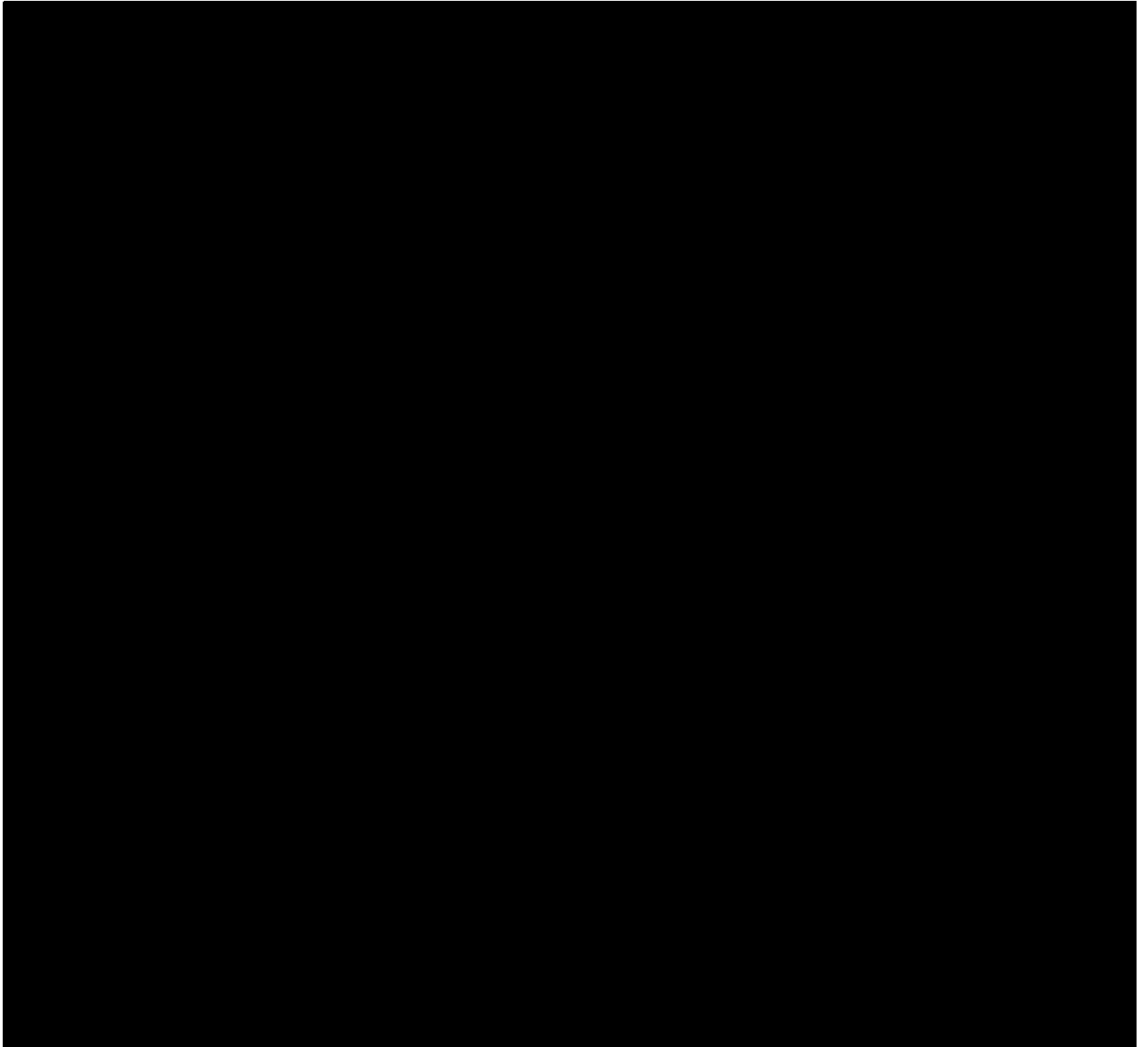


2.1 APPLICATION COVER AND CERTIFICATION

PROJECT TITLE	"Connecticut Indian Whalers: Work, Community, and Life at Sea"		
APPLICANT ORGANIZATION	Mystic Seaport Museum, Inc.		
GRANT LINE	<input type="checkbox"/> CAPACITY BUILDING	<input checked="" type="checkbox"/> PRESENTATION IMPLEMENTATION	
	<input type="checkbox"/> PRESENTATION PLANNING	<input type="checkbox"/> QUICK GRANT	
APPLICATION DATE	02/03/2014		
GRANT PERIOD	04/15/2014	TO	10/31/2014
FUNDING SUMMARY	A. CTH FUNDS REQUESTED	\$	\$45,102.00
	B. EXTERNAL CASH CONTRIBUTIONS	\$	\$29,200.00
	C. APPLICANT CASH CONTRIBUTIONS	\$	\$8,926.00
	D. APPLICANT IN-KIND CONTRIBUTIONS	\$	\$14,259.00
	TOTAL	\$	\$97,487.00
APPLICATION CHECKLIST	<input checked="" type="checkbox"/> APPLICATION COVER AND CERTIFICATION <input checked="" type="checkbox"/> APPLICANT CONTACT INFORMATION <input checked="" type="checkbox"/> PROJECT CASE STATEMENT <input checked="" type="checkbox"/> BUDGET <input checked="" type="checkbox"/> PROJECT NARRATIVE <input checked="" type="checkbox"/> PROJECT GOALS, OUTCOMES AND EVALUATION <input checked="" type="checkbox"/> PROJECT TEAM <input checked="" type="checkbox"/> WORK PLAN <input checked="" type="checkbox"/> REQUIRED ATTACHMENTS (See guidelines for specific requirements.)		
COMPLIANCE FORMS	(Current versions must be on file with CTH)		
CHECKLIST	<input checked="" type="checkbox"/> ORGANIZATION PROFILE <input checked="" type="checkbox"/> OPERATING BUDGET – CURRENT AND PAST TWO FISCAL YEARS <input checked="" type="checkbox"/> LIST OF BOARD MEMBERS <input checked="" type="checkbox"/> IRS 501(c)(3) DETERMINATION LETTER		

