NATIONAL ENDOWMENT FOR THE
Humanities

DIVISION OF **EDUCATION PROGRAMS**

Narrative Section of a Successful Proposal

The attached document contains the 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 proposal may be crafted. Every successful proposal is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the program guidelines at http://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

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:	Thomas Jefferson and Community Life at Monticello and the University of Virginia
Institution:	University of Virginia
Project Director:	Lisa Reilly
Grant Program:	Landmarks of American History and Culture Workshops

NARRATIVE DESCRIPTION

Thomas Jefferson's writing of the *Declaration of Independence* and *Virginia Statute for Religious Freedom* and his role as the "Father of the University of Virginia" are well-known (and inscribed on his gravestone), as are his tenure as the third President of the United States and the architect of his beloved Monticello.

The University of Virginia and Monticello, both World Heritage Sites, in particular, are seen as emblems of his personal philosophy, especially of his interest in promoting freedom and democracy. Both are located in Charlottesville, Virginia where Jefferson spent most of his life, particularly from his retirement in 1809 until his death in 1826. Both have long been interpreted as providing extensive evidence of his life and work. Now this evidence—of both Jefferson's private life and that of the wider Monticello and University communities—is easily accessible through the web; his personal writings, recorded comments by his slaves, drawings, and digital reconstruction of the sites are all now available for independent exploration through various online collections.

"'All Men Are Created Equal'? Thomas Jefferson and Community Life at Monticello and UVA" seeks to bring schoolteachers together with some of the foremost scholars on Thomas Jefferson, among them several who helped create the aforementioned digital resources, in two workshops during the summer of 2016. These programs would explore not only the public spaces that Monticello and the University of Virginia represent, but the private ruminations of their founder as seen through textual, architectural, and archaeological evidence. Such a study, located in historic Charlottesville, VA, and conducted at Monticello and on grounds at the University, will afford participants an unusual opportunity for understanding the private life of

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Thomas Jefferson that will provide insight into his public institutions, his most prominent writings, and the seemingly contradictory aspects of his public image and private life.

That there is a connection between Jefferson's private life and his public pronouncements and acts, and that that connection may be vexed enough to be worthy of careful, thoughtful study, can be unknown to no one even minimally concerned with the history of slavery and its consequences for American political life. Both Monticello and the University have developed extraordinary resources for studying that connection, and similar placed-based investigation is no less possible in regard to the rest of Jefferson's Charlottesville career. These workshops will provide participants with a vivid sense of how to connect foundational elements of American history with the life—and places—of one of its central makers.

A. Intellectual Rationale

While all schoolchildren (and their teachers) may be familiar with Jefferson's writing of the Declaration of Independence and perhaps of the *Virginia Statute for Religious Freedom*, less well-known are his meticulous, and indeed obsessive, records of daily life at Monticello. Through these recently digitized records, a new window has been opened not only into life at Monticello, but into life in the late 18th and early 19th-century America more generally.

Even more than many of his famously meticulous, letter-writing contemporaries, Thomas Jefferson kept copious notes of everything that happened on a daily basis on his plantation, and with regard to his planning and building of the University of Virginia. The extensive textual and material evidence that survives makes possible the study of Jefferson as public figure using primary sources such as his letters and personal effects. Through writings such as his Farm Book and his letters we can now begin to gain insight into the workings of everyday life for the larger Monticello community, both free and enslaved.

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While earlier scholarship as well as on-site research at Monticello and the University of Virginia focused largely on Jefferson's life as a public figure, more recent investigations have used the archaeological, textual, and material evidence to consider a wider array of topics. These include the role of women at Monticello, as well as the contribution of African Americans to early American society, the composition of the enslaved community, and their circulation paths both within Monticello and the University of Virginia. Records related to both sites are now being studied and digitized with the goal of understanding how daily life was enacted at both. These surviving records and artifacts provide an exceptional opportunity, particularly for K-12 teachers, to explore life on a Virginia plantation of the late 18th and early 29th centuries as well as the early years of the University.

It also affords them the ability to enter directly into the debate over the seeming disparity between Jefferson's publicly stated values, such as his efforts to abolish slavery and his complicit participation in its practice as a slave owner. Was Jefferson the benevolent, and conflicted, slave owner who was a prisoner of his own region and time—an interpretation that has dominated the historical record, or was he the more culpable "Master of the Mountain" as portrayed by Henry Wiencek in his recently published book of the same name? In consultation with some of the leading historians, scholars, and authors, including Wiencek himself, teachers will examine some of the same primary source documents at the center of this heated historical debate and come to their own conclusions.[1]

Such an approach is only possible because in the case of Thomas Jefferson, almost every facet of his life is well preserved and documented not only through letters

