



Dear Colleague:

Welcome to “**The American Farm in U. S. History,**” our July 2007 workshops funded by the National Endowment for the Humanities Landmarks of American History and Culture program, part of the We the People initiative.

Please join us on the farm at Tillers International. We are excited about the opportunity to work with you on a beautiful 450-acre farm in southwest Michigan. We will get our hands dirty trying out agricultural methods, machinery, tools, and livestock from earlier eras, all under the tutelage of skilled artisans, teamsters, architectural restoration specialists, living history museum curators and, of course, farmers. We will design a Victory Garden appropriate for our different schools and communities. We will take a fieldtrip to a nearby winery and the world’s largest cash-to-grower produce market. We will visit a prominent regional archive to examine an array of primary source documents for classroom applications. An acclaimed group of rural historians will join us, some of whom are themselves farmers as well as scholars. They will help us dig deeply into our country’s agrarian past.

Professional development and curriculum enrichment for K-12 teachers. We will bring you together with teachers who specialize in history, social studies, geography, English and language arts, as well as industrial arts, family and consumer science, and agricultural education.

Help your students investigate changing connections between farming and American life. We will explore how the production and consumption of food lie at the heart of a people’s history, culture, economy, and environment. We will make the farm a window to learning in the classroom by examining how agriculture has influenced larger events in American history, and how evolving technologies, social conditions, and government policies converged on the rural landscape. Whether you teach in urban or suburban or rural America—whether your home is east, west, south, or midwest—you will bring both inspiration and practical ideas back to your school and community.

Workshops take place during small grain harvest time. You can take one of three sessions: July 8-13, July 15-20, and July 22-27. Project faculty will welcome you at an opening reception Sunday evening, and you will leave Saturday morning. Be sure to bring clothes and shoes suitable for a farm environment and physically active sessions.

Application information and website. Application information is included with this letter. For more information and regular updates, please visit us at <<www.wmich.edu/history/landmarks>>

Workshop Sites

Your central workshop site is Tillers International, 20 minutes from Kalamazoo in Climax-Scotts, Michigan. The mission of Tillers is to preserve and study low-capital technologies and land uses to increase the sustainability of rural communities worldwide.

An idyllic rural landscape. The Tillers property encompasses 450 acres of fields, pasture, forest, and riparian strips divided into four period farmsteads: 1850 (pioneer homestead), 1890, 1920, and 1950 eras. These are working farmsteads managed to demonstrate grassroots innovations that helped farmers adapt to local landscapes even as they transformed agricultural production.

State of the art training facilities. The Tillers property includes state-of-the-art facilities for courses in historical skills and technologies, including blacksmithing, timber frame design, barn relocation, wood-working, small foundry work, coopering, wheel-wrighting, oxen plowing, and horse logging. (Tillers has six trained teams of oxen and two teams of draft horses.) For your NEH workshop, Tillers has designed special hands-on sessions. These sessions will take you through changing farm methods and demonstrate their impact on American life during key eras in U.S. history.

A world class collection of agricultural artifacts. Tillers is the custodian and curator of the Abbey Collection--4,000 farm implements, tools, and household goods spanning the mid-nineteenth to the mid-twentieth centuries. Historians from the Smithsonian, the Henry Ford Museum, the Newberry Library, and numerous regional institutions have studied the collection. You will study items from the Abbey Collection with project faculty and museum personnel from the Henry Ford Museum and Living History Farms. You will also discuss how to integrate artifacts into classroom activities.

Archives and Regional History. Participants will also work in WMU's Archives and Regional History Collection, one of the largest regional history facilities in Michigan and the state's designated repository for governmental records from a 12-county region. Archive Director Dr. Sharon Carlson will introduce you to an array of methods for finding, studying, and teaching with manuscript collections (including letters, diaries, business records, and ephemeral materials documenting social, business, political, and institutional history), federal census data and other governmental records, oral history holdings, photographic collections, and web-based primary source collections.

