

Encounters and Exchanges in U.S. History
Annual Conference
April 18, 2008
Reading Memorial High School / Reading, Massachusetts

- 8:30 – 8:45** **Arrival, Sign-in, & Breakfast, Main Street, Second Floor**
- 8:45 – 9:00** **Welcome and Introductions, Distance Learning Lab, Room 413**
Kara Gleason, Project Director
- 9:00 - 10:15** **Keynote Address - Distance Learning Lab, Room 413**
Julie Winch, Professor of History, University of Massachusetts at Boston
Historian Julie Winch, Associate Professor of History at UMass Boston and author of *A Gentleman of Color: The Life of James Forten*, will discuss the biographies of three influential African American families in the context of early America. Using their involvement in society, politics, reform, abolitionism, education, and the local economy, Winch will place the amazing stories of James Forten of Philadelphia, the Remonds of Salem, and Jesse Glasgow into the context of American history from the Colonial Era to the Civil War. By means of biography, historical context and primary sources, Professor Winch will examine essential questions for the study of American history including: What does freedom mean? Is this period an inclusive or exclusive America?
- 10:15 - 10:30** **Break**
- 10:30 - 11:30** **Breakout Workshops Session I: Teacher Fellows Curriculum Sharing**
- **Room 338: For Elementary Teachers**
Ben Franklin's World: Understanding Colonial Life through Biography
Elizabeth Kosturko, Bachelder Elementary School, North Reading
Colonial Leadership: Helping Elementary Students Use Primary Sources to Form Opinions about Famous Early Americans
Helen Sellers, Killam Elementary School, Reading
 - **Room 339: For Middle and High School Teachers**
Teaching the Declaration of Independence and Slavery in Antebellum America
Pamela Foss, Danvers High School
Movie-Making in the U.S. History Classroom
Dan Hanlon, Lowell High School
 - **Room 340: For Middle and High School Teachers**
Working for Equality: Freedmen at Home and Abroad, 1760-1861
Caroline Allison, Reading Memorial High School
The American Declaration of Independence...Its Inspiration and Its Legacy!
Kathryn Jones, North Reading Middle School
- 11:30 - 12:15** **Lunch, Main Street, Second Floor**
- 12:30 - 1:30** **Breakout Workshops Session II: Project Partners and Museum Educators**
- **The Lews from Lowell: Strategies for Teaching about Free African Americans in Early America Using Biography, Artifacts, & Primary Sources, Room 338**
Dr. Patricia Fontaine, Graduate School of Education University of Massachusetts at Lowell
 - **Making Freedom: African Americans in U.S. History, Primary Sourcebook 2: A Song Full of Hope (1770-1830): A Sourcebook of Primary Sources and Lessons, Room 339**
Anna Roelofs, Co-Founder, Primary Source
 - **An Introduction to Educators Online and Visual Thinking Strategies from the Museum of Fine Arts, Room 340**
Willamarie Moore, Head of School Programs and Resources, Museum of Fine Arts, Boston
- 1:30 - 1:45** **Break**
- 1:45 - 2:30** **Performance: Rhetoric of Survival, Maria W. Stewart**

Participants must register for this conference as soon as possible. To register, contact Kara Gleason, Project Director, at KGLeason@reading.k12.ma.us or 781-670-2892 (when registering provide your name, district, school, job title, and email address). The conference is open to teachers from the Danvers, Lowell, North Reading & Reading Public Schools, non-grant participants are welcome to attend, though priority will be given to grant participants.

Breakout Workshops Session I: Teacher Fellows Curriculum Sharing

Room 338

Ben Franklin's World: Understanding Colonial Life through Biography

This curriculum unit guides students to use the autobiography of Benjamin Franklin and primary sources such as Bonner's map of colonial Boston, to uncover answers to enduring understandings about colonial life, life in a colonial city/seaport town, colonial trades, and the accomplishments of Benjamin Franklin.

Presenter: Elizabeth Kosturko, Bachelder Elementary School, North Reading

Colonial Leadership: Helping Elementary Students Use Primary Sources to Form Opinions about Famous Early Americans

This curriculum unit guides students to examine selected primary source documents and other print and electronic resources related to influential figures in early American history. Students will gather facts and interpret sources for one colonial leader and examine the qualities of leadership in American history.

