

Nature of the Request

Old Sturbridge Village, located in Sturbridge, Massachusetts, is one of the nation's oldest living history museums and the largest outdoor living history museum in the Northeast. Since opening in 1946, the Village has depicted life in 1830s rural New England through exhibitions, public programs, and educational offerings to an audience of more than 21 million visitors. As the Village's 75th anniversary approaches (2021), the museum's leadership has established a Five Year Vision that will help the institution take its core elements—interpretation, collections and research, education, and preservation—from good to great as part of an institutional commitment to public, living history.

In August 2018, the Village was awarded a \$75,000 Public Humanities Projects Planning Grant from the National Endowment for the Humanities to fund the creation of a new Interpretation and Education Plan. The plan is rooted in the knowledge gained and information gathered during the planning year, as well as data from a 2014-16 Visitor Experience Initiative, audience research information collected in late 2018, changing regional and national demographics, school curriculum requirements, and new opportunities to connect to visitors through technology. The key goals of the Interpretation and Education Plan are to (1) Build an institutional culture open to learning, and one that values prototyping, piloting, and evaluation; (2) Build an institutional culture committed to connecting the past and the present; and (3) Identify interpretive techniques, methods, programs, and other offerings that appeal to all new and existing audiences. The Plan also outlines the initiatives that the Village will undertake to create more impactful visitor experiences, connect with a broader audience, and better reflect the diversity of New England both past and present. These initiatives include establishing an overall interpretive strategy, improving staff training practices, and developing a unified strategy for educational and informational signs (as part of a larger signage overhaul).

In order to address key components of its new Interpretation and Education Plan, Old Sturbridge Village is requesting \$500,000 in implementation support from the National Endowment for the Humanities for *Foundations of Interpretation*, a multi-year (40 month) reinterpretation initiative that will allow the Village to update written interpretive guides; develop purposeful learning, emotional, and social targets for programs and exhibitions; expand its training program; and improve interpretive signage.

Humanities content

A living history museum focused on rural 19th-century New England life, Old Sturbridge Village (OSV) has long served as an educational, cultural, and academic resource for the region and nation. At the Village, exhibitions and programs are presented through the historical lens of 1790-1840, a crucial point in New England's, and indeed America's, history. This period enables the Village to explore themes such as the impact of technological shifts on agriculture, the changing roles of women, the value of trade work in an industrial economy, and the impacts of civic involvement and religious movements on politics. Of particular significance is the Village's living history program, which focuses on the decade of the 1830s. The lessons of New England's abolitionist movement, the growth and vulnerability of the country's debt economy, the Second Great Awakening, Jacksonian political policies, and vast transitions in technology and social norms all remain relevant today.

Significant scholarship and research materials contained within the Village's Research Library have informed the Village's interpretive practices over the past 70+ years. Until recently, these practices were not rooted in a broader interpretive strategy. A recent planning grant from NEH supported the creation of a new Interpretation and Education Plan that outlines the need to articulate the overall strategy, fill thematic gaps in the Village's program, and help visitors make connections to contemporary issues and modern life.

As part of *Foundations of Interpretation*, the Village will again engage a group of Humanities Scholars and Consultants who will work with the project's Staff Working Group to ensure that training materials and programs utilize the best available scholarship and are tied to themes that are meaningful and relatable to today's visitors.

Theme 1: The Role of Agriculture and Food in 19th Century Rural New England

Agriculture was a central component of rural New England life in the 19th century: A vast majority of families were farmers who grew, raised, produced, and prepared their own food. The Village's interpretation of 19th-century agricultural practices demonstrates the contrast and shift between traditional and progressive

farming styles, as well as the vast socioeconomic differences in gardening practices. However, while the Village's agriculture and livestock program is expansive, visitors often gain an incomplete understanding of the topic. The new Interpretation and Education Plan expresses the need to better explain this history and help visitors see connections to modern times.

The Village has started to engage visitors in a dialogue about agriculture, local farming, and the history behind food production in New England. A foodways program demonstrates seasonal food storage and daily food production typical for different strata of 19th-century New England families. New education programs for school groups explore the science behind food preservation, and how hearth cooking and root cellars relate to their modern day kitchens. These successes will help inform the development of the interpretive guides for households, horticulture, and agriculture in the Center Village and Countryside, two of the Village's primary interpretative landscapes.

A goal of the Village's new Interpretation and Education Plan is to highlight connections to modern day food practices and increase opportunities for visitors to see and experience farming in action. While the Village's current agricultural plan has a strong grounding in historical research, including primary source materials within the Research Library, untapped historical materials will be sought, and the Humanities Scholars and Consultants will assist in identifying current scholarship about modern day topics in food and farming relevant to the Village's narrative.

Agriculture and foodways are two of our strongest programs, but there is room for improvement. Other related themes to be expanded upon include: the Native American population, their influences and impacts on foodways in the 19th century, and how these impacts have carried through to today; comparisons between Native American and European American food and farming; how socio-economics, gender, and race factor into food accessibility and connections to modern day rural and urban food consumption; and the evolution of the New England landscape, environmental concerns, the effects of humans on the landscape, and connections to modern day concerns surrounding climate change and sustainability.

Humanities resources and scholarship that will inform the project related to this theme include:

- Samuel Deane's 1822 *The New-England Farmer*, which provides a basis for much of the Village's current agricultural program. This "dictionary" of farming and animal husbandry practices is emblematic of a major 19th-century shift from traditional to progressive farming and includes new methods for farmers to increase crop yield and improve livestock production. The Interpretive Guides for households and gardens will articulate this transition, showcasing how some families adopted new efficient methods and technologies, while others maintained simpler traditions.
- Lydia Maria Child's *The American Frugal Housewife* is an example of advice books that were introduced to 19th-century households. This contemporary text contains instructions for household chores, including strict advice on the involvement of young children, as well as recipes for producing everything from soap and medicine to pies and puddings. The Village has used these recipes as the basis for many cooking programs to demonstrate food production in rural households.
- Howard Russell's *A Long, Deep Furrow* remains a resource on farming in New England during the time period. Russell explores the growth of farming technology, practices, and lifestyles that impacted the everyday lives of rural New England families.
- Michelle Moon and Cathy Stanton's book *Public History and the Food Movement* demonstrates how an engaged, active approach to the interpretation of foodways can help historic sites tackle issues related to food ethics, climate change, and communities.
- This project will also take notice of modern writings and resources about farming, food preservation, and cooking that inform the modern American relationship with food, such as *The Omnivore's Dilemma* or *The Botany of Desire* by Michael Pollan.

Theme 2: The Role of Identity in 19th Century Rural New England

Old Sturbridge Village has taken pride in representing daily life of 1830s inhabitants in a rural New England town, but it has often struggled to tell a complete story, especially when it comes to stories of minority populations and non-conformists. In some respects, the Village's interpretation of "average" life has resulted in an unintentional flattening of history; in fact, the half century from 1790 to 1840 represents a

liminal time when New Englanders were caught between abolitionist movements and deep-seated racism, surrounded by advances in women's freedoms, as well as long-standing societal expectations of gender roles.

The Village will explore several key topics in an effort to diversify its interpretive program. We will combat the perception of racial homogeneity by creating a unified program that seamlessly integrates stories of non-white, non-male populations. Period archival documents, supported by primary and secondary resources from the past several decades, shed light on the complex and changing communities of 19th century New England. For example, the issue of slavery in New England is well documented, as it persisted into the early 19th century even though the region is often credited with abolishing the practice by the conclusion of the American Revolution. Village staff conducted extensive research into the lives of individuals such as Guy Scott, an African American manager of a Sturbridge lead mine, as well as other families of color living in the Massachusetts area.

Gender is another key component of the Village's examination of identity. Presently, a focus on crafts and artisanship creates a false narrative focused on male-dominated professions and skills performed by permanent citizens in a public sphere. Although the Village currently addresses several important topics of gender in its interpretive scenarios—in fact half of the interpreters are women—there is significant room for improving discussions on the changing roles of women in the 19th century. Women's roles are currently addressed in household spaces such as the Bixby House, in which interpreters demonstrate straw-braiding, sewing shoe uppers, or other in-home work done by historic Laura Bixby and her daughters in the early 1830s. However, visitors often express confusion about key aspects of life for women during the period, including the strictness of laws and social norms regarding gender roles, whether it was permissible for women to work outside the house, and if it was possible for a woman to financially support herself.

The Village will build upon recent improvements that have better illustrated the role of women, including new exhibitions that show women as important contributors to family income. By developing interpretive guides for households and horticulture, the Village will establish a unified narrative that conveys different aspects of women's work and life in the 19th century and improve training to educate staff members about this historical topic and to connect it to modern day gender politics. Further, as presently many of the Village's major seasonal events focus on male-dominated professions, the project will endeavor to identify ways to incorporate important and varied female-centered roles.

The Village will identify other opportunities for discussions of the role of women and connect historical knowledge to modern day issues of gender politics. Other related themes to be expanded upon include: topics of inclusion and exclusion as they pertain to African and Native Americans, non-Christians, the partially-abled and disabled, and other non-white, non-Anglo-Saxon peoples; socio-economic levels and class distinctions; the role of African Americans, Native Americans, and immigrants in the economy, governments, and public institutions of rural New England; rural participation in and reaction to New England's abolitionist movement; the prevalence and impact of racism and sexism in 1830s New England; the changing roles of women in the time period, including roles in and outside the home; and how technology, childbirth, and childcare affected women's lives.

Humanities resources and scholarship that will inform the project related to this theme include:

- Margaret Bruchac's book *Savage Kin: Indigenous Informants and American Anthropologists*, provides insights into anthropological studies and interpretations that shaped museum representations and popular notions of Native American people and cultures. The book includes a case study that focuses on Mohegan language and cultural survival in Connecticut.
- Joanne Pope Melish's book *Disowning Slavery: Gradual Emancipation and "Race" in New England, 1780–1860*, which addresses Northern racism and societal "amnesia" about slavery's existence. Melish discusses the paradox of a society that both spearheaded the abolitionist movement and harbored prejudices about free people of color living within their communities. *Disowning Slavery* provides powerful historical insight on racial thinking among rural New Englanders, drawing on primary sources including slave owner diaries, children's books, and advertisements.
- Marla Miller's *Entangled Lives: Labor, Livelihood, and Landscapes of Change in Rural Massachusetts*, explores women's work in late 18th-century America through an examination of Anglo-, African, and Native American women in Hadley, Massachusetts.

- Keith Melder’s article “Woman’s High Calling: the Teaching Profession in America, 1830-1860” explores the role of women in 19th-century education, a topic currently portrayed at the Village in its circa 1810 District School. This article informed the present interpretation of the site, which includes discussion of teaching as an opportunity for women to work outside of the home, the integral role of schools and educators in the community, and the changing nature of public education.
- Catharine Beecher’s *A Treatise on Domestic Economy* published in 1841 is an example of advice books that were becoming common in 19th-century households. Beecher, a prominent influencer of her time and founder of the Harford Female Seminary in Connecticut, uses this text to standardize domestic practices and explore how women could powerfully affect society from within the home.

Theme 3: The Role of Public Life and Private Life in 19th Century Rural New England

New England experienced a period of great social change in the late 18th and early 19th centuries, leading to impactful changes in local, state, and federal governance. New Englanders were actively and extensively involved in local government, which was of great significance in rural communities. Conversely, the national and state governments were still relatively young and small (yet rapidly growing).

Presently, the Village addresses civics through occasional educational offerings, including a Town Meeting program in which school children take on the role of 1830s townspeople and consider how best to provide support for the impoverished residents. Through the creation of interpretive guides, the Village will expand civic-related offerings to cover a more diverse range of topics, such as transportation, healthcare, poverty, and religion, while drawing stronger connections to the modern day.

In some respects, history has overdrown the idea that occupation is the source of identity, and this is true in the Village’s representation of rural life. Much of the Village’s current interpretation is singularly task-focused, resulting in too great an emphasis on trades and work, often at the expense of discussions of other facets of 19th-century life including arts and literature, leisure, and social interactions between neighbors. Conversations with scholars and consultants during the recent planning phase highlighted the importance of emphasizing that people in the 1830s had a rich life of the mind. This is currently reflected in certain programs, such as one focused on poetry. However, these events could occur more frequently, expand on the fact that education was highly valued in the 19th century, and show that people actively pursued ways to learn and improve themselves.

Other related themes to be expanded upon include: the changing nature of social movements as impacted by advancements in transportation and the dissemination of information; the role of individuals in local government and how it compares to modern civic interactions with local and national politics; the historical impact of religion on government and politics; major political and social movements, including temperance, abolition, and women’s suffrage; and the social and political interactions between neighbors and within communities.

Humanities resources and scholarship that will inform the project related to this theme include:

- Jane Nylander’s *Our Own Snug Fireside: Images of the New England Home, 1760-1860* draws directly from the Village’s resources to analyze rural New England life. Nylander uses diaries, wills, newspapers, and other source texts to explore daily occurrences, including meal preparation, doing dishes and laundry, food shopping, and planning social events.
- Alexis de Tocqueville’s *Democracy in America*, which remains an important contemporary study of 1830s America, written after the young French aristocrat left post-revolutionary France in 1831 on a nine-month journey across America. Tocqueville’s book presents an international perspective on a rapidly changing American society, focusing on major changes in 19th-century America including egalitarian models of society and labor, the intersection of religions in different areas of the country, and the values of American freedom as outlined by the Constitution.
- Mary Babson Fuhrer’s *A Crisis of Community* demonstrates the conflict and transformation of rural community life during the early 19th century by weaving together the first person diary accounts of Mary White, a shopkeeper’s wife from Boylston, Massachusetts, with the larger perspective of social, political, and economic change in an expanding community.

- Donald Robinson's *Town Meeting: Practicing Democracy in Rural New England* explores the origins of town-meeting democracy from Ashfield, Massachusetts, in the 18th century. Through this example Robinson shows how self-government and civic involvement impact the growth of democracy in early America, and how that resonates with society today.

Theme 4: The Role of Trade and Exchange in 19th Century Rural New England

Old Sturbridge Village's focus on the 1830s provides the opportunity to discuss trade and exchange at the community level. The Village portrays a variety of trade work prevalent during the 1830s at numerous locations within the museum complex, including its Blacksmith Shop, Pottery Shop, Grist Mill, and Sawmill. The Printing Office, Law Office, Parsonage, and Bank display other non-farming professions that were typically held by more educated members of society, and the Asa Knight Store highlights the relationships of rural 19th-century communities to commerce at the state, national and international levels. Additionally, the economy of the home is interpreted in a variety of households.

Many visitors enter the Village believing that families of this period were wholly independent and self-sufficient, when in reality increasing industrialization meant that more people were specializing in their trades and relying on other members of their community to provide supplemental resources and commodities. The theme of trade and exchange provides a basis for the discussion of stories that provide alternate points of view that may not be part of "daily life," but which will help to create important geographical, cultural, political, and economical contexts, for activities and perspectives presented in the Village.

Based on suggestions from scholars and consultants, the Village is committed to finding ways to shift the discussion of women's skills away from just housewifery, and instead place them in the context of artisanal skills and market economy of the 19th century. It is true that in the past both men and women undertook a wide range of tasks to generate income. As such the notion of "occupational identity" was not the same as it is today; a person might have done a particular task, but may not have identified themselves thusly (i.e. a woman may make dresses, but not call herself a dressmaker, a man might make barrels, but not identify as a cooper). Other related themes to be expanded upon include: the importance of having multiple streams of income in the 19th century, and its connections to the modern day concept of the "gig economy"; the exchange of ideas, goods, and services between classes, races, employee/employer, rural/urban; the differences between 19th-century agrarian and industrial economies; the impact of new innovations on agriculture, transportation, trade work, etc.; the importance of a debt/credit economy in rural communities that were often cash-poor and land/commodity-rich, and how that relates to the modern day economy; how government regulations affected farming and trade families; how people in rural communities learned about the latest fashion trends, mechanical advances, etc. and how these trends were adopted and adapted; and the impact of westward expansion on New England communities.

Humanities resources and scholarship that will inform the project related to this theme include:

- Christopher Clark's *The Roots of Rural Capitalism: Western Massachusetts, 1780-1860* provides a historical analysis of the economic setting of pre-industrial Massachusetts. Clark addresses the structure of the agrarian lifestyle and the shift from farming households to the economy of trade work.
- Jack Larkin's book *The Reshaping of Everyday Life: 1790-1840* describes the various social and economic changes of the time period, such as the shift in farming styles, the growth of factories, and the impact of technology on transporting goods.

Project Formats

Foundations of Interpretation will be broken into four components: expanding the staff-training program, updating interpretive guides to articulate thematic content, developing learning and social-emotional targets, and improving interpretive signage.

Expand the Staff Training Program

Enhancing the public experience at Old Sturbridge Village and improving staff-visitor interactions starts with staff training as its foundation. The Interpretation and Education Plan outlines the need to develop a robust training program that encompasses training in dialogic interpretation as well as work in diversity, equity, inclusion, and accessibility. While the Village has made near-term changes to the program there is

much more that must be done, from engaging additional outside experts, to working with the International Coalition of Sites of Conscience to create a long-term, sustainable dialogue-based training program.

Foundations of Interpretation will support both content and skill training programs for staff.

Through training and education, we must create a culture of comfort among our staff when it comes to talking about issues related to identity. The goal is that any of our costumed historians (regardless of their own identity) can engage in discussions related to race, class, gender, or religion. Additional training will give interpreters much-needed tools in the face of visitor resistance regarding certain themes or topics (climate change, religion, and race). Based on our positive experience during the planning year, the Village has chosen to continue working with the International Coalition of Sites of Conscience (the Coalition) on staff training and skill development. *Foundations of Interpretation* includes a three-year partnership with the Coalition that will focus on training in dialogue-based interpretation, DEAI (diversity, equity, accessibility, and inclusion) work, ongoing document review, and planning support. The Village will also work with consultant Shannon Burke, who recently oversaw the reinterpretation of the Harriet Beecher Stowe Center and has extensive experience with dialogue-based interpretation to create inclusive museum environments.

In addition to the training partnership with the Coalition, *Foundations of Interpretation* will also fund staff training lectures led by outside experts and scholars. As part of their work with the Village, project scholars and consultants will be asked to deliver one lecture on their topic of experience at some point during the project period. These training sessions, each lasting two hours, will focus on scholarly content related to the Village's time period but with particular focus on the humanities themes of agriculture and food, identity, public life and private life, and trade and exchange.

Interpretive Guides

As part of the new interpretation strategy outlined in the Interpretation and Education Plan, the Village recognizes the need to update source guides and training manuals to reflect new humanities scholarship. The Village is committed to telling a more complete story of rural New England communities, creating a unified program that seamlessly integrates stories of non-white, non-male populations, and makes clear connections between the past and the present. This will be achieved by working with scholars, consultants, and historians to fill in weaknesses and gaps in the Village narrative that were identified during the planning year. Updated written interpretive guides for 37 Village spaces (households, horticulture, farms, trade shops, and civic/public buildings) will outline content areas of focus and goals for interpretation of households, craft shops, gardens, agricultural spaces, and galleries. Thematic learning objectives outlined in these guides will inform future projects including furnishing plans, provide a rationale for staffing models, identify additional programmatic gaps, and inform future re-interpretation efforts. The guides (3-5 pages each) will outline the theme(s) and scenario for each space, provide tactics and tips for engaging visitors with the thematic content, and highlight frequently asked questions.

The updating of Interpretive Guides represents a major task for the Village's staff. To achieve our goal, we will recruit and hire a Position in the Public Humanities. This individual will work closely with humanities scholars and program staff to identify thematic gaps, revise, and reformat the guides. Previously, Interpretive Guides were written by multiple authors, with little input from other areas, resulting in a multitude of formats and a lack of cohesion from one space to another. By having a single author update the guides, we will ensure that all of the documents contain the same kinds of information, and ensure that the interpretive message is consistent across the Village.

Learning Targets and Social-Emotional Targets

The creation of purposeful learning targets for all interpretive spaces, exhibits, and programs is a crucial component of the Interpretation and Education Plan, as these targets will drive the historical content being delivered in exhibits and programs. Furthermore, we will identify social and emotional targets reflecting current educational thinking and practices. Recognizing the need for museums to not only deliver content but also facilitate dialogue also means recognizing the social and emotional needs of our visitors and shifting our interpretive goals beyond purely educational objectives.

The creation of purposeful learning and social-emotional targets for the Village's interpretive spaces and exhibitions is a major undertaking for an institution with more than 50 exhibit spaces (both staffed and unstaffed). To achieve this goal, the Village will work with Project Consultant Shannon Burke. The Village,

through its work with Old Sturbridge Academy Public Charter School, is already familiar with developing learning targets for programs. Ms. Burke will work closely with the Village's Coordinator of School Partnerships and the Staff Working Group to develop, pilot, and refine these targets in Years 2 and 3. When complete, these targets will be incorporated into the Interpretive Guides for each space.

Improved Signage: Phase 1

A major component of the Village's Five Year Vision is to adopt a unified signage strategy with timeless design, executed with high quality, long-lasting materials to serve the needs of the Village on- and off-campus. As part of this larger sign strategy, the Interpretation and Education Plan calls out the need to improve wayfinding signage and update interpretive and educational signage throughout the campus. While the Village has already taken steps to improve some of its directional signage on the roadways surrounding the museum, other replacements will be completed in multiple phases. *Foundations of Interpretation* will address issues with wayfinding signage within the museum campus as well as the design and production of new building identification signage for Village buildings and locations.

Historically, some visitors have struggled to understand that Old Sturbridge Village is a recreated, fictional 1830s community, a mix of historical and modern buildings. Over the past several years, the Village has worked to convey the site's history and origins to varying degrees of success. A recently installed orientation video and exhibit has proven effective, but still there is a need to provide supplementary information on individual buildings. As part of *Foundations of Interpretation*, the Village's curatorial staff will write content for approximately 38 building identification signs for structures and locations throughout the campus (see Walkthrough). These signs will include the name of the building or location, its date of construction, original location (if moved), and, if appropriate, a brief statement about the history of the building and/or its occupants. Working with the Creative Director, these signs will be designed in such a way that they are aesthetically cohesive with other signage within the museum. They will be produced on weatherproof material and installed at each building.

The Village will also design, produce, and install seven crossroad signs and seven campus maps to facilitate wayfinding across campus. A team of stakeholders including staff from the Curatorial, Interpretation, Museum Operations, and Marketing Departments will design the crossroad signs. They will indicate the direction of various exhibits. If the design allows, approximate walking times will be included on the signs. The campus maps will replace existing deteriorated and out-of-date maps on campus, and will utilize the recently redesigned campus map as its primary graphic element. Maps will be customized with a "you are here" notation, allowing visitors to see their current location.

Project Resources

In addition to outside scholars and consultants, resources for this project include the Village's collections, which have national significance as one of the single largest holdings of materials documenting everyday life in rural New England prior to the Civil War.

