

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



Landmarks of American History and Culture Workshops for
School Teachers
Institution: The Mark Twain House & Museum



NATIONAL
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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:** *Huckleberry Finn in Post-Reconstruction America: Mark Twain's Hartford Years, 1871-1891, a Workshop for Teachers*
- Institution:** The Mark Twain House & Museum
- Project Director:** Craig Hotchkiss
- Grant Program:** Landmarks of American History and Culture Workshops for School Teachers

*Landmarks of American History and Culture: Workshops for Teachers
Application of The Mark Twain House & Museum*

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NARRATIVE

The Mark Twain House & Museum seeks support for a Landmarks of American History and Culture workshop for teachers that will examine the cultural and historical significance of Mark Twain, his writings and his era. The workshop – entitled *Huckleberry Finn in Post-Reconstruction America: Mark Twain's Hartford Years, 1871-1891* - will provide historical context for Twain's masterpiece *Adventures of Huckleberry Finn*, and will use Twain's life, works and landmark Hartford home, as tools for examining the post-Reconstruction period of American history.

A. Intellectual Rationale

Mark Twain is one of America's most important authors. A renowned novelist, humorist and social commentator, Twain is recognized internationally as an icon of American literature and culture. His writings have been translated into dozens of languages, and are studied throughout the world. The NEH itself has recognized the significance of Twain's work by including both *The Adventures of Tom Sawyer* and *Adventures of Huckleberry Finn* on its "Summertime Favorites" list of recommended reading for young people, and by including *Adventures of Huckleberry Finn* on its "We the People Bookshelf" reading list.

Mark Twain's cultural significance remains undiminished almost one hundred years after his death for several reasons. Twain revolutionized the form of the novel by focusing it on realistic portrayals of contemporary life, and by the use of accurate dialect. He also used fiction and humor as tools for addressing controversial social concerns. Twain's impact continues to be strongly felt today because his writings provide valuable perspectives on issues such as justice, equality, imperialism, war, foreign policy, and the role of government and religion - issues that remain as relevant now as they were in Twain's time.

Any examination of Mark Twain must necessarily include *Adventures of Huckleberry Finn*, which is widely regarded as his greatest work. It was perhaps the greatest accomplishment of his Hartford years – and one that he struggled over during a nine-year period. The book was a

groundbreaking piece of fiction for its innovative use of realistic characters and dialect and set the standard for a new form of truly American literature. In fact, Ernest Hemingway wrote “all modern American literature comes from one book by Mark Twain called *Huckleberry Finn*....”

Moreover, *Adventures of Huckleberry Finn* is Twain’s seminal work on the issue of racism and racial equality, in which he used sharp irony to harshly criticize not only the institution of slavery, but also the continuing racism of post-Civil War America and the failure of Reconstruction. Given this, it is ironic and unfortunate that many schools will not include the book in their curriculum because it includes an offensive racial epithet. Although *Huckleberry Finn* is one of the most-widely taught books in American high schools, it also remains one of the most challenged books in America’s schools. Even at schools where the book is included in the curriculum, many teachers are uncomfortable teaching it because they are unsure how to handle the controversial aspects of the work and how to provide their students with the necessary historical context for the book. As a result, the museum frequently hears from teachers and school districts from across the country asking for guidance on how to teach the work effectively and appropriately in the classroom. The workshop will provide this guidance, in order to ensure that this important work of American literature and history continues to be taught to America’s youth.

The workshop will also use the museum’s collections and resources, including the landmark Mark Twain House, as tools to examine the post-Reconstruction era, in particular in Northeastern urban centers such as Hartford. It will explore the progressive social movements of the period, and how those movements in Hartford impacted on Twain’s evolution from a Southerner son of a slave owner to a progressive “Connecticut Yankee.” While the workshop will focus particularly on *Adventures of Huckleberry Finn*, it will also examine some of his lesser-known works that shed light on the era.

The timing of this workshop during the summer of 2009 is particularly appropriate because 2010 is the centennial of Twain’s death, the 175th anniversary of his birth and the 125th anniversary of the publication of *Adventures of Huckleberry Finn*. To commemorate these anniversaries, the National Book Foundation, together with the museum and other institutions dedicated to Twain and his legacy, are

planning a national series of public events, educational programs and publications that will explore the work and life of Mark Twain. The workshop will prepare teachers to coordinate their curriculum with this national commemoration.

The Historical and Cultural Significance of the Workshop Site. The Mark Twain House is a National Historic Landmark located in Hartford, Connecticut. It was designed and built for Twain and was his home from 1874 until 1891, the most prolific and successful period of his literary career. During the years he lived in the house, Twain wrote some of his greatest works, including *The Adventures of Tom Sawyer*, *Adventures of Huckleberry Finn* and *A Connecticut Yankee in King Arthur's Court*. The Mark Twain House is also where Twain raised his family and made some of the most important and lasting relationships of his personal and professional lives. In fact, Twain would later call the years he lived in Hartford the happiest and most productive years of his life.