This application must be signed by the Authorizing Official, Project Director, and Fiscal Agent.
Applications with missing and/or incorrect signatures will not be accepted.

2.2 APPLICANT CONTACT INFORMATION



2.3 PROJECT CASE STATEMENT

WHY SHOULD CONNECTICUT HUMANITIES FUND THIS PROJECT?

HOW DOES THIS PROJECT SUPPORT THE FUNDING PRIORITIES OF CTH AND YOUR ORGANIZATION'S MISSION?

(Max 2,000 characters. Please note: spaces count as characters.)

This proposal combines the intellectual content of the Mashantucket Pequot Museum and Research Center (MPMRC) with the broad dissemination network of Mystic Seaport Museum (MSM). The project supports the overarching funding priorities for Connecticut Humanities' Public Presentation Grants: *Reach broad audiences* - The project's target audience is Connecticut K-12 teachers and students. The project will reach other education audiences through the Mystic Seaport for Educators website and teacher professional development. Also, general audiences at MPMRC number 65,000 annually. *Address social issues through humanities disciplines* - The project's components will help raise public awareness about men of color from CT who labored on 19th-century whaling ships, especially Native Americans, whose work was intertwined with their social and kinship network. *Foster collaboration among organizations* - This project is the first large-scale programmatic collaboration between the two museums. It will support the first substantive reinterpretation of the existing "Peter George, Whaler" exhibition at MPMRC since its 1998 opening. *Encourage heritage tourism* - By tying the exhibit opening to the *Morgan's* return to Mystic, the MSM hopes to maintain the momentum of the 38th Voyage to draw visitors to the Museum for the semi-permanent *Morgan* exhibit.

This project evolved following the MSM and MPMRC staff's participation in the "CT At Work" workshop, in which the project team shared their ideas for joint public programming centered on Mancini's research. The project supports the mission of MPMRC "to further knowledge and understanding of the richness and diversity of the indigenous cultures and societies of the United States and Canada" by making visible the movement of Indian maritime workers between land and sea as they navigated the impact of colonization. The project also supports the mission of Mystic Seaport to "inspire an enduring connection to the American maritime experience."

SALARIES AND WAGES

INSTRUCTIONS

1. Fill in the item detail for each expense in the "Item Detail" section.
2. Spread the total for each item detail line across the four funding sources under "Source of Funds." Be sure the totals in "Item Detail" match those in "Source of Funds."
3. Totals are calculated automatically.

ITEM DETAIL				
NAME / POSITION		RATE	#	TOTAL
1	K. Rose/MSM/Project Director			\$ 31,950.00
2	J. Mancini/MPMRC/Sr. Researcher			\$ 14,000.00
3	S. Cahill/MSM/Dir. Museum Education			\$ 5,696.40
4	D. Harvison/MSM/AV Creative Services			\$ 1,450.90
5	J. Hine/MSM/Digital Map Coordinator			\$ 985.60
6	D. McFadden/MSM/Dir. Communications			\$ 1,993.74
7	A. Andersen/MSM/Graphics Specialist			\$ 781.90
8	Chanteyman/MSM/TBD			\$ 363.00
9	Staff Professional Development			\$ 508.20
10				\$ 0.00
11				\$ 0.00
12				\$ 0.00
13				\$ 0.00
14				\$ 0.00
15				\$ 0.00
16				\$ 0.00
17				\$ 0.00
18				\$ 0.00
19				\$ 0.00
20				\$ 0.00
TOTAL				\$ 57,730.00

SOURCE OF FUNDS				
CTHF FUNDS	EXTERNAL CASH	APPLICANT CASH	APPLICANT INKIND	TOTAL
\$ 12,750.00	\$ 19,200.00			\$ 31,950.00
			\$ 14,000.00	\$ 14,000.00
		\$ 5,696.40		\$ 5,696.40
\$ 1,450.90				\$ 1,450.90
		\$ 985.60		\$ 985.60
		\$ 1,993.74		\$ 1,993.74
\$ 781.90				\$ 781.90
\$ 363.00				\$ 363.00
		\$ 250.00	\$ 258.20	\$ 508.20
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
\$ 15,345.80	\$ 19,200.00	\$ 8,925.74	\$ 14,258.46	\$ 57,730.00

2.4 BUDGET FORMS (1 of 9)

HONORARIA AND CONSULTING FEES

INSTRUCTIONS

1. Fill in the item detail for each expense in the "Item Detail" section.
2. Spread the total for each item detail line across the four funding sources under "Source of Funds." Be sure the totals in "Item Detail" match those in "Source of Funds."
3. Totals are calculated automatically.