Workshop Goals

These workshops will examine the ways in which the American farm has been a central institution in U.S. cultural, political, and economic life. We have twin goals. First, we want to enhance your professional and personal development in a particularly rewarding, experiential way. And second, we want to provide you with ideas and tools for developing your students' knowledge of rural life in the past and present.

This is no easy matter. Most of today's students are, quite literally, out of touch with the agricultural heritage of their country. Few of them could trace the bread in their sandwiches through space and time to its distant origins as an actual crop that an actual person or machine harvested from an actual wheat field on an actual farm. Fewer students still could trace much that is now ingrained in contemporary American society back to the Jeffersonian vision of the yeoman farmer. Their understanding of American history is limited in an age where the past is viewed through the prism of the Internet and a modern lifestyle.

Yet we believe you can teach American history through the lens of "the farm" in ways that meet testing mandates (especially history content standards) while still designing creative, hands-on approaches for reaching students on deeper levels.

Our workshops emphasize a place-based approach to teaching history, social studies, English, industrial

arts, and numerous other disciplines. During the workshops, you will examine the convergence of the local and the national on the American farm. Understanding this convergence will allow you to explore two-way influences: for example, top down influence from Thomas Jefferson to the farmers who purchased 160 acres of rectangular surveyed land; and bottom up influence from midwestern farmers who were so innovative that they drained thousands of acres of swampy soils and plowed through twelve-foot-deep prairie roots to make their region the country's breadbasket. The Victory Garden—one of our sessions—is another obvious example of how national events and processes intersected with local places. After the workshops, you can introduce your students to new perspectives on their own local places—a farm, a city park, a community garden, a schoolyard green.

Workshop materials, assignments, and instruction

Workshop schedule: See below for the full workshop schedule of activities.

Readings: We will send you course materials 4-6 weeks in advance. This will allow you to complete reading assignments prior to the workshop. Assigned readings are detailed in the workshop schedule below.

Curriculum project: Whatever your discipline, we believe the workshop will provide you with creative entry points into your curriculum. Individually or in groups of 2-4 (your choice), you will develop a curriculum strategy that integrates workshop content, activities, and resources into your classroom instruction. During the week you will receive substantial mentoring from principal faculty as you develop the project. You can choose among possible projects, including but not limited to:

- ◆ developing a lesson plan, sequence of lessons, or course unit for your classroom;
- ◆ designing one or more in-depth hands-on activities that you can realistically accomplish in your classroom or community;
- ◆ creating a portfolio of classroom resources: workshop materials, primary sources, field trip ideas, digital photos for classroom presentations, websites, supplementary aids like films, lecture notes;
- ◆ compiling a set of accessible primary sources for students to work with.

You will share drafts of your projects during the last afternoon. At a roundtable everyone will have the opportunity to discuss the possibilities and challenges of K-12 curriculum development and classroom teaching. Final projects are due one month after the workshop, when we will post them on the workshop website.

Workshop faculty.

You will work with a tremendous group of specialists whose expertise spans rural and agricultural history, K-12 education, sustainable agriculture, livestock management, architecture, historic restoration, artisan trades, and museum studies. Your faculty's institutional affiliations include Brandeis University, University of Massachusetts-Amherst, Pennsylvania State University, The Henry Ford Museum, and Living History Farms, as well as your host institutions—Western Michigan University and Tillers International.

Complete faculty bios are available on the workshop website. But very briefly here, we would like to introduce you to us—your project directors and principal faculty:

Fred Dobney, professor of history at Western Michigan University. Dr. Dobney specializes in the history of technology (on which he has published two books). He has also held high administrative positions at five universities.

Lynne Heasley, associate professor of history and environmental studies at Western Michigan University. Dr. Heasley specializes in rural and environmental history and geography. Her book, *A Thousand Pieces of Paradise: Landscape and Property in the Kickapoo Valley* (University of Wisconsin Press, 2005), traces 20th-century rural transformation and property debates.

