Agenda

Friday Evening
- 5-6 p.m. Registration & Buffet Dinner – arrive anytime between 5 and 6 p.m.
- 6-6:30 p.m. Surfacing student preconceptions
- 6:30-8:00 American History Content
- 8:00-8:10 Break
- 8:10-9 p.m. Freedom Case Study

Saturday
- 8:15-9 a.m. Registration & Buffet Breakfast – arrive anytime between 8:15 and 9:00 a.m.
- 9 a.m.-11:00 American History Content
- 11:50-12:00 Historical Thinking Primary Source Document Workshop
- 12-12:30 Lunch
- 12:30-1:30 Standards & Methods
- 1:30-2:00 Preconception Case Study
- 2:00-2:15 Break
- 2:15-3:45 Lesson Study – Research Lesson Analysis
- 3:15-4:00 Debrief
Recall Eric Foner’s Story

Table task

- Scenario: 2011 marks the bicentennial of the outbreak of the Civil War. You are on a national Colonial Era sub-committee that is to select documents or events that will commemorate freedom in American history.
- Identify 5 documents/events from the Colonial Era (1607-1763) that should be highlighted on the first 5 Freedom Train cars. Write the event or document or date on a sticky note and put them on your 5 Freedom Train cars.
- Be sure to put the cars/documents/events in chronological order.
- In 1-2 sentences, draw a conclusion about the Colonial Era from the documents/events you featured. Write on folded construction paper.
Freedom Train: Relevance to Project

- Connect Freedom to every workshop & era of US history (“colligate” the past).

- Get a sense of the “committees” approaches to American history. (e.g. “heritage” v critical)

**Attention to Standards**
- History Standard 1 – Chronology [Gr. 4-5]: construct a chronology.
- History Standard 3 – why might there be different interpretations of the past? [your points of view, choices of sources]

**Attention to Preconceptions/Misconceptions:** students tend to think of...
- change in terms of progress.
- the flow of history being one of continuous progress. Does your Freedom Train show continuous progress on the “track(s)” of history/freedom?
How Students Learn

• Principle 1: Engaging Prior Understandings

“While prior learning is a powerful support for further learning, it can also lead to the development of conceptions that can act as barriers to learning.” (National Research Council, p. 5)

Freedom Project Goals

• Identify preconceptions & misconceptions.
• Develop appropriate interventions.
• Devise a progression model in historical thinking.
Dr. Brooke Hunter, Rider University.

- Ph.D. University of Delaware.

- Publications
  - “Wheat, War, and the American Economy during the Age of Revolution,” *William and Mary Quarterly* 62 (July 2005): 505-526. (Special Issue: The Atlantic Economy in an Era of Revolutions)
Friends and Enemies

Mary Dyer
Defendant: Mary Dyer.

Charge: violation of 1656 & 1657 Massachusetts Bay Quaker Laws. Quakers were forbidden to enter or practice in Massachusetts Bay.

Punishments:
- 1st Offense: whipping until banished.
- 2nd offense: right ear cut off.
- 3rd offense: hole burned in tongue.
- Returning after being banished: death.
Roles

Prosecution Team
*Politically Climbing Firm of Letz, Hang, & Burrier*

John Winthrop – Robert Guillen

Opening Statement – Ann Fleckenstein
Direct examination Winthrop – Tammy Hartz
Direct examination Ward – Nancy Hawkins
Cross Examination M. Dyer – Patrick Hudson
Cross Examination Hutchinson – Christina Tarrant
Cross Examination W. Dyer – Erica Varites
Closing Statement – Ann Fleckenstein.

Bailiff – Tina Windsor (swear in witnesses).

Defense Team
*Bleeding Heart Firm of Dooshie, Swing & Dai.*

Mary Dyer – Amy Carlson
Anne Hutchinson – Amy Cunningham
William Dyer – Matthew Hammond.

Opening Statement – Erin Soules
Direct examination M. Dyer – Laura Patterson
Direct examination Hutchinson - Amanda Ramsey
Direct examination W. Dyer – Alyssa Schweizer
Cross Examination Winthrop – Amy Selheimer
Cross Examination Ward – Moira Snider
Closing Statement – Erin Soules.

Bailiff – Taylor Domenici (swear in witnesses)

Jurors – Tina Windsor, Taylor Domenici, Catherine Brunt, Stacy Sutton, Staci Garber.
Steps in Mock Trial

1. Opening Statements
   a. Prosecution
   b. Defense
2. Prosecution Presents its Case (calls its witnesses)
3. Prosecution Rests
4. Defense Presents its Case (calls its witnesses)
5. Defense Rests
6. Closing Statements
   a. Defense
   b. Prosecution
7. Jury Deliberates
Pre/misconception: “Puritans and other colonists came to America to promote freedom of religion.”