In the late nineteenth century, Hartford was a business and cultural hub, and was one of the wealthiest cities, per capita, in the nation. Twain's home was located in a neighborhood known as Nook Farm. His Nook Farm neighbors were prominent leaders in the fields of literature, the arts, religion, politics and business. They included: the governor; a United States Senator; newspaper publishers; Charles Dudley Warner, the co-author with Twain of *The Gilded Age*; and Twain's next-door neighbor, Harriet Beecher Stowe, the author of *Uncle Tom's Cabin*. Nook Farm residents were known for their progressive views and were leaders in various social movements, including women's suffrage and the abolition of slavery (in fact, one of Twain's neighbors' property was an Underground Railroad site).

His years in Hartford are especially relevant to any study of Mark Twain because it was a pivotal period in his development both as a man and as an author. Twain's social and political views became increasingly progressive, and that progression was reflected in both his writing and his personal life. He took a public stand against racism through the publication of works such as *Adventures of Huckleberry Finn*, and by supporting, and speaking at fund-raisers for, African American churches and organizations, including the Tuskegee Institute and the NAACP. There are also numerous examples of how, during his time in Hartford, Twain took steps to redress the individual impact of societal racism. For example: he

paid the tuition of Warner T. McGuinn, one of the first African Americans to attend Yale Law School; he championed the careers of Frederick Douglass and of the African American artist Charles Ethan Porter; and he helped to secure a state pension for Prudence Crandall, who was prosecuted in 1833 for operating the first academy in New England to educate black women.

The evolution of Mark Twain's views on various issues during his time in Hartford, including on the issue of race, was influenced by his interactions with his neighbors. The Nook Farm community enjoyed spirited discussions on the various social issues of the day. In fact, Twain was a member of a group of men, known as the Monday Evening Club, that met weekly to exchange ideas on such issues. Topics discussed at their meetings included: "Rights of Minorities;" "The Southern Negro Question as Related to Politics;" and "The Free and the Unfree."

Although it was a progressive, affluent northern city, Hartford was still beset by the same racial and class bigotry as the "Jim Crow" south. Thus, an examination of the community, politics, and social and religious institutions of nineteenth century Hartford leads to a clearer understanding of the issues and paradoxes of that era in American history, and how they influenced Twain and his work.

The Mark Twain House itself reflects the broadening views and worldliness of Mark Twain and his upper-class peers – as well as their contradictions. It features exotic interiors that incorporate cultural elements from Northern Africa, the Far East and India, all places to which Twain had traveled, and some of his souvenirs of his travels are on display. Twain's extensive travel not only influenced his home décor, but also his personal views – as he wrote, "travel is fatal to prejudice, bigotry, and narrow-mindedness."

While the Mark Twain House provides insight into the lives of Twain and his upper class peers, it also offers a view into the lives of the lower classes. The kitchen wing of the House, in particular, provides valuable information about the lives of Twain's immigrant and African-American servants, who were representative of major demographic and historical trends of the period.

The Mark Twain House & Museum's workshop will use the landmark Mark Twain House as a window through which participants will learn about Mark Twain - both the man and the writer - and about

a complex and pivotal period in American thought and history. It will prepare teachers to educate their students about these important subjects and to ensure that our young people gain an appreciation for our nation's history and literary tradition, and how our past continues to impact our culture and society today.

B. Content and Design of the Workshop

There will be two five-day sessions of the workshop; the first will be held July 13 - July 17, 2009 and the second July 27 - July 31, 2009. Each session will serve forty teachers.

Topics to be Examined. The specific topics that will be explored in the workshop include:

- the life of Mark Twain;
- the landmark Twain House, its history, architecture, décor and Twain-era residents, including Twain's family and his minority and immigrant servants;
- the Nook Farm neighborhood, its famous residents, and their relationships with Twain, in particular, Harriet Beecher Stowe and the Reverend Joseph Twichell, a leading social progressive and Twain's closest friend;
- the religious and social movements of the nineteenth century, as reflected in the Hartford community;
- *Adventures of Huckleberry Finn* – and its impact on American literature and culture, as well as its use by Twain to address racism, slavery and the failure of Reconstruction;
- how the events of the Reconstruction and post-Reconstruction periods in American history are reflected in Twain's works;
- the evolution, in particular during his years in Hartford, of Mark Twain's perspective on the issue of racism, and the internal struggle between his identity as both a Southerner and a "Connecticut Yankee" and the reflection of that struggle in his writing of the period;
- an examination of how one's understanding of the author's life and times, as well as our own contemporary critical perspective, colors the study of *Adventures of Huckleberry Finn* and the racial issues it raises;

- Mark Twain’s fascination with African-American voices, and his groundbreaking use of realistic dialects in his works - and how to use the dialects as teaching tools in the classroom;
- how to handle controversial issues and texts appropriately in a classroom setting – in particular, the use of offensive racial terms and stereotypes in literature; and
- The use of period items and original documents, such as letters and manuscripts, from museum collections and archives as tools for teaching and learning about history.