Museum Collection: Representing life in New England roughly during the period from 1790 through 1840, and encompassing approximately 40,000 historical objects, the Museum Collection provides the basis for research by staff and scholars and are used as prototypes for reproductions. Tools for domestic use and commercial production illustrate economic trends, trading networks, and technological innovations. Tea wares and textiles imported from Europe and Asia exist alongside locally made redware pottery, furniture, and homespun textiles. The collection includes not only finished pieces and the tools used to make them—from planes and chisels for furniture to a fully operational carding mill and looms for textiles—but also pieces showing various stages of design, manufacture, and use.

Research Library: The Old Sturbridge Village Research Library encompasses more than 35,000 volumes including textbooks, juvenile books, periodicals, maps, diaries, account books, and letters, as well as copies of property deeds, probate records, and town directories. Areas of strength include local and regional history, health and medicine, agriculture and horticulture, domestic life, education, religion, architecture, and early industrial history. These texts inform staff training and the daily interpretation of the Village.

Historic Structures: The historic structures at Old Sturbridge Village represent a wide range of the buildings found in the New England rural landscape before 1840. There are over 40 structures drawn from communities throughout the region with buildings from all six New England states in the collection. These historic houses, workshops, businesses, and barns represent a diverse selection of rural architecture from the late 18th and early 19th centuries. Original structures are used throughout the Village as interpretive living history exhibits; typically, a building's present exhibition use is consistent with its early 19th-century use.

Old Sturbridge Academy Public Charter School (OSA) is a public charter school educating students from 12 towns in South Central Massachusetts, which currently serves 240 students in Kindergarten through Fifth grade; it will grow to serve 360 students through Eighth grade at full capacity. The Academy provides the Village with a built-in school-age audience to test and prototype new programs. The population of the OSA community is demographically more in line with the overall population and the shifting population of New England, whereas the typical Village audience skews older, whiter, and more educated.

The *Village Insiders Panel* is volunteer group of brand ambassadors (both members and non-members) that Old Sturbridge Village engages with to learn more about our visitors. They will be used to gauge potential responses and reactions to planned pilot programs, events, and signage.

Project History

2018-19 Planning Grant: Developing a New Interpretation and Education Plan

In August 2018, the Village was awarded a \$75,000 Planning Grant from the National Endowment for the Humanities to fund the creation of the new Interpretation and Education Plan. The plan builds on the knowledge gained during the planning year, as well as data from a 2014-16 Visitor Experience Initiative, new audience research information collected in late 2018, changing regional and national demographics, school curriculum requirements, and new opportunities to connect to visitors through technology.

The creation of an Interpretation and Education Plan grounded in humanities scholarship and critical thinking represents an important step forward for the Village. The plan explicitly outlines projects and initiatives that will create impactful visitor experiences, connect with existing and new audiences, and better reflect the diversity of New England both past and present. This includes improving the staff-training program; clearly articulating interpretive methods and practices; creating purposeful learning, emotional, and social targets for exhibitions and programs; and improving interpretive signage.

Interpretation Program Content Development and Training Practices

From the 1970s until the 1990s, Village staff used research papers, primary source documents, and secondary sources held in the Old Sturbridge Village Research Library to create 49 employee manuals detailing different interpretive scenarios and museum programs. These manuals still inform the activities of the current interpretation program and staff use them for training. They largely focus on historical information and have very little in regards to interpretive techniques, visitor interaction, or broader Village-wide themes. While the information compiled in the notebooks is still valuable and valid, it has not been updated with recent scholarship or adapted to meet the needs of a modern audience.

The 2019 Interpretation and Education Plan outlines the need to update our interpretive guides and training manuals in order to include modern scholarship and provide guided focus areas on which costumed historians can base their public presentations. Presently, the Village is working to digitize training materials so that the existing content can live alongside video links, websites, and other relevant digital media. In September 2019, the Village created a yearlong Fellowship dedicated to working on specific goals and projects that emerged from the NEH Planning grant. In addition to conducting research and evaluating the success of pilot projects, the Fellow is working on creating a plan for online hosting of training materials, including videos, research papers, and other resources via an online training platform.

Current staff training relies on a limited number of experienced staff to pass their knowledge on to existing and new employees. Individual staff members managing each of the Village's historic buildings conduct further training in those areas. In addition, there is little structure for succession planning, which is of increasing importance, as many interpretive staff members skilled in crafts and trades are approaching retirement.

The Village recognizes that staff training is a vital component of the Interpretation and Education Plan, as our front line staff are the ones tasked with engaging visitors in meaningful conversations about the past. Over the last several months the Village's Museum Program leadership has worked to expand and focus the existing training program in the near-term, formalizing the training schedule for 2020 and developing a 12-month staff training calendar—the first of its kind in decades. Beginning in January 2021, two hour, bi-weekly training sessions will tackle both interpretive skills and tools as well as relevant thematic content. While this represents an important first step in revitalizing the training program, there is much more that can be done, from engaging additional outside experts, to working with the International Coalition of Sites of Conscience to create a long-term, sustainable dialogue-based training program.

Village staff have actively researched historic perspectives related to identity, but attempts to incorporate this knowledge into the interpretive program, especially when it comes to minority populations and non-conformists, have been piecemeal and often isolated as events or special programs. As such, many daily visitors leave with a largely white and male-centered perspective on the time period. The Village has primarily used first-person interpretation to represent African American and Native American stories but it has struggled to hire and retain staff from these communities. Prior approaches relied heavily on outside consultants and contract employees; since the early 2000s, there has not been a consistent Native or African American presence. However, the inability to hire people of color cannot serve as an excuse for not telling the history of non-white peoples. Moving forward, the Village is committed to finding ways to make these stories a regular part of our narrative, weaving them into the fabric of the other stories we tell.

Signage

From its inception, Old Sturbridge Village primarily relied on its front line interpreters to inform and educate visitors, limiting signage in the Village to informational signage and wayfinding. From the 1970s until the early 1990s, the Village increasingly embraced living history and costumed interpretation as its principal means of connecting with visitors, and removed much of the wayfinding signage. During this period, it was widely felt that signage detracted from the historical environment and diminished the visitors' overall "authentic" experience of the Village. In the early 2000s, there was a short-lived shift away from costumed interpretation at the Village. To fill interpretive gaps, the museum turned to text and images on signs, both inside and outside buildings. Since then the Village has corrected its course and slowly revived costumed interpretation, updated out-of-date exhibits, and piloted new interpretive and educational programs. However, over the last 20+ years, the Village has struggled to maintain uniform, consistent signage throughout the Village. In 2017, Historian and Curator of Mechanical Arts Tom Kelleher conducted a campus-wide survey of all signage in public areas, both interpretive and wayfinding. This report revealed an overwhelming need to develop a campus-wide signage strategy for wayfinding and interpretive signage. In 2018 and 2019, the Village replaced old, faded, and outdated signage on the roadways surrounding the museum, clearly marking the different entrances to campus.

Audience, marketing, and promotion

The Village has a yearly, in-person attendance of approximately 250,000 visitors from across the United States for daily admission, events, museum education programs, and theatrical performances, as well as a vast online network. The Marketing Department publishes weekly and monthly communications via email, social media, and print media and facilitates interest pieces through tourism magazines, consumer blogs, and humanities publications. In addition, the Membership and Development Departments publish ongoing content for donors and members including a monthly member e-newsletter, a bi-annual donor newsletter, and a bi-annual membership magazine. A nationwide marketing effort is planned for the conclusion of this project to increase the Village's reach to an even broader audience.

The audience for *Foundations of Interpretation* will include the Village's yearly audience of students, families, scholars, and the general public, which come from New England and beyond. A significant portion of the Village's audience, approximately 15,000 - 25,000 visitors annually, receive free or reduced price services. In addition to the Village's outreach to Old Sturbridge Academy students and their families, its Education Outreach Project works with foundation funders to offer free and reduced price field trip programs to Title I schools throughout Massachusetts, Connecticut, and Rhode Island. Old Sturbridge Village is a Blue Star Museum, offering year-round free daily admission to active and retired military personnel and their families.

The Village also partners with the Department of Transitional Assistance and the Massachusetts Cultural Council on the EBT Card to Culture Program to offer significantly discounted admissions for individuals with EBT or WIC cards.

The Village also plans to make presentations at regional and national conferences, such as the New England Museum Association annual conference.

Evaluation of the Project's Impact

We are pleased to be working once again with Lonnie Kaufman, Founder and Principal Researcher of Evaluation for Action (EfA), to support us in the evaluation of our progress, verifiable results, program impacts, and outcomes of *Foundations of Interpretation*. Mr. Kaufman will serve as an objective partner, positioned to support our success through rigorous research that illuminates key questions, articulates program outcomes, and informs our strategic thinking regarding our most productive path forward. He will also focus on expanding our capacity for internal evaluation and help us establish a culture of institutional reflection open to learning new things through meaningful evaluation processes. This approach is responsive to our strong desire to ensure learning and evaluation are indistinguishably linked and that the differences we realize as a result of *Foundations of Interpretation* are real and sustainable. The evaluation plan will employ two significant components—formative and summative evaluation—each providing a complementary way of addressing the program's information needs and evaluation questions.

The evaluation's formative component will feature the collection and analysis of interviews, surveys, and institutional data that will provide insight into our program's ongoing operation and progress. A formal data collection process will be implemented to ensure high quality and meaningful data is available to measure the project's success in meeting our anticipated short- and long-term outcomes. EfA will share emergent findings with the project team regularly, allowing adjustments as needed.

Specific aspects will include:

- Professional Development: EfA will lead the development of evaluation instruments to assess the overall quality and impact of the Village's newly enhanced staff training program.
- Learning Targets: EfA will work with project staff and project consultant Shannon Burke in the creation of purposeful learning and social-emotional targets for the Village's interpretive spaces and exhibitions. Specifically, EfA will help determine ways to effectively monitor and measure the acquisition of new learning targets by visitors.
- Sustainability Based Model: EfA will support our commitment toward establishing a data-driven and evaluation culture within OSV. As such, the evaluation approach will purposefully work towards building the capacity of OSV to develop strong evaluation skills, knowledge, and strategies.

A summative evaluation will also be designed to explore the overall results, impacts, and outcomes of *Foundations of Interpretation*. Summative questions may include: Which program components have been the most effective in meeting the goals outlined in our Interpretation and Education Plan (e.g., diversifying our interpretive programs, revitalizing our existing training program, reimagining the role of the Visitor Center, etc.)? What impact has the program had on visitor learning? What aspects of *Foundations of Interpretation* does the evidence suggest has the most positive impact on meeting desired outcomes? What remarkable successes and significant challenges were encountered during the process, and what can be learned and shared with others?

Organizational Profile

Mission Statement: Old Sturbridge Village, an outdoor living history museum and learning resource of early 19th-century New England life, invites each visitor to find meaning, pleasure, relevance, and inspiration through the exploration of history.

Organizational Profile: Old Sturbridge Village traces its beginnings to the remarkable collection of early New England artifacts amassed by the Wells family of neighboring Southbridge, Massachusetts. In 1936, Albert B. Wells and his brother J. Cheney acquired 153 acres of farmland in Sturbridge, on which they built a "living village" where visitors could see craftsmen working in a variety of shops, tour furnished early American

homes, and enjoy comprehensive exhibitions of the Wells family collections. The museum opened to the public on June 8, 1946, a revolutionary experiment in outdoor living history, and today remains an engaging, educational, and entertaining destination for visitors of all ages.

Old Sturbridge Village, a 501(c) (3) organization located in central Massachusetts, has provided millions of families, students, and individuals from across the globe the opportunity to explore and be inspired by the rich history of 19th-century New England. Approximately 250,000 annual visitors, including 55,000 students, come from across New England and the world to explore farmhouses and experience hearthside cooking; meet heritage breed animals in our barns and pastures; visit trade shops where skilled craftsmen make iron tools, redware pottery, and coopered buckets and barrels. While the museum's living history exhibits interpret daily life in the 1830s, the Museum Collection and Research Library encompass artifacts that are important to the further understanding and interpretation of early 19th-century life as a whole. They also document the daily lives of rural, inland New Englanders from 1790 to 1840.

Old Sturbridge Village's Board of Trustees consists of 27 volunteer leaders with expertise in business, law, government, and academia. The Village's management team includes a Chief Executive Officer, three Vice Presidents, and seven Directors who oversee museum and campus operations. Total staff consists of approximately 80 full-time year-round employees and 120 part-time seasonal employees. The Village also is fortunate to have more than 200 volunteers who give their time in a variety of ways, including assisting with public and educational programs and curatorial projects. The organization has a total operating budget of approximately \$11.4 million.

Project team

Old Sturbridge Village Staff Working Group

Rhys Simmons (Director of Interpretation) will serve as project director, coordinating the involvement of front-line interpretation staff in updating Interpretive Guides, overseeing the relationship with the Coalition, reviewing interpretive guides and learning targets, and participating in weekly project team meetings. Mr. Simmons has worked at the Village since 2005, and has served as Director of Interpretation since 2015. He served as co-director of the project to develop a new Interpretation and Education Plan.

Sarah Parks (Coordinator of Special Projects) will serve as project manager, coordinating weekly project meetings, scheduling scholar visits, tracking the budget, and ensuring the project proceeds in accordance with the work plan. Ms. Parks joined the Village staff in January 2020, and has extensive project management experience, most recently overseeing the Boston Furniture Archive at Winterthur Museum, Garden & Library.

Emily Dunnack (Director of Education) will review interpretive guides, work to create learning targets, coordinate the involvement of education staff, and participate in weekly project team meetings. Ms. Dunnack has worked at the Village since 2015 and served as co-director of the project to develop a new Interpretation and Education Plan.

Caitlin Emery Avenia (Curatorial Director) will oversee the research, design, and production of building signs, review interpretive guides, work to create learning targets, coordinate the involvement of curatorial staff, and participate in weekly project team meetings. Ms. Avenia has worked at the Village since 2014, and was part of the project team that developed a new Interpretation and Education Plan.

Tom Kelleher (Historian and Curator of Mechanical Arts) will coordinate all staff training schedules and lectures, assist with the review and updating of interpretive guides, and participate in weekly project team meetings. He has worked at the Village for over 35 years in various roles. Mr. Kelleher was part of the project team that developed a new Interpretation and Education Plan.

Position in Public Humanities (See justification document for full description of duties)

Jim Donahue (President and CEO) will participate in the Staff Working Group meetings from a leadership role and serve as a liaison to the Board of Trustees for project communications.

The Staff Working Group will consult as needed with Program Staff, including Interpretive Leads and Coordinators (staff in charge of interpretive spaces and program divisions) as well as Education and Curatorial Staff during the course of the implementation grant period.

Humanities Scholars

The following scholars will work with staff to refine and update the interpretive guides. The group includes scholars covering each of the four identified themes. Project scholars will be expected to provide 50-60 hours of work in Years 1 and 2, including at least 1 or 2 days of on-site meetings. Scholars will be expected to provide 10-20 hours of work in Year 3. Each scholar will also be required to present one staff training lecture on a topic related to their area of expertise during the course of the project.

Margaret Bruchac; *Associate Professor of Anthropology, Coordinator of Native American and Indigenous Studies, University of Pennsylvania; Ph.D., University of Massachusetts; Areas of specialization:* northeastern Native American histories; museum anthropology; material culture; cultural performance

Linda Coombs; *Program Director of the Aquinnah Cultural Center, Martha's Vineyard; Aquinnah Wampanoag; Areas of specialization:* history, technology, and arts of Wampanoag culture including traditional wetu (house) construction, mat weaving, pottery, deerskin clothing, twined woven baskets, gardening, and foodways; colonial history from a Native American perspective

Christopher Clark; *Department Head and Professor of History, University of Connecticut; Ph.D., Harvard University; Areas of specialization:* the social history of economic life; the history of American capitalism; rural societies and industrialization; abolitionism and utopian communities

Joanne Pope Melish; *Associate Professor Emerita, University of Kentucky; Ph.D., Brown University; Areas of specialization:* the history of slavery; emancipation; the evolution of racial ideology in New England

Marla Miller; *Associate Chair, Director of the Public History Program, and Professor of History, University of Massachusetts, Amherst; Ph.D., University of North Carolina at Chapel Hill; Areas of specialization:* U.S. women's work before industrialization; public history; material culture

Emily Pawley; *(Assistant Professor of History, Dickinson College; Ph.D., University of Pennsylvania; Areas of specialization:* environmental history; history of capitalism; history of the body and health; landscape history; history of food and food production; history of science

Cathy Stanton; *Senior Lecturer, Department of Anthropology, Tufts University; Ph.D., Tufts University; Areas of specialization:* anthropology; farm history and heritage; foodways; public history; museums

John Wood Sweet; *Associate Professor, Assistant Department Chair of History and Assistant Department Chair of Women's Studies, The University of North Carolina at Chapel Hill; Ph.D., Princeton University; Areas of specialization:* Early American History from the colonial period through the early 19th century; daily life, culture, and identity in the northeast; history of gender and sexuality before the Civil War

Project Consultants

The following consultants will work with the Village in developing the new training program, updating interpretive guides, developing learning targets, and reviewing documents. The group includes consultants with experience in staff training, diversity and inclusion, curriculum development, diverse learning styles, and evaluation.

Shannon Burke (*Principal, Transformational Engagement*) is an experienced museum leader committed to creating inclusive spaces and compelling narratives that connect the past to the present, inspire brave conversations, build community, and encourage empathy and civic engagement. An expert in historic site interpretation, most recently overseeing a major reinterpretation of the Harriet Beecher Stowe Center, she has extensive experience with dialogue-based interpretation, facilitator training, creating equitable museum environments, and helping cultural organizations be valued and relevant to the needs and challenges of the communities they serve, both public and internal. Ms. Burke will work closely with the project team to provide feedback on all aspects of *Foundations of Interpretation*, prototyping, staff accountability, reviewing documents and working to create learning targets.

With over 250 members in 65 countries, the **International Coalition of Sites of Conscience** builds the capacity of these vital institutions through grants, networking, training, transitional justice mechanisms, and advocacy. The Coalition will work with the Village to facilitate staff development in dialogic interpretation and diversity, equity, accessibility and inclusion (DEAI) training. They will also review documents such as exhibit text, as well as provide guidance in developing internal documents.

For more than 20 years, **Lonnie Kaufman** (*Founder and Principal Researcher, Evaluation for Action*) has provided applied research and program evaluation services to school systems, non-profit organizations, cultural institutions, and state agencies throughout New England. He has lead multifaceted research projects of all sizes, which typically include conceptualizing and implementing sound research plans, conducting suitable quantitative and qualitative analyses of data, synthesizing data to surface key findings, and translating these into engaging presentations, discussions, and materials aimed at a variety of audiences.

Work Plan

Date		Activity	Participants	Outcomes
2020	Aug.	Position in Public Humanities posted	Staff Working Group (SWG)	Recruitment for Position in Public Humanities
	Sept.	Interview candidates for Position in Public Humanities	SWG	Narrow field to final 3 candidates
	Sept. - Dec.	Research and writing – building identification signs	Assistant Curator (AC)	Develop content for building signs
		Monthly meetings with Shannon Burke & Evaluation for Action	SWG, Shannon Burke (SB), Evaluation for Action (EfA)	Project Planning, Check-ins, Progress reports
	Oct.	Final interviews for Position in Public Humanities	SWG	Hiring decision, offer made
	Nov.	Position in Public Humanities starts	SWG	Position filled
	Nov.- Dec.	Review existing training manuals and source material (Households and Horticulture)	Staff Working Group (SWG), Project Scholars (PS), Program Staff (Prog.)	Consolidate existing materials, identify content gaps
		Design: crossroad signage and campus maps	SWG, Creative Director (CD)	Unified aesthetic for signage
2021	Jan.	Dialogic Interpretation Training	Coalition, SWG, Prog, SB	Introduce dialogic interpretation
		Training: Project Scholar Lecture	Project Scholar, Prog.	Expand content knowledge
	Jan. - Feb.	Design and approval of crossroad signs and campus maps	SWG, CD	Proofs for printing/production
		Cont'd Review of existing training manuals and source material (Households, Horticulture)	SWG, PS, Prog.	Consolidate existing materials, identify content gaps
	Jan. - Dec.	Monthly meetings with Shannon Burke & Evaluation for Action	SWG, SB, EfA	Status updates, review and refine timeline for creation of learning targets, document review
	Feb.	Training: Project Scholar Lecture	Project Scholar, Prog.	Expand content knowledge
		First draft of building signs due	SWG, AC	Feedback on first draft
	March	Final draft of building signs due	SWG, AC	Final content for CD to design
		Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report
		Installation of campus maps and crossroad signs	SWG	Improved wayfinding
	March - April	Review first drafts of Interpretive Guides (Households, Horticulture)	SWG, PS, Prog.	Identify gaps, cross-exhibit review, feedback for revision
		Design and approval of building signs	AC, CD, SWG	Unified aesthetic for signage

Date	Activity	Participants	Outcomes	
2022	April	DEAI Training (2 days)	Coalition, SWG, Prog, SB	Layout fundamentals of DEAI
	May	Production and installation of building signs	AC	Unified design aesthetic, improved visitor experience
	May - June	Scholar and consultant review of Interpretive Guides (Households, Horticulture)	Coalition, SB, PS	Gather feedback on Interpretive Guides (Households and Horticulture)
	June	DEAI: Follow Up Discussion	Coalition, SWG, SB	Build on DEAI skills/concepts
		Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report
	July - Aug.	Revisions to Interpretive Guides (Households, Horticulture)	SWG, PS, Prog.	Incorporate consultant feedback
	July - Dec.	Review of existing training manuals and source material (Agriculture, Mills, Trades, Public/Civic)	SWG, PS, Prog	Consolidate existing materials, identify content gaps
	Aug.	DEAI: Follow Up Discussion	Coalition, SWG, Prog, SB	Build on DEAI skills/concepts
	Sept.	Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report
		Final drafts of Interpretive Guides (Households, Horticulture) complete	SWG, PS, Prog.	15 complete Interpretive Guides for households and horticulture
	Oct.	DEAI: Follow Up Discussion	Coalition, SWG, Prog, SB	Build on DEAI skills/concepts
		Training: Project Scholar Lecture	Project Scholar, Prog.	Expand content knowledge
Dec.	Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report	
2022	Jan.	Presentations of Interpretive Guides (Households, Horticulture)	SWG, PS, Prog.	Peer-to-peer presentation as part of 2022 staff training calendar
		Dialogic Interpretation Training with Coalition (3.5 days)	Coalition, SWG, Prog, SB	Expanding skills, introducing new situations and uses for skills
		Half-day working session: Learning Targets (Households, Horticulture)	SWG, Coordinator of School Partnerships (CSP), SB, Prog.	Develop sample targets, plan for piloting
	Jan. - March	Review first drafts of Interpretive Guides (Agriculture, Mills, Trades, Public/Civic)	SWG, PS, Prog.	Identify additional gaps, cross-exhibit review, submit feedback for revision
	Jan. - April	Draft learning targets for review (Households, Gardens)	SB, CSP	Develop learning targets for first phase of piloting and evaluation
	Jan. - Dec.	Monthly meetings with Shannon Burke and Evaluation for Action	SWG, SB, EfA	Check-ins, progress reports
	Feb.	Training: Project Scholar Lecture	Project Scholar, Prog.	Expand content knowledge
	March	Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report
	April	DEAI Training (1 day)	Coalition, SWG, Prog, SB	Build DEAI skills
		Half-day working session: Learning Targets (Households, Horticulture)	SWG, CSP, SB, Prog., EfA	Review draft targets for piloting finalize plan for evaluation
	April - June	Scholar and consultant review of Interpretive Guides (Agriculture, Mills, Trades, Public/Civic)	Coalition, SB, PS	Gather scholar and consultant feedback on Interpretive Guides (Agriculture, Mills, Trades, Public/Civic)
	May - Sept.	Pilot implementation of learning targets in select Households and Gardens	SWG, CSP, SB, EfA	Gauge success through survey and evaluation, refine targets as needed
	June	DEAI: Follow Up Discussion	Coalition, SWG, Prog, SB	Build on DEAI skills/concepts
		Training: Project Scholar Lecture	Project Scholar, Prog.	Expand content knowledge
		Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report