Richard Roosenberg, founder and executive director of Tillers International. Mr. Roosenberg grew up on a Michigan dairy farm. He also holds a J.D. from Wayne State University. He has grown Tillers from a single team of oxen and a blacksmith forge in 1980 to an international organization with \$1,500,000 in assets and programs in Africa and South America.

Wilson Warren, associate professor of History at Western Michigan University. Dr. Warren specializes in secondary history education as well as agricultural and labor history. He has taught high school history in Iowa and New York. His books include *"Tied to the Great Packing Machine": The Midwest and Meatpacking* (University of Iowa Press, 2006) and *Teaching History in the Digital Classroom* (M.E. Sharpe, 2003).

Eligibility

The workshops are open to all full-time and part-time classroom teachers in public, private, parochial, and charter schools, as well as home-schooling parents. Other K-12 school personnel, including administrators, substitute teachers, classroom paraprofessionals, and librarians, are eligible to participate, subject to available space. Educators at institutions that carry out projects with K-12 schools may also apply. All disciplines are welcome.

Teachers at schools in the United States or its territorial possessions or Americans teaching in foreign schools where at least 50 percent of the students are American nationals are eligible for this program. Applicants must be United States citizens, residents of U.S. jurisdictions, or foreign nationals who have been residing in the United States or its territories for at least the three years immediately preceding the application deadline. Foreign nationals teaching abroad are not eligible to apply.

Applicants must complete the NEH application and provide all of the information requested to be considered eligible. An individual may apply to and participate in a maximum of two (2) workshops, and may not apply to a program previously attended. Past or present participation in the NEH Summer Seminars and Institutes program does not affect an individual's eligibility to participate in Landmarks programs.

Equal Opportunity. NEH programs do not discriminate on the basis of race, color, national origin, sex, disability, or age. For further information, write to NEH Equal Opportunity Officer, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506. TDD: (202)606-8282 (a special telephone device for the deaf).

Continuing Education Credit

Participants who wish to receive continuing education units can do so through Western Michigan University's Office of Lifelong Learning and Education for a modest cost of \$10. For more information on CEUs, please visit our website at <<www.wmich.edu/history/landmarks>>

Lodging and Meals

Lodging. We have reserved a block of rooms at Lees Inn, a first-rate hotel conveniently located near the Kalamazoo-Battle Creek airport. Hot breakfast is included with the room. Accommodations also include a heated indoor pool and hot tub, a workout room, wireless internet, and limousine service to and from the airport. The rooms have hair dryers, coffee makers, irons, and ironing boards. You can use coin operated washers and dryers in the building. The rate is \$60/night plus tax, or \$30.00/night plus tax for those who wish to share a room. We will facilitate and coordinate room sharing. To view Lees Inn, go to www.leesinn.com and click on the Kalamazoo facility.

Meals. Breakfast is provided at the hotel. You can pay \$5.00 for a home-made lunch at Tillers, or you can bring your own lunch. For the Thursday field trip you may pay more for lunch. There are many restaurants within walking distance of the hotel, featuring a variety of cuisine and a diverse price range. Those who wish to explore downtown Kalamazoo will find a vibrant restaurant scene. We will provide a list of restaurants when you arrive. For Friday dinner we will host a picnic celebration at Tillers.

Stipend

Each participant will receive a stipend of \$500, which is intended to help cover the cost of food, housing, and local transportation. Participants who live within a 50-mile radius of Kalamazoo will receive \$100 to cover transportation to the workshops; those living farther away will receive a larger amount to help defray travel expenses (a minimum of \$300).