The topics for the workshop were chosen because they celebrate the legacy of one of America’s most important writers, place his works within a broader historical and societal context, and present innovative strategies for teaching about American history and culture. They also reflect current scholarship about Twain, and allow participating teachers to interact with leading scholars in the field. Moreover, the topics respond to areas of interest expressed by teachers who have participated in past Landmarks workshops.

Structure of the Workshop. Each day during the workshop, the teachers will attend presentations by leading scholars on the topics outlined above. These presentations will not only provide much valuable information, but will also allow for extensive interaction with the scholars. (The scholars and their presentations are described further in Section C. below) In addition, on the first day, the museum’s Chief Curator will give the teachers a special tour of the historic Mark Twain House and will also introduce them to the resources of the museum’s library, archives and collections that will be available for their research. Later that day, the teachers will take a bus tour, led by the Program Director, which will highlight the history of Hartford and its Nook Farm neighborhood. In the subsequent days of the workshop, in addition to the scholar presentations, time will be set aside for teachers to work on their curriculum projects, as described below. The teachers will also have the opportunity to visit the neighboring Harriet Beecher Stowe House and its research library. A detailed schedule for the workshop is attached as Appendix A.

Curriculum Projects. At the beginning of the week, the teachers will be broken into small work groups, according to the subjects and grade levels that they teach. These groups will then be expected,

over the course of the workshop, to produce one or more lesson plans, or other curriculum materials, that can be used in the classroom. In preparing these materials, the teachers will draw upon the resources of the museum's library and collections, as well as the content of the various workshop presentations. Time will be set aside each day for the teachers to work on these projects, under the guidance of the Master Teacher. Museum staff and workshop faculty members will also be available to help the teachers. On the last day of the workshop, the teachers will share with each other the materials they have produced.

Required and Recommended Reading. Prior to attending the workshop, all participants will be expected to have read Twain's *Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*. It will also be recommended that they read *Mr. Clemens and Mark Twain: A Biography* by Justin Kaplan. In addition, the teachers will also be provided with a list of suggested readings to prepare for the various scholar presentations. These will include some of Twain's other works such as *The Tragedy of Pudd'nhead Wilson*, *A Connecticut Yankee in King Arthur's Court*, and *Mark Twain's Own Autobiography* and the short stories "A True Story," "Sociable Jimmy," and "Corn-pone Opinions." In advance of the workshop, the teachers will be sent a package of other readings recommended by the workshop faculty that will include articles, and excerpts from books, that discuss relevant literary criticisms and historical information. The list of recommended and required readings for participants is attached as Appendix B.

Benefits of the Workshop. The workshop will be of tremendous benefit both to the attending educators and to their students. The teachers will acquire the knowledge, perspective and historical context that will allow them to present Twain's works, and the important themes addressed therein, to their students in a meaningful, appropriate and inspirational way. They will create lesson plans that they can implement during the following academic year, and will receive valuable reference materials they can utilize in the classroom. The participants will also share strategies with leading scholars and fellow teachers from across the country. All of these benefits will make the teachers better equipped to educate their current and future students about our nation's rich culture, literary tradition and history.

C. Faculty and Staff

The staff of The Mark Twain House & Museum is well equipped to manage a Landmarks of American History and Culture Workshop, as the museum has produced many other educational programs for teachers and the general public over the years. Moreover, The Mark Twain House has hosted three prior Landmarks of American History and Culture Workshops. The teachers who have attended the previous Landmarks workshops have participated in the programs enthusiastically, and both the formal and informal feedback that the museum staff and workshop faculty have received from participants has been overwhelmingly positive. As a participant in one of the Mark Twain House's *Landmarks Workshops* concluded, "This workshop was the best I have been to in thirty years of teaching. The scholarly information coupled with practical application to classroom teaching was extremely beneficial."

