committee's review and recommendations.

Attachment B includes information about the 2011 editions of the two Five Ponds Press books, *Our Virginia: Past and Present* and *Our America to 1865*, as proposed for consideration. If the Board of Education accepts for first review the proposed textbooks, the Department will conduct a 30-day public comment period, with the intent to bring to the Board a recommendation regarding the two textbooks for final review on September 22, 2011.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the 2011 editions of two Five Ponds Press history and social science textbooks, *Our Virginia: Past and Present* and *Our America to 1865*.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this process, other services will be impacted.

Timetable for Further Review/Action:

Upon acceptance of the list of the two Five Ponds Press textbooks for first review by the Board of Education, a 30-day public comment period will be announced. The Five Ponds Press textbooks submitted for review may be reviewed at any of the following eight sites around the state: The College of William and Mary, George Mason University, James Madison University, Radford University, The University of Virginia's College at Wise, Longwood University, Old Dominion University, and J. Sargeant Reynolds Community College.

**Publishers' Submission Forms for Virginia's
Textbook Approval Process**

Virginia Department of Education

Approved by the Virginia Board of Education
March 24, 2011

Introduction

The Virginia Board of Education's authority for approving textbooks and other instructional materials is prescribed in the *Virginia Constitution* and in the *Code of Virginia*.

- *Virginia Constitution, Article VIII, § 5 (d)*

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

- *Code of Virginia, § 22.1-238*

- A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
- B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
- C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

This document, including all attachments, provides textbook publishers with the required information and forms for submitting textbooks for review by the Virginia Department of Education (VDOE) and approval by the Virginia Board of Education. By submitting textbooks for evaluation, publishers agree to follow the procedures set forth in this document. Failure to comply with all procedures may result in disqualification of the textbook as a part of the review and approval process.

Primary Material Submitted for Review

As noted in Section 22.1-238.C of the *Code of Virginia* above, the term textbook refers to print or electronic media for student use that serves as the primary curriculum basis for a grade-level subject or course.

For the remainder of this document, such instructional media will be referred to as "primary material." Primary material contains the core curriculum that is the basis for the grade-level subject or course. VDOE review committees will review the material selected by the publisher as the "primary material." This is typically the student edition of the textbook or the primary material that students will use to gain access to the content, although there may be exceptions according to the content area and grade level of the textbooks (e.g., teacher's editions may

need to be included in the review at elementary grades for English/reading). Ancillary and supplemental materials will not be considered for review.

Submitting primary material in digital format is encouraged. However, publishers may submit primary material in either digital or print format, or in a format combining both media. VDOE review committees will review only the material selected as the primary material by the publisher. If a print program is submitted as the primary material to be reviewed, a digital version of this material must also be available to students. Any duplicate or similar version of the primary material submitted will not be reviewed by the VDOE review committees as a part of the textbook approval process. If a publisher submits digital primary material and this material is also available in print, the review committee will review only the digital version of the primary material. In submitting their materials for review, publishers must provide an explanation of if and how the content in the primary material medium (digital or print) is different from or comparable to that offered in the other medium. Digital primary material may contain items such as embedded video clips or content that is delivered through an interactive format.

Submission Forms

Publishers must complete the Textbook Publisher's Certification and Agreement listing all primary materials submitted for review consideration at the time it signals intent to submit textbooks for review as part of Virginia's textbook approval process.

Textbook Publisher's Certification

June 16, 2011

(Date)

Five Ponds Press

(Publishing Company)

Name of Primary Contact: Laura Buckius
Phone Number, including area code: 877-833-0603, ext.103
E-mail Address: laura@fivepondspress.com

The publishing company indicated above submits the following primary materials to the Virginia Department of Education for consideration in Virginia's textbook approval process.

| Title | ISBN | Copyright | Grade Level or Course | Is this primary material submitted as digital, print, or combination?* |
|--|-------------------|------------------|-------------------------------|---|
| <i>Our Virginia Past and Present</i> 2 nd Edition | 978-1-935813-12-5 | 2011 | Virginia Studies | print |
| <i>Our America to 1865</i> 2 nd Edition | 978-1-935813-13-2 | 2011 | United States History to 1865 | print |
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*Only one version of the primary material will be reviewed by VDOE committees. If the primary material is available in more than one format, provide an explanation of how they differ or are comparable.