Kalamazoo Life

Because of its location between several major cities and just 30 minutes from the Lake Michigan shore, Kalamazoo is a frequent stop for many of today's top comedians, musicians and other entertainers. The city is home to the Kalamazoo Ballet, the Kalamazoo Symphony Orchestra and the prestigious Irving S. Gilmore International Keyboard Festival. Theater is alive and thriving in Kalamazoo. The Kalamazoo Civic Theatre is one of the oldest, largest, and most-respected community theatres in the United States. Venues such as WMU's Miller Auditorium, Wings Stadium and the historic Chenery Auditorium and State Theater offer concerts featuring every kind of music and popular entertainment. Last year the Kalamazoo Institute of Arts hosted a major exhibition of glass artist Dale Chihuly's work. The Kalamazoo Valley Museum, the Kalamazoo Film Society, and the Western Film Society offer other cultural opportunities. For more information, click on Kalamazoo Area on the home page.

Application Procedures and Deadline

Application packet. Your application packet will consist of three copies of the following collated items:

- 1) Application Cover Sheet: Complete the application online at www.neh.gov/online/education/participants/ and hit the submit button. Print the cover sheet to include in your packet.
- 2) Resume or curriculum vitae
- 3) Essay as described below (up to one double-spaced page)
- 4) Letter of recommendation as described below

Essay. Perhaps the most important part of the completed application is an essay of up to one double-spaced page. Your essay should include information about your professional background and interest in the subject of the workshop; your special perspectives, skills, or experiences that would contribute to the workshop; and how the experience would enhance your teaching or school service.

Letter of recommendation. Please submit a letter of recommendation from your school principal, department head, district administrator, or home-schooling association president as appropriate. Please ask your referee to sign her/his name across the seal on the back of the envelope containing the letter. Enclose the letter with your application.

Mailing your application. Your completed application should be postmarked no later than March 15, 2007. (Please note that we cannot accept applications via fax, email, or as email attachments.) Send your application to the following person/address:

Professor Fred Dobney
NEH Workshop
Department of History
Western Michigan University
Kalamazoo, MI 49008
Email: Fredrick.dobney@wmich.edu

Notification. We will notify successful applicants by April 16, 2007. You will have until April 23, 2007 to accept or decline the offer. If you will not be home during the notification period, please provide an address and phone number where you can be reached. No information on the status of applications will be available prior to the official notification period.

If you have any questions, please contact us at the above email address. We look forward to meeting you this summer!

With our warmest regards,



Fredrick Dobney, co-project director



Lynne Heasley, co-project director

WORKSHOP SCHEDULE

SUNDAY

6:00-8:00 Opening reception in the hotel's breakfast area

MONDAY: FARM ECOLOGY: READING THE AGRICULTURAL LANDSCAPE

Readings (provided 4-6 weeks in advance):

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1991).
Reading: Prologue, 5-19
Rails and Water, 55-93

Eric Sloane, *A Reverence for Wood* (Mineola, NY: Dover Publications, 2004)
Classroom resource: skim for ideas

Lynne Heasley and Raymond P. Guries, "Forest Tenure and Cultural Landscapes: Environmental Histories in the Kickapoo Valley," in Harvey M. Jacobs, ed. *Who Owns America: Social Conflict Over Property Rights* (Madison, WI: University of Wisconsin Press, 1998), 182-207

Daily plan:

8:00-8:30 a.m. Coffee and daily overview

8:30-9:00 History of Tillers International
Richard Roosenberg, Executive Director, Tillers International

9:00-12:00 Walkabout: Reading History in the Agricultural Landscape
Leo Landis, Living History Farms (July 9)
John Metz, The Henry Ford Museum (July 16)
Tim Harrigan and Lynne Heasley, Tillers International (July 23)

12:00-1:00 Lunch

1:00-3:30 Artifacts and farm implements: A working session with the Abbey Collection
(a 4,000-piece collection of farm machinery, tools, and household items)
Richard Roosenberg and the master teacher together with
Leo Landis/John Metz

3:30-3:45 Break

3:45-5:00 Classroom applications: Preliminary brainstorming on curriculum project ideas
Wilson Warren, Western Michigan University