The Project Director for the workshop will be **Craig Hotchkiss**, the Education Program Manager of The Mark Twain House & Museum. Mr. Hotchkiss has managed the museum's student and teacher programs since 2007, and has assisted in the management of two previous *Landmarks of American History & Culture Workshops*. Mr. Hotchkiss has a master's degree in American Studies. In addition, he has more than thirty years of experience as a high school social studies teacher, so he is intimately familiar with the curriculum needs of educators. Mr. Hotchkiss' resume is attached as Appendix C.

Scholars and their Presentations. The following are the scholars who will participate as workshop faculty members with a description of their presentations:

Eugene E. Leach, Professor of History and American Studies, and Director of the Master's program in History, at Trinity College, Connecticut. Dr. Leach is the Associate Editor of the *Encyclopedia of American Intellectual and Cultural History* and was an editor of the *Encyclopedia of the United States in the Nineteenth Century*. His presentation, "The Gilded Age and Race," will explore America's "Gilded Age" and race relations during that period, and their impact on Hartford's Nook Farm community and its activism.

Peter Baldwin, Associate Professor of History at the University of Connecticut. Dr. Baldwin is an expert on nineteenth century Hartford. He is the author of *Domesticating the Street: The Reform of*

Public Space in Hartford, 1850-1930, and the co-editor of *Major Problems in American Urban and Suburban Identity*. His presentation, “‘Blessed with a Vision of Refreshing Green:’ Lives of Comfort in Nineteenth Century Hartford,” will provide an overview of Hartford during Twain’s residency and of the relevant socio-economic trends of the period.

Kerry Driscoll, Professor of English at Saint Joseph College, Connecticut. Dr. Driscoll is the author of numerous articles and conference papers on Mark Twain, was on the Conference Planning Committee for the Fifth International Conference on the State of Mark Twain Studies at the Center for Mark Twain Studies at Elmira College, and is the Executive Coordinator of the Mark Twain Circle of America. She received a 2007 NEH Faculty Fellowship to complete her book, *Mark Twain Among the Indians*, which examines the evolution of Twain’s views on native peoples over his career. Her presentation, “The Origins of *Adventures of Huckleberry Finn*,” will introduce *Adventures of Huckleberry Finn* and explore its personal, creative, and socio-historical underpinnings.

John C. Bird, Associate Professor of English at Winthrop University, South Carolina. Dr. Bird is the author of numerous articles and conference papers on Mark Twain, the founder and former Editor of *The Mark Twain Annual* and a member of the Executive Committee of the Mark Twain Circle of America. He is working on a book about Mark Twain and the use of metaphor. His presentation, “The Use of Dialect in *Huckleberry Finn*,” will address the historical and theoretical backgrounds of literary dialect, and will provide teachers with the tools to teach the novel and deal with the central issues it presents of race and language. (Dr. Bird will participate only in the first session of the workshop; in session two, the subject of his presentation will be addressed by other lecturers, in particular Dr. Driscoll and Dr. Chadwick.)

Robert H. Hirst, General Editor of the Mark Twain Project at the University of California at Berkeley (“UCB”), Curator of the Mark Twain Papers at the Bancroft Library of UCB, and Professor of English. Dr. Hirst has headed the Mark Twain Project and the Mark Twain Papers since 1980. The Mark Twain Project is creating a comprehensive scholarly edition of all of Mark Twain’s writings – including his notebooks, letters, autobiography, unpublished literary manuscripts and articles, as well as critical

editions of his published books. The Mark Twain Papers at UCB is the largest collection of original documents by and about Mark Twain. Dr. Hirst's presentation, "Mark Twain on Racism: Evidence from the Manuscript of *Huckleberry Finn* and Other Documents," will use Mark Twain's own notes and drafts of *Adventures of Huckleberry Finn* to explore his attitudes on the issue of racism. (Second session only)

Douglas R. Egerton, Assistant Professor of History at LeMoyne College, New York. Dr. Egerton is the author of several books on American history, most recently *Death or Liberty: African Americans and Revolutionary America*. He was a script consultant and on-camera consultant for the PBS series "Africans in America" and "This Far by Faith." His presentation, "Mark Twain's South," will focus on the South that Twain knew as a child and as an adult. It will include a discussion of the forms of slavery that existed in towns like Hannibal, Twain's childhood home, as well as of miscegenation as both a historical fact and a topic for mythmaking in both the North and South.

Ann M. Ryan, Associate Professor of English at LeMoyne College, New York. Dr. Ryan is writing a book on Mark Twain's urban identity and its impact on his writing. She is also: the author of numerous articles, conference papers and presentations on Mark Twain; an Executive Committee member and past President of the Mark Twain Circle of America; and Editor of *The Mark Twain Annual*. Her presentation, "Mark Twain's Urban Identity," will explore the many years Twain lived in the urban and cosmopolitan centers of the world, and the impact such urban experiences had on his work – in particular his years in Hartford, which in Twain's time was a flourishing cultural and industrial hub.