The publisher certifies the following:

1. Each textbook has been thoroughly examined and reviewed by at least three qualified content experts for factual accuracy in the subject matter and the textbooks are free from any factual or editing errors. The credentials of the author(s) and/or editor(s) and content review experts are provided on the attached forms.
2. Each textbook has been thoroughly examined and reviewed by qualified editors to identify any typographical errors.
3. Any duplicate version (i.e., print or digital) of the primary material that is available to Virginia school divisions contains at least the same content included in the primary material selected by the publisher for review. Any additional content, above that contained in the primary material reviewed is accurate and free of errors. If the content of the print and digital versions of the same primary material varies, those variations are outlined in an attachment to the certification.
4. The Quality Assurance and Editing Process described below was followed for all primary materials submitted by the publisher for review.

Quality Assurance and Editing Process: Please describe, *in three pages or less*, the internal process used to ensure accuracy and lack of bias including:

- the quality assurance and workflow steps used to ensure accuracy of content;
- the quality assurance and workflow steps used to eliminate editing and typographical errors, including errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning;
- the fact-back-up guidelines (i.e., what is an acceptable source for a fact and what is not) used by the authors, editors, and outside content experts;
- the review by outside content experts, other than the authors, to verify accuracy and ensure freedom from bias; and
- the process used to reach consensus on information with divergent interpretations.

Five Ponds Press is a custom publisher specializing in creating social studies textbooks for Virginia schools. Our process for developing books includes presenting, expanding upon, and illustrating the Standards of Learning Curriculum Framework.

We substantially follow the Quality Assurance Process for Instructional Materials suggested by the Association of American Publishers. Listed below are the workflow steps for the process including steps to ensure accuracy of content, steps to eliminate editing and typographical errors, and the review process by outside content experts.

Step 1 –Determine Content

- Reference the state curriculum and consult with authors and independent experts/reviewers.
- Study established research base and new research findings.
- Establish plan for customized correlations to state standards.
- Develop preliminary plan for content.

Step 2 –Research and Planning

- Identify author (Joy Masoff) and content experts.

To ensure the accuracy of content presented by Ms. Masoff, we worked with Dr. Don Zeigler, Professor of Geography at Old Dominion University; Dr. Melissa Matusevich, former Social Studies Supervisor for Montgomery County Schools and former Associate Professor of Education at East Carolina University; and Karenne Wood, Director of the Virginia Indian Heritage Program. Dr. Zeigler supervised the geography content development with an emphasis on location accuracy of the maps and descriptive accuracy of the text. Dr. Matusevich was responsible for quality assurance of the instructional aspects of the student text. She verified that the strongest instructional strategies and practices were incorporated into the titles and that the language used was thorough, clear, and age appropriate. Ms. Wood led the development of all parts of the books related to American Indians. She ensured the accuracy and lack of bias in all related images and text.

- Survey educators (current and former public school teachers around Virginia).
- Develop preliminary plan for chapter organization and design.
- Build out plan for customized correlations to state standards.
- Develop and produce prototype pages.
- Review prototype pages with author and educators.
- Revise content development plan to reflect input from author and educators.

Step 3 –Early Development

- Form editorial team, including authors, content experts and other specialists

The editorial team included Lisa Arnold, M.Ed. and Ed.S.; Bree Linton, M.Ed.; Lara Samuels, M.L.S.; Nancy Vest; Alex Smith, AP American history teacher; Deanna Beacham, Virginia Council on Indians; and Upper Mattaponi Chief Kenneth Adams. Ms. Arnold, Ms. Linton, Ms. Samuels, and Ms. Vest ensured the information from the Curriculum Framework was interpreted in an objective, balanced, developmentally and age appropriate manner for the grade levels. They also developed the instructional aspects of the student text and ancillary materials. Mr. Smith presented an objective interpretation of the primary source documents presented in the reference section of the books. Ms. Beacham and Chief Adams ensured the impartial presentation of images, facts and text for all content related to American Indians.