[1] This debate dominated the news in 2012 with Henry Wenciek's publication of *Master of the Mountain,* and has appeared in *The Smithsonian, Salon,* and Slate. See, for example, the article in *The New York Times:* http://www.nytimes.com/2012/11/27/books/henry-wienceks-master-of-the-mountain-irks-historians.html?pagewanted=all

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(http://www.monticello.org/site/research-and-collections/about-jefferson-quotes-family-letters), but through his Farm Book (http://www.masshist.org/thomasjeffersonpapers/doc?id=farm_c2&), and his architectural designs (http://static.lib.virginia.edu/rmds/nichols/index.html). These archives, although challenging, because of the sheer mass of material they contain, offer an exceptional opportunity to understand many aspects of daily life in the late eighteenth and early nineteenth centuries that otherwise often remain obscure. Not only do we uncover the forces shaping the early history of our republic, but we can also understand how slaves took on agency in shaping their own lives, forming their own communities and recasting the built environment to serve their own needs. Similarly, we can explore and re-envision how the many women in Jefferson's household commanded business enterprises and created private zones for themselves in a house that was not designed to accommodate them.

In addition to these resources that focus on Thomas Jefferson as the architect and owner of Monticello, we now have insight into Thomas Jefferson as "Father of the University of Virginia" through the JUEL project (Jefferson's University Early Life 1819-1870). The JUEL project is currently digitizing the early records of the University (www.juel.iath.virginia.edu) which yield important insights into how the University, the first non-sectarian university in the United States and one that Thomas Jefferson intended to education the citizens of the new republic as both a public and a national institution, functioned as a residential community, especially one that encompassed both enslaved and free members among its students, faculty, and workers.

The aim of "'All Men Are Created Equal'? Thomas Jefferson and Community Life at Monticello and UVA," then, is to provide teachers with an onsite introduction to Thomas Jefferson's writings, architecture, and other evidence of material culture with the goal of

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establishing a fuller and more complex narrative of the life of not only Jefferson, but of those who inhabited the Monticello and University communities, and of how such lives were written into and written out of foundational American public institutions and documents. We can now understand how different members of the community moved through these sites, what was accessible to them, and who they were and how they interacted as a group. We can see how life changed for the enslaved community, for example, as agricultural cultivation changed from tobacco to wheat in Virginia, and as regulations regarding student life at the University were revised after Jefferson's death.

Faculty for the workshop include the creators of resources such as the JUEL project and DAACS (the Digital Archaeological Archive of Comparative Slavery www.daacs.org), and they will lead teachers in discussions about how best to sort through the available resources, and how those they select can inform their understanding and teaching of Jefferson both as an individual and as a maker of early American history. Sessions with museum curators, archaeologists, and architectural historians, as well as archivists and historians will provide a rich, well-rounded context for this exploration, and these experts will help participants to interrogate and interpret the evidence. Sessions with renowned digital instruction expert Bill Ferster and award-winning master teacher Scott Mace will provide support for the participants as they begin to develop their week's investigations into practical classroom applications.

In the end, this program will provide a framework for participants to begin their own examination of the record, both textual and material, of life at the two major institutions associated with Thomas Jefferson. By reading for themselves the evidence that can inform our understanding of Jefferson and his private and public realms, the participants will be better equipped to teach the process of reading and understanding primary sources, both textual and

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material, and how to evaluate them within a larger historical context. By visiting these sites in conjunction with a study of the online materials, teachers will gain a window into the fascinating array of documents that connects Jefferson's daily activities to his seminal achievements.

Organized into daily sessions formed around key themes, the workshops will permit participants to delve into the historical record to identify essential questions, to assemble evidence, and to begin to draw conclusions in their exploration of Jefferson and his world. The availability of pertinent online resources, made comprehensible and urgent by this intense period of onsite study, ensures that teachers will be able to bring home to their schools what they have discovered.

B. Content and Design

The workshop begins on **Sunday** afternoon with an introductory session where participants will meet one another and project director Lisa Reilly will provide a framework for the ideas and themes participants will encounter throughout the week.

On Sunday evening, Peter Onuf will lead a program that considers how understandings of Thomas Jefferson have been constructed. To facilitate discussion, participants will have already read, prior to their arrival, the chapter, "Thomas Jefferson, Race and National Identity" from Onuf's *The Mind of Thomas Jefferson.*

Monday's session will begin with a visit to the house and visitors' center at Monticello. Participants will view the introductory exhibition at the Visitors' Center and consider what narrative it presents about Monticello and Jefferson. This will be followed by a special tour of the house at Monticello and a discussion with curator Emilie Johnson of how the house functioned as a home for Jefferson's extended family and how it operated as a workplace for the enslaved community. The assigned reading, a brief article by former curator Elizabeth Chew

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provides background for our discussion of the house as a space for the female members of Jefferson's family in particular. We will continue to consider how the architecture and artifacts related to Monticello inform and create our view of Thomas Jefferson as a public figure as well as the issue of Monticello as a place for women: How did the many women of the Monticello community, both free and enslaved, including members of Jefferson's family live and work on the plantation? What were their roles? What do they say about life at Monticello in their writings? What spaces did they use and occupy and what material evidence do we have of their lives.