Stephen Railton, Professor of English at the University of Virginia. Dr. Railton is the creator of the scholarly website *Mark Twain in His Times* (www.etext.lib.virginia.edu/railton), the author of *Mark Twain: A Short Introduction*, and the editor of *Twain's Connecticut Yankee in King Arthur's Court*. His presentation, "Huckleberry Finn – Classrooms and Controversy," will address the controversies presented by *Adventures of Huckleberry Finn*, and will provide strategies for dealing with them in the classroom, in part by using resources available on the internet. (First session of the workshop only.)

Jocelyn Chadwick, Director, Assessment and Instructional Resource Development, Discovery Education. Formerly, Dr. Chadwick was an Assistant Professor at Harvard University's Graduate School

of Education. Dr. Chadwick is the author of *The Jim Dilemma: Reading Race in Adventures of Huckleberry Finn*. She has written and spoken extensively on the issue of Mark Twain and race. She was a featured speaker at the 2001 White House Salute to Mark Twain, is a commentator in the Ken Burns' documentary for PBS, *Mark Twain*, and authored an essay in the accompanying book. Her presentation, "Issues in Teaching *Huckleberry Finn*," will include conversations about effective ways to make *Huckleberry Finn* relevant to students today. It will also address how teachers can approach the controversial themes of family, race, slavery, friendship, loyalty, religion and freedom, and will provide teaching rationales and planning strategies for Twain's work. (Second session of the workshop only.)

Michael J. Kiskis, Professor of American Literature at Elmira College, New York. Dr. Kiskis is the editor of *Mark Twain's Own Autobiography: The Chapters from the North American Review*, and the co-editor of *Constructing Mark Twain: New Directions in Mark Twain Scholarship*. He was the Co-Chair of the Fifth International Conference on the State of Mark Twain Studies, and is Past President of the Mark Twain Circle of America. His presentation, "Adventures of Huckleberry Finn and Mark Twain: How Biography and Criticism Reshape Our Reading," will explore the intersection of Mark Twain biography and criticism, and will consider how our understanding of Mark Twain's life and times, as well as our own contemporary critical perspective, shapes our study of *Adventures of Huckleberry Finn* and how we address the questions of race that are sparked by the novel. It will also examine the value of place to Mark Twain and the effect that place (and specifically Hartford) had on his creative approach to the novel.

Steven Courtney, the author of *Joseph Hopkins Twichell: The Life and Times of Mark Twain's Closest Friend*, will also speak to the teachers about Mark Twain's relationship with the Reverend Joseph Twichell of Hartford, who was Twain's closest friend, and about how Twichell's experiences as a Civil War chaplain influenced Twain's writings.

In addition to their presentations, the faculty members will be available during free periods to discuss their subject matter further with attendees, and to provide guidance on the development of the

teachers' lesson plans and on the practical classroom application of what the teachers have learned at the workshop.

The teachers will be further aided by: **Patricia Philippon**, the Chief Curator of The Mark Twain House & Museum, who will help them access the museum's research and archival resources; and **Dr. William Silva**, a high school social studies teacher with extensive experience in curriculum development and the training and mentoring of other teachers. Dr. Silva will act as master teacher for the workshop and will help the participants in the development of their lesson plans and classroom resources.

Letters of commitment from the faculty members and the master teacher are included with this application as Appendices D and E, respectively. The faculty members' resumes are included as Appendix F; the master teacher's resume is included as Appendix G.

D. Selection of Participants

Participants for the workshop will be chosen by a selection committee, in accordance with the NEH's guidelines for general eligibility and selection criteria. Preference will be given to middle or high school teachers who teach history/social studies or literature/English; however, teachers of other grades and subjects will not be precluded from attending. The committee will attempt to select teachers of varying levels of experience, so that newer teachers can benefit from the expertise of more experienced teachers, and the latter can benefit from the new perspectives of the former. The selection committee will be composed of: the Project Director, Craig Hotchkiss, who has more than thirty years' experience as a classroom teacher; the museum's Acting Executive Director and former Landmarks Project Director Jeffrey Nichols; and workshop faculty member Dr. Kerry Driscoll.

E. Professional Development

The Mark Twain House & Museum is authorized by the State of Connecticut Department of Education to issue Continuing Education Units to teachers who participate in its programs. Workshop

participants will be provided with a continuing education certificate of completion at the conclusion of the workshop.

