



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Landmarks of American History and Culture Workshops application guidelines at <http://www.neh.gov/grants/guidelines/landmarks.html> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Huck, Jim, and Jim Crow

Institution: Mark Twain House

Project Director: Craig Hotchkiss

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

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 ***Huck, Jim and Jim Crow*** - will provide an in-depth exploration of the socio-historical and political context of Twain’s 1885 masterpiece Adventures of Huckleberry Finn. Specifically, the program will focus on the complex racial climate of the post-Reconstruction era on both the national and local levels, and the ways in which attitudes toward newly enfranchised African Americans influenced the novel’s composition and content. More specifically, the workshop will examine the determinative impact that Mark Twain’s experiences and relationships in Hartford, Connecticut (where he lived from 1871 to 1891) had on his views concerning racial equality and his representation of African Americans, not only in Huckleberry Finn but in other works as well. It will provide participating educators with the necessary knowledge to teach their students about Huckleberry Finn, the important issues it addresses, and the controversies it has engendered. Thus, the workshop will ensure that this important work of American literature and history, whose message is still very relevant today, continues to be taught to America’s youth.

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. Twain’s current relevance is demonstrated by the fact that his recently published Autobiography, which was produced with the support of the NEH, debuted near the

top of best-seller lists across the country, and remains on those lists months later. The continued influence of Mark Twain is further evidenced by the multitude of public events and publications, both in the United States and around the world, that commemorated the 2010 centennial of his death

Mark Twain's cultural significance remains undiminished a century 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 took him nine years to complete. The book was a groundbreaking piece of fiction for its innovative use of realistic characters and regional vernacular, and, thus, 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. Throughout the novel, 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 the important message of the work is too often lost among the controversy generated by the fact that the book includes an

offensive racial epithet. Huckleberry Finn is one of the most challenged books in America's schools, and many districts are reluctant to include it in their curriculum. Even at schools where the book is required reading, 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, teachers and school districts from across the country frequently contact the museum for guidance on how to teach the work effectively and appropriately in the classroom.

This workshop is particularly timely given the controversial publication this year of a “sanitized” version of Huckleberry Finn in which racist terms are replaced with less offensive ones. This censorship greatly dilutes the power of Twain's message. Racism is ugly and its expression is uncomfortable to read. But Twain's use of language was purposeful. He wanted to convey a realistic portrayal of the racism of the period in which the book was written – racism that has had an indelible and continuing impact on our nation's history and culture. This workshop will provide educators with the necessary knowledge, as well as practical strategies, to address the racial issues presented by the book appropriately in the classroom.

To truly understand Huckleberry Finn and its author's motivation, and to be able to teach the work effectively, an educator must know the historical underpinnings of its genesis. The book is often mischaracterized as an abolitionist work; however, Twain did not begin to compose it until 1876, nine years after the Civil War. By the time the novel was published in 1885, two decades had elapsed since the abolition of slavery. The book was, in fact, written as a reaction to the failure of Reconstruction, and the resurgence of racism in the South after the contested election of 1876, as evidenced by the adoption of Jim Crow laws. Therefore, the workshop will use Mark Twain's life and works, and the museum's collections and resources, including the

landmark Mark Twain House, as tools to examine this pivotal period in American history. It will provide participants with the historical and personal context necessary to fully comprehend the powerful messages of Twain's writings. 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 Jim Crow era and Twain's attitudes on race, including his story "A True Story Reprinted Word for Word as I Heard It," and the essays "Corn-Pone Opinions" and "The United States of Lyncherdom."

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 time 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 critical period in his development, both as a man and as an author. During these two decades, Twain completed his evolution from a Southerner son of a slave owner to a "Connecticut Yankee." 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. 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 African American students, including Warner T. McGuinn, one of the first African Americans to attend Yale Law School; he championed the career of Frederick Douglass; 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, including his views on race, can be attributed, in part, to his interactions with his Hartford 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, which 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." Hartford, and especially the Nook Farm neighborhood, was also a stronghold of Connecticut's ardently abolitionist Republican Party, which Twain embraced as a resident during Reconstruction.

Although it was a progressive, affluent northern city, Hartford was by no means immune from the racial and class bigotry found in 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.