Monday afternoon will be spent with Jeff Looney, editor of the Retirement Series of Jefferson papers, who will provide a brief overview of the nature of the letters and other documents included in the series. During Jefferson's "retirement," he founded the University of Virginia and sold his extraordinary library to the nation, but his greatest legacy from these years is the astonishing depth and breadth of his correspondence with statesmen, inventors, scientists, philosophers, and ordinary citizens on topics spanning virtually every field of human endeavor. Participants will explore the digital versions of these materials as well as learn how to use the index as they consider in discussion with Jeff what kind of information these materials provide, how we can use them most effectively, and what questions we can ask. How can these materials be used to address the questions raised by the morning's consideration of how women lived and work at Monticello?

Late afternoon/evening will provide time for participants to begin to annotate their notes from the day's session with the goal of incorporating these materials into lesson plans and to complete the reading for tomorrow's session.

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***Assigned reading for Monday**: E. Chew, "Inhabiting the Great Man's House: Women and Space at Monticello," in Joan Hartman and Adele Seeff, eds. *Attending to Early Modern Women: Structures and Subjectivities*, Newark, Delaware: University of Delaware Press, 2007. This reading introduces participants to how Monticello functioned for many of its inhabitants, for as Chew writes "every house has many more stories to tell than that of its original owner, no matter how famous." p. 233. Through Chew's article we can begin the discussion of how architecture and other aspects of material culture provide evidence for how people lived and related to each other, how it "set them spatially and psychologically into desired relationships with one another."[2]

On **Tuesday**, we will return to Monticello to focus more exclusively on the evidence for the enslaved community. In the morning we will visit the archaeological evidence for the changing nature of community life among Monticello's slaves with director of Archaeology Fraser Neiman. These sites document a movement toward family-based living and greater independence for African Americans at Monticello due to the different cultivation patterns for wheat which was replacing tobacco as the principal crop during this time.

We will then meet with Gardiner Hallock, Interim Director of Restoration at the Thomas Jefferson Foundation. As the person primarily responsible for the preservation and restoration of Monticello's historic buildings and the digital and physical recreations of the slave dwellings, Hallock can provide a particularly revealing tour of Mulberry Row, the center of Monticello's workshops and evidence of the highly skilled craftsmen who were part of the plantation's slave population. During this visit, we will look at the reconstructions of the buildings along the Row, consider the historical evidence used to recreate these buildings, and analyze the digital representation of this aspect of the plantation created by Gardiner and his team at Monticello.

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[2] Dell Upton, *Architecture in the United States.* (Oxford: Oxford University Press, 1998) pp. 24-5.

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After a break for lunch, we again will meet with Fraser Neiman, this time for an introduction to his award-winning database DAACS (Digital Archaeological Archive of Comparative Slavery). Participants will have the opportunity to explore the site, consider the types of information it provides and discuss possible ways to use this resource in the classroom.

Late afternoon/evening will provide time for participants to begin to annotate their notes from the day's session with the goal of incorporating these materials into lesson plans and to complete the reading for tomorrow's session.

***Assigned reading for Tuesday:** F. Neiman, "The Lost World of Monticello: An Evolutionary Perspective" *Journal of Anthropological Research,* Volume 64, Number 2, Summer 2008. This reading will introduce participants both to an archaeological methodology as well as to how archaeological artifacts provide evidence of changing residential patterns for the enslaved community at Monticello. Annette Gordon-Reed, "Introduction," "'The Treaty & Did They Love Each Other'" and "The Public World & the Private Domain." In *The Hemings of Monticello.* New York: Norton & Company, 2008. These extracts will provide a context for our exploration of the enslaved community at Monticello as well as further background for our discussions with historians Christa Dierksheide and Cinder Stanton on Wednesday.

Wednesday's workshop will continue our exploration of the enslaved people at Monticello with presentations by two of the leading authorities on that community, Cinder Stanton and Christa Dierksheide. With these scholars, participants will consider the material evidence they examined on-site on Tuesday, as well as key questions such as, How did this community function, develop and change over time? How did its members and Thomas Jefferson interact? What does Jefferson say about his slaves as well as about slavery as an institution? What is the material and textual evidence for the life of this community at Monticello?