Date	Activity	Participants	Outcomes	
1	July - Sept.	Revisions to Interpretive Guides (Agriculture, Mills, Trades, Public/Civic)	SWG, PS, Prog.	Incorporate consultant feedback
	Aug.	DEAI: Follow Up Discussion	Coalition, SWG, Prog, SB	Build on DEAI skills/concepts
	Sept.	Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report
	Oct.	DEAI: Follow Up Discussion	Coalition, SWG, Prog, SB	Build on DEAI skills/concepts
		Training: Project Scholar Lecture	Project Scholar, Prog.	Expand content knowledge
		Debrief on piloted learning targets (full day)	SWG, CSP, SB, EfA	Pilot targets for agriculture, mills, trade shops, civic, and public spaces; refine targets
		Final drafts of Interpretive Guides (Agriculture, Mills, Trades, Public/Civic) complete	SWG, PS, Prog.	22 complete Interpretive Guides for agriculture, mills, trade shops, public, civic spaces
	Dec.	Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report
2023	Jan.	Dialogue Training (2.5 days)	Coalition, SWG, Prog, SB	Skill building, identify needs
		Training: Project Scholar Lecture	Project Scholar, Prog.	Expand content knowledge
		Presentations of Interpretive Guides (Agriculture, Mills, Trades, Public/Civic)	SWG, PS, Prog.	Peer-to-peer presentation as part of 2023 staff training calendar
	Feb.	Training: Project Scholar Lecture	Project Scholar, Prog.	Expand content knowledge
	Feb. - Aug.	Pilot implementation of learning targets in agriculture, mills, trade shops, civic, and public spaces	SWG, SB, CSP, EfA	Gauge success through survey and evaluation
	March	Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report
	April	DEAI Training (1 day)	Coalition, SWG, Prog, SB	Build DEAI skills
	June	Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report
	Aug.	Debrief on learning targets pilot (full day)	SWG, SB, CSP, EfA	Review implementation plan, revise targets as needed
	Sept.	Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report
	Dec.	Quarterly check-ins	Coalition, SWG, SB, EfA	Progress report

Project Funding

Funding from NEH will enable the Village to work with outside scholars and experts and hire outside specialists in staff training, diversity and inclusion, and evaluation. It will also support production of new wayfinding signage within the museum and the creation of new building identification signage. For the activities outlined in this grant, Old Sturbridge Village will cost share staff salaries and benefits, indirect costs, and other overhead costs associated with the project.

Foundations of Interpretation is part of a broader, museum-wide commitment to relevancy and visitor engagement. As part of a Five Year Vision, museum leadership has identified projects that will help the Village achieve its goal of taking its core elements—interpretation, collections and research, education and preservation—from “good to great” by 2024. These projects, encompassing infrastructure upgrades and deferred maintenance, new staff positions, improved signage, and new gallery spaces, are estimated at \$13 million dollars over the next five years. The majority of these funds will be raised as part of a capital campaign, including additional foundation funding and individual gifts. Other expenses will be supported by operating funds.

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Other resources:

“Inclusive History Handbook,” National Council on Public History and American Association for State and Local History <https://ncph.org/history-at-work/building-the-inclusive-historians-handbook/>

“Interrogating Institutional Practices in Equity, Diversity, and Inclusion Lessons and Recommendations from Case Studies in Eight Art Museums”
<https://sr.ithaka.org/publications/interrogating-institutional-practices-in-equity-diversity-and-inclusion/>



Budget Form

OMB No 3136-0134
Expires 6/30/2021

Applicant Institution: *Old Sturbridge Inc.*

Project Director: *Rhys Simmons*

Project Grant Period: *09/01/2020 through 12/31/2023*

[click for Budget Instructions](#)

	Computational Details/Notes	(notes)	Year 1	(notes)	Year 2	(notes)	Year 3	(notes)	Year 4	Project Total
			09/01/2020-8/31/2021		09/01/2021-8/31/2022		09/01/2022-8/31/2023		09/01/2023-12/31/2023	
1. Salaries & Wages										
Rhys Simmons, Director of Interpretation, Project Director	Base rate: [REDACTED]	20%	[REDACTED]	20%	[REDACTED]	20%	[REDACTED]	10%	[REDACTED]	[REDACTED]
Sarah Parks, Coordinator of Special Projects	Base rate: [REDACTED]	10%	[REDACTED]	10%	[REDACTED]	10%	[REDACTED]	5%	[REDACTED]	[REDACTED]
Emily Dunnack, Director of Education	Base rate: [REDACTED]	15%	[REDACTED]	15%	[REDACTED]	15%	[REDACTED]	5%	[REDACTED]	[REDACTED]
Caitlin Emery Avenia, Curatorial Director	Base rate: [REDACTED]	15%	[REDACTED]	15%	[REDACTED]	15%	[REDACTED]	5%	[REDACTED]	[REDACTED]
Tom Kelleher, Historian and Curator of Mechanical Arts	Base rate: [REDACTED]	15%	[REDACTED]	15%	[REDACTED]	15%	[REDACTED]	5%	[REDACTED]	[REDACTED]
Position in Public Humanities	Base rate: [REDACTED]	100%	[REDACTED]	100%	[REDACTED]	0%	[REDACTED]	0%	\$0	[REDACTED]
Coordinator of School Partnerships (vacant 1/2020)	Base rate: [REDACTED] (est. time for developing learning targets)	%	\$0	20%	[REDACTED]	20%	[REDACTED]	%	\$0	[REDACTED]
Interpretive Coordinators	Base Rate: [REDACTED] est. 1500 hours (total) for 4-5 Interpretive Coordinators working on Interpretive Guides	%	[REDACTED]	%	[REDACTED]	%	[REDACTED]	%	\$0	[REDACTED]
Katherine Fecteau, Assistant Curator	Base rate: [REDACTED] 100 hours, Research, writing, design review of building identification signage	%	[REDACTED]	%	\$0	%	\$0	%	\$0	[REDACTED]

	Per Year. Indirect costs include Old Sturbridge Village CEO's time, as he will be participating on the Staff Working Group.										
10% of direct costs			\$21,609		\$21,298		\$13,727		\$2,077	\$58,712	
10. Total Project Costs	(Direct and Indirect costs for entire project)									\$645,828	
11. Project Funding											
		a. Requested from NEH				Outright:				\$500,000	
						Federal Matching Funds:				\$0	
						TOTAL REQUESTED FROM NEH:				\$500,000	
		b. Cost Sharing				Applicant's Contributions:				\$145,828	
						Third-Party Cash Contributions:				\$0	
						Third-Party In-Kind Contributions:				\$0	
						Project Income:				\$0	
						Other Federal Agencies:				\$0	
						TOTAL COST SHARING:				\$145,828	
12. Total Project Funding											\$645,828

Total Project Costs must be equal to Total Project Funding ---->	(\$645,828	=	\$645,828	?)
Third-Party Contributions must be greater than or equal to Requested Federal Matching Funds ---->	(\$0	≥	\$0	?)

Caitlin Emery Avenia

From: Braden Paynter <bpaynter@sitesofconscience.org>
Sent: Thursday, August 01, 2019 5:26 PM
To: Caitlin Emery Avenia
Cc: James Connally; Emily Dunnack; Rhys Simmons
Subject: Re: Budget
Attachments: ICSC Budget (OSV NEH Implementation).pdf

Hi all,

Attached is a budget outline for a three year project. As we've talked about, it has three main pieces to it: training on content and skills for dialogic interpretation, DEAI work, and ongoing document review and planning support. Below is a quick narrative description of what this would look like. All in line with what we have talked about, but with a few more details

Year 1

- **Dialogic Interpretation:** The goal of this year is to get everyone introduced to some big ideas and skills and give people the space to start experimenting in productive ways. Begin with a three day training to get staff up to speed on essential tools and frameworks. Then have an adjoining day with the core team on how to plan and manage this kind of development for the year. We'd then propose quarterly check ins with staff to hear what they are trying, talk about challenges and successes and give feedback and suggestions.
- **DEAI:** Year 1 of DEAI focuses on learning about ourselves and the wider map of DEAI conversations. We would begin with a two day onsite workshop (likely with both Dina Bailey and myself) to layout fundamental concepts and begin having internal conversations about identity. Follow up conversations throughout the year would build on these concepts and would be best paired with historical material provided by a scholar. The purpose of the conversations is to deepen staff's knowledge of content past and present as well as give them practice having these conversations.
- **Document Review:** This gives us space to carve out Coalition time to support exhibit or other text review, internal document advice, and any other additional pieces we might need. Not knowing the overall flow of when the team expects documents and projects to hit, the 10 hours in this category each year are a place holder.

Year 2

- **Dialogic Interpretation:** Year 2 looks to reinforce the skills first introduced in year 1, expanding the capacity to use them and the range of situations staff feel comfortable using them in. A few of the reinforcing sessions can be taught by OSV staff to begin the process of ratcheting up their involvement. The majority would still be taught by the Coalition. In addition we would like to bring in long time Coalition friend and partner, Richard Josey, to co-teach these sessions. Richard is one of the foremost practioners of living history in the United States having guided programming at Colonial Williamsburg and Minnesota Historical Society's Historic Fort Snelling at Bdote. As an African American living historian, Richard will bring a depth of experience and perspective to the work that will be invaluable for staff to take the next step. Adjacent to this two day training, Richard and Braden would work with the core team for an additional day and a half to dive more extensively into training and coaching dialogic interpreters. Continuing the pattern of year 1 there would be quarterly followups with staff.

- DEAI: Year 2 asks participants to increasingly step outside of themselves and begin understanding and exploring the experiences of others and considering how those shape our lives and perceptions. A one day workshop (with Dina and Braden) would be followed by quarterly conversations (paired with scholarly material).
- Document Review: Again, holding space as we need it.

Year 3

- Dialogic Interpretation: OSV staff take center stage, leading a dialogic training for new staff and developmental sessions for returning staff. Braden and Richard assist throughout. Half day adjacent core team planning session on what comes next and what additional resources are needed. Follow up sessions throughout the year as in previous years.
- DEAI: Shifting focus from the self and others to how we can individually and collectively begin transforming the situations we are in. One day workshop with Braden and Dina followed by quarterly conversations.
- Document Review: As needed.

Let me know if this gives you what you need at the moment and we can talk through some of the specifics moving forward like document review or what kind of structure would be most useful for quarterly checkins.

Braden Paynter
He/Him/His
Program Manager, Membership, Methodology, Practice
International Coalition of Sites of Conscience
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www.sitesofconscience.org

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International Coalition of
SITES of CONSCIENCE
Celebrating 20 Years of Memory to Action

On Fri, Jul 26, 2019 at 4:16 PM Caitlin Emery Avenia <cavenia@osv.org> wrote:
Thanks Braden! Great chatting with everyone today!

C

From: Braden Paynter <bpaynter@sitesofconscience.org>
Sent: Friday, July 26, 2019 3:24:05 PM
To: James Connally <JConnally@OSV.ORG>
Cc: Caitlin Emery Avenia <cavenia@osv.org>; Emily Dunnack <EDunnack@OSV.ORG>; Rhys Simmons <RSimmons@OSV.ORG>
Subject: Re: Budget

Here is information about membership when that becomes the thing to do! Hooray.

Braden Paynter
He/Him/His
Program Manager, Membership, Methodology, Practice
International Coalition of Sites of Conscience
Phone: [+1.646.856.9413](tel:+16468569413)

www.sitesofconscience.org

	Item	Quantity	Time	Staff Needed	Location	Unit Cost	Total Cost
Year 1	Introduction to Dialogue and Dialogic Content: structures for dialogue, four tools of dialogue, four lenses of dialogic content	1	3 days	1	Onsite	\$1,500	\$4,500
	Train the Trainer: Planning and Managing Dialogic Development	1	1 day	1	Onsite	\$1,500	\$1,500
	Interp Follow Up Calls with Staff	3	1.5 hours	1	Remote	\$150	\$675
	Introduction to Diversity, Equity, Accessibility, and Inclusion: Learning about our selves and an introduction to the geography of race and identity today	1	2 days	2	Onsite	\$1,500	\$6,000
	DEAI Discussions	3	2 hours	2	Remote	\$250	\$3,000
	Document Review and Ongoing Support	10	1 hours	1	Remote	\$150	\$1,500
	Travel	3 trips				\$1,000	\$3,000
						Year 1 Total	\$20,175
Year 2	Deep Dive on Dialogue and Living History (with guest presenter Richard Josey) and Troubleshooting Year 1	1	2 days	2	Onsite	\$1,500	\$6,000
	Train the Trainer: Training Dialogue and Growing Staff Skill	1	1.5 Days	2	Onsite	\$1,500	\$4,500
	Interp Follow Up Calls with Staff	3	1.5 hours	1	Remote	\$150	\$675
	DEAI: Looking Deeper and Exploring New Connections	1	1 Day	2	Onsite	\$1,500	\$3,000
	DEAI Discussions	3	2 hours	2	Remote	\$250	\$3,000
	Document Review and Ongoing Support	10	1	1	Remote	\$150	\$1,500

	Travel	4 Trips				\$1,250	\$6,000
						Year 2 Total	\$24,675
Year 3	Dialogue Training - OSV Lead/Coalition Support, Specific Skills Focus from Coalition	1	2 days	2	Onsite	\$1,500	\$6,000
	Planning What is Next	1	.5 day	2	Onsite	\$1,500	\$1,500
	Interp Follow Up Calls with Staff	3	1.5 hours	1	Remote	\$150	\$675
	DEAI: Tranforming our world	1	1 day	2	Onsite	\$1,500	\$3,000
	DEAI Support	3	2 hours	2	Remote	\$250	\$3,000
	Document Review and Ongoing Support	10	1		Remote	\$150	\$1,500
	Travel	4 trips				\$1,000	\$4,000
						Year 3 Total	\$19,675
						Project Total	\$64,525

OLD STURBRIDGE VILLAGE - ESTIMATED COSTS IMPROVED SIGNAGE – PHASE 1

Item	Description	Approx. Size	Costs
Crossroads Signs (7)	Post with directional arrows holding text; Natural wood with white wash/pickling for texture; hand-painted lettering; period appropriate finial approved by OSV; font chosen for readability, period appropriate and OSV brand	6' tall Directional arrows approximately 20"x5"	Sign & installation: \$600 X # of signs: 7 TOTAL: \$4,200
Campus Maps (2)	Large campus maps for kiosks at parking lot, museum education	Map 4'x3'	Printing: \$450 x # of signs: 2 TOTAL:\$900
Campus Map Kiosk (1)	For outside of Visitor Center. Large structure to hold map guide; small roof for protection and architectural interest; built with thick rough-hewn posts stained dark brown	Approx. 8' tall by 6' wide.	Structure: \$2,000 Installation: \$500 TOTAL: \$2,500
Campus Map (1)	Large campus map for Visitor Center kiosk; removable "slat" signage for temporary program promotion	7'x5' Slats 4'x8"	Sign: \$600 TOTAL: \$600
Tabletop Map Guides (4)	Map embedded in fade-resistant plexi mounted to wooden substrate and wrapped in aluminum (painted flat black to resemble iron); platform sits atop two 6"x6" rough-hewn angled posts stained dark brown	Map 3'x2.75' Posts 6"x6" Top of map is approximately 3' off ground, angled for multiple people to view	Sign & Structure: \$650 Installation: \$200 Total per sign: \$850 X # of signs: 4 TOTAL: \$3,400
Building Identification Signs (38)	Unobtrusive panel (digital printing with matte finish; to withstand weather, sun, etc.); Roughly 20 requiring 3x3 roughhewn posts stained dark brown; others wall-mounted	Sign 20x18" Top of sign is approximately 4'-4 ½' for best viewing	38 Signs at \$175 per sign, 20 requiring mounts at \$100 per mount TOTAL: \$8,650


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Project Team

Staff Project Team

Staff Working Group

Rhys Simmons (Director of Interpretation, Old Sturbridge Village) – Project Director

Sarah Parks (Coordinator of Special Projects, Old Sturbridge Village)

Emily Dunnack (Director of Education, Old Sturbridge Village)

Caitlin Emery Avenia (Curatorial Director, Old Sturbridge Village)

Tom Kelleher (Historian and Curator of Mechanical Arts, Old Sturbridge Village)

James Donahue (President and CEO, Old Sturbridge Village)

Position in Public Humanities

Other Project Staff:

Coordinator of School Partnerships, Old Sturbridge Village (Vacant as of January 2020)

Interpretative Coordinators, Old Sturbridge Village (4-5 individuals, consulting on Interpretive Guides)

Katherine Fecteau (Assistant Curator, Old Sturbridge Village)

Shawn Vallee (Creative Director, Old Sturbridge Village)

Humanities Scholars

Margaret Bruchac (Associate Professor of Anthropology, Coordinator of Native American and Indigenous Studies, University of Pennsylvania;)

Linda Coombs (Program Director of the Aquinnah Cultural Center, Martha's Vineyard)

Christopher Clark (Department Head and Professor of History, University of Connecticut)

Joanne Pope Melish (Associate Professor Emerita, University of Kentucky)

Marla Miller (Associate Chair, Director of the Public History Program, and Professor of History, University of Massachusetts, Amherst)

Emily Pawley (Assistant Professor of History, Dickinson College)

Cathy Stanton (Senior Lecturer, Department of Anthropology, Tufts University)

John Wood Sweet (Associate Professor, Assistant Department Chair of History and Assistant Department Chair of Women's Studies, The University of North Carolina at Chapel Hill)

Project Consultants

Shannon Burke (Principal, Transformational Engagement)

Braden Paynter (Program Manager, Membership, Methodology, Practice, International Coalition of Sites of Conscience)

Lonnie Kaufman (Founder, Evaluation for Action)

Rhys Simmons

(b) (6) – (b) (6) – rsimmons@osv.org

Career Summary

As a committed educator Old Sturbridge Village has provided me the opportunity to use its tools to best relate my passion, history and agriculture, to our guests.

Work Experience

Old Sturbridge Village, Sturbridge, MA

Director of Interpretation 2015- present

- Implemented a new review system
- Managed a new organizational restructure for all full time interpreters

Coordinator of Agriculture and Men's Crafts 2008-2015

- Managed the livestock and all related programing; Oxen, Dairying, Sheering, Lambing & Calving, Butchering.
- Managed the Men's Craft programs including; Blacksmith, Pottery, Cooper, Print, Shoes, Tin and all of the budgets within.
- Forged connection with outside Agricultural professionals to assist in our, veterinary care, animal husbandry, bee keeping and special events.
- Worked across departments to run the agriculture program, marketing, development, visitor services and maintenance.
- Served as the Customer Service trainer for all new hires, interns & volunteers.
- Brought back the Bee Keeping program, including worked to open a new exhibit focusing on bee with an observation hive.
- Implemented progressive agriculture talks to expand the focus of agricultural interpretation
- Started Old Sturbridge Village's Heritage Farmers Market in 2012
- Developed an Augmented Reality game working as a test site for MIT Scheller Teacher Education Program.

Lead of Agriculture 2007-2008

- Managed the daily farm chores, and supervised the seasonal staff

Interpreter 2005-2007

- Was able to find a passion for teaching using the non-traditional methods provided by Old Sturbridge Village.

Education

Worcester State College

Bachelors of Arts in History and Secondary Education 2007

Professional Activities

The Association for Living History, Farming and Agriculture Museums (ALHFAM)

- Served as the New England Regional Representative 2011-13
- Planned and executed the New England Regional Conference 2014

Worcester Country Bee Association

- Bee School 2012 & 2013

EXPERIENCE

Old Sturbridge Village (OSV) | Sturbridge, MA

Coordinator of Special Projects, January 2019 – Present

- Responsible for managing details and processes for initiatives across OSV
- Develop and monitor individual project timelines and work flow plans, work across multiple departments to coordinate work flow, manage timely and effective communication with all project stakeholders, ensure timely and high-quality execution of deliverables.

Winterthur Museum, Garden & Library | Winterthur, DE

Boston Furniture Archive Project Manager, July 2013 – January 2019

- Led planning, development, and growth of a free research platform for the study of furniture made in Boston between 1630 and 1930, online at <http://bfa.winterthur.org/>.
- Collaborated with curatorial, conservation, and library colleagues at Winterthur and across Massachusetts to document and digitize previously under-recognized collections.
- Developed standards and workflows for documentation that balance curatorial goals, compliance with accepted metadata schemas and published vocabularies, and realistic technical and staffing constraints.
- Recruited and supervised project staff, interns, contractors, and volunteers.
- Managed annual 12-week field documentation sessions in Boston, including coordinating site visits to public and private collections and training graduate student interns in cataloging and photography.
- Co-organized and led weeklong field studies of New England material culture for University of Delaware graduate students.
- Organized and co-hosted an international meeting of scholars and curators developing furniture- and decorative arts-focused digital projects held in January 2019.
- Managed a five-year project budget of over \$600,000.

Nantucket Historical Association (NHA) | Nantucket, MA

Associate Curator, May 2011 – July 2013

The Decorative Arts Trust/NHA Curatorial Fellow, September 2010 – May 2011

- Planned, designed, and installed temporary and long-term exhibitions in the Nantucket Whaling Museum and other NHA properties, including historic homes and a fire house.
- Developed and implemented new cataloging procedures for collections.
- Crafted strategies for addressing collections management needs, including the organization of accession, loan, and exhibition records; preventive conservation; and regular inventories.
- Presented public lectures, school programs, and interpreter training.