Twain’s views on African Americans, and his portrayal of them in his works, was also influenced by his personal relationships with two Hartford residents – Charles Ethan Porter and George Griffin. Charles Ethan Porter was an African American still-life artist who had a studio in Hartford. Twain purchased Porter’s work (in fact, participants will see one of his paintings on display in the Mark Twain House), and advanced his career by recommending his work to Hartford’s “elites.” In 1881, when Porter went to Paris to study, Twain gave him a letter of recommendation and may have also provided financial support. In his letter, Twain tellingly referred to Porter as a “friend” and as a “citizen” of Hartford.

George Griffin was a former slave who worked as Twain’s butler at his Hartford home from 1875 to 1891. Griffin was an integral part of the household and had a close relationship with Twain. The author frequently expressed his affection and respect for Griffin. For example, in the early 1900s, Twain wrote “A Family Sketch,” an intimate memoir of his family life. More than a third of this sixty-four page unpublished manuscript is devoted to Twain’s recollections of Griffin, whom he described as “handsome, well built, shrewd, wise, polite, always good-natured, cheerful to gaiety, honest, religious, a cautious truth-speaker, devoted friend to the family, champion of its interests...” He further wrote, “He was invaluable ... There was nothing commonplace about George.” It is believed that Griffin was a significant influence on Twain’s characterization of Jim in Huckleberry Finn. It is also believed that Griffin was the “G.G.”

referred to by Twain in the introduction to the book. The Mark Twain House will provide teachers with valuable insight into the daily lives and interactions of Twain and Griffin. For example, they will experience Griffin’s restored room, which is located just a few steps from Twain’s billiard room “sanctuary” on the third floor, where the two men are known to have played many a game into the wee hours of the morning.

Another person who is believed to have influenced Twain’s work, including Huckleberry Finn, was the southern writer George Washington Cable. Cable visited Twain’s Hartford home frequently during the period when Twain was writing the novel, including a visit of several weeks in early 1884 when Twain was editing proofs of the book. In November 1884, the two men embarked on a national speaking tour, billed as “The Twins of Genius Tour.” They opened in Connecticut, and traveled to eighty cities over four months. During the tour, Cable published the controversial essay “The Freedman’s Case in Equity,” in which he expressed his view that freed slaves and their descendents should enjoy the full rights and benefits of citizenship. Although they were both native Southerners, Twain and Cable chose to become New Englanders and embraced the lifestyle embodied by the Mark Twain House.

On-Site Resources. The Mark Twain House provides a unique and in-depth perspective on Mark Twain and his life. Participants in past workshops at the museum have found this insight into the man and his work invaluable. As one teacher explained, the opportunity to experience Twain’s home provided her with the ability to convey a sense of history and place to her students.

In addition to providing an understanding of the everyday life in Twain’s household, the Mark Twain House 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 Near East and India, all places to which Twain 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 extensive information about the lives of Twain's immigrant and African-American servants, most notably George Griffin, who were representative of growing demographic trends of the period.

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 correspondence, manuscript and photograph collections.

During the workshop, the museum will be hosting *Hateful Things*, a traveling exhibition that features racist artifacts from the Jim Crow Museum, located on the campus of Ferris State University in Michigan. The museum will supplement this exhibition by displaying Twain-era items from its own and other collections. The exhibition will explore the legacy of Jim Crow in American life and culture from Twain's era to today. The teachers will participate in a special tour of the exhibition, which will be conducted in the first week by the exhibition's curator, that will provide the teachers with an opportunity to learn how popular culture items can be used as educational tools to teach both history and tolerance.

Intended Impact of the Workshop on Teachers and their Students. 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, in particular *Adventures of Huckleberry Finn*, and the important themes addressed therein, to their students in a meaningful, appropriate and inspirational way. It will also prepare teachers to educate their students about a complex and pivotal period in American thought and history. Participants will create lesson plans that they can implement during the

following academic year, and will receive valuable reference materials that they can utilize in the classroom. The participants will also share strategies with leading scholars and with fellow teachers from across the country. All of these activities will make the teachers better equipped to educate their current and future students about our nation's rich culture, literary tradition and history, which, in turn, will ensure that our young people gain an appreciation for how our past continues to impact our culture and society today.