- Begin development of customized correlations to state standards.
- Develop detailed outlines and make writing assignments.
- Establish project schedule.
- Authors and content area experts write and evaluate first draft of manuscript.
- Design plan for special features and assign writer teams.
- Create page and cover design for textbook and all ancillary materials.
- Plan teacher editions and ancillary materials.

Step 4 –Editing and Review

- Update as necessary customized correlations to state standards.
 - Edit student and teacher texts as well as ancillary materials.
 - Review for accuracy by academic reviewers (Dr. Peter Wallenstein and Dr. Kevin Hardwick) and current teacher of the content (Raymi Catron and Donna Smith).
- Dr. Wallenstein and Dr. Hardwick verified the accuracy of each fact, historical date, and

statement in the entire book using their professional expertise and the timely, unbiased, authoritative and accurate primary and secondary source materials listed in the section below. In addition they reviewed the text to ensure the material was presented in an unbiased and impartial manner. Ms. Catron and Ms. Smith also reviewed the books to ensure freedom from bias. In addition, as current teachers of the content, they reviewed the books for clarity, age appropriateness, and presentation.

- Copy edit.

Our team of copy editors combed the books to eliminate typographical errors, including errors in grammar, punctuation, written expression, spelling, formatting and other substantive elements that may affect student learning. The team is composed of two veteran, accomplished consulting copy editors, Anna Wainwright and Karen Brooks; Jason Mahlke, an AP English teacher; and Anita Parker a language arts classroom teacher.

- Incorporate changes from authors, editors and reviewers.
- Create pages, develop art, prepare charts and graphs, choose photographs.
- Check revised pages, perform cold read.
- Repeat page checks until all pages are correct.
- Check proofs.
- Produce first version (intended for use only as marketing samples).
- Distribute first printing.

Step 5 –Quality Reviews of First Version/Printing

- Send student editions to independent reviewers for complete content read. (Dr. Peter Wallenstein and Dr. Kevin Hardwick)
- Solicit comments from teachers.
- Research and verify accuracy of error reports through authors and independent content authorities.
- Correct errors and create proof of corrected pages.
- Proofread corrections.
- Repeat process until all corrected pages are accurate.
- Check proofs of final pages.
- Print second printing (which will be sold for classroom use).

Step 6 –Continuing Quality Reviews

- Receive and review comments from students, teachers, academic and textbook review committees.
- Correct text, photographs, charts and graphs, and art for any identified errors or necessary clarifications.
- Prepare and distribute errata if errors are found.

Step 7 –Subsequent Editions

- Research clarifications, including public comments.
- Hold discussions among authors and editors.
- Complete entire preparation process—productions, documentation, verification, editing.
- Reprint.

All facts we use in the textbooks that relate specifically to the Virginia standards were taken from the approved document, the *2008 History and Social Science Standards of Learning Curriculum Framework*. For content beyond the Framework, we rely on primary sources and secondary sources. The secondary sources we use are highly reviewed, up-to-date, unbiased, verifiable, authoritative, and accurate. Specifically for these two books, we used the sources listed below.