New Bedford Whaling Museum/Old Dartmouth Historical Society | New Bedford, MA

New Bedford ECHO Project Co-Principal Investigator, 2007 – 2008

Curatorial, Education, and Programs Assistant, 2006 – 2008

Intern, 2005 – 2006

- Developed and installed exhibitions on maritime and local history topics.
- Managed U.S. Department of Education grant, including program development, reporting, and fieldwork with partner organizations in Alaska, Hawai'i, Massachusetts, and Mississippi.
- Facilitated cross-cultural and community-based events and programs.
- Presented public lectures and volunteer training.
- Managed logistics of conferences and symposia, including donor and lender relations.

EDUCATION

University of Delaware | Newark, DE

M.A. Degree in American Material Culture, Winterthur Program in American Material Culture, 2010. Recipient of the E. McClung Fleming Thesis Prize for "Britain, Brazil, and the Trade in Printed Cottons, 1827-1841."

Wellesley College | Wellesley, MA

B.A. Degree, 2005. Majors in American Studies and Biological Sciences. Magna cum laude. Phi Beta Kappa.

SELECTED PROJECTS and PRESENTATIONS

A Lancaster-Area Online Decorative Arts Database: Considerations for LancasterHistory.org

Consultant | LancasterHistory.org, June – August 2018

Interviewed staff regarding current needs and opportunities for collaborative, object-based digital scholarship. Prepared white paper outlining a possible path for developing a regional database.

Curators Grab the Toolbox: The Development of the Boston Furniture Archive

Presenter | Museum Computer Network Annual Conference, November 2016

Explored the intersection of subject matter and technical expertise at the core of the Boston Furniture Archive and shared collections-based perspective to audience of museum technologists.

Nantucket Legends: Foggy Facts and Fictions

Lead Curator | Nantucket Whaling Museum, April – November 2013

Developed themes, object list, gallery layout, and text; created gallery activities; supervised the creation of four short films; and trained interpreters for an exhibition exploring local myths.

"By your exertions conjointly with ours": British printed cottons in Brazil, 1827-1841

Presenter | Textile Society of America Biennial Symposium, September 2012

Presented illustrated talk on the political implications of the British textile trade to South America in the nineteenth century. Finalist for the Founding Presidents Award for the best symposium paper.

SKILLS

- Experience in all aspects of object analysis and handling.
- Synthesizing, interpreting, and presenting information to a range of audiences, from subject-area experts to children.
- Budget management and financial oversight.
- Deep knowledge of museum and conservation ethics and best practices.
- Software capabilities: Photoshop; Microsoft Office Suite; OpenRefine; and PastPerfect, Re:discovery, EMu, InMagic DB/TextWorks and CONTENTdm collections management platforms. Working knowledge of HTML, CSS, and XML.

Emily Dunnack

1 Old Sturbridge Village Road, Sturbridge, MA 01566 ▪ (508) 347-0206 ▪ edunnack@osv.org

Career Summary:

Passionate mid-career museum education professional with a proven track record of increased responsibility and demonstrated leadership skills. Values community dialogue and relationship building, visitor engagement, and the educational potential of all areas of museum work.

Education:

Bank Street College, New York, NY

Master of Science in Education, Leadership in Museum Education, June 2015

University of Massachusetts, Amherst, MA

Bachelor of Arts, Art History, May 2002

Work Experience:

Old Sturbridge Village, Sturbridge, MA

Director of Education, May 2015-present

- Serves as a member of the senior management team, working to align departmental work across the organization.

Connecticut Historical Society, Hartford, CT

Head of Education Programs, August 2009-May 2015

- Served as a member of the senior leadership team, worked to align institutional goals to the strategic plan.
- Managed a division of 7 FTE staff including a budget of \$310,000. Each fiscal year ended under budget with an increase in earned revenue (\$102,000 in 2014).
- Increase in school, youth, family, adult program, and teacher professional development attendance each year. For 2013 Education Programs served 19,200 people.
- Forged lasting partnerships with community organizations including Regional Education Service Centers, public school districts, home schooling organizations, colleges and universities, History Day in Connecticut, Jr. Apprentice Program, and Connecticut Council on the Social Studies.
- Worked across departments to collaboratively plan exhibitions, programs, grants, and publications.
- Served on the staff and board strategic planning committee for the 2015 strategic plan.

Coordinator of Interdistrict Programs, July 2006 – July 2009

- Secured funding and coordinated three successful \$65,000- \$150,000 grants-funded Interdistrict Partnership Programs. These programs brought 1,200 4th and 5th-grade students from urban and rural/suburban classes together each year for history-centered, multi-visit field trips.
- Worked closely with an outside evaluator to develop, implement, and assess a rigorous professional evaluation program. Results of various evaluation methods demonstrated that learning objectives were met and there was a high satisfaction rate among participants.

Associate Coordinator of Interdistrict Programs, April 2005 – July 2006

- Worked independently and collaboratively to administer, design, teach, and evaluate program effectiveness.
- Designed and wrote bi-monthly newsletters read by 3,000+ teachers, students, and parents.

Emily Dunnack

1 Old Sturbridge Village Road, Sturbridge, MA 01566 ▪ (508) 347-0206 ▪ edunnack@osv.org

Interdistrict Program Assistant, September 2003 – April 2005

- Assisted in the teaching and administrative duties of the Interdistrict Programs.

Northampton Center for the Arts, Northampton, MA

Assistant to the Director, Summer 2002

- Supported the dynamic working environment of a small community-focused, non-profit arts organization. Duties shifted as needed including coordinating and publicizing events and rentals, fundraising, and daily administrative tasks.

Memorial Hall Museum, Deerfield, MA

Research Associate, September 2001 – May 2002

- Helped in the production and upkeep of the museum's digital collection. Transcribed and scanned historical documents, updated collection databases, and conducted historical research while gaining a practical understanding and a lasting appreciation for the collections and archives side of museum work.

Porter-Phelps-Huntington Museum, Hadley, MA

Museum Assistant, 2001 Season (April – October)

- Assisted in the operation of a small historic house museum- writing press releases, producing and facilitating museum tours, fundraising, historical research, and organizing large-scale community events.

Continuing Education:

Seminar for Historic Administration, Indianapolis, IN

Certificate of Completion, November 2012

Learned management and leadership skills in an intensive, 3-week program focused on history organizations.

Institute for Cultural Entrepreneurship for Museum Leaders, Cooperstown, NY

Certificate of Completion, May 2011

Learned business applications and principles of entrepreneurial thinking which has helped expand vision and leadership skills.

Visual Thinking Strategies (VTS) Training Institute Level 1, Boston, MA

Certificate of Completion, Spring 2007

Gained a strong understanding for the foundations of Visual Thinking Strategies.

Professional Activities:

Connecticut Council for the Social Studies

Secretary, Fall 2012-present

Serves as a board officer for the Connecticut chapter of the National Council on the Social Studies, a non-profit organization devoted to promoting the social studies through service to teachers.

Northeast Regional Conference on the Social Studies

Museum Chair, Spring 2011-Spring 2012

Served on the planning committee for 2012 conference April 3-5, 2012 in Sturbridge, MA.

Caitlin Emery Avenia

(b) (6)

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EDUCATION

M.A. Winterthur Program in American Material Culture | University of Delaware, Newark, Delaware

B.A. Cultural and Historic Preservation | Salve Regina University, Newport, Rhode Island

EXPERIENCE

Commissioner

Massachusetts Historical Commission, *Boston, MA*

JANUARY 2015 – PRESENT

Serve as Old Sturbridge Village representative to State Review Board for state and federal preservation programs

Curatorial Director

Old Sturbridge Village, *Sturbridge, MA*

DECEMBER 2014 – PRESENT

Serve as member of Senior Management Team, overseeing the strategic vision for the care, management, and documentation of Old Sturbridge Village's collections; Manage department staff of five and annual budget of \$200,000+; Primary staff liaison for Collections Committee; Work closely with Development Staff and Executive Office to engage donors and identify funding opportunities for collections-based projects; Serve as project manager for all exhibitions

Research & Interpretation Coordinator

The Preservation Society of Newport County, *Newport, RI*

DECEMBER 2012 – NOVEMBER 2014

Planned, researched and developed interpretive materials for tours and special programs; developed, designed and managed interpretive online content including exhibition gallery and institutional blog; coordinated research fellowship program; oversaw grant-funded research projects

Museum Program Coordinator

The Preservation Society of Newport County, *Newport, RI*

APRIL 2011 – NOVEMBER 2012

Planned and executed seasonal lecture series; developed and edited educational and research documents; researched, developed and installed exhibitions; oversaw grant-funded programs

Museum Education Fellow

The Preservation Society of Newport County, *Newport, RI*

JUNE 2010 – MARCH 2011

Developed and edited educational and research documents; revised interpretive manuals; developed special subject tours

Research Assistant/Cataloger

Winterthur Museum, Garden & Library, *Winterthur, DE*

SEPTEMBER 2009 – MAY 2010

Created a model database for the digitization of the Decorative Arts Photographic Collection (DAPC); cataloged 830+ photographic records, in Virtua ILS module using MARC standards

HONORS AND AWARDS

Outstanding Young Alumni Award

Salve Regina University, 2015

Royal Oak Foundation Scholarship

Attingham Summer School, 2013

Doris Duke Historic Preservation Award

Newport Restoration Foundation, 2012

PROFESSIONAL AFFILIATIONS

American Alliance of Museums

American Friends of Attingham

The Decorative Arts Trust

New England Museum Association

Society of Winterthur Fellows

SKILLS

Adobe Photoshop

Adobe Illustrator

Adobe InDesign

Altru

CollectionsIndex+

KE-Emu

MuseumPlus

Microsoft Access

Raiser's Edge

Virtua ILS/MARC

CONTINUING EDUCATION

Digital Design for the Screen

RISD Continuing Education

Adobe Photoshop

RISD Continuing Education

Attingham Summer School

Attingham Trust

London Summer School

Victorian Society in America

PUBLICATIONS

- Author, "A House Apart: Kingscote and the Development of Bellevue Avenue," research paper commissioned by The Preservation Society of Newport County, 2017
- Contributing author and editor, *A Walking History of Bellevue Avenue, Newport, Rhode Island*, Applewood Books, 2013
- Author, "Progressive Design in Newport," in *Newport: The Glamour of Ornament, Celebrating The Preservation Society of Newport County*, The Preservation Society of Newport County, 2013
- Author, review of *Architectural Finishes in the Built Environment*, edited by Mary A. Jablonski and Catherine R. Matsen, *Preservation Education & Research*, volume 4, 2011

EXHIBITIONS

- Planed, Grained & Dovetailed: Cabinetmaking in Rural New England*, Old Sturbridge Village, Sturbridge, MA
- Reinventing the Colonial: The Charles Follen McKim Photographs*, Isaac Bell House, Newport, RI
- 20th Century Fashion: Highlights from The Preservation Society of Newport County*, Rosecliff, Newport, RI
- Newport: The Glamour of Ornament, Celebrating The Preservation Society of Newport County*, 59th Annual Winter Antiques Show, New York, NY
- Eden of America: Views of Newport Landscapes*, Newport Art Museum, Newport, RI
- Aesthetic Movement Furniture and Ceramics*, Isaac Bell House, Newport, RI

SELECTED LECTURES AND CONFERENCE PRESENTATIONS

- Managing Big Changes: A Case Study at Old Sturbridge Village*
New England Museum Association Annual Conference, Stamford, CT November 2018
- Reinventing the Colonial: The Charles Follen McKim Photographs*
"East Meets West," Newport Symposium, The Preservation Society of Newport County, Newport, RI April 2014
- Newportal: A Collaborative Effort for Online Collections Access*
New England Museum Association Annual Conference, Newport, RI November 2013
- Making Meaning: Engaging the Past, Enlivening the Present*
New England Museum Association Annual Conference, Newport, RI November 2013
- Picturesque Rhode Island: The Charles Follen McKim Photographs*
"Early Photography in New England," Wellesley-Deerfield Symposium, Deerfield, MA March 2013
- Masterpiece: Stanford White & L.C. Tiffany Create a Newport Room*
59th Annual Winter Antiques Show, New York, NY January 2013
- Innovation & Opulence: Stanford White & the Kingscote Dining Room*
Samuel M. Nickerson Lecture Series, Richard H. Driehaus Museum, Chicago, IL May 2012
- Victorian Masterpieces: The Frullini Rooms of Chateau-sur-Mer*
"Masterpiece," Newport Symposium, The Preservation Society of Newport County, Newport, RI May 2012
- Kingscote: Connoisseurship of a Great Room*
John A. H. Sweeney Lecturer, Decorative Arts Trust Symposium, Newport, RI April 2012
- Innovation & Opulence: Stanford White & the Kingscote Dining Room*
"Great Designers," Newport Symposium, The Preservation Society of Newport County, Newport, RI April 2010
- Cultural Fusion: An Architectural Analysis of the Kingscote Dining Room*
Salve Regina University Conference on Cultural & Historic Preservation, Newport, RI October 2009

Thomas D. Kelleher

(b) (6)

Telephone: (b) (6)

Professional Experience:

March 1984-Present: Old Sturbridge Village living history museum (Sturbridge, MA)

Currently:

Historian and Curator of Mechanical Arts

I have responsibility for Old Sturbridge Village's collection of over 60,000 artifacts, especially tools, machinery, mills, firearms, and vehicles. As such I work to develop collections-based exhibits and programs, and conduct research into these areas of material culture. I also train museum program staff in historical content and communication techniques, conduct professional development workshops for teachers through our Education Department, and serve as the museum's chief historian.

Previous Positions held:

Interpretive Program Coordinator/ Research Historian

Interpretive Program Supervisor for Mills

Coordinator of Historic Trades

Lead Interpreter for Mills

Training Interpreter for Cooper Shop

Costumed Historical Interpreter

Other Professional Experience:

In addition to my work at Old Sturbridge Village, I have served as a paid consultant to several authors, scholars, historical societies, and museums.

I have conducted workshops on historical research skills, interpretive techniques, sundry crafts, and various historic topics for the staff of many museums and historic sites. These including The Farmers' Museum (Cooperstown, NY), the Booker T. Washington National Monument (Hardy, VA), Hancock Shaker Village (Pittsfield, MA), Mystic Seaport (Mystic, CT), Old Bethpage Village Restoration (Nassau County, NY), Noah Webster House (West Hartford, CT), the Homestead Museum (City of Industry, CA), the Monmouth County (NJ) Parks System, and Howell Living History Farm (Lambertville, NJ)..

I regularly lecture to historical societies and other groups, and demonstrate historic crafts at sundry museums, historical societies, schools, and festivals. I also present dramatic portrayals of historic characters at various venues. For several years I have judged multiple categories for *Early American Life* magazine's *Directory of Early American Crafts*.

A few examples of other consulting projects include:

- In 2014 I prepared a comprehensive curatorial evaluation and analysis of the pharmaceutical collection of Museum Village at Old Smith's Clove in Monroe, NY, including recommendations for its refinement and care.
- In 2008 I prepared recommendations for the preservation and interpretation of the Daniels Farmstead Cider Mill, Mendon, MA.
- In 2005 & 2006 I worked improving the operation and interpretation at the Mill at Anselma in Chester Springs, PA.
- In October 2004 I examined and made recommendations for the preservation and interpretation of an early 19th century cider mill in Guilford, CT.

- In 2001-2002 I had the honor of being named Scholar in Residence by the Bay State Historical League for the Andover (Massachusetts) Historical Society, and conducted extensive research on their 19th century blacksmith shop and tool collection, and developed an interpretive plan for them.
- Other major consulting projects have included work for Historic Westville Village (Lumpkin, GA), Delaware County (NY) Historical Association, The Farmers' Museum (Cooperstown, NY).and the Plymouth (MA) Redevelopment Agency.

Among my most exciting professional activities, in 1998 I spent a month in Romania under an International Partnerships Among Museums grant. Old Sturbridge Village exchanged curators with Museul Astra in the city of Sibiu. There I taught about American museums and museum practices while studying Romanian museum practices and folk culture.

I have also served on a grant review committee for the American Association of Museums, and for several years have been a judge of the *Early American Life Directory of Traditional Crafts*

Education:

Master of Arts in History, 1983. University of Connecticut

Bachelor of Science (*Magna cum Laude*) in History and Education, 1980.

Western Connecticut State College. Dean's List, *Phi Alpha Theta* member, Connecticut state teacher's certification.

Also: **Associate of Science** in Nursing (RN), 2008. Quinsigamond Community College; Registered Nurse (licensed in Massachusetts)

Professional Organizations:

I am President and two-time director of the Association for Living History, Farm and Agricultural Museums (ALHFAM). I am also a member of the American Association of Museums (AAM), New England Museum Association (NEMA), Society for the Preservation of Old Mills (SPOOM), and the Early American Industries Association (EAIA).

Publications include:

- numerous articles for *Early American Life*, *Old Mill News*, *Food History News*, the ALHFAM *Bulletin*, and the *Old Sturbridge Visitor* magazines;
- articles for *Yankee*, *Country Decorating*, and *Natural New England* magazines, the journal *Cibinium* (Romania, 2000), and the *Chronicle* of the Early American Industries Association;
- book reviews in sundry professional journals, including *Technology and Culture* (the journal of the Society for the History of Technology);
- and forewords to the books *Wrights and Privileges* (by Paul Bigelow, 1993) and *Interpreting Agriculture in Museums and Historic Sites* (by Debra A. Reid, 2017).
- My professional papers and presentations that have appeared annually in the *ALHFAM Proceedings* since 1990.

JAMES E. DONAHUE

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PROFESSIONAL EXPERIENCE

Old Sturbridge Village

2007 – present

President and Chief Executive Officer

- Serve as the CEO of the largest living history museum in New England and national cultural attraction.
- Report to 26 member Board of Trustees and coordinate work of all trustee committees.
- Oversee a staff of 200 on a campus of 200 acres distinguished by over 100 buildings and structures.
- Increased operating revenue while decreasing expenses through improved and expanded programs and more strategic spending.
- Rebuilt fund raising, marketing and public relations divisions.
- Reopened museum education center and increased school-group attendance for the first time in over a decade. Renamed it the Country Bank Education Center in 2012 as a result of a new philanthropic partnership.
- Reopened restaurant division and reversed operating losses.
- Reopened our 60-room lodging business after securing a seven-figure gift to renovate the facility.
- Increased overall annual attendance by 24% since taking over.
- Rebuilt curatorial department resulting in changing exhibitions every six months, first original research in over ten years and new and important acquisitions to the collection.
- Introduced museum-wide performance review system for all employees and instituted customer service initiative throughout the organization..
- Increased number of membership households by almost 20%.
- Oversaw grant-funded technology upgrade, software upgrade and website redesign.
- Replaced investment manager for the endowment resulting in improved performance, greater transparency and lower fees.
- Completed millions of dollars in deferred maintenance projects through donor and grant-funded initiatives.
- Secured six-figure partnership with the HBO network to use museum as a set for an upcoming television series.

Highlander K-12 Charter School and Highlander Institute

Providence, RI

2000 to 2007

Founder and Chief Executive Officer

In 1999, I was asked by the RI Department of Education to shepherd the launch of the state's first independent charter school. Working closely with the Commissioner's staff and members of the RI General Assembly, I was able to secure statutory funding for the school. My start-up responsibilities included the development of a curriculum, the recruitment of a faculty and a student body; the formation of a high-performing Board of Directors; and the oversight of site plan development and renovation of the school's first campus.

In 2005, I created the Highlander Institute to generate additional revenue for the school through the provision of supplemental education services under No Child Left Behind and the sale of teacher professional development programs. I also led the school through its first charter renewal process – akin to a review for accreditation.

I secured a \$2M philanthropic sponsorship from the CVS Charitable Trust for the school, and a \$300,000 annual sponsorship from the Hasbro Charitable Trust to support the work of the Institute. Additional fund raising resulted in the successful completion of two capital campaigns to fund the acquisition and renovation of Highlander's north and south campuses. The school has since sold the campus in the north end and is expanding its footprint in south Providence.

Community Preparatory School
Providence, RI
Assistant Head of School

1993 to 2000

EDUCATION

Colby College	1984 - 1988	B. A. Economics
Harvard Business School	2006	Executive Development
<i>Strategic Perspectives in Nonprofit Management</i>		

BOARD AND COMMUNITY AFFILIATIONS

Fellow, Massachusetts Historical Society	2014 - present
Member, American Antiquarian Society	2013- present
Chairman, Fung for Governor Campaign	2013-2014
Councilman At-Large, City of Cranston	2011-2013
Finance Committee	
Ordinance Committee	
Audit Committee	
Tri-County Chamber of Commerce	2007-present
Harrington Hospital	2009-present
Greater Worcester Convention and Visitors Bureau	2007-2008
RI Branch International Dyslexia Association	2005-2007
Providence City Arts for Youth	2005-2007
RI League of Charter Schools	2000-2007
Treasurer	2005 – 2007
Interim President	2004-2005
Wheeler School	2002-2004
Providence Summerbridge	2002-2004
Chair of the Board	2002-2004
City Year Rhode Island	2001-2005
Executive Committee At-Large	2003-2005
Saint Pius Church, Providence	1995-1999
Lector/Eucharistic Minister/Parish Councilor	

AWARDS AND RECOGNITIONS

Massachusetts Office of Travel and Tourism Larry Metcalf Award	2013
Worcester Business News Nonprofit Leader of the Year	2010
Paul Sherlock Award for Excellence in Educational Leadership	2005
Providence Business News Forty Under Forty	2005
City Year RI Moccasin Award for Outstanding Leadership	2004
RI Foundation Nonprofit Leadership Fellow	2003

LECTURES AND PRESENTATIONS

“Museums in Transition” Winterthur Museum, Garden & Library Spring Lecture	2011
“Navigating Through Challenging Financial Times” Greater Worcester Community Foundation	2011
“The Turnaround of Old Sturbridge Village” Turnaround Associates of New England	2010
“Saving Old Sturbridge Village” New England Museum Association	2010



Anthropology
Museum 325
3260 South Street
Philadelphia, PA 19104-6398
Tel 215.898.7461 Fax 215.898.7462
anthro@sas.upenn.edu
<http://www.sas.upenn.edu/anthro/>

To: Rhys Simmons, Caitlin Emery Avenia, Emily Dunnack
Project Directors, OSV Interpretation and Education Plan
Old Sturbridge Village
1 Old Sturbridge Village Road
Sturbridge, MA 01566

January 5, 2020

Greetings,

With hopes this finds you well, I am writing to enthusiastically express my support for Old Sturbridge Village's application to the National Endowment for the Humanities *Foundations of Interpretation* program to support the multi-year implementation of a new Interpretation and Education Plan.

It is especially crucial for the museum to develop interpretive approaches that will make visible the histories of Native Americans and African Americans in 19th century America, since these histories are so unfamiliar to most modern audiences, and yet so relevant to communities of color today. To this effort, I can contribute knowledge from my scholarly research and performative expertise in interpreting Native American culture, history, folklore, and lifeways. My credentials include more than two decades of serving as a Native American consultant for Old Sturbridge Village, Historic Deerfield, and the Pocumtuck Valley Memorial Association, including my years of service as a Trustee for Plimoth Plantation and a Trustee for Fort Ticonderoga.