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In the morning, Cinder Stanton will lecture and then lead a discussion about Jefferson's life as a master and slave owner as well the lives of his slaves. Following a lunch break, Christa Dierksheide will lead participants in a discussion and exploration of the historical record of slavery at Monticello.

Wednesday will conclude our exploration of Monticello, but not before participants are given time to contemplate the house and its grounds on their own. Such an interlude will provide them an opportunity to revisit particular places of interest and to reflect upon the scholarly interpretations to which they've been introduced, the documents they've encountered, and how their time at Monticello has influenced their understanding of Thomas Jefferson.

In this same vein, Wednesday evening will allow teachers to meet with Henry Wiencek, author of the controversial text *Master of the Mountain.* Mr. Wiencek will present his views on Jefferson as a slave owner and its treatment in the historical record. Discussion, moderated by Lisa Reilly, will follow as participants share their views on the evidence they have now seen regarding this issue.

***Assigned Reading for Wednesday**: "Jefferson through the Eyes of his Slaves" from *Those who Labor for My Happiness* by Lucia (Cinder) Stanton, Extracts from *Amelioration and Empire: Progress and Slavery in the Plantation Americas (Jeffersonian America)* by Christa Dierksheide and further exploration of the Farm Book and Jefferson's letters on line. These readings will focus on the evidence from the enslaved community itself, giving voice to Jefferson's slaves and place Monticello in the larger context of late 18th and early 19th century plantation life. Participants are asked to look at the Farm Book and Letters on Line in preparation for workshop time with Ms. Dierksheide on using these resources in their own exploration of the historical record for slavery at Monticello. We will also read Wiencek's

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"Introduction," "Let There be Justice," "What the Blacksmith Saw," and "Jefferson Anew" in *Master of the Mountain* in preparation for a discussion with Mr. Wiencek and consideration of the different perspectives offered by today's readings on Jefferson as a slave-owner.

Thursday's workshop will take place at the University of Virginia where architectural historians Lisa Reilly and Louis Nelson and art historian Maurie McInnis will lead a tour of the Jeffersonian grounds at the University. We will consider how this complex functioned as a setting not only for academic, but also for residential life in the early days of the University. What were Jefferson's aspirations for the University and were they achieved? What evidence do we have of student life, the life of the enslaved community and other workers at the University, and student interaction with members of the Charlottesville community? What role did architecture play in facilitating these relationships? Following our site visit, McInnis will introduce the JUEL project. Participants will have the opportunity to explore this resource and consider what it can tell us about the early University community.

After lunch, we will move to Special Collections at the University of Virginia for a first-hand examination of selected examples of Jefferson's papers, in particular his drawings for the University and Monticello, in discussion with Reilly, Nelson and Edward Gaynor Associate Director of Special Collections.

Late afternoon/evening will provide time for participants to begin to annotate their notes from the day's session with the goal of incorporating these materials into lesson plans and to complete the reading for the next day's session.

***Assigned Reading for Thursday**: The assigned reading for today, "White and Black Landscapes in Eighteenth Century Virginia" by Dell Upton, discusses how landscape and

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architecture can provide evidence of the social interactions of the past and as well as how African Americans gained agency in shaping their built environment while enslaved.

Friday will provide the opportunity for participants to consolidate a strategy for developing their investigations during the workshop into lesson plans. In the morning, teachers will work with Bill Ferster at the Center for Technology and Teacher Education where Ferster will provide an overview of the use of digital technology in the classroom with specific reference to the sites and materials encountered during our week in Charlottesville. Award-winning master teacher Scott Mace will lead a discussion about how to use these primary sources and digital resources in the classroom in order to make it possible, in his words, for their students to do, and not simply learn, history.

Friday afternoon's dedicated workshop will allow participants to continue development of their lesson plans with the support of Mace and Reilly.

The week will conclude on **Saturday** morning with Lisa Reilly and Scott Mace facilitating a round table discussion that allows all participants to exchange ideas about how they will bring the materials and methodologies they have encountered over the past week into the classroom.

C. Faculty and Staff

Project Director: Lisa Reilly is a leading early user of digital humanities technology in teaching and research. With a grant from the Academy of Teaching at the University of Virginia, Ms. Reilly led the development of a faculty group dedicated to investigating and implementing digital humanities tools for use by undergraduates in courses at the University during 2012-13, including her own course on "What Is Architecture?" that explored, among other sites, Thomas Jefferson's Monticello. Reilly is the successful author of "Architectural Inheritances," a grant

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that was funded by the NEH in 2002, and has directed numerous Saturday workshops for the Center for the Liberal Arts, where she is the Project Director for Art and Architecture, that explored the art and architecture of the Medieval Era, the Italian Renaissance, and Thomas Jefferson's University of Virginia.