- Reference encyclopedias and dictionaries including
 - *Oxford Reference Online: Premium Collection*
 - *Blackwell Reference Online*
- Specialized syntheses and textbooks including
 - Michael Kammen, ***Colonial New York: A History***
 - Warren Billings, John Selby, and Thad Tate, ***Colonial Virginia: A History***
 - Thomas Benjamin, ***The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400-1900***
 - D.W. Meinig, ***The Shaping of America: A Geographical Perspective on 500 Years of History, Vol. 1: Atlantic America, 1492-1800***
 - Douglas Egerton, Alison Games, Jane Landers, and Kris Lane, ***The Atlantic World***
 - John Elliott, ***Empires of the Atlantic World: Britain and Spain in America 1492-1830***
 - Stephen Hornsby, ***British Atlantic, American Frontier: Spaces of Power in Early Modern British America***
 - Eric Foner, ***Reconstruction: America’s Unfinished Revolution, 1863-1877***
 - Peter Wallenstein, ***Cradle of America: Four Centuries of Virginia History***
- Numerous articles from various scholarly journals accessed via the JSTOR article repository
- Range of secondary scholarly monographic works
- Primary sources including
 - James Madison, *Notes of Debates: In the Federal Convention of 1787*
 - *Papers of James Madison*
 - *Thomas Jefferson Papers*
 - *Papers of George Washington*
 - *Documentary History of the Ratification of the Constitution*
 - Jack P. Greene, ed., ***Colonies to Nation, 1763-1789: A Documentary History of the American Revolution***

When we encounter information with divergent interpretations, we consult with our history experts, review reputable sources, and then consult with our educator experts to compose the text in a manner that is accurate and age appropriate for our student readers.

Textbook Publisher's Agreement

The PUBLISHER agrees to the following:

1. After submission of a textbook to the Department of Education for consideration in the textbook approval process, the PUBLISHER will promptly inform the Department in writing of any changes made in the textbook prior to its approval by the Board of Education.
2. If any factual or editing errors are identified in a PUBLISHER's textbook following its approval by the Board of Education, the PUBLISHER will submit a corrective action plan to the Department of Education within 30 days of being notified by the Department of the errors. All corrective action plans must be approved by the Board of Education, but the Board hereby delegates the approval of corrective action plans not involving significant errors to the Superintendent of Public Instruction. Each corrective action plan must be tailored to the materiality of the errors identified and must be implemented in the manner most conducive to and least disruptive of student learning. Corrective action plans may include, but are not limited to: a) corrections upon reprinting of the textbook; b) corrective edits to an online textbook; c) electronic errata sheets posted on the PUBLISHER's and the Department of Education's Web sites; d) print errata sheets provided to schools for insertion into textbooks; e) replacement books; and f) return of the textbook and refund of any payment made for the textbook. Upon approval of the corrective action plan, the PUBLISHER will implement the plan at the PUBLISHER's expense.
3. If, upon being notified by the Department of factual or editing errors in an approved textbook, the PUBLISHER disputes that the textbook contains such errors, the PUBLISHER must submit a written explanation of its position to the Department within 30 days of receiving notice from the Department of the error. Upon request, the PUBLISHER may meet with the Department. The Board of Education reserves to itself the right to make a final determination of whether the textbook contains a factual or editing error. If the Board determines that the textbook contains such an error, the PUBLISHER will submit a corrective action plan to the Department within 15 days after receiving notice of the Board's determination.
4. If numerous and/or significant errors are identified in a textbook on the Board of Education's approved list, the Board of Education may, in its sole discretion, withdraw the textbook from the approved list. The Board of Education must notify the PUBLISHER in writing before it removes its textbook from the approved list. The PUBLISHER will have 30 days to respond in writing and the right to meet with the Department of Education before removal. A "significant error" is a factual or editing error that the Board of Education or Department of Education determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.
5. If the PUBLISHER makes updates/revisions to textbooks after they have been approved by the Board of Education, the PUBLISHER will ensure that the updated/revised material has been vetted through the same quality assurance process for accuracy and editing outlined in the signed certification. The PUBLISHER will notify the Department and any school division that has purchased this material of the updates/revisions that have been made.