F. Institutional Context

In addition to the restored Mark Twain House, the workshop site offers participants access to the museum's library and historically significant collections. The Mark Twain House & Museum's collections encompass more than 16,000 artifacts, including: period furnishings and decorative arts items, many of which belonged to Twain and his family; souvenirs that Twain brought back from his exotic travels; Twain's manuscripts and personal papers; family letters; books from Twain's personal library, many of which contain his marginalia; photographs and films of Twain and his family; and popular culture items from various periods that were inspired by Twain, his books and his characters. Many of these items are on display in the historic Twain House; others are showcased in the museum's permanent and special exhibitions; the rest are available through the museum's research library.

The library of The Mark Twain House & Museum contains approximately 4,300 volumes – many of them rare - by and about Mark Twain, his era and related Victorian topics. It includes: all of Twain's published works; copies of numerous letters and journals written by Twain; biographies of Twain and critiques of his works; books about Nook Farm and its residents; scholarly and popular books about Mark Twain and the issue of racism; research files about persons connected to Twain; reference copies of Twain's manuscripts; and photographs related to Mark Twain and his era. The library will be open to workshop participants as they develop their lesson plans, and the museum's staff will be available to help the teachers with their research.

The participants in the museum's past *Landmarks* workshops have found the access to the library and collections to be particularly valuable. They have made extensive use of the library's books, particularly biographies of Mark Twain and criticisms of his works, as well as the museum's manuscript and photograph collections. In addition, they used the library's computers for research and writing.

The workshop will be held at the Museum Center of The Mark Twain House & Museum, which features: classrooms with computer workstations and dedicated servers for teachers to use; an auditorium that seats 177 people; audio and visual recording equipment; distance-learning technology; exhibition galleries; a film about Mark Twain that was specially made for the museum by Ken Burns; and the library. All museum staff members will be available to the teachers to support their learning experience.

Attendees will stay at the Hilton Hotel in downtown Hartford, at a discounted rate (\$99 single / \$110 double). Bus transportation will be provided to and from the hotel and the museum. Workshop participants will receive lunch on-site and complimentary breakfast at the hotel. The Museum Center also features a café that will be available to participants, and the hotel has a full-service restaurant.

Teachers who have participated in past workshops at The Mark Twain House & Museum have praised the museum's staff and facilities, as well as the organization of the programs. Most importantly, they were pleased with the faculty and the intellectual content of the workshops, and felt that the workshops provided them with valuable knowledge and tools that would enhance their teaching. They have also said that having the workshops at the historic Mark Twain House significantly enhanced their experience, by giving them a better understanding of the man, his work and his community, and by providing them with access to unique resources, such as the museum's exhibitions and research library.

The museum uses the input it receives from participants to improve future workshops. For example, the bus tour was added in response to teachers' desire to learn more about the city of Hartford. In addition, as a result of past participants' comments, the schedule for the 2009 workshop includes more time for the teachers to work on their curriculum projects, and provides for a collaborative approach to those projects. [Evaluations that The Mark Twain House & Museum has received from participants in its most recent *Landmarks Workshop* are attached as Appendix H.]

G. Dissemination and Evaluation

Dissemination. As mentioned earlier in this narrative, The Mark Twain House & Museum will be working with the National Book Foundation to commemorate Mark Twain's legacy in 2010. One

element of that commemoration will be a website that will provide information about, and resources related to, Twain and his works. The museum plans to include the curriculum materials produced by the workshop participants on that website, so that they may be accessed by teachers who were unable to attend the workshop. The materials will also be available on the museum's website.

The museum has a special forum on its website for participants in its teacher workshops, as well as other educators. Teachers who participate in the 2009 workshop will be encouraged to use the forum: to communicate with each other, prior workshop participants, and the museum staff; to continue the discussions generated by the workshop; to share experiences and insights; or to seek additional information from other teachers, museum staff or workshop faculty. The museum will also use the forum to inform teachers of administrative items, such as scheduling changes, or updates to recommended reading.

During the course of the following academic year, the teachers will be encouraged to share their experiences in implementing the lesson plans through the website forum and through email contact with museum staff, so that the lessons they learn can benefit all attendees, as well as the participants in future teacher workshops.

Evaluation. At the conclusion of each week long session of the workshop, the museum will solicit evaluation forms from participating teachers, which will provide feedback on the workshop's content, instructors, format, and facilities. The workshop staff will also solicit evaluations from the faculty – both in writing and through post-program interviews. The staff will then review and summarize the results of these evaluations and the participant reports provided by the NEH. The resulting information will be used in developing the content and structure of future teacher workshops, as well as other educational programs for both teachers and students.

In addition, the Project Director and other relevant staff will meet following the conclusion of the first session of the workshop to review any issues that arose, and to identify any improvements that could be made to the operation of the second session of the workshop.