Guest Lecturer: Christa Dierksheide specializes in the history of plantations in the Age of Revolutions, with a focus on Jefferson. Since 2006, she has conceptualized and written exhibitions for Monticello, including "The Boisterous Sea of Liberty" and "The Landscape of Slavery: Mulberry Row at Monticello." She is also co-author of "Thomas Jefferson's Worlds," the introductory film at Monticello and supervises the Getting Word African American Oral History Project at Monticello. Currently, she teaches in UVA's history department and works at Monticello's Robert H. Smith International Center for Jefferson Studies.

Guest Lecturer: Bill Ferster is on the faculty at the University of Virginia with a joint appointment with the Center for Technology and Teacher Education (CTTE) at the Curry School of Education, and the Science, Humanities and Arts Network of Technological Initiatives (SHANTI) at the College of Arts and Sciences, where he directs the VisualEyes Project which helps faculty and students to develop interactive visualizations using VisualEyes, and teaches undergraduate classes in the digital humanities.

Guest Lecturer: Edward Gaynor has been a librarian for over 30 years and specializes in the history of both UVA and the Commonwealth of Virginia. For the past 14 years he has managed the University Archives, which include Thomas Jefferson's foundational documents and drawings, and has worked to make them more easily accessible to students and scholars.

Guest Lecturer: Gardiner Hallock is the Interim Director of Restoration at the Thomas Jefferson Foundation. Currently he is responsible for the preservation and restoration of

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Monticello's historic buildings and the digital and physical recreations of the slave dwellings, workshops, and white workmen's housing that were once found along Mulberry Row, the Monticello plantation's main street.

Guest Lecturer: Emilie Johnson is an Assistant Curator at Monticello. Emilie's research focuses on the architecture and material culture of plantations, using spaces and objects to better understand how people conducted their lives in the past. At Monticello, she concentrates on the lived experiences of women and enslaved people, with a particular interest in those who occupied the house as dependents.

Guest Lecturer: J. Jefferson Looney is the Series Editor for The Retirement Series which documents Jefferson's written legacy between his return to private life on 4 March 1809 and his death on 4 July 1826. Publication in 2004 of the first of an estimated twenty-three volumes in the Retirement Series represents a milestone in The Papers of Thomas Jefferson, the definitive edition of the papers of the author of the Declaration of Independence and third president of the United States.

Guest Lecturer: Maurie McInnis is Vice Provost for Academic Affairs and Professor of art history at the University of Virginia. Her scholarship focuses on the cultural history of American art in the colonial and antebellum South, with an emphasis on the intersection of art and politics, especially as it relates to slavery. She oversees several units, including the Teaching Resource Center, the University of Virginia Press, the Institute for Advanced Technology in the Humanities, and the Center for the Liberal Arts

Guest Lecturer: Louis Nelson is an Associate Professor of Architectural History, the Associate Dean for Research and International Programs in the School of Architecture, and the Director of the Program in Historic Preservation. He teaches courses in American architecture

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specializing in colonial and early national architecture, vernacular architecture, art and architecture of the American South, and theories and practices of sacred space. Nelson's teaching and research focus on the close examination of evidence-both material and textual-as a means of interrogating the ways architecture shapes the human experience.

Guest Lecturer: Fraser Neiman is director of archaeology at Monticello and lecturer in the Departments of Anthropology and Architectural History at the University of Virginia, where he teaches courses in archaeology and quantitative methods. Neiman's Monticello research is structured around three ongoing initiatives: The Plantation Archaeological Survey, the Plantation Landscape History Initiative, and the Quarter-Farm Household Archaeology Initiative. Monticello's archaeology department is also home to the Digital Archaeological Archive of Comparative Slavery (DAACS), which is a collaborative experiment in the use of internet technologies to promote comparative, quantitative, and synthetic study of archaeological data from sites occupied by enslaved Africans and their descendants in the Chesapeake, Carolinas, and the Caribbean. DAACS is supported by Monticello and a series of major grants from the Andrew W. Mellon Foundation and the National Endowment for the Humanities.

Guest Lecturer: Peter Onuf is the Thomas Jefferson Foundation Professor Emeritus in the Corcoran Department of History at the University of Virginia and Senior Research Fellow at the Robert H. Smith International Center for Jefferson Studies (Monticello). His recent work on Thomas Jefferson's political thought, culminating in *Jefferson's Empire: The Language of American Nationhood* (University Press of Virginia, 2000) and *The Mind of Thomas Jefferson* (2007, also Virginia), grows out of earlier studies on the history of American federalism, foreign policy, and political economy. He is now collaborating with Annette Gordon-Reed on *"Most Blessed of Patriarchs": The Worlds of Thomas Jefferson* (forthcoming from Norton). Onuf was

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elected to the American Academy of Arts and Sciences in 2014.