Please check here if this submission includes an attachment that outlines if and how duplicate versions (print or digital) of primary materials vary. (Item #3 in the certification)

Lon Seck

(Signature of President of the Company or Designee)

6.29.11

(Date)

Lon Seck, Publisher

(Name and Title of Person Signing)

Author(s)/Editor(s) and Content Review Expert Information

This attachment must be completed for each primary material submitted for review. Please insert additional copies for each primary material.

Primary Material (printed book or digital submission)

Please list name and edition of the textbook, or series submitted as a primary material.

Publisher: Five Ponds Press
Product Name: Our Virginia Past and Present
Author(s): Joy Masoff
Edition: 2nd ISBN: 978-1-935813-12-5

Author/Editor Information

Please complete the table below. Include each author and/or editor associated with the development of the primary material. Please insert copies of the table for additional authors/editors.

| Author/Editor: Joy Masoff | Role of the author/editor in writing the textbook (include references to specific sections, chapters, pages, etc.) |
|---|---|
| Education and professional background: <ul style="list-style-type: none"> • Bachelor of Fine Arts, Pratt Institute • Art Director and writer for Reader’s Digest book and video division • Children’s Non-Fiction Author | Ms. Masoff wrote the entire book. |
| Related published works: <ul style="list-style-type: none"> • Authored over 50 Video Companion Guides for Reader’s Digest on history and geography topics to accompany several series including: <ul style="list-style-type: none"> ○ <i>Walter Cronkite Remembers the 20th Century</i>: A 10-volume set that covered 70 years of American history (in conjunction with Walter Cronkite and Chip Cronkite) ○ <i>Ancient Mysteries</i>: A multi-volume series created in conjunction with A&E that explored the history behind The Pyramids, Machu Picchu, Chaco Canyon, and many more ○ <i>Our National Parks</i>: An in-depth closer explorations of America's national treasures ○ <i>World War II</i> • <i>Chronicle of America: Colonial Times-</i> Published by Scholastic 2002 National | |

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|---|--|
| <p>Council for Social Studies Notable Social Studies Trade Book for Young People</p> <ul style="list-style-type: none"> • <i>Chronicle of America: American Revolution</i> Published by Scholastic <p>(Both <i>Chronicle</i> books were adopted as resource material for use in the New York City Public School system in 2009.)</p> <ul style="list-style-type: none"> • <i>Mali: Land of Gold & Glory</i> nominated for Africa Access' Children's Africana Book Award • <i>We Are All Americans: Understanding Diversity</i>--reviewed by <i>School Library Journal</i> "Gloriously supported by photographs, diagrams, and maps, this five-chapter overview offers information about America's immigrants." • <i>African American Story</i>—nominated for the Virginia Library Association Jefferson Cup Award and reviewed by American Library Association <i>Booklist</i> "A solid choice for browsing, research, and class discussions." | |
| <p>Professional qualifications and specific areas of expertise:</p> <ul style="list-style-type: none"> • 2002 National Council for the Social Studies Guest Speaker on bringing the excitement of life in Colonial Times to the classroom | |
| <p>Did the author/editor review the final copy of his/her work before publication?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 100px;">yes</p> | |

Content Review Expert Information

Please include each content review expert associated with the quality assurance process for accuracy and editing for the primary material listed. At least three content review experts must be included with at least 1) two experts with a graduate degree in the content area being reviewed; and 2) at least one teacher with recent experience teaching the content in the appropriate grade level or course. Please insert copies of the table for additional content review experts.

| Reviewer: Dr. Peter Wallenstein | Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.) |
|--|---|
| Education and professional background: <ul style="list-style-type: none"> • Ph.D. in U.S. History from Johns Hopkins University • Bachelor of Arts from Columbia University • Professor of History at Sarah Lawrence College, University of Toronto, University of Maryland at military base locations in Japan, Korea, and Guam • Professor of History at Virginia Polytechnic Institute and State University since 1983 | Dr. Wallenstein reviewed the entire book. |
| Related published works: <ul style="list-style-type: none"> • <i>Cradle of America: Four Centuries of Virginia History</i> • <i>Higher Education and the Civil Rights Movement: White Supremacy, Black Southerners, and College Campuses</i> • <i>Virginia's Civil War</i> • <i>Blue Laws and Black Codes: Conflict, Courts, and Change in Twentieth-Century Virginia</i> • <i>From Slave South to New South: Public Policy in Nineteenth-Century Georgia</i> | |
| Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • 41 years teaching history at the college level • Specialization in U.S. South, Virginia, Civil War era, and civil rights | |