Debrief
- Does the story of the Puritans and Mary Dyer support this conclusion?
- If not, how would you rephrase this statement?
- Potential History Standards – construct a chronology, change v continuity over time, credibility of sources, point of view [civics = due process].
Standards and Methods
Saturday: November 20, 2010
Presenter: Fran O’Malley
Delaware Social Studies Education Project
Delaware History Standards

See handouts: clarification documents & benchmark charts
Create a Standards foldable.  
(see Dinah Zike book)

Grades 4-5: Standard 2a or 3.  
Grades 6-8: Standard 2b.  
Grades 9-12: Standard 2b or 3.
Freedom Project Module

- Contains 3 standards-based lessons.
  - Lessons 1 & 3: mainly grades 4-5.
  - Lessons 2 & 3: mainly grades 6-12.
  - Lessons 1 & 2: decontextualized from US history content.
  - Lesson 3: application in US history context.
- All 3 flow as a module & target known preconceptions.
Lesson 1

- Each person needs an index card and a pen or pencil.
- Count off “1-1-2” around the room. Each triad will become a group (e.g. group a, b, c).
- Number 2s leave the room.
Task

- Number 1 is...
  - write the # 1 on your index card.
  - **without discussing**, record on your index card what appeared on the previous slide as accurately as possible. Be as detailed as you can (e.g. shapes, colors, letters, their locations and order etc.).
1. Invite the 2s back in the room and return to their triad. Number 1s remain silent.

2. 2s write the number 2 on your index card.

3. 1s give your index cards to #2s.

4. #2s are to describe in writing what the #1s saw when your were out of the room.
Debrief

Number 1s: share your accounts.

Questions
- Were the #1 accounts identical?
- Why might one account be different from another?
- What did the # 1s and 2s represent?
- What does this have to tell us about the nature of what we read in history books?
- What does this exercise tell us about how we should read history?
- Preconceptions: Are primary sources always credible? Will primary sources always be your “best” sources?
- Should history education be about helping students understand “what happened?”
Unscrambled = Yromem [memory]

Sedaf [fades]
A teacher has strong suspicions that a student named Bob cheated on a test. The teacher plans to investigate the alleged act of cheating by questioning some of the other students in the class.
Erin: sits in front of the room. Likes Bob very much.
Katie: sits next to Bob near the back of the room.
Molly: sits directly in front of Bob.
Sean: sits right behind Bob in the back; dislikes Bob greatly.
Ryan: sits in the middle of the room.
1. Draw the location of each witness (source) in the classroom.

2. Create a list of “good” and “bad” sources for the teacher (be able to explain why they are good or bad).
Debrief: Check for Understanding

- How might this activity help students understand how to approach historical sources?

- What are some questions students should be asking about sources?

- Should history education be about teaching students “what happened?” Is learning content “the” goal?
Historians ("experts")
- act like attorneys when approaching historical materials.

Students in History Classes ("novices")
- act like jurors.

They passively receive what historical material (and sometimes history teachers) tell them happened.

*Credit: Sam Wineburg in Historical Thinking and Other Unnatural Acts
Lesson 3: Analyze historical materials.

The Landing

- Work in pairs.
- You will receive a copy of a painting showing “The Landing of the Pilgrims” in 1620.
- Use the “Our History of the Landing” to construct a history of the “landing” based upon the painting you’ve been given.
The Sharing

Two pairs share their accounts of “the landing.”
Check for Understanding

- Were the 2 accounts the same or different?
- In what way(s) was/were the accounts different?
- Why were the accounts different?
- Why might 2 accounts of the same event be different?
- Is one account more credible than the other? Is one painting more credible than the other?
- How might we know what happened and which source is more credible?
The Landing of the Pilgrims

1818-1820

1820
Pre-Reading Prediction

Use all or some of the following words to compose a sentence or two in which you predict what the upcoming reading will be about:

- arrived
- sixteen
- explored
- armed
- spotted
- savages
- fled
- rested
Activity: Analyzing Documents

Read William Bradford’s *Of Plimouth Colony.*
<table>
<thead>
<tr>
<th>Draw scene here</th>
<th>Draw scene here</th>
<th>Draw scene here</th>
<th>Draw scene here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>First..._________.</em></td>
<td><em>Next...</em></td>
<td><em>Then...___________</em></td>
<td><em>At the end...____.</em></td>
</tr>
</tbody>
</table>
Activity: Analyzing Documents

- When was it written?
- Is this a primary or secondary source? Explain
- Is there any reason to believe that Bradford’s account is credible or incredible?
- Which painting seems more credible – Sargent’s or the anonymously drawn one? Why?
- Given that any source raises questions, how might we “know” what happened long ago?
“...They [landing party] were well armed ...and when they had marched about a mile by the seaside, they spotted five or six people with a dog coming towards them, who were savages...they fled...”

William Bradford
Of Plimouth Plantation
Preconceptions

- Anything that is really old is a primary source.

- Primary sources are always better than secondary sources.

- Knowing what happened depends upon witnessing or eyewitness accounts.

- Whichever side has the most documentary support reveals what “really” happened.
Lesson Study

Simplified Steps

1. **Select** a topic, problem, theme.

2. **Plan** the research lesson (today). Two one-hour meetings between now and next meeting to plan then revise the lesson. for which you are paid $25 per hour.

3. **Conduct** the research lesson (subs available). One teacher volunteers to present lesson, others observe. Half-day substitutes provided –
   - meet before to plan/focus,
   - present lesson,
   - meet after to discuss revisions.

4. Reconvene to discuss and **revise** the lesson.