Guest Lecturer: Lucia (Cinder) Stanton retired in 2012 as Shannon Senior Historian at Monticello, where she had worked for more than 30 years. She is the author of *Those Who Labor for My Happiness: Slavery at Thomas Jefferson's Monticello*, a collection of essays on Jefferson the slaveholder and plantation manager, the enslaved families of Monticello, and some of their descendants. Since 1993, she has directed the Getting Word project, a research and oral history project on the descendants of Monticello's African-American community. She has published numerous articles on Jefferson's travels, scientific interests, and agricultural pursuits. She co-edited *Thomas Jefferson's Memorandum Books,* a sixty-year record of his daily expenditures, and *Jefferson Abroad*, a collection of Jefferson's writings during his five years in Europe.

Guest Lecturer: Henry Wiencek, the author of numerous books, has won the National Book Critics' Circle Award in Biography, the Los Angeles Times Book Prize in History, and the Best Book Award from the Society for Historians of the Early American Republic. His latest work, *Master of the Mountain: Thomas Jefferson and His Slaves*, was chosen by Jonathan Yardley of the *Washington Post* as one of the best books of 2012. He has been awarded fellowships at the Virginia Foundation for the Humanities, the International Center for Jefferson Studies, and the C.V. Starr Center for the Study of the American Experience at Washington College, where he was the inaugural Patrick Henry Writing Fellow. He is currently at work on a joint biography of Stanford White and Augustus Saint-Gaudens.

Master Teacher: Scott Mace teachers Social Studies at Charlottesville High School and was the 2010 Virginia Council for the Social Studies Teacher of the Year. During his tenure as a Teaching Fellow and Master Teaching Fellow for "The Virginia Experiment" Teaching American History project, he researched and designed a hands-on digital mapping project that

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allowed him and his students to dynamically map episodes of history using Geographical Information Systems (GIS). In 2010-11 Mace represented the Teaching American History (TAH) Grant as one of two International Teaching Fellows who collaborated with teachers from the UK to develop lessons related to the Transatlantic Sugar Trade. Scott's research culminated in a field experience in Barbados and a unit developed in a joint effort through the TAH Grant and the British Embassy.

D. Audience

The intended audience for "'All Men Are Created Equal'? Thomas Jefferson and Community Life at Monticello and UVA" is all K-12 teachers, given Thomas Jefferson's prominence throughout the curriculum, and across grade levels. Abiding by NEH eligibility standards, seminar applicants will submit a *cv* and a statement describing their interest in the topic, their proposed research or pedagogical project, and their previous work (either research or teaching) on Thomas Jefferson, Monticello, or the founding of the University of Virginia. The selection committee will include Director Lisa Reilly, Master Teacher Scott Mace, and Bonnie Hagerman, Associate Director at the Center for Liberal Arts.

E. Publicity and Project Website:

UVA's Center for the Liberal Arts (CLA) will create the website for the summer seminar, and will provide a link to the seminar's website through its own website (http://www.virginia.edu/cla/), which in 2000 was recognized by the NEH for inclusion on EDSITEment as "one of the best online resources for education in the humanities." CLA also has an extensive database of teacher and school administrator contacts that will be accessed to advertise the program.

UVA's servers will house the summer seminar's website. Months before the program

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begins, the schedule and readings will be placed on the site as well as a list of the scholars, information on lodging, and application procedures. Following the conclusion of the program, the website will house lesson plans prepared by the participants, and any other relevant material created during the project.

F. Professional Development

Lisa Reilly will provide letters for participants who wish to receive continuing education credits upon completion of the seminar. Participants will have the option of paying UVA Summer School tuition (at a special rate for K-12 teachers) in order to receive 1 graduate credit.

G. Institutional Context:

The University of Virginia is one of the premier American sites for the education of teachers. Through the efforts of the **Center for the Liberal Arts**, it has also been a leader in *content* preparation for K-12 teachers. Since its founding by the Arts and Sciences faculty in 1984, over 10,000 teachers have attended CLA programs in a variety of disciplines that have drawn on the contributions of hundreds of scholars, among them the university's most distinguished researchers, such as Edward Ayers, David Gies, Deborah McDowell, and Joseph Miller. In addition to having the experience of administering numerous programs and attracting highly-qualified teacher applicants, CLA also has the ability to widely disseminate results of its programs—not only at the programs CLA runs throughout the year, but also on its website, which has been honored by NEH's EdSitement. Teachers from Virginia and elsewhere regularly consult the site for resources relating to research and pedagogy. Using such tools, CLA has become deeply involved in introducing teachers to the digital tools they need to become more effective teachers in their classrooms. To this end, it has sponsored one-day Saturday workshops on the uses of technology in the foreign language classroom and has participated in multi-year