ITEM DETAIL				
	NAME / POSITION	RATE	#	TOTAL
1	Teacher focus groups	\$ 50.00	8	\$ 400.00
2	Teacher stipend	\$ 25.00	4	\$ 100.00
3	L. Krenicki/Curriculum Consultant	\$ 40.00	50	\$ 2,000.00
4	C. Davis/photographer	\$ 125.00	16	\$ 2,000.00
5				\$ 0.00
6				\$ 0.00
7				\$ 0.00
8				\$ 0.00
9				\$ 0.00
10				\$ 0.00
11				\$ 0.00
12				\$ 0.00
13				\$ 0.00
14				\$ 0.00
15				\$ 0.00
16				\$ 0.00
17				\$ 0.00
18				\$ 0.00
19				\$ 0.00
20				\$ 0.00
TOTAL				\$ 4,500.00

SOURCE OF FUNDS				
CTHF FUNDS	EXTERNAL CASH	APPLICANT CASH	APPLICANT INKIND	TOTAL
\$ 400.00				\$ 400.00
\$ 100.00				\$ 100.00
\$ 2,000.00				\$ 2,000.00
\$ 2,000.00				\$ 2,000.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
\$ 4,500.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 4,500.00

2.4 BUDGET FORMS (2 of 9)

TECHNICAL DESIGN SERVICES

INSTRUCTIONS

1. Fill in the item detail for each expense in the "Item Detail" section.
2. Spread the total for each item detail line across the four funding sources under "Source of Funds."
Be sure the totals in "Item Detail" match those in "Source of Funds."
3. Totals are calculated automatically.

ITEM DETAIL				
ITEM DESCRIPTION		RATE	#	TOTAL
1	Digital Gizmo (see quote)	\$ 43.14	400	\$ 17,256.00
2				\$ 0.00
3				\$ 0.00
4				\$ 0.00
5				\$ 0.00
6				\$ 0.00
7				\$ 0.00
8				\$ 0.00
9				\$ 0.00
10				\$ 0.00
11				\$ 0.00
12				\$ 0.00
13				\$ 0.00
14				\$ 0.00
15				\$ 0.00
16				\$ 0.00
17				\$ 0.00
18				\$ 0.00
19				\$ 0.00
20				\$ 0.00
TOTAL				\$ 17,256.00

SOURCE OF FUNDS				
CTHF FUNDS	EXTERNAL CASH	APPLICANT CASH	APPLICANT INKIND	TOTAL
\$ 17,256.00	\$ 10,000.00			\$ 27,256.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
\$ 17,256.00	\$ 10,000.00	\$ 0.00	\$ 0.00	\$ 27,256.00

2.4 BUDGET FORMS (3 of 9)

EQUIPMENT AND ROOM RENTAL OR PURCHASE

INSTRUCTIONS

1. Fill in the item detail for each expense in the "Item Detail" section.
Please indicate in the Item Description if rental or purchase.
2. Spread the total for each item detail line across the four funding sources under "Source of Funds."
Be sure the totals in "Item Detail" match those in "Source of Funds."
3. Totals are calculated automatically.

ITEM DETAIL				
	ITEM DESCRIPTION	RATE	#	TOTAL
1	24" touchscreen & Mac Mini -MPMRC	\$ 1,500.00	2	\$ 3,000.00
2	Exhibit panels and fabrication	\$ 125.00	40	\$ 5,000.00
3				\$ 0.00
4				\$ 0.00
5				\$ 0.00
6				\$ 0.00
7				\$ 0.00
8				\$ 0.00
9				\$ 0.00
10				\$ 0.00
11				\$ 0.00
12				\$ 0.00
13				\$ 0.00
14				\$ 0.00
15				\$ 0.00
16				\$ 0.00
17				\$ 0.00
18				\$ 0.00
19				\$ 0.00
20				\$ 0.00
TOTAL				\$ 8,000.00

SOURCE OF FUNDS				
CTHF FUNDS	EXTERNAL CASH	APPLICANT CASH	APPLICANT INKIND	TOTAL
\$ 3,000.00				\$ 3,000.00
\$ 5,000.00				\$ 5,000.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
				\$ 0.00
\$ 8,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 8,000.00

2.4 BUDGET FORMS (6 of 9)

BUDGET SUMMARY

INSTRUCTIONS

Values will fill automatically from the corresponding detail pages.

BUDGET SUMMARY	ITEM DETAIL				
	CTHF FUNDS	EXTERNAL CASH	APPLICANT CASH	APPLICANT INKIND	TOTAL
SALARIES AND WAGES	\$ 15,345.80	\$ 19,200.10	\$ 8,925.74	\$ 14,258.55	\$ 57,730.19
HONORARIA AND CONSULTING FEES	\$ 4,500.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 4,500.00
TECHNICAL DESIGN SERVICES	\$ 17,256.00	\$ 10,000.00	\$ 0.00	\$ 0.00	\$ 27,256.00
TRAVEL	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
PRINTING, COPYING, SUPPLIES	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
EQUIPMENT AND ROOM RENTAL OR PURCHASE	\$ 8,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 8,000.00
PROMOTION	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
EVALUATION	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
TOTAL	\$ 45,101.80	\$ 29,200.10	\$ 8,925.74	\$ 14,258.55	\$ 97,486.19

3.1 PROJECT NARRATIVE (1 OF 5)

PROJECT DESCRIPTION AND BACKGROUND

Explain how this project came about and give a brief description of format and process. (Max of 15,000 characters. Please note: Spaces count as characters.)