A past workshop participant recently wrote: "I wanted to tell you what a difference the Mark Twain workshop two years ago made in my teaching. You empowered me to teach Twain in a whole new way. Before I came to the conference, my students were not enthusiasts of Mark Twain. Now, after seeing my passion for the man and his writing, they are crazy about him...I have spoken at three conferences on Twain and his works since the conference – one of which was the Texas statewide conference for English teachers in Austin, Texas."

B. Content and Design of the Workshop

There will be two five-day sessions of the workshop; the first will be held July 9 - July 13, 2012, and the second July 23 - July 27, 2012. 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 household members, including Twain's family and his minority and immigrant servants;
- late 19th century Hartford, its residents, and their influential relationships with Twain, in particular, Charles Ethan Porter and George Griffin;
- a historical overview of Reconstruction and the advent of the Jim Crow era:

- how the events and norms of the post-Reconstruction era, such as the minstrel tradition, are reflected in Twain’s works;
- Twain’s relationship with southern writer George Washington Cable;
- Adventures of Huckleberry Finn and its impact on American literature and culture, as well as its use by Twain to address racism and the failure of Reconstruction;
- 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 our 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 popular culture artifacts, letters and manuscripts, from museum collections and exhibitions as tools for teaching 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 and discussion with the scholars and the other participants. (The scholars and their presentations are described further in Section C. below) In addition, on the first day, the museum’s Chief Curator and the Project Director 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. Time will be set aside throughout the workshop 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.

Required and Recommended Reading. Prior to attending the workshop, all participants will be required to read the Broadview Press edition of Twain’s Adventures of Huckleberry Finn, including the appendices. These appendices include a wealth of materials that provide historical context for the work, such as nineteenth century representations of slavery and race found in period publications and illustrations, contemporary reviews of Huckleberry Finn, and press coverage of the Concord Library’s banning of the work in 1885. They also include other writings by Twain that further illuminate the text and Twain’s evolving viewpoints on the issues of race and equality, such as: “A True Story Reprinted Word for Word as I Heard It;” excerpts from Twain’s Autobiography; “Jim’s Ghost Story,” a manuscript passage that was excluded from the final version of Huckleberry Finn; and excerpts from other books, essays and speeches by Twain. George Washington Cable’s essay “The Freedman’s Case in Equity” is also included in the volume. By reading these materials, the participants will gain an understanding

of the text and its context that will greatly enhance their participation in the various scholar-led sessions.

To ensure that all participants come to the workshop with basic information about Mark Twain, they will also be required to read Mark Twain: A Life by Ron Powers. 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, as well as a list of other recommended readings that would enhance their understanding of the workshop's themes. A list of required and recommended readings for participants is attached as Appendix B.

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 sessions. Time will be set aside each day for the teachers to work on these projects, under the guidance of a Master Teacher with extensive experience in curriculum development. 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.

Dissemination of Workshop Products. The benefits of the workshop will extend far beyond the teachers who actually attend the program. Participants in previous workshops have reported that they used what they learned to make presentations to their colleagues at their home school and at other schools in their region and state. Many teachers also share the curriculum

materials that they develop at the workshop with their colleagues. In addition, the museum will post the materials produced by the teachers on its website, where they can be accessed by other educators across the country.

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 four prior Landmarks of American History and Culture Workshops on different topics, and is producing a three-week traveling NEH Institute for Teachers in July 2011, entitled “Mark Twain and the Culture of Progress,” that will offer an in-depth examination of Twain’s Roughing It and A Connecticut Yankee in King Arthur’s Court. Although the themes and content of the previous workshops have been different, the museum has drawn on its experience in producing those successful programs in developing the content and structure of this workshop. A more detailed explanation of how that experience has informed this workshop can be found at page 22 of this application.

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

participant evaluations of the museum's most recent Landmarks Workshop, which was held in 2009, are included with this application.

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. He was the Project Director for the 2009 Landmarks Workshop and was assistant director of two previous Landmarks Workshops. He is the Co-Director, with faculty member Kerry Driscoll, of the 2011 Institute for Teachers. 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. His resume is attached as Appendix C.

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

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, "Performing 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.