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grants, such as "Telling Moments: A Spanish Film Archive for High School teachers" funded by the NEH from 2003-2006: the grant generated Cine Con Clase, which has itself been honored by EdSitement and is used by teachers from more than 40 countries worldwide. Cine Con Clase is one of several indications of CLA's partnership with the Endowment, including past summer seminars such as Crandall Shiflett and William Thomas's "Jamestown and the Formation of an American Culture: Natives and Newcomers in Test, Image, and Artifact" and Lisa Reilly's "Architectural Inheritances: Studies in the Meanings and Legacy of Classical and Medieval Architecture." CLA will make classroom arrangements and organize lodging and meals.

The Albert and Shirley Small Special Collections Library holds more than 16 million objects including manuscripts, archival records, rare books, maps, broadsides, photographs, audio and video recordings and more. Presently the University's collection of Jefferson papers comprises some 3,650 items. Most are original documents or contemporary transcripts made by secretaries and family members, but some are more recent transcripts and photographic or electrostatic copies of documents which remain in private hands or in less readily accessible institutional repositories. Of the total, 1610 are written by Jefferson, the rest of the correspondence is to Jefferson or bears a direct relationship to him. The collection includes numerous architectural drawings by Jefferson, most of them relating to the building of the University of Virginia.

Jeffersonian Grounds at UVA include Thomas Jefferson's "academical village" which encompasses a grassy inner courtyard known as "the Lawn," ten pavilions that provided living quarters for faculty (upstairs) and classroom space for students (downstairs), and two rows of student rooms connected by a colonnade. Jefferson's famous dome-shaped Rotunda, which served as the library, anchored these elements.

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Monticello is, according to its website, "the autobiographical masterpiece of Thomas Jefferson—designed and redesigned and built and rebuilt for more than forty years—and its gardens were a botanic showpiece, a source of food, and an experimental laboratory of ornamental and useful plants from around the world." Home to Jefferson's family, it was also populated by black and white workers who were both enslaved and free. Mulberry Row was "the dynamic, industrial hub of Jefferson's 5,000-acre agricultural enterprise. As the principal plantation street, it was the center of work and domestic life for dozens of people — free whites, free blacks, indentured servants, and enslaved people. It was populated by more than 20 dwellings, workshops, and storehouses between 1770 and the sale of Monticello in 1831." Current archaeological projects include an exciting reassessment of Mulberry Row.

Lodging and Dining

Participants will have the opportunity to live on Mr. Jefferson's campus, and pay a reduced rate for **Brown College**, where they will have their own rooms, but will share a bathroom with one other attendee. Located on Grounds at UVA, the convenience of Brown College is unparalleled; close to libraries, seminar rooms and The Lawn, Brown provides air-conditioned rooms, in addition to a study lounge, kitchen, computer lab, library, laundry facilities, and two TV lounges. Likewise, a negotiated group rate will allow participants to have the option of eating at the nearby **Observatory Hill Dining Facility**, which is located at the corner of Alderman and McCormick. Alternatively, participants can take a short walk to "The Corner" where coffee shops and restaurants abound.

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APPENDIX A: Seminar Schedule

Sunday

Afternoon

Brown College – Participant Arrival

Evening

Pavilion VI – Welcome

– Small reception to be held in one of the buildings of Thomas Jefferson's original "academical village"

–Introduction of the seminar's historical themes

–led by Lisa Reilly

– Lecture on how Jefferson should be understood with the context of his own time

–led by Peter Onuf

Monday

Morning

Monticello –Visitors' Center exhibit

– House tour – with discussion to follow

–led by Emilie Johnson

Afternoon

Monticello –Work with digital versions of letters and other documents included in the Retirement Series of the Jefferson Papers

– led by J. Jefferson Looney

Evening

Brown College –Reflections on the day/Preparation for the next day's activities

Tuesday

Morning

Monticello –Tour of the current archaeological sites focusing on the enslaved community

– led by Fraser Nieman

– Tour of Mulberry Row

– led by Gardner Hallock

Afternoon

Monticello –Introduction to the Digital Archaeological Archive of Comparative Slavery

– led by Fraser Nieman

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Evening

Brown College –Reflections on the day/Preparation for the next day's activities

Wednesday

Morning

Monticello –Lecture and Discussion – Jefferson as Master and Slave Owner
–led by Cinder Stanton

Afternoon

Monticello –Discussion and exploration of the historical record of slavery at Monticello
–led by Christa Dierksheide
–Private contemplations of the house and grounds