| Reviewer: Dr. Kevin Hardwick | Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.) |
|---|---|
| Education and professional background: <ul style="list-style-type: none"> • Bachelor of Arts from Swarthmore College • Master’s Degree and Ph.D. in History from University of Maryland at College Park • Associate Professor of History at James Madison University | Dr. Kevin Hardwick reviewed the entire book. |
| Related published works: <ul style="list-style-type: none"> • <i>Classics of American Political and Constitutional Thought, Vols. I and II (co-author)</i> • <i>Virginia Reconsidered: New Histories of the Old Dominion (co-author)</i> • <i>Patrick Henry: Economic, Domestic and Political Life in Eighteenth-Century Virginia</i> | |
| Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • 12 years teaching Virginia history at the college level • Specialization in Colonial British America, Virginia, the Constitution, and U.S. History | |

| Reviewer: Raymi Catron | Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.) |
|---|---|
| Education and professional background: <ul style="list-style-type: none"> • Bachelor of Science from Virginia Commonwealth University • 23 years of classroom teaching | Raymi Catron reviewed the entire book. |
| Related published works: n/a | |
| Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • Current Virginia history teacher • 16 years of teaching Virginia history to fourth graders in Hanover County Public Schools | |

Author(s)/Editor(s) and Content Review Expert Information

This attachment must be completed for each primary material submitted for review. Please insert additional copies for each primary material.

Primary Material (printed book or digital submission)

Please list name and edition of the textbook, or series submitted as a primary material.

Publisher: Five Ponds Press
Product Name: Our America to 1865
Author(s): Joy Masoff
Edition: 2nd ISBN: 978-1-935813-13-2

Author/Editor Information

Please complete the table below. Include each author and/or editor associated with the development of the primary material. Please insert copies of the table for additional authors/editors.

| Author/Editor: Joy Masoff | Role of the author/editor in writing the textbook (include references to specific sections, chapters, pages, etc.) |
|---|---|
| Education and professional background: <ul style="list-style-type: none"> • Bachelor of Fine Arts, Pratt Institute • Art Director and writer for Reader’s Digest book and video division • Children’s Non-Fiction Author | Ms. Masoff wrote the entire book. |
| Related published works: <ul style="list-style-type: none"> • Authored over 50 Video Companion Guides for Reader’s Digest on history and geography topics to accompany several series including: <ul style="list-style-type: none"> ○ <i>Walter Cronkite Remembers the 20th Century</i>: A 10-volume set that covered 70 years of American history (in conjunction with Walter Cronkite and Chip Cronkite) ○ <i>Ancient Mysteries</i>: A multi-volume series created in conjunction with A&E that explored the history behind The Pyramids, Machu Picchu, Chaco Canyon, and many more ○ <i>Our National Parks</i>: An in-depth closer explorations of America's national treasures ○ <i>World War II</i> • <i>Chronicle of America: Colonial Times-</i> Published by Scholastic 2002 National | |