By the end of the 18th century, New England's Indian tribes had been dispossessed of most of their land. No longer able to rely on a traditional subsistence economy of hunting and agriculture, hundreds of Indian men found new kinds of work to support themselves and their families in and out of the region's seaports. The customs district of New London, Connecticut, in particular, was a place where Pequots, Mohegans, Narragansetts, Wampanoags, Montauks, Shinnecocks, and other Indians found jobs and formed social networks around their work. In New London and other ports, they worked as riggers, sailmakers, blacksmiths, and coopers to build, repair, and outfit vessels. At sea, they became crewmembers of the naval, commercial, sealing, and whaling ships that linked Connecticut goods, people, and ideas to the world.

Mystic Seaport (MS) and the Mashantucket Pequot Museum and Research Center (MPMRC) propose a collaborative project to highlight the working lives of these Native Americans from Connecticut involved in whaling and other maritime industries. The project is part of larger initiatives at both museums: the Indian Mariners Project (MPMRC), the 38th Voyage of the Charles W. Morgan (MS), and Mystic Seaport for Educators (MS). The proposed collaboration focuses on the development of the following products, all concentrated on the lives of Indian whalers:

- Digital products for the MSE Website (voyage maps, story maps, compare/ contrast map feature, online scholar lecture and interview, and supporting teacher materials);
- Upgraded exhibit space (both digital and physical) in the Reservation Period Exhibit at MPMRC which will include new physical panels and a digital exhibit based on the digital products created for the MSE website; and
- Two professional development workshops - one for both MS and MPMRC staff and the other for local Connecticut Teachers.

Two humanities-based content/research goals will support the proposed project. First, we will examine the whaling careers of three Connecticut Indians - Peter George (Mashantucket Pequot), Amos W. George (Mashantucket Pequot; nephew to Peter), and Edward Uncas (Mohegan). Collectively these men were on 26 known whaling voyages between 1827 - 1867. Their lives and movements between land and sea will add depth and breadth to the story of American Indian presence and participation in the Yankee whalefishery. Most of what is known about these men comes from maritime-related records, but once paired with tribal records and geographic locations, a more complete story of their lives emerges. Through them, we can begin to understand individual relationships to a maritime indigenous social network that had taken shape in the aftermath of colonization and land dispossession. Their experiences represent hundreds of Indians who shipped out of the New London, Connecticut Customs District during the 19th century. At sea and in port, their lives intersected with many other Indian mariners including at least 17 other relatives and community members with whom they traveled.

The second content goal is to make visible the movement of Indian maritime workers between land and sea and to give shape to their lives as they navigated the impact of colonization. A central part of this project is the creation and dissemination of digital maps of the voyage tracks from different 19th-century whaling vessels that sailed from Connecticut ports and carried Connecticut men in their working crews. We have been able to locate and "rough" map one voyage associated with each of the three men noted above: Ship Connecticut bound to the "Brazil Banks" with Edward Uncas, Jacob Shillett, (Mohegan), and Thomas Williams (Mohegan); Bark Ship North America bound to the Pacific Ocean with Peter George, George Cottrell (Mashantucket Pequot), and John Uncas (Mohegan), and Ship Electra/Bark Nile bound to the Pacific Ocean with Amos W. George and Sam Fagins (Mashantucket Pequot). The voyage routes that have been chosen illustrate the different whaling grounds that were hunted and the vicissitudes of life at sea. Proposed Products:

1. Digital Products for the MSE Website and for Digital Exhibit at MPMRC

The data compiled during the content development/research phase of the project will be made publicly accessible for free using multiple interactive platforms on the Mystic Seaport for Educators (MSE) website. The same materials and content will also be reorganized into an "Indian Mariners" digital

3.1 PROJECT NARRATIVE (2 OF 3)

PROJECT DESCRIPTION AND BACKGROUND (PAGE 2)

exhibit at MPMRC. CTH funding will be used to create the following web features and tools:

***Story Maps Interactive:** will allow users to trace of the lives of Indian whalers Peter George, Amos George, and Edward Uncas. Using the data gathered through Dr. Jason Mancini's research, a geographic timeline will be created using Google Maps, chronicling important events in the lives of these men at sea and on the reservations. Geographic location entries will contain a pop-up with information about the event, supported by photographs and video of related artifacts from museum collections. These stories illustrate the dirty, dangerous work performed by generations of Connecticut men aboard whaling ships that sailed around the globe. Stories about Connecticut whalers and those who supported the trade in Connecticut ports will demonstrate whaling's economic impact on Connecticut residents and towns. (See attachments 1 & 2.)

***New Detailed Voyage Maps:** The Detailed Voyage Map feature currently exists on MSE, but CTH funding will allow us to present three new voyages that support the project: 1830-1831 voyage of ship Connecticut (Edward Uncas), 1839-1842 voyage of bark North America (Peter George) and the 1862-1863 voyage of Ship Electra/Bark Nile (Amos W. George). Through these maps, historians, educators, and the interested public will see where the ships sailed and what their crews encountered onboard and onshore. Detailed map voyages show geographically-based "pop-ups" of each entry in a logbook. Within the pop-up, the following data is noted: date, location (latitude and longitude), days at sea, barrels of oil to date, whales spotted, whales caught, barrels of oil from whales rendered on that date, gams, weather, anchor locations, transcribed logbook text and link to the digitized logbook. To view an existing detailed voyage map of the first voyage of the Charles W. Morgan, visit: http://educators.mysticseaport.org/maps/morgan_first/.

