

Institute Registration Form

Please register by Friday, July 10

Please fill out from and mail to:

Center for Mark Twain Studies
One Park Place
Elmira, New York 14901

Name: _____

Street Address: _____

City-State-Zip: _____

School: _____

Grade: _____

Work Phone: _____

Home Phone: _____

Email: _____

- OR -

Provide your Registration Information

Nina Skinner

Center for Mark Twain Studies
n Skinner@elmira.edu (607-735-1941)

Due to the financial challenges presented by the current pandemic, the Center for Mark Twain Studies is offering the 2020 Summer Teachers Institute at **no charge** to teachers.

In lieu of payment, teachers may consider becoming a member of the Center for Mark Twain Studies. Donations will be gratefully accepted at **MarkTwainStudies.org**

The maximum capacity is 100 attendees. Registration acceptance will be determined on a "first come-first serve" basis.



Elmira College Center for Mark Twain Studies,
Office of Continuing Education & Graduate Studies, and
the Greater Southern Tier Teacher Center



ELMIRA COLLEGE
CONTINUING EDUCATION
AND GRADUATE STUDIES



2020 Mark Twain Summer Institute for Teachers

THE NEW NORMAL:
THE PAST SPEAKING TO
OUR STUDENT'S PRESENT



Tuesday, July 14
&
Wednesday, July 15

The 2020 Summer Institute will be held entirely online and will be offered at no charge to teachers.

All teachers from across the nation are encouraged to attend.

SUMMER INSTITUTE SCHEDULE

Tuesday, July 14

9:00-9:15 Welcome and opening introductions by Jocelyn Chadwick and Matt Seybold

9:15-9:25 Description of format and how each session will work

1. Ability to revisit and reflect on the session later in the day or evening
2. Role of Curator for Q&A
3. Breakout rooms with moderators
4. Sharing out

9:25-9:30 Brief overview of the scope and aims for today's sessions and using the shared screen

9:30-9:35 Brief overview of sustained and innovative resources and access after the 2020 Summer Teachers Institute

9:35-10:00 Scaffolding Texts: Exemplars for Elementary, Middle School and High School

10:00-10:20 Break

10:20-10:40 Breakout sessions

10:40-11:00 Report out

11:00-11:15 Break

11:15-12:00 Q&A and discussion

Afternoon Teachers are encouraged to explore the available resources and submit questions for the next day

Wednesday, July 15

9:00-9:15 Review of yesterday's work and queries that may have developed over night on reflection of the day

9:15-9:30 Overview of the day's aims and using the shared screen

9:35-10:00 Scaffolding Texts: Exemplars for Elementary, Middle School and High School

10:00-10:20 Break

10:20-10:40 Breakout Session

10:40-11:00 Report Out

11:00-11:15 Break

11:15-12:00 Review of online resources and interactive activities

12:00-3:00 Teachers are encouraged to ask Jocelyn Chadwick and Matt Seybold direct questions via email/text

ABOUT THE 2020 INSTITUTE

Before any book or story appears in print—traditionally, digitally, aural—the author exists—breathes, lives, experiences, witnesses life all round. Every author takes in life—recording, listening, jotting notes, even actively participating in it—nothing is lost; nothing is not appreciated. Authors' letters, journals, notes, for example, lend insight into their world and its times: social, cultural, political, and yes, even moments in life when health crises affect them and the time around them. From the Greeks to the present, authors have used health crises to their audience—present and future—to identify with and better understand how to make meaning of and from their “here and now.”

ABOUT THE 2020 INSTITUTE cont.

Mark Twain is no exception. Health issues and challenges followed Mark Twain and his family, as well as America during Twain's lifetime.

This year's Institute seeks to enable students to understand that what they have been experiencing, feeling, and fearing during COVID-19 is not singular, a “thing” that makes them different and alone. Health crises and issues from those arising during the Civil War all the way to the present work their way into the fiction and nonfiction of our authors. Aligned with the current pandemic, the Institute will explore the killing of Mr. George Floyd and the ensuing massive protests in all 50 states - protests that have included so many of our students while the pandemic rages on.

Using excerpts from Mark Twain's letters, journals, notes, interviews, autobiography, along with excerpts from *Mrs. Mark Twain*, we will align these primary sources along with primary resources from media, newspapers, and personal narratives on COVID-19 and Mr. Floyd's death and protests from around the country, focusing especially on New York.

The instructional aim here is not only to illustrate how Mark Twain and Samuel Clemens confronted and dealt with these challenges but also to examine and explore with our students how we as a nation had and are continuing to confront and deal with such challenges—from the illness or virus itself, to how day-to-day living and interacting and once-taken-for-granted routines and assumptions can suddenly, without warning not only change but potentially dissolve before our eyes.

In addition, teachers will work on and create several Interactive Student Activities (from elementary to high school) which they can take directly into their classrooms and on which they can build additional instructional lessons and activities, as well as scaffold other texts, both fiction and nonfiction.

MEET OUR FACULTY...

Jocelyn Chadwick is a Professor at the Harvard Graduate School of Education and past president of the National Council for Teachers of English (NCTE). Dr. Chadwick also serves as a consultant for school districts around the country and assists English departments with curricula to reflect diversity and cross-curricular content. She is also a consultant for NBC News Education, the Folger Shakespeare Library, PBS *American Masters* and *The Great American Read*, and Pearson. Her many publications include *The Jim Dilemma: Reading Race in Adventures of Huckleberry Finn* (1998), *Common Core: Paradigmatic Shift* (2015), and *Teaching Literature on the Context of Literacy Construction* (2015).

Matt Seybold is the lead curriculum organizer of the CMTS Summer Institute for Teachers and Assistant Professor of American Literature & Mark Twain Studies at Elmira College, as well as editor of *MarkTwainStudies.org*. He is co-editor of the *Routledge Companion to Literature & Economics* (2018). Recent publications can be found in *Aeon Magazine*, *American Studies*, *boundary 2*, *Henry James Review*, *Los Angeles Review of Books*, *Mark Twain Annual*, *Reception*, and *T.S. Eliot Studies Annual*.

For a large collection of resources for teachers and students, a virtual tour of Quarry Farm, and much more, visit MarkTwainStudies.org