I appreciated the opportunity to participate in the 2018 NEH Public Humanities Projects Planning Grant with OSV, and, as before, I am pleased to serve as a Humanities Scholar for the duration of the new implementation grant. As requested, I can commit to providing 50-60 hours of work in Years 1 and 2, and 10-20 hours of work in Year 3, and to presenting at least present one staff training lecture on 19th century Native American lives in New England. I would also be happy to share additional recommendations and insights to ensure that appropriate interpretations of Native American experiences and perspectives are included in the new Interpretation and Education Plan.

Sincerely,

A handwritten signature in black ink that reads "Margaret M. Bruchac". The signature is written in a cursive, flowing style.

Dr. Margaret M. Bruchac
Associate Professor of Anthropology
Associate Professor, Penn Cultural Heritage Center
Coordinator, Native American & Indigenous Studies Initiative

Margaret M. Bruchac, Ph.D.

Condensed Academic C.V. 2019

Academic address: 416 Penn Museum, 3260 South Street, University of Pennsylvania, Philadelphia, Pennsylvania 19104
Phone: (215) 898-6989 Email: mbruchac@sas.upenn.edu Website: <http://upenn.academia.edu/MargeBruchac>

ACADEMIC DEGREES

2007. Ph.D. in Anthropology, University of Massachusetts, Amherst, MA

Thesis: *Historical Erasure and Cultural Recovery: Indigenous People in the Connecticut River Valley*

2003. Master's Degree in Cultural Anthropology, University of Massachusetts, Amherst, MA

Thesis: *Earthshapers and Placemakers: Algonkian Indian Stories and the Landscape*

1999. BA in Theater and History, Smith Scholar, Smith College, Northampton, MA

Thesis: *Interpreting Hidden Histories: Performance of Native American Women's History in Colonial New England*

RESEARCH & TEACHING INTERESTS

- Cultural Performance: oral traditions, Indigenous art, ritual, ethnomusicology, visual anthropology
- Ethnohistory: colonial encounters, settler colonialism, transnationalism, wampum ceremonialism
- Museum Anthropology: cultural property, curation, representation, repatriation, living history
- Native American Studies: Indigenous rights, ethnic identity, political sovereignty, transculturalism

ACADEMIC APPOINTMENTS (*partial list*)

June 2018 - Present. **University of Pennsylvania, Philadelphia, PA.**

Associate Professor of Anthropology and Coordinator of Native American and Indigenous Studies.

Associate Faculty in the Penn Cultural Heritage Center and Consulting Scholar in the Penn Museum.

January 2013 - Present. **University of Pennsylvania, Philadelphia, PA.**

Assistant Professor of Anthropology and Coordinator of Native American and Indigenous Studies.

Fall 2008 - Spring 2012. **University of Connecticut, Avery Point, CT.**

Assistant Professor of Anthropology and Coordinator of Native American and Indigenous Studies.

ACADEMIC FELLOWSHIPS & RESEARCH GRANTS (*partial list*)

2014-2019. Director's Field Fund, University of Pennsylvania Museum of Archaeology and Anthropology, Philadelphia, PA. Grants to support "Wampum Trail: Restorative Research in Museums." Awarded \$ 34,000.

2016-2017. Andrew W. Mellon Foundation and Woodrow Wilson National Fellowship Foundation. Career Enhancement Fellowship for Junior Faculty, to support research sabbatical for 2016-2017. Awarded \$ 30,000.

2011-2012. Ford Foundation Postdoctoral Fellowship for Excellence in College and University Teaching, National Research Council of the National Academies, Washington, DC. Awarded \$ 40,000.

2011-2012. Katrin H. Lamon Native American Scholar in Residence, School for Advanced Research, Santa Fe, NM. Grant to support research for book manuscript. Awarded \$ 40,000.

PUBLICATIONS: BOOKS & ARTICLES (*partial list*)

2018. *Savage Kin: Indigenous Informants and American Anthropologists*. Tucson, AZ: University of Arizona Press.

2016. Hill Town Touchstone: Reconsidering William Apess and Colrain, Massachusetts. *Early American Studies* (Fall 2016):712-748.

2014. Indigenous Knowledge and Traditional Knowledge. In *Encyclopedia of Global Archaeology*, edited by Claire Smith, 3814-3824. New York, NY: Springer Science and Business Media.

2011. Revisiting Pocumtuck History in Deerfield: George Sheldon's Vanishing Indian Act. *Historical Journal of Massachusetts* 39(1/2) (June 2011):30-77. 75th Commemorative Issue.

2010. Lost and Found: NAGPRA, Scattered Relics and Restorative Methodologies. *Museum Anthropology* 33(2):137-156.

2006. Abenaki Connections to 1704: The Sadoques Family and Deerfield, 2004. In *Captive Histories: Captivity Narratives, French Relations and Native Stories of the 1704 Deerfield Raid*, edited by Evan Haefeli and Kevin Sweeney, 262-278. Amherst, MA: University of Massachusetts Press.

2005. Earthshapers and Placemakers: Algonkian Indian Stories and the Landscape. In *Indigenous Archaeologies: Decolonizing Theory and Practice*, edited by Claire Smith and H. Martin Wobst, 56-80. London: Routledge Press.

PRESENTATIONS: NATIONAL & INTERNATIONAL ACADEMIC CONFERENCE *(partial list)*

July 15, 2019. "Reconsidering Wampum: Re-Weaving Materials, Memories, and Messages." Invited keynote speech for the Annual Conference of the Society for the History of Authorship, Reading, and Publishing at Amherst College, Amherst, MA.

April 5, 2019. "Voices Carry: Reflections on Animacy in Indigenous Collections." Invited keynote speech for "Decolonizing the Digital Humanities: Indigenous Arts, Histories, and Knowledges from the Material to the Screen," Mellon Indigenous Arts Program Conference at the University of Virginia, Charlottesville, VA.

May 27, 2017. "The Challenges of Re-discovering and Re-presenting Hidden Indigenous Collections." Invited roundtable presentation for "Museum Anthropology Futures," Inaugural International Conference of the Council for Museum Anthropology, Montreal, Quebec, Canada.

November 21, 2010. "Perambulating Indians: Restorative Approaches to Doing Native History in a Yankee Museum." Paper presented at the American Anthropological Association Conference, New Orleans, LA.

June 13, 2004. "Recovering Deerfield's Native History." Invited speaker for plenary session at Omohundro Institute of Early American History and Culture Conference at Smith College, Northampton, MA.

April 21-22, 2001. "Reinterpreting New England Indians and the Colonial Experience." Chair and planning committee for the Colonial Society of Massachusetts Conference, Old Sturbridge Village, MA.

June 2000. "Relics of Forest Life: Costuming the Indian Doctress." Paper presented for the Association of Living History and Farm Museums Conference at Mystic Seaport Museum, Mystic, CT.

PRESENTATIONS: SPEAKER FOR PROFESSIONAL K-12 TEACHER INSTITUTES *(partial list)*

July 12 and 26, 2016. "Early Native History and Peoples." Invited speaker for "Living on the Edge of Empire: Alliance, Conflict and Captivity in Colonial New England." Landmarks of American History and Culture program funded by National Endowment for the Humanities at the Deerfield Teachers' Center, Pocumtuck Valley Memorial Association, Deerfield, MA.

July 9 and 30, 2013. "Early Wobanaki History" and "A Walk Through Pocumtuck Homeland." Invited speaker for Landmarks of American History and Culture program funded by National Endowment for the Humanities at the Deerfield Teachers' Center, Pocumtuck Valley Memorial Association, Deerfield, MA.

June 25, 2009. "Comfortably Well-off for Indians: Native Histories in the Northeast from 1800-present." Invited speaker for Fulbright Summer Teachers' Institute at Historic Deerfield, Deerfield, MA.

July 14, 2008. "The Indian Doctor." Invited speaker for "Citizenship, Property, Identity, and Representation: the Historical Journey of Southern New England's Native Peoples." Teaching American History program funded by National Endowment for the Humanities at the American Antiquarian Society, Worcester, MA.

MUSEUM CONSULTING: NATIVE AMERICAN EXHIBITIONS *(partial list)*

2016. Exhibition consultant for "Gathering Voices: Thomas Jefferson and Native America." Curators Lynnette Regouby and Diana Marsh, American Philosophical Society Museum, Philadelphia, PA.

2006. Exhibition consultant for "Baskets and Community in Southern New England." Curator Stephen Cook, Mashantucket Pequot Museum and Research Center, Mashantucket, CT.

2004. Native American liaison and performer for "1704/2004 Commemoration" and "Beyond 1704" events for Historic Deerfield Inc. and Pocumtuck Valley Memorial Association, Deerfield, MA.

2002 - 2005. Writer, advisor, and reviewer for *Raid on Deerfield: The Many Voices of 1704* web site. Pocumtuck Valley Memorial Association, Deerfield, MA.

January 5, 2020

Rhys Simmons, Director of Interpretation
Old Sturbridge Village
1 Old Sturbridge Village Road
Sturbridge, MA 01566

Dear Rhys:

Thank you for reaching out to me to participate in the implementation phase of "Foundations of Interpretation", for which Old Sturbridge Village is seeking funding from the National Endowment for the Humanities. I am very pleased to be part of the team that will be working on the reinterpretation project. I am especially pleased that Native American histories of this area are being included, as that is an area generally that in the past has not been given proper space or acknowledgement. I feel that any American history cannot be appropriately presented without the Native portion of it, as such exclusion only creates distortion and much misrepresentation.

My career of 45 years has been in museums, with a total of 11 years at the Boston Children's Museum, 30 years at Plimoth Plantation in the Wampanoag Indigenous Program, and 9 at the Aquinnah Cultural Center. When first starting out, I blissfully had the goal or thought of wanting to learn everything my ancestors knew. Now 45 years later, I have come to an understanding of how much they knew, and what a drop in the bucket I myself have learned in comparison to the depth and breadth of their knowledge, insight, understanding and relationship with the Earth. In the process of my own learning, I have also come to realize how ignorant, lacking in awareness and understanding, and misrepresentative - not to mention unjust - the general perceptions are that still exist out there in the world about Indigenous people.

So my primary work, the goal of my work, is the appropriate representation of Wampanoag/ Native people, cultures and histories, whether that is through exhibit, film, written word, image, or whatever form it might take. It can be surprising to realize how even a single word can skew meaning and create misrepresentation! Included in my work are content development, analysis for accuracy and integrity, and situation in appropriate context.

I also feel that each and every person, whether Indigenous, Mayflower descendant, or arrived here yesterday, is responsible for history. This is not about blaming anyone for things that happened in the past, but rather to acknowledge that they did happen, and place them or present them in their own rightful context; then to learn from them to recognize the basic humanity of all people, and to go forward from the best and truest understanding we can have of history as a way to create equality and justice. This is not a simplistic endeavor, but rather needing to emanate from a true awareness and understanding of the sustainability inherent in traditional Indigenous cultures.

The above describes the place from which I approach my work. I am very happy to bring my experience to the table and work with the other scholars on this team, and I very much appreciate having been asked to be part of this project.

Yours,

Linda Coombs
Aquinnah Wampanoag
Museum Educator, Historian, Author

RESUME

Linda Coombs
Aquinnah Wampanoag

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Employment

2019-present Consultant
(Mar-Jun) Wampanoag Language Reclamation Project, Culture Based Education Advisor
Mashpee Wampanoag Tribe, Education Department, Educational Kit Developer
Mashpee Wampanoag Tribe Tribal Historic Preservation Office, Museum Exhibit Developer
Wampanoag Tribe of Gay Head (Aquinnah), Natural Resources Department,
Traditional Ecological Knowledge project, Curriculum Developer

2010-2018 Program Director, Aquinnah Cultural Center (ACC), Aquinnah, MA
Coordinate all exhibits, programming, special events at Edwin Devries
Vanderhoop Homestead, restored 19th century house museum offering tours and
cultural programming. Small grant writing to support programs.

2010-present Wampanoag Tribe of Gay Head (Aquinnah)
Wampanoag history and culture classes with Tribal Historic Preservation Office, Education
Department, Human Services Department; also traditional regalia making, with elders, youth
groups.

2008-2010 Director, Wampanoag Center for Bicultural History, Plimoth Plantation
Develop and implement indoor exhibit center on 4 centuries of Wampanoag history,
17th century to present, to enhance visitor experience on outdoor sites.

1996-2008 Associate Director, Wampanoag Indigenous Program (WIP), Plimoth Plantation
Responsible for oversight/operation of all components of WIP: Wampanoag Home-
site, Education Outreach, Bicultural Initiative, other museum projects, exhibits.

1997-2011 Boston Children's Museum – Teacher Center
Presenter in summer institutes in Wampanoag history.

1988-1995 Plimoth Plantation – WIP Women's Skills Supervisor; WIP Education Manager

1984-1995 Boston Children's Museum – Native American Developer
Develop and maintain permanent and temporary exhibits, kits and curricula for school
programs; interpreter training; organization and presentation of special events and
teacher workshops.

1975-1984 Plimoth Plantation – WIP Interpreter; Women's Skills Supervisor; Acting Director
Interpreter, artisan on Wampanoag Homesite; manager WIP Collections, Foodways, Wardrobe,
Horticulture programs; taught staff 17th century arts, technology; recreated artifacts
(artisan); conducted research in 17th century Wampanoag history and culture.

Education

2009 Native Scholar in Residence, University of Massachusetts, Amherst, MA

1976 Conservation and Restoration of Museum Artifacts, Harvard University (2 wk seminar)

1974-1975 Native American Internship, Boston Children Museum
Training in setting up and operating a tribal museum and programs.

1967-1971 Lowell State College, Bachelor of Music Education

Plimoth Plantation Special Projects

Listed below are sample highlights of special projects:

2007 Immigration Booth – exhibit developed to coordinate with 50th anniversary
programming of Mayflower II, demonstrating bicultural aspect. Coming off ship,
visitors went through Wampanoag “immigration experience”, designed to educate and
bring awareness of impact on Native people of landing of Pilgrims.

2006-2009 University of Massachusetts, Boston – WIP Collaboration – yearly panel discussions on Native
history or contemporary issues. Collaborated in organizing; panelist 2006; co-host 2008, 2009.

2005 “Desperate Crossing” - Plimoth Plantation collaboration with Lone Wolf Productions on docu-
mentary film for History Channel. Historical consultant, wardrobe production, participant.

- 2002 “Thanksgiving: Memory, Myth and Meaning” - gallery exhibit tracing accurate history of Thanksgiving holiday; dispelling stereotypes around Wampanoag/English interactions. Responsible for accurate representation in Wampanoag components.
- 1998-1999 “Visible Images, Invisible People” - Conference series on Wampanoag history and colonization from a Wampanoag perspective. 1998 overview of 4 centuries, beginning with Columbus; 1999 focused on the 17th century.

Consultant/Training – Native American history and culture projects (sample highlights)

- 2019 Five Colleges, Amherst, MA - NEH funded institute, “Teaching Native American Histories” (2nd institute)
- 2017 Five Colleges, Amherst, MA – NEH funded institute, “Teaching Native American Histories”, for 25 teachers from across the country, including 10 Native teachers from 4 different tribes.
- 2006-2011 Boston Children's Museum – consultant on “Native Voices”, traveling exhibit on New England Native America.
- 1997 Fruitlands Museum, Harvard, MA – Part of Native team to develop new installation on New England Indians for Indian Museum.

Speaker/Guest Lecturer (sample highlights 2017)

Speaker/Presenter since 1977. Full list available.

Wampanoag Tribe of Gay Head (Aquinnah) -

Tribal Historic Preservation Office – ongoing classes in history and traditional culture.

Human Services Department – Regalia classes for elders.

Northeast Anthropological Association - “In Our Own Voice: Wampanoag Life Today”

Panel organizer and presenter

Sharing the Fire: Northeast Storytelling Conference - “Life, Living and Passages: the Place of Story in Wampanoag/Native Culture” - presenter

Bristol Community College - “Crimes Against Humanity: A Conference on Native American Genocide” - panelist

Mashpee Wampanoag Tribe – Education Department Teacher Training Day
Session presenter on history of Thanksgiving holiday.

Practicing Artist/Demonstrator

Beadwork; twined bag and sash weaving; traditional deerskin clothing and leatherwork with painted decoration; bulrush and cattail mat weaving.

Written Work

(Work includes several other articles for Plimoth Plantation's “Plimoth Life” magazine)

- 2014 “Dawnland Voices: An Anthology of Indigenous Writings from New England”, ed. By Siobhan Senior, University of New Hampshire, includes “Holistic History” article.
- 2002 “Holistic History: Including the Wampanoag” - Plimoth Life magazine, Vol. 1, No. 2.
- 1978 “The First Gift of Spring”, published in Turtle Quarterly

Additional Experience/Affiliations

- 2017-present Massachusetts Archaeological Society, Board of Trustees
- 2016-present Pilgrim Society, Board of Directors
- 2014-present Plymouth 400, Board of Directors
- 2014 Northeast Indigenous Arts Alliance
- 2012- Trustee of Muchayasak Weetyu, Immersion School of Wampanoag Language Reclamation Project
- 1997-2008 Aquinnah Cultural Center Board of Directors, Aquinnah, MA
- 1990-present Wampanoag Nation Singers and Dancers
- 1975-2011 Boston Children's Museum, Native American Advisory Board

December 18, 2019

Emily Dunnack, Director of Museum Education
Rhys Simmons, Director of Interpretation
Old Sturbridge Village
1 Old Sturbridge Village Road
Sturbridge, MA 01566

Dear Emily and Rhys:

Foundations of Interpretation

Thank you for your invitation to participate in the implementation phase of Old Sturbridge Village's "Foundations of Interpretation" project for which funding is being sought from the National Endowment for the Humanities. I was privileged to be a scholar-member of the advisory council for the initial planning phase of this project, which took place during 2018-19 with funding from an NEH Public Humanities Planning Grant. I would be most happy to continue my involvement with this work by serving as an advisor during the implementation phase, and to make myself available for that purpose from the anticipated commencement date in August 2020.

I am a historian of United States rural and agrarian societies of the 18th and 19th centuries, and my special interests include New England during that period. I have taught courses on New England history in each of my three academic positions (University of York, 1979-1997; University of Warwick, 1998-2005; and University of Connecticut, 2005-present), and I have also conducted workshops or made presentations at teachers' institutes on many occasions in the past three decades. My PhD dissertation (Harvard 1982) and many of my subsequent publications concern precisely the patterns of work, life, and social transformation that Old Sturbridge Village presents to its visitors. In particular, my book *The Roots of Rural Capitalism: Western Massachusetts, 1780-1860* (1990) addresses the mix of agricultural and small-scale manufacturing activities that predominated in the New England countryside in the 1830s. Regarded as one of the standard works in its field, the book traces the developments both that led to the establishment of this pattern and that caused its later transformation and dissolution. Other writings, including my contributions to the American Social History Project's *Who Built America?* (2000 and 2008), my book *Social Change in America from the Revolution Through the Civil War* (2006) and articles associated with my current research on rural landholding, trace social and cultural changes in the wider national sphere that helped shape the experiences of early 19th century New Englanders. I believe that my expertise enabled me to contribute positively to the planning phase of the "Foundations of Interpretation" project, and I am most willing to assist in an advisory capacity as Old Sturbridge Village professional staff put recommendations from the planning process into practical effect.

I am fully in accordance with the aims and objectives outlined in the Implementation Grant proposal, not least as these relate to making Old Sturbridge Village's public presentations more fully reflect the diversity of New England culture in the first half of the 19th century, and to enhancing the museum's accessibility and comprehensibility to the many people who visit it. Among my particular contributions could be assisting project staff and interpreters in the challenging task of demonstrating how a seemingly calm and placid living history exhibit

actually represents a rapidly-changing, dynamic phase of New England history, in which rural settlements of the kind portrayed at Sturbridge were enmeshed in national and international connections and were helping to spur the American industrial revolution.

I look forward to my further participation in this important project, and to collaborating with Old Sturbridge Village staff and with other scholars to help bring it successfully to fruition.

Sincerely,

Christopher Clark

Professor of History, University of Connecticut
2019-20 Ritchie Distinguished Fellow, The Huntington Library
c.clark@uconn.edu

CHRISTOPHER CLARK

PRESENT POSITION: Professor of History, University of Connecticut
(2019-20): Ritchie Distinguished Fellow in Early American History, The Huntington Library

EDUCATION

B.A. (with First Class Honours) in History, University of Warwick, 1974
M.A. in History, Harvard University, 1975
Ph.D. in History, Harvard University, 1982

EMPLOYMENT

University of Connecticut: Professor of History, 2005-present; Acting Head, Department of History, Jan.-June 2009; Interim Head, 2013-14; Head of Department, 2014-2018
University of Warwick: Professor of North American History, 1998-2005; Director, Comparative American Studies, 1999-2002; "Professor Responsible," Department of History, 2003-2005
University of York: Lecturer in History, 1979-92; Senior Lecturer in History, 1992-96; Professor of History, 1996-97
Harvard University: Teaching Fellow in History and General Education, 1976-1979

AWARDS

Frederick Jackson Turner Award of the Organization of American Historians, 1991 for *The Roots of Rural Capitalism: Western Massachusetts, 1780-1860* (Cornell University Press, 1990).
Cadbury Schweppes Prize for Innovative Teaching in the Humanities, 1989 (shared with Dr. Joanna de Groot).

TEACHING AT THE UNIVERSITY OF CONNECTICUT

American Studies 1700	Honors Core course: " <i>Walden</i> and the American Landscape"
History 131H/131W	"United States to 1877" for Honors students
History 3098	"History of American Capitalism"
History 3504/3504H	"The American Revolution"
History 3510/3510H	"The Civil War Era"
History 227/3520	"Social and Cultural History of Connecticut and New England"
History 297W/4994W	Senior Seminar: "America and the World"
History 297W/4994W	Senior Seminar: "Modern Utopias"
History 5103	Graduate Core course: "Teaching History"
History 302/5195	Graduate Seminar: "Special Topics in History" on "American Land and Society"
History 355/5543	Graduate Seminar: "Social Change in 19 th Century America"

Advising and examining of MA and PhD candidates

FELLOWSHIPS AND GRANTS

Huntington Library: Ritchie Distinguished Fellow in Early American History, 2019-2020
University of Connecticut: Felberbaum Family Faculty Fellowship, 2013
University of Connecticut Humanities Institute: Faculty Fellowship, 2012-2013
UK Arts and Humanities Research Board: Research Leave Award, 2003.
University of Connecticut Humanities Institute: Residential Fellowship, 2002-2003.
Leverhulme Trust: Leverhulme Research Fellowship, 1995-96.
Visiting Fellow, St. Catherine's College, University of Oxford, Summer Term 1995.
Massachusetts Historical Society, Boston: Benjamin F. Stevens Fellowship, 1993.
Essex Institute, Salem, Mass.: Visiting Research Fellowship, July-August 1992.
American Philosophical Society: Research Grant, 1991.
American Antiquarian Society, Worcester, MA: Hall I. and Kate B. Peterson Fellowship, June-August 1990.
Smithsonian Institution, Washington DC: Smithsonian Postdoctoral Fellowship, National Museum of American History, October 1984-October 1985.
Selwyn College, University of Cambridge: Keasbey Fellowship in American Studies, October 1983-September 1984.
American Antiquarian Society, Worcester MA: Samuel Foster Haven Fellowship, June - September 1982.
Joint Center for Urban Studies of M.I.T. and Harvard University, Cambridge MA: Jeffrey L. Pressman Fellowship, 1978-1979.
Commonwealth Fund of New York: Harkness Fellowship for Study and Travel in the United States, 1974-1976.