Appendix A

The Mark Twain House & Museum Landmarks of American History and Culture Workshop for Teachers 2009 Summer Workshop

AGENDA

Sunday

4:30-6:30 Welcoming reception and tour, Old State House, Hartford, CT (*optional*)

Monday

8:30-9:00 Arrive at MTH&M

9:00-10:00 Welcoming remarks from Craig Hotchkiss, Workshop Director, site orientation and distribution of materials

10:00-12:00 Tour of The Mark Twain House, and introduction to the museum's Research Library, by Patricia Philippon, Chief Curator
- Participants will learn about the House's history, architecture, decor and restoration, as well as about the museum's unique resources for research

12:00-1:00 Lunch

1:00-3:30 **Dr. Eugene Leach:** *The Gilded Age and Race*
This presentation will explore America's "Gilded Age" and race relations during that period, and their impact on the Nook Farm community and its activism.

3:30-5:30 Bus tour of historic Hartford led by Workshop Director

Tuesday

8:30-9:00 Arrive at MTH&M

9:00-11:30 **Dr. Peter Baldwin:** *"Blessed with a Vision of Refreshing Green:" Lives of Comfort in Nineteenth Century Hartford*
This lecture will provide an overview of Hartford during Twain's residency and of the relevant socio-economic trends of the period.

11:30-1:30 Small group tours of the Harriet Beecher Stowe Center (led by staff of the Stowe Center);
Lunch

1:30-4:00 **Dr. Kerry Driscoll:** *The Origins of Adventures of Huckleberry Finn*
This session will introduce *Adventures of Huckleberry Finn* and explore its personal, creative, and socio-historical underpinnings.

4:00-5:00 Teachers will meet with the Master Teacher to review expectations, and resources available, for the preparation of lesson plans and other curriculum materials.

Wednesday

8:30-9:00 Arrive at MTH&M

9:00-11:30 Week One: **Dr. John Bird:** *Use of Dialect in Huckleberry Finn*
Adventures of Huckleberry Finn broke ground as a novel in large part due to Twain's use of language, and his decision to use a vernacular voice for the entire length of a novel, with various other voices embedded within the narrative. This session will address the historical and theoretical backgrounds of literary dialect, and will provide teachers with the tools to teach the novel and deal with the central issues it presents of race and language.
(note: Dr. Bird is not available to participate in week two; therefore, in that week's session, the subject of his presentation will be discussed by other lecturers, in particular Dr. Driscoll and Dr. Chadwick).

Week Two: **Dr. Robert Hirst:** *Mark Twain on Racism: Evidence from the Manuscript of Huckleberry Finn and Other Documents*
This presentation will use Mark Twain's own notes and drafts of the *Adventures of Huckleberry Finn* to explore his attitudes on the issue of racism.

11:30-12:30 Lunch

12:30- 3:00 **Dr. Douglas Egerton:** *Mark Twain's South*
This session will focus on the South that Twain knew as a child and as an adult. It will include a discussion of the forms of slavery that existed in towns like Hannibal, Twain's childhood home, as well as of miscegenation as both a historical fact and a topic for mythmaking in both the North and South.

3:00-5:00 **Dr. Ann Ryan:** *Mark Twain's Urban Identity*
Although most often represented as the product of either a pastoral southern boyhood or a wild western youth, Mark Twain was equally affected by his many years living in the urban and cosmopolitan centers of the world. This session will examine the impact such urban experiences had on his work – in particular his years in Hartford, which in Twain's time was a flourishing cultural and industrial hub.

Thursday

8:30-9:00 Arrive at MTH&M

9:00-11:30 Week One: **Dr. Stephen Railton:** *Huckleberry Finn – Classrooms and Controversy*
This session will address the controversies presented by *Adventures of Huckleberry Finn*, and will provide strategies for dealing with them in the classroom, including by using resources available on the internet.

Week Two: **Dr. Jocelyn Chadwick:** *Issues in Teaching Huckleberry Finn*
This session will include conversations about effective ways to make *Huckleberry Finn* relevant to students today. It will also address how teachers can approach the controversial themes of family, race, slavery, friendship, loyalty, religion and freedom, and will provide teaching rationales and planning strategies for Twain's work.

- 11:30-12:30 Lunch
- 12:30-5:00 Teachers will work on their curriculum development projects, with the aid of the Master Teacher.
- 5:00-6:30 Dinner break
- 6:30-8:00 Presentation by Steven Courtney, the author of *Joseph Hopkins Twichell: The Life and Times of Mark Twain's Closest Friend*.