Evening

Brown College –Presentation , Thomas Jefferson as "Master of the Mountain"
–led by Henry Wiencek
–Discussion following presentation
–led by Lisa Reilly
–Reflections on the day/Preparation for the next day's activities

Thursday

Morning

UVA Grounds – Tour of the Jeffersonian grounds
–led by Lisa Reilly, Maurie McInnis and Louis Nelson

UVA Pavilion VI – Introduction of the JUEL project
– led by Maurie McInnis

Afternoon

Special Collections – First-hand examination of selected Jefferson papers including drawings for the University and Monticello
– led by Lisa Reilly, Louis Nelson and Edward Gaynor

Evening

Brown College –Reflections on the day/Preliminary work on lesson plans

Friday

Morning

UVA–CTTE –Overview of the use of digital technology in the classroom
–led by Bill Ferster
–Discussion on how to use primary sources and digital resources in the classroom
–led by Scott Mace

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Afternoon

Brown College – Ongoing development of proposed lesson plans
–led by Lisa Reilly and Scott Mace

Evening

Brown College –Reflections on the day/Ongoing work on lesson plans

Saturday

Morning

UVA Pavilion VI –Participant presentations of their proposed projects
–led by Lisa Reilly and Scott Mace
–Conclusions and final remarks
led by Lisa Reilly

Afternoon

Brown College –Participant Departure

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APPENDIX B: Reading List

Assigned Readings:

Chew,Elizabeth. "Inhabiting the Great Man's House: Women and Space at Monticello." in *Attending to Early Modern Women: Structures and Subjectivities*, edited by Joan Hartman and Adele Seeff, 223-52. Newark, Delaware: University of Delaware Press, 2007.

Dierksheide, Christa. "Introduction," and "Virginia." In *Amelioration and Empire: Progress and Slavery in the Plantation Americas*. Charlottesville: University of Virginia Press, 2014.

Gordon-Reed, Annette. "Introduction," "'The Treaty & Did the Love Each Other'" and "The Public World & the Private Domain." In *The Hemings of Monticello.* New York: Norton & Company, 2008.

Neiman, Fraser. "The Lost World of Monticello An Evolutionary Perspective." *Journal of Anthropological Research* 64, no. 2 (Summer 2008): 161-93.

Onuf, Peter. "Thomas Jefferson, Race and National Identify." in *The Mind of Thomas Jefferson.* Charlottesville: University of Virginia Press, 2007.

Stanton, Cinder. "Jefferson through the Eyes of his Slaves." in *Those who Labor for My Happiness* . Charlottesville: University of Virginia Press, 2012.

Upton, Dell. "White and Black Landscapes in Eighteenth-Century Virginia." In *Material Life in America*, edited by Robert Blair St. George. 357-369. Boston: Northeastern University Press, 1988.

Wiencek, Henry. "Introduction." Let There be Justice," "What the Blacksmith Saw" and "Jefferson Anew" in *Master of the Mountain*. New York: Farrar, Straus and Giroux, 2013.

Recommended Readings:

Dierksheide, Christa. *Amelioration and Empire: Progress and Slavery in the Plantation Americas.* Charlottesville: University of Virginia Press, 2014.

Ellis, Joseph. *American Sphinx*. New York: Knopf, 1996.

Gordon-Reed, Annette. *Sally Hemings and Thomas Jefferson.* Charlottesville: University of Virginia Press, 1997.

Gordon-Reed, Annette. *The Hemings of Monticello.* New York: Norton & Company, 2008.

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Onuf, Peter. *The Mind of Thomas Jefferson*. Charlottesville: University of Virginia Press, 2007.

Stanton, Cinder. *Those who Labor for My Happiness*. Charlottesville: University of Virginia Press, 2012.

Wiencek, Henry. *Master of the Mountain*. New York: Farrar, Straus and Giroux, 2013.

Selected Websites:

"Jefferson's University…..the Early Life" Accessed February 11, 2015. http://juel.iath.virginia.edu

"Monticello" Accessed February 11, 2015. http://www.monticello.org

"Monticello-Landscape of Slavery" Accessed February 11, 2015. http://www.monticello.org/mulberry-row

"Monticello-Plantation & Slavery" Accessed February 11, 2015. http://www.monticello.org/site/plantation-and-slavery

"Monticello-Research & Collections" Accessed February 11, 2015. http://www.monticello.org/site/research-and-collections

"The Thomas Jefferson Papers" Accessed February 11, 2015. http://www2.lib.virginia.edu/small/collections/tj/

"The Papers of Thomas Jefferson: The Retirement Series" Accessed February 11, 2015. http://www.monticello.org/site/research-and-collections/papers

"Thomas Jefferson Papers: The Farm Book" Accessed February 11, 2015. http://www.masshist.org/thomasjeffersonpapers/farm/