***Compare/Contrast Mode:** The Compare/Contrast Map Mode, a new feature, will allow users to view multiple voyages within the MSE Active Maps platform simultaneously. In previous focus group sessions with teachers, this was a repeated request of elementary school teachers. We hope to also create "overlays" of whale migration patterns, ocean currents, and other data requested by educators.

***New Online Lecture and Scholar Interview:** When the digital product production is complete, MSM will host and audio record a special lecture by Dr. Jason Mancini for educators. Mancini will outline the Indian Mariners Project and the working lives of our featured Indians, Edward Uncas, Peter George, and Amos W. George. He will also give an overview of the different products on MSE that support his research. Dr. Mancini will also be interviewed by an MSE Teacher Fellow. (See Attachment 9). The lecture will be presented online in audio only format and the interview will be presented as a video.

***Teacher Materials:** Teacher and curriculum consultant Laura Krenicki will create a lesson plan aligned with the Common Core State Standards and the Connecticut Social Studies Curriculum Framework for use with the above online products. Based on Dr. Mancini's Indian whalers research and the digital products created in this proposal, the lesson plan will be made available on the MSE website.

2. Digital Exhibit featuring an Interactive Touch Screen Program and New (Physical) Interpretive Panels at MPMRC

Surveys conducted at MPMRC indicate that the Reservation Period (1651-present) exhibits are significantly underutilized in comparison with other museum exhibits. In part, they lack the interactive and immersive qualities of other larger exhibits such as the Caribou Kill and Pequot Village. Beginning in 2009, MPMRC began renovating and reinterpreting the Reservation Period area with the use of more dynamic and interactive exhibit components. Planned upgrades will incorporate an interactive touch screen digital exhibit based on the products created for the MSE website. The digital exhibit will consolidate and reorganize the Indian Whalers materials from the website into a new home page specifically for use at MPMRC. (The reorganization and restructuring of features is necessary to keep users from browsing to other web pages or unrelated content on the MSE site.) The interactive will help provide a substantive reinterpretation of the existing "Peter George, Whaler" exhibit through the use of maps, objects, images, and oral histories. New research reveals that the Pequot (meaning "people of the shallow water") maintained a close, but unseen, relationship to the sea. This research begins to dismantle the broad public perception that Indians only inhabited reservations. The physical panels will provide

3.1 PROJECT NARRATIVE (2 OF 3)

PROJECT DESCRIPTION AND BACKGROUND (PAGE 3)

similar information for those who may not be comfortable using the digital exhibit technology. (See attachment 3.)

3. Professional Development Workshops: The project team will conduct two professional development workshops, with the goal of sharing the new humanities content and providing technical assistance in the use of the MSE website features. The first professional development workshop will be held for interpretation and education staff at both museums. The second workshop will be for K-12 educators and fourth grade educators (see audience information). Dr. Mancini will share the Indian Whalers content through an interactive lecture, allowing the audience to ask questions and share comments. Krystal Rose will explain the online features and answer audience questions. Participants will be asked to complete surveys upon completion of the workshops. (See attachments 7 & 8.)

Background: This project is rooted in the People of Color Database, part of the long-term Mashantucket Pequot Ethnohistory Project aimed at recovering the history and cultural traditions of the Mashantucket Pequot Tribe. This 52,000+ entry database, and the archives housed at MPMRC, document the individual, family, and community biographies of Indian people across southern New England. In addition, Dr. Mancini's research with the Mashantucket Pequot Tribe and ongoing collaborations with the Mohegan, Narragansett, Shinnecock, Mashpee Wampanoag, and Gay Head (Aquinnah) Wampanoag tribes will continue to provide important content including oral histories, photographs, and artifact collections.

The proposed digital maps will arise out of work being undertaken to document sociocultural changes in New England's Indian community in the wake of European colonization. Specifically, this project expands on a portion of Mancini's doctoral dissertation, "Beyond Reservation: Indian Survivance in Southern New England and Eastern Long Island, 1713-1861," and his forthcoming article "'Preserved on the Mighty Waters': Ethno-fraternities, Transnationalism, and Memory of New England's Indian Mariners," examining Indian maritime social networks in the active federal customs district of New London, Connecticut.

By organizing and reexamining federal customs records in the People of Color Database, Mancini has been able to develop a new understanding of Indian social organization, labor patterns, and encounters with other indigenous people from around the world onboard or in port visits. This cultural diversity in port and at sea has enduring importance for Indian communities today because tribal oral histories across the southern New England region tell of many ancestors from Hawai'i, Cape Verde, Brazil, and other "foreign" places, yet very little research has been done on these narratives. Additional stories have documented New England Indians who left a life of whaling to settle and start families abroad, spreading the American Indian diaspora into New Zealand and other far-flung places.

Though social networks have been documented in port and on vessels by tracing kinship, residence patterns, and work connections, the human dynamics remain little known once a vessel departs. Customs records only indicate a vessel's intended destination. Captains or mates kept the official logs recording latitude, longitude, weather, vessels seen, and whales sighted or killed. Crew members are rarely mentioned. Little is known of how specific Indians aboard whaling vessels intersected with each other and with other whalers of color at sea and in other ports around the world. This project unites crew lists from particular voyages with the voyage logbooks.

Mapping the routes of these Indian-crewed vessels and, thus, the social networks connected to them, is critical to accessing these unknown but important histories. According to Dr. Jeffrey Bolster, the preeminent authority on African-American mariners during the age of sail, approximately one-fifth of mariners employed in the American whaling industry were men of color. Mapping a dozen or more of these voyages will speak to the larger common experiences of at least a thousand whalers of Indian descent.