WORK IN PROGRESS

- A book, provisionally titled *The Age of Freehold: Independent Farmers and Landownership in America from the Revolution to the Cold War*

SELECTED PUBLICATIONS

- "The Many Faces of Rural Capitalism," *Journal of Historical Sociology* 33, no. 1 (March 2020) -- forthcoming
- "State, Market, and Popular Sovereignty in Agrarian Societies: The United States and Canada, 1850-1920," in Frank Towers and Jewel Spangler, ed., *Remaking North American Sovereignty* (New York: Fordham University Press, 2019), ch. 9 -- forthcoming
- "Class, the Market Revolution, and Urbanization," in Jonathan Daniel Wells, ed., *The Routledge History of Nineteenth-Century America* (London: Routledge, 2017)
- "The Agrarian Context of American Capitalist Development," in Michael Zakim and Gary J. Kornblith ed., *Capitalism Takes Command: Social Revolution in Nineteenth-Century America* (Chicago: University of Chicago Press, 2012)
- (with Nancy Hewitt) *Who Built America? Working People and the Nation's History*, vol. 1, *To 1877*, 3rd edition (Boston and New York: Bedford/ St. Martins, 2007)
- *Social Change in America from the Revolution through the Civil War* (Chicago: Ivan R. Dee, 2006; paperback edition 2007)
- "Industry and Technology," in Howard Temperley and C.W.E. Bigsby, ed., *A New Introduction to American Studies*, (London: Pearson, 2005), chapter 9
- "The Travails of the 19th Century American Silk Industry," in Marjorie Senechal, ed., *Silk Unraveled: Threads of Human History*, Smith College Studies in History, vol. 53 (Northampton, MA, 2005), pp. 93-115
- "The Ohio Country in the Political Economy of Nation Building," in Andrew Cayton and Stuart Hobbs, ed., *The Center of a Great Empire: The Ohio Country in the Early Republic* (Athens, OH: Ohio University Press, 2005), pp. 146-165
- "The View from the Farmhouse: Rural Lives in the Early Republic," *Journal of the Early Republic* 24 (2004): 198-207
- (Edited, with Kerry W. Buckley) *Letters from an American Utopia: The Stetson Family at the Northampton Community* (Amherst: University of Massachusetts Press, 2004).
- "A Mother and her Daughters at the Northampton Community: New Evidence on Women in Utopia," *New England Quarterly* 75, no. 4 (December 2002): 592-621
- "Reshaping Society: American Social History from Revolution to Reconstruction," in *The State of U.S. History*, ed. Melvyn Stokes (London: Berg, 2002)
- " 'Martyrs to a Nice Sense of Honor': Exemplars of Commercial Morality in 19th Century America," in *Heroic Reputations and Exemplary Lives*, ed. Geoffrey Cubitt and Allen Warren (Manchester: Manchester University Press, 2000).
- "Rural America and the Transition to Capitalism," *Journal of the Early Republic* 16, no. 2 (June 1996): 223-236.
- "The Consequences of the Market Revolution in the American North," in *The Market Revolution: Social, Cultural and Religious Expressions*, ed. Melvyn Stokes and Stephen Conway (Charlottesville: University Press of Virginia, 1996).
- *The Communitarian Moment: The Radical Challenge of the Northampton Association* (Ithaca, N.Y.: Cornell University Press, 1995).
- "Social Structure and Manufacturing before the Factory: Rural New England, 1750-1830," in *The Workplace before the Factory*, ed. Thomas Max Safley and Leonard Rosenband (Ithaca, N.Y.: Cornell University Press, 1993).
- "Agrarian Societies and Economic Development in Nineteenth-Century North America," in *Development and Underdevelopment in America: Contrasts of Economic Growth in North and Latin America in Historical Perspective*, ed. Walther L. Bernecker and Hans Werner Tobler (Berlin: de Gruyter, 1993).
- "Economics and Culture: Opening Up the Rural History of the Early American Northeast," *American Quarterly* 43 no 2 (June 1991): 279-301.
- "Household Economy and Labor in Rural Massachusetts: The Connecticut Valley, 1750-1830," in *Travail et loisir dans les sociétés pre-industrielles*, ed. B. Karsky and E. Marienstras (Nancy: Presses Universitaires de Nancy, 1991), pp. 15-29.
- *The Roots of Rural Capitalism: Western Massachusetts, 1780-1860* (Ithaca, N.Y.: Cornell University Press, 1990; Cornell Paperback edition, 1992).
- "The Truck System in Nineteenth-Century New England: An Interpretation," in *Merchant Credit and Labour Strategies in Historical Perspective*, ed. R. Ommer (Fredericton, N.B.: Acadiensis Press, 1990), pp. 318-332.
- "The Diary of an Apprentice Cabinetmaker: Edward Jenner Carpenter's 'Journal', 1844-45," *Proceedings of the American Antiquarian Society* 98 (1988): 303-394.
- "Household Economy, Market Exchange and the Rise of Capitalism in the Connecticut Valley, 1800-1860," *Journal of Social History* 13 (1979-80): 169-189



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December 14, 2019

Emily Dunnack, Director of Museum Education
Rhys Simmons, Director of Interpretation
Old Sturbridge Village
1 Old Sturbridge Village Road
Sturbridge, MA 01566

Re: Foundations of Interpretation – NEH Request

Dear Emily and Rhys:

I will be delighted to participate in the implementation phase of the multi-year reinterpretation initiative, “Foundations of Interpretation,” for which Old Sturbridge Village is seeking funding from the National Endowment for the Humanities. As a specialist in the history of slavery, emancipation, race, and class in New England, I have had considerable experience working with museums and historic sites to incorporate the life experiences and cultural contributions of African Americans, indigenous people, and working class people into their interpretive plans and public education programs. I believe I can make a useful contribution to your effort to broaden your interpretation to more clearly reflect the diversity of early New England life.

The typical New England village in the early nineteenth century was still experiencing the aftermath of the so-called “Indian wars” of the seventeenth century and the colonial-era enslavement of captive indigenous people and Africans. By 1790, while there were virtually no enslaved people working in Massachusetts, there were many free people of color descended from enslaved people—African Americans and Afro-Indians—performing domestic and artisanal labor in almost every town. Many children of color, along with poor white children, were also working in these towns as pauper apprentices—children bound out to labor in middling and upper class white households. At the same time, indigenous people who had never been enslaved, but were living in so-called “reserves” under state guardianship, were coming into towns regularly to trade

December 14, 2019

Emily Dunnack, Director of Museum Education

Rhys Simmons, Director of Interpretation

Old Sturbridge Village

Re: Foundations of Interpretation – NEH Request

Page 2

with townspeople and sometimes to seek employment. The daily interactions of all of these people made towns like Sturbridge much more diverse than they have been represented to be in most historic site interpretations. By the early 1800s, emerging political, economic, and intellectual issues—abolitionism, universal manhood suffrage, the rise of the factory system, the financial crisis of 1819—were producing new tensions along race, class, and gender lines. The Foundations of Interpretation project will give Old Sturbridge Village the opportunity to broaden its interpretation to reflect both the town's rich racial, cultural, social, and economic diversity and the strains this diversity was bringing to town life by the early 1800s. Incorporating these elements of difference and change into its exhibits and educational programming not only will enrich visitors' understanding of the complexities of life in early republic New England, but also will provide new opportunities for them to see the relevance of this past to the issues engaging Americans today.

I am committed to working collaboratively with other scholars and the staff of Old Sturbridge Village to make sure that these important elements of New England history are reflected as the new interpretive plan is implemented.

Sincerely,

A handwritten signature in cursive script that reads "Joanne P. Melish". The signature is written in dark ink and is positioned above the printed name.

Joanne Pope Melish

Associate Professor Emerita

JPM/

Joanne Pope Melish

(b) (6)
Tel. (b) (6) e-mail: jmelish@uky.edu

Employment

2015 – present: Visiting Scholar in American Studies Department, Brown University
2001 – 2015: Associate Professor of History, University of Kentucky
(Emerita as of June 2015)
1999 – 2001: Assistant Professor of History, University of Kentucky
2002 –2010: Director of American Studies Program, University of Kentucky
2007—2010: Co-Director of Africana Studies Initiative, University of Kentucky
1997-98: Visiting Assistant Professor of History, Brown University

Education

1996 Ph.D., 1987 M.A., 1986 B.A. in American Civilization, Brown University

Publications

Book

Disowning Slavery: Gradual Emancipation and “Race” in New England, 1780-1860 (Ithaca: Cornell University Press, 1998)

New Edition

“Introduction” and notes, *The Life of William J. Brown*, University Press of New England, 2006.
This is a re-publication of the memoir of a nineteenth century Afro-Indian who lived in Providence, Rhode Island; my essay and notes place Brown in his larger historical context and identify the important historical events and individuals he describes.

Work in Progress

Monograph whose working title is “Gradual Alienation: How a Multiracial Laboring Class Formed, Persisted, and Became Invisible in the Post-Revolutionary North.”

Essays in Edited Collections

“Northern Slavery and Its Legacies: Still a New (and Unwelcome?) Story,” in *Understanding and Teaching American Slavery*, University of Wisconsin Press, 2016 (winner of the 2018 AHA James Harvey Robinson Prize)
“A Racial Vernacular: Contesting the Black/White Dyad in 19th-Century New England,” in *Race, Nation, and Empire*, eds. James T. Campbell, Matthew Guterl, and Robert G. Lee, University of North Carolina Press (Chapel Hill, NC: University of North Carolina Press, 2007)
“Recovering [From] Slavery: Four Struggles to Tell the Truth,” in *Race, Slavery, and Public Memory: The Tough Stuff of American Memory*, ed. James Oliver Horton and Lois Horton, New Press, 2006.
“‘The Condition Debate’ and Racial Discourse in the Antebellum North,” in *Race and the Early Republic: Racial Consciousness and Nation-Building in the Early Republic*, edited by Michael A. Morrison and James Brewer Stewart (Lanham, MD: Rowman & Littlefield Publishers, Inc., 2002): 75-94.
“Emancipation and the Em-bodiment of Race,” in *A Centre of Wonders: The Body in Early America*, edited by Janet Moore Lindman and Michele Lise Tarter (Ithaca: Cornell University Press, 2001): 223-236.

Journal Articles

“The Manumission of Nab,” *Rhode Island History* Vol. 68, No. 1 (Winter/Spring 2010)

“Workers and Whiteness Revisited,” *LABOR: Studies in Working Class History of the Americas* (Volume 5, No. 4, November 2008)

“Reconsidering Rhode Island History,” bibliographical essay for *Rhode Island History* (Winter 2007)

“The Condition Debate and Racial Discourse in the Antebellum North,” in “Racial Consciousness and Nation Building in the Early Republic”: Special Issue of the *Journal of the Early Republic* (Winter 1999)

Miscellaneous Professional Publications

“[Re]Living Slavery: Ask a Slave and the Pitfalls of Portraying Slavery for the Public,” *The American Historian*, Preview Issue (April 2014) and Issue No. 1 (August 2014)

“Slavery and the Slave Trade in Colonial New England,” essay for award-winning web site, “The Raid on Deerfield: The Many Stories of 1704.” <http://www.1704.deerfield.history.museum>

“Abolition of Slavery in the North,” *Encyclopedia of the New American Nation*, (New York: Charles Scribner’s Sons, 2005)

Awards

NEH-funded Long-term Fellowship, Massachusetts Historical Society 2011-12

University of Connecticut Humanities Institute Fellowship 2010-2011

National Endowment for the Humanities Fellowship 2000-2001

Recent Reviews

Review of Wendy Warren, *New England Bound: Slavery and Colonization in Early America* (NY: Liveright, Div. W. W. Norton, 2017), for *Journal of American History* Vol. 105, No. 3 (December 2018).

Review of the National Museum of African American History and Culture for *The Journal of American History* Vol. 104, No. 1 (June 2017): 146-150.

Review of Mark A. Lause, *Free Labor: The Civil War and the Making of an American Working Class* (Urbana: University of Illinois Press, 2015), for *Journal of the Early Republic* Vol. Vol. 37, No. 2 (Summer 2017)

Recent Conference Papers

“Reconstructing Whiteness in the Era of Gradual Emancipation,” for a panel entitled “In the Wake of Slavery: Vicissitudes of Post-Revolutionary Life

for Northern People of Color and Their White Neighbors,” at the Society for Historians of the Early American Republic Annual Meeting, New Haven, CT, July 22, 2016

“Mastering the Unfamiliar,” for the 2015 Annual Conference of the Society for Historians of the Early American Republic, July 16-19, 2015, in Raleigh, North Carolina.

“Still a New (and Unwelcome?) Story: Northern Slavery and Its Legacies,” for a panel entitled “Understanding and Teaching American Slavery” at the American Historical Association Annual Meeting, New Orleans, Louisiana, January 8, 2013

“Mapping the Shifting Boundaries of Race and Class in Post-Revolutionary Providence,” for the 2011 Annual Meeting of the Social Science History Association, Boston, November 17, 2011

“White Workers, Black Neighborhoods: Reconsidering Race in Early America,” 2011 Annual Conference of the Society for Historians of the Early American Republic, Philadelphia, July 15, 2011

“Slavery and its Impact on New England,” Conference on Slavery and its Legacy, sponsored by Tougaloo College and Brown University, Jackson, Mississippi, February 21-22, 2011

“Making Black Communities ‘Black’: Race, Place, and Class in Revolutionary Providence,” 16th Annual Conference of the Omohundro Institute of Early American History and Culture, University of Mississippi, Oxford, Mississippi, June 11, 2010



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Marla Miller
Director, Public History Program

413.545.4256
mmiller@history.umass.edu

23 December 2019

Dear colleagues,

I am delighted to be invited to participate in the important project proposed by Old Sturbridge Village, *Foundations of Interpretation*, and look forward to contributing to this significant effort in support of OSV's mission to help audiences "find meaning, pleasure, relevance, and inspiration through the exploration of history."

It was my privilege to be among the scholars whose perspectives informed the 2018-2019 Public Humanities Projects Planning Grant. Reconnecting with the outstanding resources of OSV—meaning both the collections and built environment of the museum village, and the skilled and dedicated staff who steward and interpret it—was a highlight of my year, as I had the opportunity to appreciate anew not only of the powerful role this site can play in making sense of the past for contemporary audiences, but also OSV's longstanding place at the forefront of museum and historic site practice.

The museum now seeks to take the results of last year's efforts and turn toward their implementation. I am particularly excited by the emphasis the proposed actions place on connecting the past to the present, on cultivating new audiences, and—in my own area of expertise—on helping today's visitors better understand the long arc of women's labor history and the complex ways in which opportunity and constraint shaped (and shape) social relations, topics of great relevance to our economy and society today. As a public historian, public history educator, and historian of women, labor, and craft in the early American past, I am deeply committed to the aims this project articulates, and am eager to help advance them.

Sincerely,

A handwritten signature in black ink, appearing to read 'Marla R. Miller'.

Marla R. Miller
Director, Public History Program

Marla R. Miller

**Director, Public History Program
Department of History
University of Massachusetts
Amherst, MA 01003**

**413-545-4256 (voice)
mmiller@history.umass.edu
Twitter: @Marlaatlarge**

EDUCATION:

Ph.D. U.S. History, University of North Carolina at Chapel Hill, 1997
Specializations: U.S. Public History, U.S. Women's History, Social & Cultural History of Early America; American Material Culture
Dissertation: "'My Daily Bread Depends Upon my Labor:' Craftswomen, Community and the Marketplace in Rural New England, 1740-1820"
Awards: Organization of American Historians' Lerner-Scott Prize for the Best Dissertation in Women's History
M.A., U.S. History, University of North Carolina at Chapel Hill, 1991
B.A., History of Culture, University of Wisconsin at Madison, 1988

APPOINTMENTS: *Professor and Director, Public History Program (2002-present)*
& also Director of Graduate Studies (2010-2014), and Associate chair (2016-2017, 2018-2020), University of Massachusetts Amherst, 1999-present
Awards: Samuel F. Conti Faculty Fellowship, 2014-15
UMass Amherst Award for Outstanding Accomplishments in Research, 2011
College of Humanities and Fine Arts Distinguished Teaching Award, 2006
Chancellor's Distinguished Academic Service Award, 2003

PUBLICATIONS:

BOOKS: *Entangled Lives: Labor, Livelihood, and Landscapes of Change in Rural Massachusetts* (Johns Hopkins University Press, 2019).

Ed., *Bending the Future: 50 Ideas for the Next 50 Years of Historic Preservation in the United States* (UMass Press, with Max Page, 2016).

Rebecca Dickinson (Lives of American Women, Westview Press/Perseus, 2013).
Award: Honorable Mention, Harry M. Ward Book Award, American Revolution Round Table (Richmond)

University of Massachusetts Amherst: A Campus Guide (Princeton Architectural Press, 2013), with Max Page.

Betsy Ross and the Making of America (Henry Holt, 2010).
Award: Finalist, Cundill Prize in History (McGill University)
Washington Post "Best of 2010" list

Ed., *Cultivating A Past: Essays on the History of Hadley, Massachusetts* (UMass Press, 2009).

The Needle's Eye: Women and Work in the Age of Revolution, (UMass Press, 2006).
Award: Millia Davenport Prize, Costume Society of America

JOURNAL ARTICLES AND BOOK CHAPTERS (SELECTED AND RECENT):

“The ‘Feud of the Streets;’ the 1841 Moving of the 1808 Hadley, Massachusetts, Meetinghouse,” in Peter Benes, ed. *Religious Spaces: Our Vanishing Landmarks*, Proceedings of the 2017 Dublin Seminar for New England Folklife (forthcoming)

“Embedding: Putting Hadassah Chapin Ely’s Wholecloth Quilt in Context,” *Uncoverings* Vol 39 (2018), 168-203.

“‘Artifact Stories:’ Making Memories Matter for Amherst Seniors,” in Hamish Robertson, eds. *The Caring Museum: How Older People Contribute to Museums* (Edinburgh and Boston: MuseumsEtc, 2015), with Elizabeth Sharpe.

“Mehitable Primus and Addie Brown: Women of Color and Hartford’s Nineteenth-Century Dressmaking Trades,” in Peter Benes, ed., *Clothing New England*, Proceedings of the 2010 Dublin Seminar for New England Folklife (Deerfield: Dublin Seminar for New England Folklife, 2014).

“The Last Mantuamaker: Craft Tradition and Commercial Change in Boston, 1760-1840,” *Early American Studies* (November 2006), 372-426.

"Labor and Liberty in the Age of Refinement: Gender, Class and the Built Environment," in Kenneth Breisch and Alison K. Hoagland, ed., *Perspectives in Vernacular Architecture X* (Knoxville: University of Tennessee Press, 2005), 15-31.

“Gender, Artisanry and Craft Tradition in Early New England: The View Through the Eye of a Needle,” *William and Mary Quarterly* (October 2003): 743-776.

“Dressmaking as a Trade for Women: Rediscovering a Lost Art(isanry),” in Cynthia Amneus, ed., *A Separate Sphere: Cincinnati Dressmakers, 1880-1920* (Cincinnati: Cincinnati Museum of Art, 2003): 9-15. Awarded the Ruth Emery Book Prize for 2004 from The Victorian Society of America.

SELECTED RECENT CONTRACTED & GRANT-FUNDED PUBLIC HISTORY PROJECTS:

Co-PI, “Using 3D Modeling to Digitally Preserve the Architectural Heritage of Massachusetts: Digital Preservation of Endangered Historical Buildings and Educational Outreach,” Creative Economy Initiatives Fund, UMass President’s Office, 2016-2017

Co-PI, “Public and Applied Humanities,” Bridging Liberal Arts Undergraduate Programs and Graduate and Professional Programs (Mellon Foundation, via Five College Consortium), 2014-2016.

Collaborator, “Historic Dress,” (a digital nexus for accessing historic dress collections across the United States and a learning community for sharing research among a diversity of voices, funded by the Five College Digital Humanities program, supported by the Andrew W. Mellon Foundation).

SELECTED PROFESSIONAL SERVICE:

President, National Council on Public History, 2016-present

Series Editor, *Public History in Historical Perspective* (UMass Press), 2008-present

Editorial Board, *The New England Quarterly*, 2014-present

Editorial Board, *Journal of the Early Republic*, 2014-2017

Program Committee for the 4th International Conference of the International Federation for Public History-FIHP, Ravenna, Italy, in June 2017

Chair, Congressional Commission/American Women’s History Museum Committee on Academic and Public History, 2016-2017

Dickinson

Department of History

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Emily Dunnack, Director of Museum Education
Rhys Simmons, Director of Interpretation
Old Sturbridge Village
1 Old Sturbridge Village Road
Sturbridge, MA 01566

Dear Emily and Rhys,

December 30, 2019

I am delighted to be invited to participate in the implementation phase of the multi-year reinterpretation initiative, "Foundations of Interpretation," for which Old Sturbridge Village (OSV) is seeking funding from the National Endowment for the Humanities. During the planning phase, I was profoundly impressed both by the staff's deep and grounded knowledge of place and period and by OSV's commitment to significant reinterpretation rooted in recent scholarship. I am eager to continue my work there.

I am an environmental historian, an agricultural historian, and a historian of science. My book, *The Nature of the Future: Agriculture, Capitalism, and Science in the Antebellum North* (University of Chicago, April 2020) examines the rapid shifts in agricultural knowledge in the rural North as markets expanded between 1825 and 1861. As a part of "Foundations of Interpretation," I expect to work primarily on the "Food and Agriculture" theme but do so in ways that support other themes, particularly "Identity" and "Trade and Exchange." For example, despite their knowledge of the myths of Thanksgiving, visitors may think of the farms at OSV as essentially Europe transposed: what historians used to call Neo-Europes. In reality, of course, the species of the farm are a mixture of Eurasian, Middle Eastern, and North, Central, and South American species. We can see the significance of Native American knowledge and breeding work, not only in corn, beans, and squash but also Eastern Agricultural Complex crops like sunflowers and crops that have reverted to weed status, like goosefoot. Other recent research points to ways that settlers relied on Native American knowledge and practices, which can help us fill out our understanding of the continuing consequences of native presence. Globally, the white mulberry trees to be found across the site are vestiges of an international race to shift the culture of silk away from Chinese control, one depended on new varieties of mulberry that came to the U.S. from China through the Philippines, into the French empire, and that peaked just after the Panic of 1837. Through concrete connections to animals, plants, and landscapes, OSV is uniquely positioned to convey this rich story of linked cultures and markets.