Kerry Driscoll, Professor of English at Saint Joseph College, Connecticut. Dr. Driscoll received a NEH Faculty Fellowship to work on her upcoming book, Mark Twain Among the Indians, which examines the evolution of Twain's views on native peoples. In addition, she 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, is the Executive Coordinator of the Mark Twain Circle of America, was a faculty member for four NEH Landmarks of American History & Culture Teacher Workshops; and is the Co-Director of the 2011 Teacher Institute. Mr. Hotchkiss consulted with Dr. Driscoll in developing the 2012 workshop. Her presentation, “The Origins of *Adventures of Huckleberry Finn*,” will introduce Adventures of Huckleberry Finn and explore its personal, creative, and socio-historical underpinnings.

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, and is the publisher of the best-selling Mark Twain’s Autobiography. 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.

Wilbert Jenkins, Associate Professor of History at Temple University. Dr. Jenkins is the author of several books on the post-Civil War era, including Climbing Up to Glory: A Short History of African Americans during the Civil War and Reconstruction. His presentation, “Climbing Up to Glory,” will provide a historical overview of Reconstruction and the advent of

the Jim Crow era, and survey the national issue of race relations after 1876 that informed Twain's composition of Huckleberry Finn.

Eric Lott, Professor of American Studies at the University of Virginia. Dr. Lott has authored numerous articles and books that examine racism in American history and culture, including the book, Love and Theft: Blackface Minstrelsy and the American Working Class. His presentation, "Mark Twain and the Minstrel Tradition," will explore the popular portrayal of African Americans during the late nineteenth century, in particular with respect to blackface minstrelsy, and the influence of such portrayals on Adventures of Huckleberry Finn.

Bruce Michelson, Professor of American Literature and Director of Campus Honors Program at the University of Illinois, and immediate Past President of the Mark Twain Circle of America. Dr. Michelson is the author of numerous articles and books on Mark Twain, including his most recent book, Printer's Devil: Mark Twain and the American Publishing Revolution. Dr. Michelson's presentation, "The Evasion: the Problem of the Novel's Ending," will examine the issues raised by the ending of Huckleberry Finn, and contemporary and current reactions to it.

David Pilgrim, Vice President for Diversity and Inclusion, Ferris State University. Dr. Pilgrim, an applied sociologist, is the founder and curator of the Jim Crow Museum and the curator of the traveling exhibition of racial artifacts *Hateful Things*, which the teachers will experience during the workshop. Dr. Pilgrim will conduct a private tour of the exhibition for the teachers and demonstrate how they can use objects of intolerance to provide historical context and to teach tolerance. (Dr. Pilgrim will only be available the first session of the workshop, so Mr. Hotchkiss will conduct the tour in the second week, based on input from Dr. Pilgrim.)

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 editor of the Broadview Edition of Adventures of Huckleberry Finn, the author of Mark Twain: A Short Introduction, and the editor of Twain's Connecticut Yankee in King Arthur's Court. His presentation, "Twain, Cable & the Racial Implications of the 'Twins of Genius Tour,'" will examine Cable's relationship with Twain, and Twain's and the public's reactions to Cable's controversial essay.

Ann M. Ryan, Associate Professor of English at LeMoyne College, New York, is the co-editor of Cosmopolitan Twain, which examines Mark Twain's experiences as an urban resident and their impact on his sensibilities and his work. She is also the author of numerous articles, conference papers and presentations on Mark Twain; an Executive Committee member and a past President of the Mark Twain Circle of America; and Editor in Chief of *The Mark Twain Annual*. Her presentation, "Haunted by Race: Mark Twain and the Fear of Black Men," will explore the common perception of black men in white society during the nineteenth century, as portrayed in Huckleberry Finn through characters such as "Sister Hotchkiss."

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, and **Mallory Howard** the museum's Curatorial Assistant, who will help them access the museum's research and archival resources; and **Stephen Armstrong**, who has taught high school social studies for more than thirty years, and has extensive experience in curriculum development and the training and mentoring of other teachers. Mr. Armstrong will

serve as a 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 Appendix D. The faculty members' resumes are included as Appendix E; the master teacher's resume is included as Appendix F.

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 Executive Director and a 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

The workshop will be held at the Museum Center of The Mark Twain House & Museum, a modern 33,000 square foot building that features: classrooms with laptops for teachers to use; WiFi access; an auditorium that seats 177 people; audio and visual recording equipment; distance-learning technology; exhibition galleries; a theater showing a film about Mark Twain that was specially made for the museum by Ken Burns; the research library; and the archives. All museum staff members will be available to the teachers to support their learning experience, which past participants have greatly appreciated.