MS's restoration of the 1841 whaleship *Charles W. Morgan* has led to heightened institutional interest in exploring the science and social history of whaling through public programming. MS collaborated with UConn's Mapping and Geographic Information Center (MAGIC), on a mapping project that converted locational data from vessel logbooks to an Excel database uploaded to Google Earth. With IMLS grant funds, the web firm Digital Gizmo worked with MS to refine the spreadsheet and map, resulting in the first Active Map on the MSE Website. It was through this project that the teams at both museums decided to collaborate. Please see attachment 4 for information on evaluation.

3.1 PROJECT NARRATIVE (4 OF 5)

HUMANITIES CONTENT

How will this project use history, literature or public discourse to engage the audience in thoughtful consideration or interpretation of the theme? (Max of 1,000 characters. Please note: Spaces count as characters.)

This is an interdisciplinary project that draws together public history, anthropology, Native American studies, and geography to approach indigenous histories in radically new ways. It untethers Indians from reservations and reshapes their experiences off-reservation and as part of a much broader network of global indigenous interaction. The project explores the careers, mobility, and social interactions of marginalized people through a user-friendly web exhibit that enables users to interact with dynamic maps and follow links to related photographs, logbooks, audio/video clips, or artifact images. Visitors to the site and exhibit will be better able to understand the personal and social experiences of the Indian whalers, as well as the industry's multicultural dimensions and global reach, with voyages stretching into all the world's oceans.

PROJECT AUDIENCE

Specifically, who will benefit most from attending this program? Why did you choose this audience? Are there specific groups you are particularly interested in reaching? (Max of 2,000 characters. Please note: Spaces count as characters.)

The project team is especially interested in reaching Connecticut K-12 teachers and students, with an emphasis on 4th grade teachers in Connecticut and their students, and general visitors of MPMRC. Fourth grade teachers are targeted because the humanities content of our project directly correlates with a content strand for 4th grade in Connecticut's Social Studies Curriculum Framework. According to that framework, 4th grade students need to be able to "identify the cultures and traditions of Native American peoples before colonization; and compare and contrast the impact of colonization on both Native American peoples and the colonists in Connecticut." This project will present new content about Native Americans that will help 4th grade teachers meet this standard. Fourth grade students are also required to become more sophisticated in their understanding and use of maps. Therefore our content delivery through maps will help 4th grade teachers and students meet these requirements.

The new exhibit panels and kiosk at MPMRC will bolster the interactivity of the Reservation Period Exhibit space. By comparison to the interactive and immersive Caribou Kill Diorama and half-acre Pequot Village exhibits, this area has not maintained the same level of audience interest and engagement. The proposed changes to the "Peter George, Whaler" exhibit will be the second update to the museum's permanent exhibits. Our goal is to re-engage our current visitors about Pequot history after the Pequot War and to demonstrate the ways that the tribe survived - often in hidden ways.

3.1 PROJECT NARRATIVE (5 OF 5)

MARKETING AND PUBLICITY (FOR IMPLEMENTATION GRANTS ONLY)

Describe your plans to promote the program, including specific media outlets (print, broadcast, social) and estimated coverage for each. (Max of 4,500 characters. Please note: Spaces count as characters.)

Both institutions will use multiple outlets to disseminate the project products to various audiences.

At MS, the main method of disseminating information about the MSE resources will be through the Museum's educator email list which is distributed 2,500 teachers nationwide. Project details will also be shared through the museum's event and program e-mails, distributed to around 31,000 email addresses. In addition, the project team will work with the editor of the Mystic Seaport Magazine (distributed to 16,200 membership households) to create a feature article about the collaboration and products. The new materials will also be noted in the yearly education brochure which is distributed to 44,350 public and private elementary, middle and high school teachers and students.

MPMRC will feature the project prominently on a dedicated page on the museum's website, which receives approximately 147,000 unique visitors (182,400 visits) per year, and in an article in the institution's print newsletter, Native Visions, distributed to 1,000 member households each quarter. MPMRC will also distribute an email blast to its email promotion list of 6,000 email addresses and 10,750 Constant Contact subscribers.

Both institutions actively employ social media including Facebook, Twitter and YouTube, and will work with their marketing departments to create a coordinated social media campaign incorporating these outlets. Both museums will also coordinate publicity campaigns including news and photo releases to regional media, bloggers, magazines, online publications (eg., Edgital and Museum 2.0). We will work specifically with publications focusing on arts, culture, family activities, history, maritime history, and contemporary Indian affairs and interests.

Finally, as part of the project, the content and products will be featured in two different professional development sessions, one for K-12 educators and the other for the interpretation and education staff at both museums. Both of these sessions will be led by Dr. Jason Mancini and Krystal Rose. Mancini and Rose will also actively pursue presentation spots at museum and education conferences.

3.2 PROJECT GOALS, OUTCOMES AND EVALUATION

PROJECT GOALS: What do you hope this project will achieve?

INDICATORS OF SUCCESS: What will you see or observe that will let you know your goals are being met?

EVALUATION TECHNIQUE: How will you collect and interpret information to measure goal attainment?

OBSERVATION CRITERIA: Include sample questions and/or observation criteria.