My approach is guided by the eight years I have spent on the history faculty at Dickinson College, where I have been fortunate to teach environmental history and food studies courses using the college's thriving, student-worked farm. This has given me a real sense of the pedagogical value of experiential knowledge—my students cook from old recipes, plant Native American crops, and nibble on weeds that began as colonial herbs. It has also given me a sense of the kind of work required to make such experiences meaningful for new audiences. It would also allow me to continue a connection with living history museums that has deeply shaped my own understanding of agricultural knowledge and practice during the nineteenth century. Early in my own work, for example, plowing with oxen at OSV helped me understand how profoundly the texture of the soil mattered to farmers whose job it was to stir and aerate it.

Through the first phase of the project, my sense of the possibilities of experiential knowledge and of public history has been much expanded by conversations with the expert interpreters and staff at OSV. I am committed to linking their insights with recent scholarly developments as the new interpretive plan is implemented.

Sincerely,

A handwritten signature in dark ink, appearing to read 'E. Pawley', is shown on a light gray rectangular background.

Emily Pawley
Associate Professor, History
Dickinson College
PO Box 1773
Carlisle, PA 17013-2896

Emily Pawley, Ph.D.

Dickinson College
PO Box 1773
Carlisle, PA, 17013-2896

pawleye@dickinson.edu

(b) (6)

Education

- | | |
|------|--|
| 2009 | PhD, University of Pennsylvania, <i>History and Sociology of Science</i> |
| 2004 | M.A., University of Pennsylvania, <i>History and Sociology of Science</i> |
| 2002 | M.Phil., Cambridge University, <i>History and Philosophy of Science</i> |
| 2001 | B.A. Hon. High Distinction, University of Toronto,
<i>History Specialist, History of Science and Technology Minor</i> |

Employment

- | | |
|-----------|---|
| 2019- | Associate Professor of History, Dickinson College |
| 2011-2019 | Assistant Professor of History, Dickinson College |

Selected Publications

Forthcoming Book

The Nature of the Future: Agriculture, Science, and Capitalism in the Antebellum North, Forthcoming, University of Chicago Press (April, 2020).

Peer Reviewed Articles:

- “Feeding Desire: Generative environments, meat markets, and managing sheep intercourse in Great Britain, 1700-1750” *Osiris* 33, no. 1 (2018).
- “Cataloging Nature: Standardizing Fruit Varieties in the United States, 1800–1860” *Business History Review* 90, no. 3 (2016): 405-429.
- “The Point of Perfection: Cattle Portraiture, Bloodlines, and the Meaning of Breeding, 1760-1860” *Journal of the Early Republic* 36, no. 1 (2016): 37-72.
- Valencius, Conevery Bolton, David I. Spanagel, Emily Pawley, Sara Stidstone Gronim, and Paul Lucier, “Science in Early America: Print Culture and the Sciences of Territoriality,” *Journal of the Early Republic* 36, no. 1 (2016): 73-123.
- “Accounting with the Fields: Chemistry and Value in Nutrient in American Agricultural Improvement, 1835-1860,” *Science as Culture*, (2010) 19: 4, 461-482.

Roundtables:

- “Roundtable: Agricultural History and the History of Science” *Agricultural History* 92, No. 4 (2018): 569-604.

Selected Grants, Awards, and Honors

- | | |
|------|---|
| 2014 | Mellon Foundation Digital Humanities Grant—Dickinsonia History Project |
| 2010 | Mellon/ACLS Recent Doctoral Recipients Fellowship
Honorable Mention, Gilbert C. Fite Dissertation Award, Ag. History Society |
| 2009 | American Antiquarian Society-NEH Long-Term Fellowship |

Smithsonian Postdoctoral Fellowship (3 months)
 2008 Mellon/ACLS Dissertation Completion Fellowship
 2007 Dissertation Improvement Grant, National Science Foundation

Panels and Conferences Organized

Conference Co-Organizer, with Ariel Ron
 “Grassroots Modernities: Nature, Agriculture, and Improvement in the Atlantic World”
 Yale Center for the Study of Representative Institutions
 New Haven, Conn. June 9-10 2015

Panel Co-Organizer: “Economies of Nature: Accounting for Silk, Coal, and Filth”
 History of Science Society
 Chicago, IL, Nov., 6-8, 2014

Panel Co-Organizer: “Valuing Intangibles: Experimenting with Markets in the Early Republic”
 Society for Historians of the Early American Republic,
 Philadelphia, Pennsylvania, July 2014

Panel Organizer: “Transformation through description: Knowledge-making and acts of representation in the nineteenth century.”
 American Soc. for Env. History Meeting
 Tallahassee, Florida, Feb 25th- March 1st 2009

Invited Seminars, Talks, and Colloquia

“Accounting with the Fields: Value in Nutrient in American Agricultural Improvement,”
 Situating Chemistry Conference, Max Planck Institute, Berlin, Feb. 27th 2014

“Coining Foliage into Gold: Speculation, Value, and the Mulberry, 1838-1839.”
 Colloquium, National Museum of American History, Smithsonian Institution, July 13th 2010

“Seeing Good Blood: Cattle images, cattle breeding, and the functional aesthetics of domesticated bodies, 1790-1860.”
 Academic Regional Seminar, American Antiquarian Society, Worcester, Massachusetts,
 February 2nd 2010

“The Flower of Commodities”: The Publication and Propagation of the New York Fruit Variety, 1820-1850
 MCEAS Seminar, McNeil Center for Early American Studies, Philadelphia, Pennsylvania,
 March 6th 2010

Dickinson College Courses Taught

HIST117 American History to 1877
 HIST204 Introduction to Historical Methodology
 FYS100 Chasing the Flying Car: A History of the Future
 HIST211 Booms and Busts: History of Early Am. Capitalism
 HIST151/ENST151 History of Environment
 HIST211/ENST311 Food and Environment in America
 HIST206/ENST206 American Environmental History
 HIST 211/EAS311/ENST311 Looking Across the Pacific: Japanese and American
 HIST311 Scientific Revolutions



SCHOOL OF ARTS AND SCIENCES

Department of Anthropology

Dec 16, 2019

Caitlin Emery Avenia
Old Sturbridge Village
1 Old Sturbridge Village Rd.
Sturbridge, MA 01566

Dear Caitlin,

Following up on our phone conversation earlier this week, I am writing to express my interest in serving as a project scholar for the process of creating Old Sturbridge Village's updated Interpretation and Education Plan. As you know, I am a cultural anthropologist and public history practitioner who studies commemorative behavior and historic landscapes, with a particular focus on agricultural and industrial histories and places. Old Sturbridge Village is in a "sweet spot" for me at the intersection of public humanities, food and agricultural history, and contemporary discussions about the relevance of historic sites and museums in a time of climate instability.

I envision making two main contributions to your planning process. First, I think I can be helpful in finding ways to integrate the four themes (Agriculture and Food, Identity, Public/Private Life, and Trade and Exchange) around which the plan will be built. As an anthropologist, my inclination is always to think in holistic ways about interconnections among different facets of human life and identity, and in my view the early 19th century time period that OSV interprets offers particularly rich opportunities for exploring changing gendered, racial, and class relationships in ways that open toward a much more inclusive and dynamic understanding of the American past. Far from the bucolic agrarian society that people often imagine when they think about this period (an image shaped by older interpretations at sites like Old Sturbridge Village itself), this era in New England's history was in fact a time of open-ended reinvention and questioning that often led in multiple and contradictory directions and has striking relevance for many of the questions we are still asking today (for example, about the relative virtues of living "close to the land" versus pursuing more "high tech" opportunities). I have spent a good deal of time working to understand not only this time period but also how its complexities and contradictions continue to resonate in present-day impressions of the past, and it would be a pleasure to think about ways to navigate those real and imagined historical layers in dialogue with you and others at OSV.

And second, I could be of use in helping you think through ways to articulate why these histories are so important in our current moment of environmental crisis, political polarization, and widespread unease about the future. My recent book, *Public History and the Food Movement: Adding the Missing Ingredient* (co-authored with Michelle Moon and published by Routledge in 2018) sets out a rationale and a set of methods for doing precisely that. It aims to link the work of historic sites more closely with the kinds of questions that many visitors are asking about our food system, our relationship to the resources that sustain human life, and the role of technology in changing our lives for both better and worse. Over the past several years I have worked with a number of museums, historic sites, and land trusts to consider how to weave these kinds of questions into their interpretive planning, and I would be delighted to bring these ideas into conversation at OSV, which is arguably the flagship site for living historical interpretation of the very period in American history when many of the processes we are urgently trying to understand today were really set in motion.

I look forward to continuing this conversation with you and am very happy to be considered as a scholar on this project. Thank you for inviting me.

Sincerely

A handwritten signature in blue ink that reads "Cathy Stanton".

Cathy Stanton, PhD

Cathy Stanton, Ph.D.

(b) (6)

(b) (6)

cathy.stanton@tufts.edu ✉ www.cathystanton.net

Curriculum vitae

Education

2004

Ph.D., Interdisciplinary Doctorate Program, Tufts University (Cultural Anthropology/History/Heritage Studies)
Dissertation: "The Lowell Experiment: Public History in a Postindustrial City"

1997

M.A., Graduate Program, Vermont College of Norwich University (Cultural Anthropology/American History/
Performance Studies - Thesis: "Being the Elephant: The American Civil War Reenacted"

1994

B.A., Adult Degree Program, Vermont College of Norwich University (History/Popular Culture)

Research interests

Commemorative behavior, culture-led redevelopment, postindustrial cities, food systems change, food and farm heritage, museums, myth and ritual, public humanities, tourism

Selected work history

2004-present

Lecturer/Senior Lecturer, Anthropology Department, Tufts University

2004-2018

Consultant, Northeast Ethnography Program, National Park Service

2001-2012

Affiliate Faculty, B.A. program of Union Institute & University/Vermont Academic Center

Selected and recent academic publications, reports, workshops, and conference papers

2019

- "Foodshed as memoryscape: New England neo-agrarianism and the paradox of the working landscape" in *Routledge Handbook of Memory and Place*, Sarah De Nardi et al, eds. (Routledge)
- with Michelle Moon, "Food History," *The Inclusive Historian's Handbook*, American Association for State and Local History/National Council on Public History digital publication
- "Displaying the industrial: Toward a genealogy of heritage labor" in *Labor* Volume 16, No 1, 151-70, March 2019 (Stefan Burger and Steven High, special issue eds)

2018

- with Michelle Moon, *Public History and the Food Movement: Adding the Missing Ingredient* (Routledge, 2018)
- "Can History Help Us Reinvent the Food System?" Wright-Locke Farm Speaker Series, Winchester MA

2017

- “Between Pastness and Presentism: Public History and the Local Food Movement” in *Oxford Handbook of Public History*, James Gardner and Paula Hamilton, eds. (Oxford University Press, 2017)
- “Reenactment: Performing the Past” in Seth C. Bruggeman, ed., *Commemoration: The American Association of State and Local History Guide* (Lanham, MD: Rowman & Littlefield, 2017)
- “Keeping ‘the Industrial’: New Solidarities in Post-industrial Places” in *The Deindustrialized World: Confronting Ruination*, Steven High, Lachlan MacKinnon and Andrew Perchard, eds. (University of British Columbia Press, 2017)
- “Linking Your Museum More Closely with Your Local Food Economy,” Association of Living History Farms and Museums Conference, Rochester, New York (June 2017)

2016

- Session organizer for “Strategies for a New Public History of Agriculture and Rural Life,” National Council on Public History conference, Baltimore, Maryland (March 2016)

2015

- with Denise D. Meringolo, “Monuments, Memorials, and Politics” entry in *Encyclopedia of American Political Culture*, ABC-CLIO

2014

- with Michelle Moon, “The First Course: A Case for Locating Public History within ‘The Food Movement,’” *The Public Historian*, Vol. 36, No. 3 (August 2014), 109-129
- Editor, “Public History in a Changing Climate,” digital publication of the Public History Commons, March 2014

2013

- “Immigrant Farmers Between the Lines: Re-reading Progressive Era Sources in a Time of Contemporary Food Reform,” Dublin Seminar for New England Folklife (June 2013)

2012

- “Plant Yourself in My Neighborhood”: An Ethnographic Landscape Study of Farming and Farmers in Columbia County, New York (for Martin Van Buren National Historic Site/National Park Service)

2006

- *The Lowell Experiment: Public History in a Postindustrial City*, University of Massachusetts Press

Selected grants, awards, and service

- Project scholar, “A sense of where you are: Conversations about Leverett’s historic industrial landscape and community,” Mass Humanities funded public project, November 2019
- Program Committee co-chair, National Council on Public History 2019 Annual Meeting, Hartford CT
- Chair, Board of Directors, Quabbin Harvest Food Co-op, Orange MA (2017-present)
- Project scholar, Food for Change film discussion series funded by Mass Humanities (2017)
- Digital Media Editor, National Council on Public History (2011-2018)
- Mass Humanities Project Grant, 2015, for “Farm Values: Civic Agriculture at the Crossroads”
- Tufts University “Teaching with Technology” Award, 2013
- National Council on Public History 2013 Excellence in Consulting Award (Individual Category) for “Plant Yourself in My Neighborhood: An Ethnographic Landscape Study of Farmers and Farming in Columbia County, NY”
- National Council on Public History 2007 Book Award for *The Lowell Experiment: Public History in a Postindustrial City*



UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF HISTORY

HAMILTON HALL
CAMPUS BOX 3195
CHAPEL HILL, NC 27599-3195

T 919.962.2115
F 919.962.1403
sweet@unc.edu

20 December 2019

Emily Dunnack, Director of Museum Education
Rhys Simmons, Director of Interpretation
Old Sturbridge Village
1 Old Sturbridge Village Road
Sturbridge, MA 01566

JOHN WOOD SWEET
Associate Professor

Re: Foundations of Interpretation NEH Proposal

Dear Emily and Rhys—

I would be happy to participate in the implementation phase of Old Sturbridge Village's forty-month "Foundations of Interpretation" initiative, for which you are seeking support from the National Endowment for the Humanities. I have deep respect for the important work Old Sturbridge Village does. The fact that I ended up a professional historian is in large part due to my own childhood experiences as a visitor and, then as an interpreter, at a variety of historic sites including the Alcott House and the Old Manse (in Concord, Mass.) and at Minuteman National Historical Park.

As a specialist in Early American History from the colonial period through the early nineteenth century, I have focussed on daily life, culture, and identity in the northeast. A major emphasis of my research and teaching has been seeking to understand how the coming together of Native peoples, Africans, and English settlers shaped the contours of American history generally and the emergence of the American North in particular. I am also deeply invested in the history of gender and sexuality in the period before the Civil War. In recent years, I've been developing two book projects intended for broad public audiences. Working on them has engaged me in new ways with connecting the past and the present, communicating important truths about American history in ways that are meaningful and engaging to people today. One of these projects is a biography of Venture Smith, which has deepened my engagement with the experience of slavery on New England farms, the role of enslaved people themselves in ending slavery in New England, and the continuing struggle of people of color in fighting for equal rights in the years between the American Revolution and the Civil War. At the same time, I'm currently completing a book on a young woman's experience of rape and her struggle for recourse—which has involved learning how to craft often-fragmentary evidence and the fruits of wide-scale contextual research into a compelling, character-driven narrative.

The plan set forth in the Foundations of Interpretation proposal strikes me as compelling and judicious in light of the needs of contemporary audiences and the most important recent developments in historical scholarship. There is much to celebrate in the history of rural New England in the period before the Civil War—the development of an economic and political system that created widespread, if modest, prosperity and extraordinary equality; the high value placed on education, widespread literacy, and a pioneering system of public schools; and a political system, including the institution of the New England town meeting, that set important precedents for widespread direct participation in representative government.

At the same time, there are other important dimensions to the story of early New England that your reinterpretation plan appropriately envisions. For example, religious liberty was not so much a birthright for New Englanders in the aftermath of the American Revolution, but rather an

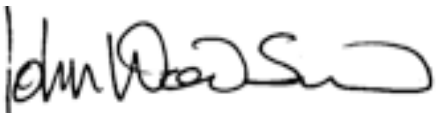
achievement of the 1820s and 1830s—as evangelicals inspired by the Great Awakening increased religious diversity in rural areas and prompted the disestablishment of state-sponsored town churches. The result was a profound reinterpretation of key American principles such as religious equality, the separation of church and state, and respect for cultural pluralism.

By the same token, as your proposal points out, the rural landscape of early New England was more diverse than often imagined. Indigenous peoples shaped basic aspects of New England life—including most obviously the foods they ate, such as the enduring staples corn, beans, and potatoes. And captive Africans were enslaved across the New England countryside in the eighteenth century, though almost all were free by 1800. Even in the nineteenth century, people of Indian and African descent continued to live and work all across rural New England—in separate enclaves, on their own farmsteads, and in Anglo-American households. Their experiences were shaped by their sparse numbers and relative isolation in the English-dominated countryside: cities supported substantial, organized Black communities, and Indian reservations provided similar kinds of cultural and social support for Native peoples. These perspectives, however, are worth recovering. Their presence shaped how all New Englanders understood their identities, the politics of racism and slavery, and struggles to define membership in the body politic with enduring implications for the present.

The Foundations of Interpretation initiative is a welcome opportunity for Old Sturbridge Village to build on its strengths and broaden its interpretive focus to reflect the region's racial, cultural, and social diversity. Telling a more inclusive story about early New England life will not only bring the Village's educational and interpretative work into line with the fruits of recent historical scholarship—but also allow for a more engaging and impactful experience for visitors.

I look forward to collaborating with other scholars and with the Old Sturbridge Village staff to ensure that the important dimensions of New England history identified in this ambitious interpretive plan are reflected in its practical implementation.

Yours very truly,

A handwritten signature in black ink, appearing to read "John Wood Sweet", written over a vertical line.

John Wood Sweet

sweet@unc.edu

JOHN WOOD SWEET

1 OCT. 2019

Department of History
520 Hamilton Hall, CB#3195
University of North Carolina at Chapel Hill
Chapel Hill, N.C. 27599-3195
Email: sweet@unc.edu

EDUCATION

1995/05 Ph.D., History, Princeton University.
1990/05 M.A., with "Distinction" in Early American History, Princeton University.
1988/05 B.A., *summa cum laude*, Amherst College.

TEACHING POSITIONS (RECENT)

2006- Associate Professor, Department of History, The University of North Carolina at Chapel Hill.
2003-2006 Assistant Professor, Department of History, The University of North Carolina at Chapel Hill.
1996-2003 Assistant Professor, Department of History, The Catholic University of America.

POSTDOCTORAL FELLOWSHIPS

2011-2012 National Endowment for the Humanities Fellowship.
 National Humanities Center, Center Fellow.
Spring 2008 Postdoctoral Fellow, Gilder Lehrman Center for the Study of Slavery, Abolition, and Resistance, Yale University.
Spring 2007 Belk Fellow, Institute for Arts and Humanities, UNC Chapel Hill.
2003-2004 National Endowment for the Humanities (6 months) and Andrew W. Mellon Foundation Postdoctoral (4 months) Research Fellowships, The John Carter Brown Library, Brown University.
1999-2000 Barra Foundation Postdoctoral Fellow, McNeil Center for Early American Studies, University of Pennsylvania.
1995-1996 Mellon Scholar in African-American Studies, Institute for Global Studies in Power, Culture, and History, The Johns Hopkins University.

PUBLICATIONS: BOOKS

IN PROGRESS *The Sewing-Girl's Tale: A Story of Rape and Recourse in Early America* (Henry Holt, under contract; forthcoming in 2022).
 Venture Smith and the Roots of the American Republic (in progress).
2013 *The Black Atlantic and the Biographical Turn: Slavery, Migration and the Origins of the Modern World*, edited with Lisa Lindsay (Philadelphia: University of Pennsylvania Press, 2013). (370 pp.)
2005 *Envisioning an English Empire: Jamestown and the Making of a North Atlantic World*, edited with Robert A. Appelbaum, Early American Studies, series editors Daniel K. Richter and Kathleen Brown (University of Pennsylvania Press, 2005). (368 pp.)

- 2003 *Bodies Politic: Negotiating Race in the American North, 1730-1830* (Johns Hopkins University Press, 2003). (486 pp.) (Finalist, Frederick Douglass Book Prize, 2004)

PUBLICATIONS: PEER-REVIEWED ESSAYS (RECENT)

- IN PROGRESS “Rebecca’s Ordeal: New Evidence About Sexual Exploitation and the Middle Passage from Africa to the Americas,” *William and Mary Quarterly*, under review.
- 2020 “Florence Hall,” in *Dictionary of Caribbean and Afro-Latin American Biography*, ed. Henry Louis Gates, Jr. (Oxford University Press, forthcoming in 2020).
- 2015 “Florence Hall’s ‘Memoirs’: Finding African Women in the Trans-Atlantic Slave Trade,” with Randy M. Browne, *Slavery and Abolition*, 2015, DOI:10.1080/0144039X.2015.1074795 (16 pp.)
- “Prophetic Movements,” with Jonathan Todd Hancock, in Joseph P. Miller, ed., *The Princeton Companion to Atlantic History* (Princeton: Princeton University Press, 2014): 384-387. (3 pp.)
- 2013 “Venture Smith,” in Elizabeth J. Normen, ed., *African American Connecticut Explored* (Middletown: Wesleyan University Press, 2013), 13-16 (4 pp.)
- 2011 “Unsettling Sex: Lessons from Colonial North America,” *Transformations: The Journal of Inclusive Scholarship and Pedagogy*, XXI:2, 59-79. (20 pp.)
- 2010 “Venture Smith and the Law of Slavery,” *Venture Smith and the Business of Slavery and Freedom*, ed. James Brewer Stewart (Amherst: University of Massachusetts Press, 2010), 83-128. (45 pp.)
- 2009 “The Subject of the Slave Trade: Recent Currents in the Histories of the Atlantic, Great Britain, and Western Africa,” *Early American Studies* vol. 7, no. 1 (Spring 2009), 1-45. (44 pp.)