7:00-8:30 p.m. Film: *Troublesome Creek* (optional)
Location: hotel's large meeting room

TUESDAY: DIVISION AND UNITY: LIFE ON THE FARM

Readings:

Marla Miller. "The Accounts of Tryphena Newton Cooke: Work, Family and Community in Hadley, Massachusetts, 1780-1805" in *Textiles in New England II: Four Centuries of Material Life Proceedings of the Dublin Seminar for New England Folklife* (1999): 161-172

Sally McMurry, "American Rural Women and the Transformation of Dairy Processing, 1820-1880." *Rural History* 5 (1994): 143-153.

Eric Sloane, *Seasons of America Past* (Mineola, NY: Dover Press, 2005)
Suggested classroom resource (book not included with materials)

Brian Donahue, "Reclaiming the Commons," excerpted chapter in Eric T. Freyfogle, ed. *The New Agrarianism: Land, Culture, and the Community of Life* (Washington, DC: Island Press, 2001), 197-216

Land's Sake website: <www.landssake.org>> (Brian Donahue co-founded Land's Sake in 1980.)

Daily plan:

8:00-8:30 a.m. Coffee and daily overview

8:30-12:00 Hands-on sessions: Tillers staff and volunteer artisans

Group 1: Small grain harvesting techniques over 150 years: cradle scythe, Moore and McCormick reapers, combine harvester, binder, and grain elevator; use of animal power.

Group 2: Changing technologies, changing built environment: timber harvesting (axeà cross-cut saw; oxenàskidder; sawmill); timber framing/barn building (T-augerà boring mill).

12:00-1:00 Lunch

1:00-2:15 Presentation and discussion:
Marla Miller, University of Massachusetts Amherst (July 10)
Brian Donahue, Brandeis University (July 17)
Sally McMurry, Penn State University (July 24)

2:15-2:30 Break

3:30-5:00 Vernacular architecture: 1850 (pioneer)/1890/1920/1950 sites and gristmill:
Richard Roosenberg, Tom Nehil, and Steven Stier together with
Marla Miller/Brian Donahue/Sally McMurry

7:00-8:30 p.m. Film: *A Midwife's Tale* (optional)
Location: hotel's large meeting room

WEDNESDAY: FIELDS OF DREAMS: THE FARMER IN AMERICAN LIFE AND THOUGHT

Readings:

“An ordinance for ascertaining the mode of disposing of lands in the Western Territory,” The Library of Congress, American Memory website, Documents from the Continental Congress and the Constitutional Convention

Online location: <<<http://memory.loc.gov/ammem/index.html>>>, search the collection for “Northwest Ordinance of 1785,” select “An ordinance for ascertaining...,” then click on “View text.”

Thomas Jefferson to George Washington, May 14, 1794, The Library of Congress, American Memory website, The Thomas Jefferson Papers

Online location: <<http://memory.loc.gov/ammem/collections/jefferson_papers>>, search the collection for “agriculture,” select the above letter, then select “transcription.”

Chapters from Alexis DeTocqueville, *Democracy in America* (1835 and 1840)

Online location: <<<http://xroads.virginia.edu/~HYPER/DETOC>>>, select “THE TEXT,” then select the chapters below:

- Principle Causes Which Tend To Maintain the Democratic Republic in the United States (Volume I)
- Why Among Americans All Honest Callings are Considered Honorable (Volume II)
- What Causes Almost All Americans to Follow an Industrial Calling (Volume II)

James Fenimore Cooper, “Chapter XXX,” *Oak Openings* (1848)

Online location: <<<http://classicreader.com/booktoc.php/sid.1/bookid.1563>>>

William Cronon, *Nature's Metropolis: Chicago and the Great West*

Reading: “Pricing the Future: Grain,” 97-147

Michael Pollan, *The Botany of Desire: A Plant's-Eye View of the World* (New York: Random House, 2001)