	PROJECT GOAL (5 MAX)	INDICATOR(S) OF SUCCESS	EVALUATION TECHNIQUE
1	Increase awareness of and knowledge about the hidden histories of New England's American Indian population through the production of multiple content outlets (digital maps, story maps, interactive exhibit components, professional development)	Increased awareness of the diverse roles of American Indians throughout history	Retrospective survey instrument
2	Reinterpret and update panels and develop interactive content associated with MPMRC's "Peter George, Whaler" exhibit	Increased visitation to MPMRC and use of the museum's Reservation Period exhibits	Visitor observation and exit surveys
3	Provide 4 th grade teachers and their students in CT with new content that will help them meet the state standards	# of teachers who attend the professional development session; website traffic for the new products; deeper understanding of content	Follow up survey with teachers who attend the professional development session to assess how they used the materials in their classrooms; Google Analytics to evaluate website traffic. Web developers Digital Gizmo will conduct user testing sessions to evaluate the new features and make changes accordingly
4			
5			

OBSERVATION CRITERIA

Please see attachments 4-9 for details on evaluation techniques and sample testing, evaluation, and survey instruments.

3.3 PROJECT TEAM (1 OF 4)

List major participants including presenters, consultants, scholars, staff, etc. Make sure you include all participants from whom you are requesting CTH funding.

TEAM MEMBER #1		
NAME	Krystal Kornegay Rose	
TITLE	Project Director	
ORGANIZATION NAME		SAME AS APPLICANT ORGANIZATION: <input checked="" type="checkbox"/>

MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters): Manage online digital components of the project with DigitalGizmo; arrange lecture/interview with Dr. Mancini and videotape of chanteyman; conduct professional development workshops; conduct evaluation.

QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters): Krystal Kornegay Rose (M.F.A, Historic Preservation, Savannah College of Art and Design) manager of digital education initiatives, is the director of the "Mystic Seaport for Educators" project (formerly Online Learning Community).

TEAM MEMBER #2		
NAME	Jason Mancini	
TITLE	Senior Researcher	
ORGANIZATION NAME	Mashantucket Pequot Museum and Research Center	SAME AS APPLICANT ORGANIZATION: <input type="checkbox"/>

MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters): Complete research on three Indian Whalers (prior to start of grant period); conduct lecture and educator-led interview on Indian Whalers Project; conduct professional development workshop; develop MPMRC physical and digital exhibit panel content

QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters): Jason Mancini (Ph.D., Anthropology, University of Connecticut), senior researcher, MPMRC, has a research focus on ethnohistory of New England, specifically culture, identity, ethnicity, and migration among 18th - 20th century communities of color.

TEAM MEMBER #3		
NAME	Sarah Cahill	
TITLE	Director of Museum Education and Outreach	
ORGANIZATION NAME		SAME AS APPLICANT ORGANIZATION: <input checked="" type="checkbox"/>

MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters): Develop supplemental teacher materials – lesson plans and classroom activities

QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters): Sarah Cahill (M.A., Marine Affairs, University of Rhode Island), director of museum education and outreach, leads the Museum's education department

in the expansion of its public history educational programs.

3.3 PROJECT TEAM (2 OF 4)

List major participants including presenters, consultants, scholars, staff, etc. Make sure you include all participants from whom you are requesting CTH funding.

TEAM MEMBER #4		
NAME	Dan Harvison	
TITLE	Creative Services Producer	
ORGANIZATION NAME		SAME AS APPLICANT ORGANIZATION: <input checked="" type="checkbox"/>

MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters): Videotape Dr. Jason Mancini lecture; audiotape educator-led interview with Dr. Mancini; videotape MSM chanteyman performance of chanties recorded in the logbook of the Bark North America to use on website and in exhibit.

<p>QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters): Dan Harvison (B.A. Communications Sciences, University of Connecticut), Creative Services Producer, has written, produced, and directed numerous promotion and exhibit videos for Mystic Seaport including four videos for the Black Hands, Blue Seas exhi</p>		
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TEAM MEMBER #5		
NAME	Jason Hine	
TITLE	Digital Map Coordinator	
ORGANIZATION NAME		SAME AS APPLICANT ORGANIZATION: <input checked="" type="checkbox"/>

MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters): Modify detailed voyage map data for the three Indian whaling voyages, using the format Hine created for the Morgan voyage map ensure consistency of data formats at both institutions

<p>QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters): Jason Hine (M.A., Liberal Studies, Wesleyan University), digital map coordinator, designed and developed a state-of-the-art online prototype map of the first voyage of the Charles W. Morgan using logbooks, journals, and other artifacts.</p>		
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TEAM MEMBER #6		
NAME	Dan McFadden	
TITLE	Director of Communications	
ORGANIZATION NAME		SAME AS APPLICANT ORGANIZATION: <input checked="" type="checkbox"/>

MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters): Manage Mystic Seaport's communications plan, including web content

QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters): Dan McFadden, Director of Communications and Marketing (B.A, Government, Cornell University), manages the Museum's public relations/marketing plan and web content.

3.3 PROJECT TEAM (3 OF 4)

List major participants including presenters, consultants, scholars, staff, etc. Make sure you include all participants from whom you are requesting CTH funding.

TEAM MEMBER #7	
NAME	Arleen Andersen
TITLE	Exhibits Graphics Specialist
ORGANIZATION NAME	<input checked="" type="checkbox"/> SAME AS APPLICANT ORGANIZATION: <input checked="" type="checkbox"/>

MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters): Implement graphic design work for the physical and digital exhibits at MPMRC

QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters): Arleen Andersen (B.F.A., Augustana College), MSM exhibits graphics specialist, has also done exhibit graphic design for the West Hartford Historical Society, the Noah Webster House, and Connecticut Historical Society, among other regional museums.