Attendees will stay at the West Hartford Inn, which is located less than two miles from the museum, at a discounted rate of \$65 (single occupancy), including breakfast. The hotel offers internet access and an exercise room, and is within easy and safe walking distance of numerous stores, restaurants, coffee shops, entertainment venues, and the public library. Bus transportation will be provided between the hotel and the museum each day. Workshop participants will receive lunch on-site at the museum each day, so that they can use this time to interact among themselves and with the workshop faculty and staff, if they wish. The Museum Center also features a café that will be available to participants.

Participants in the museum's past workshops have praised the 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 said they acquired valuable knowledge and tools that would greatly improve and invigorate 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, research library and archives.

The Mark Twain House & Museum
2012 Landmarks of American History and Culture Workshop for Teachers
Huck, Jim and Jim Crow

SCHEDULE

Sunday

5:00-6:30 Welcoming reception for teachers (*optional*)

Monday

8:30-9:00 Arrive at MTH&M via bus from hotel

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

10:00-12:30 Tour of The Mark Twain House, and introduction to the museum's research library and archives by Patricia Philippon, Chief Curator & Archivist

12:30-1:30 Lunch (Lunch will be provided at the museum each day, so that participants can use this time to interact among themselves and with the workshop faculty and staff, if they wish. The museum's library and archives will also be available to them at this time.)

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 Stephen Armstrong, the Master Teacher, to review expectations, and resources available, for the preparation of lesson plans and other curriculum materials; and to brainstorm about how to best meet their classroom needs.

Tuesday

8:30-9:00 Arrive at MTH&M via bus from hotel

9:00-11:30 **Dr. Wilbert Jenkins:** *Climbing Up to Glory – African Americans from the Civil War to the Failure of Reconstruction*
This session will provide a historical overview of Reconstruction and the advent of the Jim Crow era, particularly as it was experienced by African Americans, and survey the national issue of race relations after 1876 that informed Mark Twain's composition of Huckleberry Finn.

11:30 – 12:30 Lunch

12:30-3:00 **Dr. Eric Lott:** *Mr. Clemens and Jim Crow: Twain, Race and Blackface*
This session will explore the portrayal of African Americans during the late nineteenth century, in particular with respect to blackface minstrelsy, and the influence of such portrayals in Adventures of Huckleberry Finn and other Twain works.

3:00-5:00 Teachers can use this time to do research in the museum's library and archives and to work on their curriculum projects with the aid of Mr. Armstrong. They can also take guided tours of the neighboring Harriet Beecher Stowe Center.

Wednesday

8:30-9:00 Arrive at MTH&M via bus from hotel

9:00-11:30 **Dr. Robert Hirst:** *Mark Twain on Racism: Evidence from the Manuscript of Huckleberry Finn*
This session 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- 2:00 **Craig Hotchkiss,** *Transgressing the Color Line: Mark Twain, George Griffin, and Charles Ethan Porter*
This session will examine Twain's relationships with George Griffin and Charles Ethan Porter, and their influence on the author's views, and characterizations, of African Americans. George Griffin was an African American who had been born a slave, and who worked as Mark Twain's butler from 1875 to 1891. He was an influential member of Twain's Hartford household, and is the "G.G. Chief of Ordnance" referred to in the opening note to Adventures of Huckleberry Finn. Charles Ethan Porter was a pioneering nineteenth century African American artist who had a studio in Hartford. Mark Twain purchased Porter's work (one of his paintings is on display in the Mark Twain House), and provided Porter with a letter of recommendation when he went to Paris to study in 1881.

2:00-2:15 Break

2:15-4:45 **Dr. John Bird:** *Performing 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.

4:45-6:30 Dinner break

6:30-8:45 **Dr. David Pilgrim:** *Hateful Things*
Dr. Pilgrim, the curator of the exhibition *Hateful Things*, will lead a private tour of the exhibition for participants, and will discuss how teachers can use objects of intolerance to provide historical context and to teach tolerance. (Dr. Pilgrim will only be available the first week, so Mr. Hotchkiss will conduct the tour in the second week, based on input from Dr. Pilgrim.)