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| <p>Council for Social Studies Notable Social Studies Trade Book for Young People</p> <ul style="list-style-type: none"> • <i>Chronicle of America: American Revolution</i> Published by Scholastic <p>(Both <i>Chronicle</i> books were adopted as resource material for use in the New York City Public School system in 2009.)</p> <ul style="list-style-type: none"> • <i>Mali: Land of Gold & Glory</i> nominated for Africa Access' Children's Africana Book Award • <i>We Are All Americans: Understanding Diversity</i>--reviewed by <i>School Library Journal</i> "Gloriously supported by photographs, diagrams, and maps, this five-chapter overview offers information about America's immigrants." • <i>African American Story</i>- nominated for the Virginia Library Association Jefferson Cup Award and reviewed by American Library Association <i>Booklist</i> "A solid choice for browsing, research, and class discussions." | |
| <p>Professional qualifications and specific areas of expertise:</p> <ul style="list-style-type: none"> • 2002 National Council for the Social Studies Guest Speaker on bringing the excitement of life in Colonial Times to the classroom | |
| <p>Did the author/editor review the final copy of his/her work before publication?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 20px;">yes</p> | |

Content Review Expert Information

Please include each content review expert associated with the quality assurance process for accuracy and editing for the primary material listed. At least three content review experts must be included with at least 1) two experts with a graduate degree in the content area being reviewed; and 2) at least one teacher with recent experience teaching the content in the appropriate grade level or course. Please insert copies of the table for additional content review experts.

| Reviewer: Dr. Peter Wallenstein | Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.) |
|--|---|
| Education and professional background: <ul style="list-style-type: none"> • Ph.D. in U.S. History from Johns Hopkins University • Bachelor of Arts from Columbia University • Professor of History at Sarah Lawrence College, University of Toronto, University of Maryland at military base locations in Japan, Korea, and Guam • Professor of History at Virginia Polytechnic Institute and State University since 1983 | Dr. Wallenstein reviewed the entire book. |
| Related published works: <ul style="list-style-type: none"> • <i>Cradle of America: Four Centuries of Virginia History</i> • <i>Higher Education and the Civil Rights Movement: White Supremacy, Black Southerners, and College Campuses</i> • <i>Virginia's Civil War</i> • <i>Blue Laws and Black Codes: Conflict, Courts, and Change in Twentieth-Century Virginia</i> • <i>From Slave South to New South: Public Policy in Nineteenth-Century Georgia</i> | |
| Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • 41 years teaching history at the college level • Specialization in U.S. South, Virginia, Civil War era, and civil rights | |

| Reviewer: Dr. Kevin Hardwick | Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.) |
|---|---|
| Education and professional background: <ul style="list-style-type: none"> • Bachelor of Arts from Swarthmore College • Master’s Degree and Ph.D. in History from University of Maryland at College Park • Associate Professor of History at James Madison University | Dr. Kevin Hardwick reviewed the entire book. |
| Related published works: <ul style="list-style-type: none"> • <i>Classics of American Political and Constitutional Thought, Vols. I and II (co-author)</i> • <i>Virginia Reconsidered: New Histories of the Old Dominion (co-author)</i> • <i>Patrick Henry: Economic, Domestic and Political Life in Eighteenth-Century Virginia</i> | |
| Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • 12 years teaching Virginia history at the college level • Specialization in Colonial British America, Virginia, the Constitution, and U.S. History | |

| Reviewer: Donna Smith | Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.) |
|--|---|
| Education and professional background: <ul style="list-style-type: none"> • Bachelor of Science in Elementary Education from Youngstown State University • Masters of Early Childhood Education from Kent state University • 10 years of teaching middle school history | Donna Smith reviewed the entire book. |
| Related published works: n/a | |
| Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • Current teacher of United States History to 1865 • 16 years teaching experience • 8 years of teaching United States History to 1865 (formerly to 1877) to students in Hanover County Public Schools | |

Virginia Board of Education
Proposed History and Social Science Textbooks Recommended for Approval
July 28, 2011

| Course | Publisher | Title | Copyright | Satisfactory Completion of Publisher's Certifications and Agreements | |
|--------------------------------------|------------------|---|-----------|--|----|
| | | | | Yes | No |
| Virginia Studies | | | | | |
| | Five Ponds Press | Our Virginia Past and Present 2 nd Edition | 2011 | ✓ | |
| United States History to 1865 | | | | | |
| | Five Ponds Press | Our America to 1865 2 nd Edition | 2011 | ✓ | |