TEAM MEMBER #8	
NAME	Don Button/Juliet Jacobson
TITLE	Technical Services/Design Services
ORGANIZATION NAME	Digital Gizmo <input type="checkbox"/> SAME AS APPLICANT ORGANIZATION: <input type="checkbox"/>

MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters): Develop map stories feature; modify voyage map data; develop Compare/Contrast Mode in Active Maps feature on MSE; conduct user testing of digital products on MSE website

QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters): Don Button, programmer and technology architect, and Juliet Jacobson (M.F.A., Graphic Design, Yale University), website designer, together as Digital Gizmo, specialize in family-friendly, interactive history and humanities websites.

TEAM MEMBER #9	
NAME	Laura Krenicki
TITLE	teacher and curriculum consultant

ORGANIZATION NAME		SAME AS APPLICANT ORGANIZATION: <input type="checkbox"/>
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MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters): Create lesson plan aligned with Common Core State Standards and CT Social Studies Curriculum Framework, to be made available on the MSE website

QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters): (M.A., Education, University of Connecticut) is a teacher of 6th grade social studies at the William J. Johnston Middle School and a North America Teacher of Distinction in Geography.

3.3 PROJECT TEAM (4 OF 4)

List major participants including presenters, consultants, scholars, staff, etc. Make sure you include all participants from whom you are requesting CTH funding.

TEAM MEMBER #10		
NAME	Caryn Davis	
TITLE	freelance photographer	
ORGANIZATION NAME		SAME AS APPLICANT ORGANIZATION: <input type="checkbox"/>

MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters): Photograph and digitize objects/documents; format digital image files for physical and digital exhibits at MPMRC.

QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters): Caryn Davis, freelance photographer, has worked for a number of publications (Zoom International, TNT Magazine, Yankee Magazine, Oxygen) and clients such as Mystic Seaport, The Nature Conservancy, Essex Steam Train, and Connecticut River Museum.

TEAM MEMBER #11		
NAME	MSE Fellow/Educator TBD	
TITLE		
ORGANIZATION NAME		SAME AS APPLICANT ORGANIZATION: <input type="checkbox"/>

MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters): Conduct educator-led interview with MPMRC Senior Researcher, Dr. Jason Mancini

QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters): MSE Fellows are chosen through a competitive application process distributed to school networks and the Mystic Seaport educator email list in early spring.

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TEAM MEMBER #12		
NAME		
TITLE		
ORGANIZATION NAME		SAME AS APPLICANT ORGANIZATION: <input type="checkbox"/>

MAJOR RESPONSIBILITIES (Max of 250 characters. Please note: Spaces count as characters):
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QUALIFICATIONS (Max of 250 characters. Please note: Spaces count as characters):
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3.4 WORK PLAN (1 OF 2)

SCHEDULE

Describe the major tasks to complete the project, a schedule for their completion and the team member(s) responsible for each.

	START & END DATES	TASK	TEAM MEMBER(S)
1	January-March 2014 (prior to start of grant period)	Complete research on three Indian whalers: Peter George, Amos George, and Edward Uncas	Mancini
2	04/15/14 - 04/30/14	Digitize objects/documents and other materials for use in the digital products and on panels	Davis, Mancini, Rose
3	04/15/14 - 07/31/14	Develop Map Stories feature based on Mancini's research	Digital Gizmo, Rose, Mancini
4	04/15/14 - 07/31/14	Modify/enter Detailed Voyage Map Data for three whaling voyages	Hine, Mancini, Digital Gizmo, Rose
5	04/15/14 - 07/31/14	Develop Compare/Contrast Mode in Active Maps feature on MSE Website	Digital Gizmo, Rose
6	07/01/14 - 07/31/14	Enter Map Story data into Django web platform for use in both MSE Website and MPMRC digital exhibit	Rose
7	07/01/14 - 07/31/14	Conduct usability test for new MSE/MPMRC Digital exhibit features	Digital Gizmo, Rose
8	08/01/14 -08/31/14	Schedule/record Dr. Jason Mancini lecture on Indian Whalers Project	Rose, Mancini, Harvison
9	08//01/14 - 08/31/14	Schedule/shoot video or educator-led interview with Dr. Jason Mancini and shoot singing of chanties from logbook of bark	Rose, Mancini, Educator TBD, Harvison

		North America to use on website and in exhibit	
10	08/01/14 - 08/31/14	Develop supplemental teacher materials - lesson plans and classroom activities	Cahill, Krenicki, Rose

3.4 WORK PLAN (2 OF 2)

	START & END DATES	TASK	TEAM MEMBER(S)
11	08/01/14 - 09/30/14	Install digital exhibit and panels at MPMRC	Mancini and MPMRC exhibit team, Anderson
12	08/01/14 - 09/30/14	Implement marketing/communications plans at MS and MPMRC	Mancini and MPMRC staff, Rose, McFadden
13	09/01/14 - 09/30/14	Conduct professional development workshop for MPMRC and MS interpreters and museum teachers	Mancini, Rose
14	10/01/14 - 10/31/14	Conduct professional development workshop for CT Educators	Mancini, Rose
15	10/01/14 - 10/31/14	Conduct summative evaluation of digital products on MSE Website and MPMRC digital exhibit and panels	Digital Gizmo, Rose
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