Thursday

- 8:30-9:00 Arrive at MTH&M via bus from hotel
- 9:00-11:30 **Dr. Bruce Michelson:** *The Evasion: the Problem of the Novel's Ending*
The ending of Huckleberry Finn has engendered much discussion and criticism. This session will examine the book's ending section, the issues it raises, and the various reactions to it today and at the time of its publication.
- 11:30-12:30 Lunch
- 12:30-3:00 **Dr. Ann Ryan:** *Haunted by Race: Mark Twain and the Fear of the Black Man*
This session will explore the gothic nature of Huckleberry Finn, and specifically the way in which Twain explored white fear of black masculinity.
- 3:00-5:00 Teachers will continue working on their curriculum development projects, with the aid of Mr. Armstrong.

Friday

- 8:30-9:00 Arrive at MTH&M via bus from hotel
- 9:00-11:30 **Dr. Steven Railton:** *Twain, Cable & the Racial Implications of the "Twins of Genius Tour"*
In 1884-85, Mark Twain and Southern writer George Washington Cable went on a national speaking tour, billed as "The Twins of Genius." During the tour (which opened in Connecticut), Cable published his controversial essay "The Freedman's Case in Equity," which argued that freed slaves and their descendants should enjoy the full rights and benefits of citizenship. This session will examine Cable's essay and the public's and Twain's reaction to it.
- 11:30-12:30 Lunch
- 12:30- 5:00 Curriculum Presentations: Teachers will have the opportunity to share their work with the other teachers, and to obtain feedback from their peers, the Master Teacher and workshop faculty.

Note:

- All scholar-led sessions will include a break of at least fifteen minutes halfway through. They will also feature opportunities for questions and for group discussion.
- The museum plans to offer an evening event during each of the weeks of the workshop, which the teachers can choose to attend. The events that will be offered have not yet been determined, but in past years, they have included lawn concerts, appearances by authors, and a community "ice cream social."

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Reading List for Participants

Required Reading to Prepare for the Workshop

All participants should read the following books prior to attending the workshop:

- Adventures of Huckleberry Finn by Mark Twain, ed. by Stephen Railton (Broadview Press 2011). Participants should read the text of Twain's novel, as well as the appendices, which include other relevant writings by Twain, as well as extensive contextual materials, such as contemporary reviews, passages deleted from the original manuscript, advertisements for the book, and a range of materials, from newspaper articles to minstrel show scripts to contemporary fiction, showing how race and slavery were depicted in the larger culture at the time.
- Mark Twain: A Life by Ron Powers.

Recommended Reading to Prepare for the Workshop

To prepare for the workshop, it is recommended that participants read at least some of the following books, which offer valuable information about, and perspectives on, the subject matter of the workshop:

- The N Word: Who Can Say It, Who Shouldn't, and Why, by Jabari Asim (Mariner Books, 2008)
- The Jim Dilemma: Reading Race in Huckleberry Finn, by Jocelyn Chadwick-Joshua (University Press of Mississippi, 1998)
- Searching for Jim: Slavery in Sam Clemens's World, by Terrell Dempsey (University of Missouri, 2003)
- A Short History of Reconstruction, by Eric Foner (Harper Perennial, 1990)
- Climbing Up to Glory: A Short History of African Americans during the Civil War and Reconstruction, by Wilbert L. Jenkins (SR Books, 2002)
- Nigger: The Strange Career of a Troublesome Word, by Randall Kennedy (Vintage, 2003)
- Satire or Evasion? Black Perspectives on Huckleberry Finn, ed. by James S. Leonard, Thomas A. Tenney & Thadious M. Davis (Duke University Press, 1991)

Participants should also familiarize themselves with the content of the following websites:

- "The History of Jim Crow," www.jimcrowhistory.org [this is a site for educators that was created in support of the 2002 PBS series, "The Rise and Fall of Jim Crow"]

- “Mark Twain in His Times,” <http://etext.lib.virginia.edu/railton>, in particular the content related to Adventures of Huckleberry Finn [this is an award-winning web-based electronic archive that was created by Dr. Stephen Railton]

Additional Readings to Prepare for Each Workshop Presentation

At the commencement of the workshop, participants will receive a binder that will include selections for them to read to prepare for each faculty member’s presentation. These selections will include excerpts from Twain’s correspondence and other writings, essays, articles, and book excerpts that add valuable context to the presentations.