Reading: Chapter 4: Desire: Control/Plant: The Potato, 181-238

The Essential Agrarian Reader: The Future of Culture, Community, and the Land (Lexington, KY: University Press of Kentucky, 2003)

Reading: Wendell Berry, Chapter 1: The Agrarian Standard, 23-33
Brian Donahue, Chapter 2: The Resettling of America, 34-51

Daily plan:

8:00-8:30 a.m. Coffee and daily overview

8:30-12:00 Hands-on sessions: Tillers staff and volunteer artisans

Group 1: Changing technologies, the changing built and natural environment: timber harvesting (axeà cross-cut saw; oxenàskidder; sawmill); timber framing/barn building (T-augeràboring mill).

Group 2. Small grain harvesting techniques over 150 years: cradle scythe, Moore and McCormick reapers, combine harvester, binder, and grain elevator; use of animal power (oxen and draft horses).

- 12:00-1:00 Lunch
- 1:00 Depart for the Western Michigan University Archives and Regional History Collections
- 1:30-5:00 Primary documents and web-based resources
Sharon Carlson, Western Michigan Archives and Regional History Collections
- 7:00-8:30 p.m. Film: *Shane* (optional)
Location: hotel's large meeting room

THURSDAY FIELD TRIP: BENTON HARBOR FRUIT MARKET, FORT MIAMI HERITAGE CENTER, TABOR HILL WINERY

Readings:

Michael Pollan, *The Botany of Desire: A Plant's-Eye View of the World*
Reading: Chapter 1: Desire: Sweetness/Plant: The Apple, 1-58

Lee LaVanway, "Buying Homegrown Flavor," *Michigan History* (May/June 2006): 24-27

Teacher's Guide to "'World's Largest': the Benton Harbor Market and the Southwest Michigan Fruit Belt
(St. Joseph, MI: Heritage Museum and Cultural Center, 2005).

Eric Sloane, *Seasons of America Past*
Classroom resource: October, 94-102

Daily plan:

- 6:45 Departure
- 7:45-9:45 Benton Harbor Fruit Market (world's largest cash-to-grower produce market)
Lee LaVanway, Market Master, Benton Harbor Fruit Market
- 10:15-12:15 Heritage Museum and Cultural Center (and archive), "'World's Largest': the Benton Harbor Market and the Southwest Michigan Fruit Belt"
Kristin Szylvian, Western Michigan University
Kenneth Pott, Fort Miami Heritage Center
- 12:30-2:30 Tabor Hill Winery and Restaurant (lunch at the winery)
- 2:30 Return to Kalamazoo
- 3:30 Free time for project development and individual discussion with project faculty
- 7:00-8:30 Film: *Chinatown* (optional)
Location: hotel's large meeting room

FRIDAY: VICTORY GARDENS

Readings:

Char Miller, "In the Sweat of Our Brow: Citizenship in American Domestic Practice During World War II—Victory Gardens," *Journal of American Culture* 26:3 (2003): 395-409.

Lee Kochenderfer, *The Victory Garden* (New York: Yearling, 2003)

Suggested classroom resource: novel for children ages 9-12 (not included in materials)

Daily plan:

- 8:00-8:30 a.m. Coffee and daily overview
- 8:30-9:30 Overview: Victory Gardens and the American Home Front
Robert Duke, Western Michigan University
Sarah Stewart, author of *The Gardner*
- 9:00-10:00 Hands-on sessions in heritage gardening
(session includes work with historical artifacts)
- 10:00-12:00 Planning and designing a heritage garden for your school
- 12:00-1:00 Lunch
- 1:00-3:00 Classroom applications: Preparation of curriculum projects
- 3:00-5:30 History curriculum breakouts and roundtable
Moderator: Wilson Warren
- 5:30 Picnic celebration under the Tillers big tent

SATURDAY: DEPARTURE