Friday

- 8:30-9:00 Arrive at MTH&M
- 9:00-11:30 **Dr. Michael Kiskis:** *Adventures of Huckleberry Finn and Mark Twain: How Biography and Criticism Reshape Our Reading*
 This session will explore the intersection of Mark Twain biography and criticism, and will consider how our understanding of Mark Twain's life and times, as well as our own contemporary critical perspective, shapes our study of *Adventures of Huckleberry Finn* and how we address the questions of race that are sparked by the novel. It will also examine the value of place to Mark Twain and the effect that place (and specifically Hartford) had on his creative approach to the novel.
- 11:30-12:30 Lunch
- 12:30- 5:00 Teachers will finish their curriculum development work, and will have the opportunity to share their work with the other teachers.

**The Mark Twain House & Museum
Landmarks of American History and Culture Workshop for Teachers
2009 Summer Workshop**

Recommended Reading

Required Reading

Prior to attending the workshop, participants will be expected to have read both Adventures of Huckleberry Finn and The Adventures of Tom Sawyer, by Mark Twain

It is also recommended that participants read Mr. Clemens and Mark Twain: A Biography, by Justin Kaplan

Recommended Reading to Prepare for Workshop Sessions

To obtain the maximum benefit from the workshop, it is recommended that participants read the selections indicated for each presentation. The museum will provide each participant with a packet containing the selections.

MONDAY

Mark Twain: An Illustrated Biography, by Dayton Duncan, Ken Burns & Geoffrey C. Ward
-- Chapters 5& 6

TUESDAY

Dr. Peter Baldwin: Lives of Comfort in Nineteenth Century Hartford

Excerpts from Cigliano, Jan & Landau, Sarah Bradford, eds. The Grand American Avenue, 1850-1920.
San Francisco: Pomegranate Artbooks, 1994.

Dr. Kerry Driscoll: The Origins of *Adventures of Huckleberry Finn*

Kennedy, Randall. "The Protean N-Word," from Nigger: The Strange Career of a Troublesome Word. New York: Vintage Books, 3-44.

Morrison, Toni. "Introduction" to Adventures of Huckleberry Finn. The Oxford Mark Twain. New York: Oxford University Press, 1996, xxxi-xli.

Nilon, Charles, "The Ending of *Huckleberry Finn*: 'Freeing the Free Negro,'" in Satire or Evasion: Black Perspectives on Huckleberry Finn. Durham: Duke University Press, 1992, 62-76.

Smith, David. "Huck, Jim, and American Racial Discourse," in Satire or Evasion: Black Perspectives on Huckleberry Finn. Durham: Duke University Press, 1992, 103-120.

Wonham, Henry. "'I Want a Real Coon': Twain and Ethnic Caricature," in Playing the Races: Ethnic Caricature and American Literary Realism. New York: Oxford University Press, 2004, 69-100.

Twain, Mark. Chapter XIII of Mark Twain's Own Autobiography (on memories of slave life at Uncle Quarles Farm) (1906).
"Corn-pone Opinions" (1901).
"Sociable Jimmy" (1874).
"A True Story" (1874).

WEDNESDAY

Dr. John Bird: The Use of Dialect in Huckleberry Finn

Carkeet, David. "The Dialects in *Huckleberry Finn*." *American Literature* 51 (1979): 315-332.

Sewell, David R. Mark Twain's Languages: Discourse, Dialogue, and Linguistic Variety. Berkeley: U of California Press, 1987.

Dr. Robert Hirst: Mark Twain on Racism: Evidence from the Manuscript of Huckleberry Finn and Other Documents

Twain, Mark. Adventures of Huckleberry Finn

Rush, Sharon E. Huck Finn's "Hidden" Lessons: Teaching and Learning across the Color Line. Lanham: Rowman & Littlefield Publishers, 2006.

Dr. Douglas Egerton: Mark Twain's South

Twain, Mark. Adventures of Huckleberry Finn
The Tragedy of Pudd'nhead Wilson
"A True Story"

Dr. Ann Ryan: Mark Twain's Urban Identity

Twain, Mark. The Prince and the Pauper, chapter 2
Adventures of Huckleberry Finn, chapter 5
The Tragedy of Pudd'nhead Wilson
"A True Story"

THURSDAY

Dr. Jocelyn Chadwick: Issues in Teaching Huckleberry Finn

Chadwick, Jocelyn. The Jim Dilemma: Reading Race in Huckleberry Finn by Jocelyn Chadwick

FRIDAY

Dr. Michael Kiskis: Adventures of Huckleberry Finn and Mark Twain: How Biography and Criticism Reshape Our Reading

Twain, Mark. A Connecticut Yankee in King Arthur's Court
Adventures of Huckleberry Finn
The Adventures of Tom Sawyer
The Tragedy of Pudd'nhead Wilson

Kiskis, Michael J., ed. Mark Twain's Own Autobiography: The Chapters from The North American Review, Madison: University of Wisconsin Press, 1990.