Presenter: Helen Sellers, Killam Elementary School, Reading

Audience:
Elementary

Room 339

Teaching the Declaration of Independence and Slavery in Antebellum America

This session guides teachers to utilize the Socratic seminar approach in teaching about perspectives on slavery and the Declaration of Independence in the context of Antebellum America. With a focus on key primary sources and guiding questions, this lesson is designed to stimulate students' critical thinking skills.

Presenter – Pamela Foss, Danvers High School

Movie-Making in the U.S. History Classroom

This session is designed to provide teachers with a brief introduction to using Windows Movie Maker with students. Referring to the work of Steven Mintz, author of *Digital History: An Online Textbook Using New Technologies to Enhance Teaching and Research*, this session will focus on the benefits of using Movie Maker with students and will provide instructional strategies for teaching Movie Maker.

Presenter – Dan Hanlon, Danvers High School

Audience:
Middle/High

Room 340

Working for Equality: Freedmen at Home and Abroad, 1760-1861

This curriculum unit guides students to utilize a variety of primary sources, primarily slave narratives from the British colonies and the United States, to examine issues of race and inequality. By examining and comparing U.S. slavery with slavery in the British colonies this lesson is designed to ensure connections between U.S. and World history.

Presenter – Caroline Allison, Reading Memorial High School

The American Declaration of Independence...Its Inspiration and Its Legacy!

In this study of the Declaration of Independence students will identify the Enlightenment ideas present in the Declaration, recognize the role and position of the Declaration of Independence in relation to historical and ongoing development of democratic ideas, and will be able to explain and identify the four major components of the declaration.

Numerous scaffolding activities and primary sources will be provided.

Presenter – Kathryn Jones, North Reading Middle School

Audience:
Middle/High

Breakout Workshops Session II: Project Partners and Museum Educators

Room 338

The Lews from Lowell: Strategies for Teaching about Free African Americans in Early America Using Biography, Artifacts, & Primary Sources

In this session teachers will examine a Family Memory Box Activity designed to introduce students to members of a real family, the Lews, from Lowell, MA. Through an exploration of primary source documents, selected secondary sources, images, and artifacts, this family will bring history to life for students as they piece together different stories from details about daily life, family, climate and geography, and major events. Events and important points featured in overall unit lesson plans are often referenced, highlighted, and even illuminated by what the students will uncover in the family documents.

**Audience:
Elementary**

Presenter - Dr. Patricia Fontaine, Graduate School of Education University of Massachusetts at Lowell

Room 339

Making Freedom: African Americans in U.S. History, Primary Sourcebook 2: A Song Full of Hope (1770-1830): A Sourcebook of Primary Sources and Lessons

This session will provide a thorough introduction to all of the components of *Making Freedom Sourcebook 2*. *Making Freedom Sourcebook 2* contains context essays by scholars, primary sources, 12-20 lesson plans by classroom teachers and Primary Source staff, and sidebar connections to contemporary events. Included in this volume is an introduction, timeline and extensive annotated bibliography for the entire series. The book is accompanied by a CD of primary sources, including maps, paintings, portraits, photographs and music. Participants will receive a copy of the sourcebook.

**Audience:
Middle/High**

Presenter - Anna Roelofs, Co-Founder, Primary Source

Room 340

An Introduction to *Educators Online* and Visual Thinking Strategies from the Museum of Fine Arts

Educators Online is a new learning tool from the MFA that allows teachers to create custom art galleries and share them with students online or in the classroom. This session will provide an overview of this exciting resource along with an introduction to Visual Thinking Strategies, a method that uses art to teach thinking, communication skills, and visual literacy. By using *Educators Online* and Visual Thinking Strategies you'll help students to work with primary sources, develop critical thinking skills, and express themselves in new ways.

**Audience:
All**

Presenter - Willamarie Moore, Head of School Programs and Resources, Museum of Fine Arts, Boston

Performance

Room 413

Rhetoric of Survival, Maria W. Stewart

Storyteller Gwendolyn Quezairé-Presutti, Artist in Residence at the Connecticut Historical Society performs as Maria W. Stewart, a pioneer black abolitionist, a woman of profound religious faith, and a champion of women's rights. As the first black woman to lecture about rights for women and African Americans, Maria W. Stewart, of Connecticut and Massachusetts, was a forerunner to Frederick Douglass, Sojourner Truth, Frances Harper, and generations of influential champions of black activism, male and female.

**Audience:
All**

Presenter - Gwendolyn Quezairé-Presutti, Artist in Residence at the Connecticut Historical Society