CONFERENCES, SEMINARS, PUBLIC LECTURES (RECENT)

- 2018 “Mother Carey and the Business of Prostitution in the Early Republic,” presentation at the conference (En)Gendering the Atlantic World, New York University, 22 April 2018.
- 2017 “‘The Wrongs of Women’: Seduction and Recourse in the Early Republic,” invited seminar paper presented to the Upstate Early American History Workshop, Binghamton University, 31 Mar. 2017.
- 2016 “Rape, Recourse, and the Law of Seduction in the Early Republic,” invited seminar paper presented to the Washington Early American History Seminar, University of Maryland, College Park, 21 Oct. 2016; the Boston Area Early American History Seminar, Massachusetts Historical Society, 1 Nov. 2016; and to the Omohundro Institute for Early American History and Culture Colloquium, College of William and Mary, 29 Nov. 2016.
- “Interpreting Venture Smith’s History at the Barn Island Preserve,” invited workshop sponsored by the Connecticut State Historic Preservation Office and the Connecticut Department of Energy and Environment, Hartford, Connecticut, 8 April 2016.
- 2015 “Sexual Assault in Historical Perspective,” invited presentation, Governor’s School, Winston-Salem, NC, 25 July 2015.
- 2014 “American Studies and Social Justice,” invited presentation at the conference American Lives and American Studies, University of Connecticut, Storrs, 10 Oct. 2014.



Transformational Engagement

Creating meaningful museums for staff teams and audiences

1783 Main Street · Glastonbury, Connecticut 06033 · 860.716.2238

January 2, 2020

Rhys Simmons, Director of Interpretation
Old Sturbridge Village
1 Old Sturbridge Village Rd
Sturbridge, MA 01566

Re: National Endowment for the Humanities Request for *Foundations of Interpretation*

Dear Mr. Simmons,

As Principal at Transformational Engagement, I would be delighted to serve as Project Consultant during the implementation of your National Endowment for the Humanities project, *Foundations of Interpretation*. A museum professional with over 20 years experience in education, management, and audience engagement, I bring a successful record of creating meaningful programming and developing strong, empowered staff teams through empathetic leadership and a passion for helping cultural organizations be valued and relevant to their visitor's needs and challenges. I believe my experience will help you in achieving your goals for this reinterpretation initiative.

It was my privilege to work with your staff team, in my previous role as Director of Education and Visitor Services at the Harriet Beecher Stowe Center, during the planning stage of your project when you were developing your Interpretation and Education Plan. Changing institutional culture, and creating more impactful and inclusive visitor experiences can be challenging, but is necessary and rewarding. As the stories museums tell expand to reflect more inclusive and accurate narratives, the work of those doing the interpretation and the expectations for audience participation has increased. My expertise in building trust and community, both internally and externally through courageous conversations and dialogic programming, will inform strategies that will make the project a success. Together, we will create cultural shifts that will increase confidence with staff team and result in more engaging interpretive experiences for museum audiences, which will be accomplished by:

- Developing, piloting and refining learning targets for interpretive experiences
- Creating, prototyping and refining interpretive guides that articulate thematic content
- Building trust and accountability with staff team, project consultants and museum audiences through dialogue and prototyping, which results in a culture of continuous feedback, reflection and improvement

- Coaching for staff that encourages team to be brave, embrace fear, accept discomfort and keep moving forward

The commitment and vision of the staff working group to enhance training and create interpretation that better reflects both past and present diversity of New England through purposeful learning is admirable. I look forward to collaborating with the team at Old Sturbridge Village and the project partners, on this very impressive and worthwhile initiative.

Sincerely,

A handwritten signature in cursive script, reading "Shannon Burke". The signature is fluid and elegant, with the first name "Shannon" and last name "Burke" clearly distinguishable.

Shannon Burke
Principal at Transformational Engagement

Plan of Work for Old Sturbridge Village: *Foundations of Interpretation*

As discussed and outlined in the *Foundations of Interpretation* proposal, I will serve as project consultant for the duration of the 40 month timeline. While some of this work is easily quantifiable, other aspects are more amorphous and dependent on a variety of aspects that we will not always have control over. That said, know that I will work to be as flexible as possible to meet your needs and fulfill my responsibilities, and that I will be fair and transparent as we work together.

My responsibilities will include working closely with the project team to provide feedback on all aspects of *Foundations of Interpretation* including: prototyping, staff accountability, working to create learning targets, development of interpretive guides, ongoing progress reports, document review and planning support.

I will serve as a liaison between the Staff Working Group and the support staff, providing a safe, neutral intervention for any issues either party is reluctant to address, as we work to build trust and transparency.

I will work with Evaluation for Action, International Coalition of Sites of Conscience, and other consultants and scholars as necessary to ensure consistent messaging, visions and expectations for content creation and staff accountability.

I will participate in: monthly meetings (40), quarterly check-ins (12), on site working sessions (4), prototyping (3-5 onsite) and relevant training (Coalition, EtA, etc. 10-15) that will inform the creation of learning targets and staff expectations for implementation and content delivery..

I anticipate spending approximately 71 days creating, developing, reviewing, prototyping and participating in meetings related to and in support of the goals for this project.

71 days at (b) (6) per day - (b) (6) for the project

At completion, you will have developed purposeful learning targets, more impactful and inclusive visitor experiences, a strong and empowered team confident in their ability to facilitate and present new content and a plan for ongoing training and emotional support.

Having successfully implemented bold changes with interpretive content and techniques and the subsequent training and procedural changes that were necessary to facilitate those changes, I look forward to helping you achieve your goals for *Foundations of Interpretation* and am honored to be your coach.

Shannon Burke
Transformational Engagement
1783 Main Street
Glastonbury, CT 06033
860.716.2238

SHANNON BURKE

1783 Main Street, Glastonbury, CT 06033

✉ (b) (6)

☎ 860.716.2238

PROFESSIONAL EXPERIENCE

Principal

Transformational Engagement, Glastonbury, CT

10/2019 - Present

Independent consultant working with museums and cultural organizations to create meaningful connections through storytelling, engaging interpretation and immersive experiences that result in shared learning, strong communities and provide the training and support needed for individual and institutional sustainability. Specializing in dialogic programming, interpretive planning, staff development, workplace equity and audience engagement.

Director of Education & Visitor Services

Harriet Beecher Stowe Center Hartford, CT

09/2005 – 03/2019

With forward thinking leadership, led the Stowe Center through institutional transformation. Created nationally recognized programs and interpretation that reimaged the participant experience. Led the reinterpretation of the Stowe House and developed a dialogic tour that challenges assumptions about historical narratives and their legacies. Initiated diversity, inclusion and equity training to increase access, improve communication and create a more inclusive work environment that changed the organizational culture. Produced award-winning public, school and outreach programs that connected the past to the present, reached diverse audiences and inspired civic engagement.

Education Director

Connecticut River Museum, Essex, CT

03/1999 – 09/2005

Oversaw education department, training and managing staff as well as seasonal and volunteer educators. Built partnerships with area museums, schools and organizations to strengthen community relations. Developed curriculum for all school and adult programming, and presented education programs on and off-site. Responsible for the creation of all hands-on exhibits including design, fabrication, installation and development of associated programming for new museum exhibits.

Assistant Director of Education

Louisa May Alcott's Orchard House, Concord, MA

10/1997 – 02/1999

Supervised education staff and presented school, Girl Scout and living history programs. Developed summer conversational series, in the tradition of Bronson Alcott's School of Philosophy. Wrote and implemented a training program for staff. Managed all reservations for education programs, group tours and special events.

EDUCATION

Art Institute of Boston – BFA Advertising Design and Copywriting, Boston, MA, 1988-1992

Tufts University – Certificate of Museum Studies, Medford, MA, 1998 - 2002

SKILLS & COMPETENCIES

Interpretive Planning

Project management including collaboration and communication with staff, consultants and community members, from brainstorming and prototyping through evaluation and implementation, resulting in dynamic, interactive experiences that reflect multiple perspectives and connect the past to the present. Working with organizations to develop interpretive plans and navigate the reinterpretation process of programmatic and museum-wide transformation with initiatives to broaden narratives, build community engagement, and heighten and deepen the audience experience.

Team Development

Building strong teams through equity and inclusion work that empowers creativity, accountability and creates value within organizations. Implementation of training that provides opportunities for frontline staff to continuously learn, practice and grow, while acquiring the skills to engage visitors in relevant learning experiences by acknowledging the emotional labor of the work and giving space and time to support staff. Development of strategies for rethinking recruitment, training and professional development that results in personal satisfaction, increased knowledge and staff retention.

School & Public Programming

Public and school program development that connects history and contemporary relevance through conversation and inquiry, engages multiple learning styles and interpretive techniques, and compels participants to think, act and engage. Training for

dialogic program delivery that includes exploration of: Arc of Dialogue; development of dialogic agreements for facilitators and participants; and purposeful learning strategies.

Audience Engagement

Community building through conversation and evaluation that leads to active and loyal participants that stay connected to organizations through the creation of strategies that result in increased participation, membership and repeat visitation. Development of frameworks and methodologies that build strong teams and internal and external trust by: identifying non-negotiables for organizations to clarify who you are and what you stand for; facilitating conversations that promote shared authority, listening to understand and acknowledge non-closure.

Building Equitable Environments

Experience with creating inclusive environments through training and support to make the work personally and institutionally sustainable: facilitating team-building workshops, communications and participative involvement; developing tools to create cultural shifts, and statements of purpose that afford organizations happier staff who continuously build organizational brand and community, possess a strong sense of team, which results in increased productivity.

Strategic Leadership

Cultivating buy-in and ownership at all levels of organizations undergoing cultural shifts by facilitating dialogue with boards members, staff leadership and key stakeholders that creates excitement and understanding of the need for change, such as: in the development of new initiatives; organizational changes to policies and procedures; staff organization and structure; and planning for reinterpretation, by acknowledging fears and crafting shared vision statements that results in an institutional culture that is brave, open to learning, values prototyping and evaluation and embraces multiple perspectives.

Visitor Services

Development of strategies to: create welcoming environments with customer care, wayfinding and signage that engages; build brand and boost museum store sales with merchandise that elicits emotional connections and reflects organizational mission; and increase on site safety through communication, active shooter planning and de-escalation strategies.

SELECT PROFESSIONAL ACTIVITY & AWARDS

American Association for State and Local History

- 2019 Annual Conference: Philadelphia, PA, Program Planning Committee and Presenter - *Deferred Maintenance: Investing in the Upkeep and Care of Our Frontline Staff*
- 2018 AASLH Leadership in History Award - *Stowe House Project Renovation & Reinterpretation*
- 2012 Annual Conference: Salt Lake City, UT, Presenter: *Too Important to Fail: Historic House Museums Meet Communities' Needs*

CT Humanities

- 2012-2014: Member of grant review committee
- 2010 Wilbur Cross Award recipient for *Salons at Stowe: Community Conversations*

Connecticut League of History Organizations

- 2018 Annual Conference, New Britain CT, Presenter: *Having Faith in the Process: Building Internal and External Trust to Create Organizational Change*

Massachusetts History Alliance

- 2017 Mass History Conference, Worcester, MA, Presenter: *Brave Conversations on Race, Gender and Sexuality*

New England Museum Association

Annual Conference – Presenter

- 2019: Burlington, VT, *Deferred Maintenance: Investing in the Upkeep and Care of Our Frontline Staff*
- 2017: Falmouth MA, *Creating Change*
- 2016: Mystic, CT, *Exploring the Risks and Rewards of Community Conversations*
- 2013: Newport, RI, *Taking the Ropes Down: A Survival Guide to Reinterpretation*
- 2012: Burlington, VT, *...And We Are a House Museum Too*
- 2011: Hartford, CT, *Awards Programs: Why We Need Them, Uncle Tom and the “N” word: Giving Context to Controversy and A Spirited Debate on Ghosts!*

Education Professional Affinity Group - Workshop Facilitator

- 2017: *Facilitating Conversations on Difficult Topics*
- 2014: *From Inspiration to Action: Harriet Beecher Stowe in the 21st Century*



January 2, 2020

Rhys Simmons, Project Director
Old Sturbridge Village
1 Old Sturbridge Village Road
Sturbridge, MA 01566

Dear Rhys:

The International Coalition of Sites of Conscience [ICSC] is excited to support Old Sturbridge Village's (OSV) application to the NEH Public Humanities program to implement *Foundations of Interpretation* and your new Interpretation/Education Plan. ICSC looks forward to working with OSV on dialogic public programming and building a more diverse, equitable, accessible and inclusive museum.

The International Coalition of Sites of Conscience is a global network of historic sites, museums and memory initiatives connecting past struggles to today's movements for human rights and social justice. We help sites around the world better engage their communities in building a peaceful future by providing grants, networking and training. The Coalition has more than 300 members in 65 countries around the world.

ICSC is eager to work with OSV and its staff on building internal skills and awareness so that they are better able to build public programming that meets the needs of OSV's communities. This will include deep examination of Dialogic Interpretation, how it works specifically in a living history context and how to use the site's content to support public conversations about challenging modern topics. Supporting all of this, and in particular those latter efforts is developing additional skills and knowledge for staff in building more diverse, equitable, accessible and inclusive museums. OSV's choice to work at the nexus of living history, social history, and relevant themes and ideas is an important one that represents broad promise for the institution and the field.

We are grateful for the opportunity to participate in this project and look forward to the work ahead.

Sincerely,

Sarah Pharaon
Senior Director, Methodology and Practice
International Coalition of Sites of Conscience

Braden Paynter

646-856-9413

bpaynter@sitesofconscience.org

Professional Experience

International Coalition of
Sites of Conscience
New York, NY
2015-

Program Manager, Membership, Methodology, and Practice

- Guide sites in managing change, inclusion work, and developing high quality dialogic programming, exhibits, and community engagement, via training, consulting, coaching, and strategic planning.
- Rapidly respond to world events by creating model programs on headline topics, allowing members to be at the forefront of their communities' conversations.
- Collaborate with members to publish practical methodology with a global perspective.
- Share methodology, practice, and insights at conferences, universities and other public events as an ambassador of the Coalition.
- Work with members to create and edit models of innovative practice for the Coalition's internal learning community as well as the field at large.
- Manage the coalition's membership operations.

National Park Service
National Capital Region Office
Washington, DC
2014

Training Specialist, Regional Employee Development Officer

- Served as a resource and guide for staff on best practices in training.
- Worked with regional and park leaders to identify areas of need then plan for and provide training resources to match.
- Co-created and taught service wide program on interpreting complex and controversial topics through living history.

National Park Service
Frederick Douglass NHS
Washington, DC
2009-2014

Park Ranger/Park Guide

- Oversaw, created, and delivered site interpretive products including: special events, programs, website, social media, and exhibits.
- Oversaw, created, and delivered curriculum based education programs that included: onsite programs, week-long teacher fellowship programs, ranger in classroom programs, and distance learning programs.
- Led collaborations with institutional, academic, and neighborhood partners.
- Wrote grants to support educational and interpretive programs.
- Collaborated on site budget.
- Collaborated on long range planning.

Old Sturbridge Village
Sturbridge, MA
2005-2007

Exhibit Developer/Interpreter

- Reoriented museum exhibition, interpretation, and education programs to be visitor-focused.
- Developed interactive indoor and outdoor exhibits on history and art.
- Created and taught curriculum-based, experiential education programs.

Education

George Washington University	M.A., Museum Studies
Oberlin College	B.A., Honors in History

Publications

Journal of Museum Education 2018	"Rooted in the Past, Active for the Future: Museums and Inspiring a New Generation of Citizens"
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Landscapes of Violence 2016	"Witnesses and the Changing Goals of Memorialization"
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Smithsonian Institution 2015	"Beyond Bollywood: A Facilitated Dialogue Toolkit" with Sarah Pharaon
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The Public Historian 2007	"Abbott Lowell Cummings and the Preservation of New England"
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Presentations

Connecticut League of History Organizations 2018	Annual Conference Keynote
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American Alliance of Museums 2017	Annual Conference "Interpreting Justice and Climate Change"
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College of Charleston 2017	Transforming Public History Conference "Transitioning to Justice"
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National Association for Interpretation 2016	Annual Conference "Interpreting Environmental Justice"
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National Trust for Historic Preservation 2015	Annual Conference "Relevance, Racial Healing, and Reconciliation"
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Salem Award Foundation 2015	Tent Talk "Why Remember the Hard Parts of History?"
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Gettysburg College 2013	The Future of Civil War History "Strategies in Educational Programming"
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University of Massachusetts 2012	High Tech Heritage Conference "Using technology in historic homes"
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American Association for State and Local History 2007, 2008	Presenter, Annual Conference "Making transformative connections at history museums"
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VALUATION↑ FOR ACTION

Lonnie Kaufman, Founder and Principal Researcher
Phone: 413-387-5701

www.evaluationforaction.com
Email: info@evaluationforaction.com

December 23, 2019

Rhys Simmons, Project Director
Old Sturbridge Village
1 Old Sturbridge Village Road
Sturbridge, MA 01566

Dear Rhys:

Evaluation for Action (EfA) is pleased to extend this letter of support and commitment to Old Sturbridge Village's (OSV) application to the NEH Public Humanities program to implement *Foundations of Interpretation* and your new Interpretation/Education Plan. Specifically, EfA will provide program evaluation consulting services to the project.

The evaluation support will be provided under the direction of EfA Principal Researcher Lonnie Kaufman. Mr. Kaufman brings over 20 years experience leading the design and implementation of complex program evaluations. EfA is a leading provider of program evaluation services in the New England region, and this project will benefit from our established working relationships with OSV, ensuring exceptional access to data and a deep understanding of context.

Our main evaluation goals for this project will include:

- Leading formative and summative evaluation activities to help OSV acquire a strong understanding of how visitors respond to the changes you plan to implement.
- Supporting the development and analysis of new tools to acquire additional visitor and community feedback.
- Assistance in the development of a comprehensive data collection system.
- Ensuring the programs goals, objectives, strategies, and outcomes are framed in measurable terms, and that appropriate data collection strategies can be implemented.
- Supporting your commitment toward establishing a data-driven and evaluation culture within OSV.

I look forward to working with the Village on this project and greatly appreciate the opportunity to help you put in place the impressive plan detailed in your proposal.

Sincerely,



Lonnie Kaufman
Principal Researcher
Evaluation for Action

PROFESSIONAL SUMMARY

Enthusiastic professional with over 30 years' experience working as a classroom teacher, high school counselor, program manager, consultant, program evaluator, and volunteer. I am:

- Deeply committed to helping young people reach their academic and leadership potential.
 - An expert of a wide spectrum of qualitative and quantitative evaluation tools and research methods.
 - Highly skilled at writing, editing, analyzing, and oral communications.
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PROFESSIONAL EXPERIENCE

Evaluation for Action – Founder/Principal Researcher (Current, www.evaluationforaction.com)

- Consultation, grant writing, research and evaluation services for clients throughout New England. Expertise in the areas of program evaluation, educational research, and program assessment.
- District Review Team member for the Office of District Reviews at the Massachusetts Department of Elementary and Secondary Education.

University of Massachusetts Donahue Institute – Senior Research Manager

- Responsible for direct management of over 30 short- and long-term projects with primary duties for evaluation design, supervision of junior staff, and dissemination of findings.
- Member of group leadership team serving as a key thought partner with colleagues, while providing strong leadership to the Institute's effectiveness.
- Assisted in fostering a work environment that values collaboration, cooperation, and respectful working relationships with clients, colleagues, and staff.
- Established and chaired professional development teams, and managed the design and implementation of innovative training approach for 25+ colleagues.
- Closely collaborated with fiscal and administrative colleagues on budget and contract development.

Massachusetts Institute for Social and Economic Research – Education Coordinator

- Managed applied research projects for the Massachusetts Institute for Social and Economic Research at UMass Amherst. Primary focus was on developing and implementing studies of high school graduates and reporting results of school performance related to education and career development approaches.

Collaborative for Educational Services – School-to-Career Coordinator

- Worked for the Collaborative for Educational Services through the Communities and Schools for Career Success Initiative (CS2). Assigned to the Amherst-Pelham Regional Schools. Successful in acquiring new resources and building school and community support for several district-wide initiatives to help students obtain the skills and knowledge necessary to succeed in the 21st century economy.

University of Vermont – Faculty Member, Center on Disability and Community Inclusion

- Faculty member at the University of Vermont through Vermont's Transition Systems Change Project. Provided training and technical assistance to secondary schools and adult agencies in the areas of school-to-careers, education reform, and transition planning for young adults with special needs.
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RECENT SAMPLE RESEARCH AND EVALUATION PROJECTS

- **CultureLEAP (Learning through Education & Arts Partnerships).** CultureLEAP is a coalition of cultural institutions, funding partners, and the Worcester Public Schools that links students and teachers with the extensive cultural resources of Worcester County. The evaluation of CultureLEAP utilized a mixed method approach and shared with stakeholders what makes the LEAPs special for students and educators, as well as areas that should be considered for refinement and improvement.
- **Quality Rating and Improvement System Validation Study.** Multi-year study that examined the validity of the Massachusetts Department of Early Education and Care's (EEC) Quality Rating and Improvement System (QRIS). Supported continuing development and implementation of the QRIS as a tool for improving the quality of care provided to children throughout Massachusetts.
- **Partners Healthcare Community Foundation Youth Mentoring Programs.** Seven-year longitudinal study of youth development programs at Brigham and Women's and Massachusetts General Hospital for students attending the Boston Public Schools. Highlighted for the client the extent to which participation impacted student experiences, college readiness, and aspects of resiliency.
- **New England Secondary School Consortium.** Funded by the Nellie Mae Education Foundation, this evaluation documented implementation and outcomes of the five-state partnership to enhance college and career readiness of students across New England. Involved extensive engagement with staff from state Departments of Education, higher education, secondary education, and state legislators.
- **Boston School Redesign Grant (SRG) Program.** Funded jointly by the Boston Foundation and the Massachusetts Department of Elementary and Secondary Education, this study presented a big picture view of trends across SRG schools in Boston. Surfaced information about the ways school redesign was implemented, and captured evidence of changes associated with elements of school transformation.
- **Department of Youth Services Education Initiative.** Evaluation of the Massachusetts Department of Youth Services (DYS) Education Initiative. Provided DYS and their partners with critical feedback regarding the Initiative's implementation, areas of success, and strategic considerations for the next steps in the education reform process for young adults in juvenile justice settings throughout Massachusetts.
- **Study of Factors Influencing Student Achievement in Massachusetts Urban Schools.** Funded by the State Legislature, this study examined and identified key factors that influence student achievement in the Commonwealth's urban schools. Explored the policies, practices, and programs of 24 schools and supported the development of individual case studies, as well as a meta-analysis of interview findings.
- **Keep the Promise.** Conducted on behalf of Mass Insight Education, this evaluation tracked the experiences and perception of students who were at risk of failing the MCAS test, and gauged the effectiveness of remediation programs in the Boston, Springfield, and Worcester Public Schools.

EDUCATION

Master of Science in Counselor Education

San Diego State University

- 3.95 GPA. Highest Academic Honors
- Pupil Personnel Services Credential

Additional Coursework

- Thirty additional college-level credits in a variety of topics including Statistics, Quantitative Methods, and Econometric Methods
- Supervisory Leadership Program Core Competency Series at UMass Amherst

Bachelor of Arts in Anthropology & Secondary Teacher Education

SUNY Stony Brook
