



Turning Points in American History
Advisory Board Meeting
Monday, September 26, 2011

In Attendance::

- Academic Educators: Lisa Italiano, David Shiman
- History & Social Science Educators, gr 3-16: Colin Ducolon, Brent Sclafani, Adam Popkin
- Librarians: Claire Buckley
- Local Education Agency Curriculum Coordinator: Stuart Weiss
- Museum Educators: Victoria Hughes, Jane Williamson
- TPAH Co-Directors: Elise Guyette, Scott McLaughlin
- TPAH Program Coordinator: Wendy Hallock
- Local Education Agency Curriculum Coordinator: Gwen Carmolli (arrived for second half)

Not in Attendance

- Academic Historians: Dan O'Neil, Susan Ouellette
- Champlain Valley Educator Development Center: Darlene Worth
- History & Social Science, gr 3-16: Alison Levy
- Librarians: Diane Pawlusiak
- Partner: Scott Campitelli, Cindy Char, Bonnie Douglas, Charlie Farrell, Cate Lamb, Karen Petersen, Hannah Weisman

#1 Introductions – All “In Attendance” introduced. New members include Advisory Board member Jane Williamson of Rokeby Museum, Museum Educator; Advisory Board member Lisa Italiano of Green Mountain Writing Project at UVM, a National Writing Project Site, Academic Educator; and Wendy Hallock, TPAH Program Coordinator.

#2 Review and Approve July Minutes – After a review of the July minutes, no questions asked or changes suggested. Motion to accept as written by Colin Ducolon, seconded by Adam Popkin, and approved by all in attendance.

#3 Project Achievements – Elise and Scott

- Participant Retreat
 - Twenty-one participants gathered at the Lake House in Grand Isle (Beautiful setting with very affordable rate for non-profits.)

- Participants met in small groups to share specific feedback for each type of program, feedback that offers opportunities for improvement and confirms that we are providing quality programs in line with our mission.
 - Advisory Board Discussion –
 - Do we differentiate by grade? While we don't group teachers by grade level at workshops, we often suggest how to adapt lessons and resources for use at all levels, and we should be purposeful about including teachers in that discussion.
 - Have we addressed teachers' request for continued dialogue? We have not pushed the blog as much as we might. We will talk about ways to be more thoughtful in organizing posts so that teachers might search by time period, grade level, or topic.
- Year one Teacher Leaders presented their projects to the group.
 - Beth White and Jen Manwell presented "Historic Forensics," which is rich with images and primary sources, both local and from the Library of Congress. It is being piloted in Brattleboro and will be posted to our web page in a format that can be downloaded.
 - Brent Sclafani presented the fifth grade American Revolution curriculum he developed for BSD. It provides a tool kit for educators and is being piloted by several teachers in Burlington.
- TAH Conference Washington, D.C. – Elise Guyette, Stuart Weiss, and Bonnie Douglas
 - Elise – Boot camp for first-year directors. Federal grant money is limited, unlikely to extend the grant.
 - Stuart – Met with grant leaders from all around the country. Some cohort groups are meeting intensely during the summer and occasionally on weekends to avoid lost school time.
 - Bonnie – Museum workshops.
- Local Field Studies – Total of 7 days at 13 local heritage institutions. At each institution, we looked at a different way to use historical resources. Wendy and Scott will format lessons and post to web. Rough lessons shared with participants.
 - #1- Lake Champlain Maritime Museum & Mt. Independence – History detectives - looking at foods and nutrition as well as packing kids with period gear and marching. Created archaeological simulations – three models.
 - #2 Jericho Historical Society - Historical Images – ways to use in the classroom. Beth and Jen modeled their Historical Forensics unit.
 - #3 – Hinesburg and Williston Historical Societies - Public records. Working with documents and town clerks, participants practiced looking at state history through a local lens. Teachers incorporated objects into a road show and local history into a series of vignettes- School community and public support.
 - #4 – Vermont Ski & Snowboard Museum and Sullivan Museum - Oral histories. Participants interviewed Perkins family and reflected on the process. Created classroom exhibits. Using text written by a curator and middle school teacher, participants explored best practices for museums and different ways to present material to an audience.
 - #5 – Rokeby Museum & Charlotte Historical Society - Using primary documents / originals and transcripts, participants interpreted the stories of the past, myth-busting

- about Underground Railroad. Lyceum- public debates. Participants were assigned a perspective using historic documents from the time period.
- #6 – Saint Albans Historical Museum & Fairfield Historical Society - Historical games modeled from games kids know to learn about VT railroad history/ national infrastructure of transportation. Oral histories – maple industry. Students learn the process and history before taking an active role from woods to marketing and distribution in 8th grade.
 - #7 – Alburgh Historical Society & Champlain Valley Transportation Museum - Modeled town meeting connected to Atlas missile bases using resources and information available at the time. Advertising as a primary source. Looked at how the message changes with the times.
 - Alice T. Miner Museum – Curator was excited to share the story. Wanted to talk about impact on agriculture and philanthropy. Her board declined because Vermont teachers are not from NY. Did not see the value of connecting to Grand Isle teachers. Lost opportunity to connect as Champlain Valley educators.
 - Internships: Three participants began internships during year one.
 - Jason Barney is working with the Swanton Historical Society to create lesson plans and a public/ video presentation highlighting local connections to the War of 1812.
 - Wendy Hallock is working with the Fleming Museum to redesign a Western Abenaki museum kit to share with Vermont educators.
 - Deborah Ormsbee is working with the VT Division for Historic Preservation to design a unit revolving around agricultural history through one farmstead in Fairfield, using WPA photos and connecting to an on-going barn survey project.
 - Lesson Plans:
 - Participants created 35 lessons or units during year one.
 - Lessons were reviewed by Scott, Elise, and Susan (Directors & Historian) – each lesson assessed by two readers.
 - 29 of 35 lessons required students to write their own historical interpretations.
 - 22 of 35 lessons support student historical thinking / analysis of primary sources.
 - We were looking for Teaching with Historic Places (TwHP) lessons from National Field Study participants.
 - Twelve of nineteen have been accepted; some are being revised.
 - Many feature Hubbardton, where teachers might travel with students.
 - TwHP lessons can use maps and visuals to teach place without traveling to sites.
 - The pace of our National Field Study year two will allow for time to teach TwHP and clearly communicate lesson requirements.
 - Conversation concerning Turning Points current designing-backwards lesson format:
 - This format might be a bit too much for a lesson, but would be a good structure for a unit, an essential question to explore over time.
 - Some districts have adopted a curriculum mapping format that teachers will likely know and want to use.
 - Common Core standards will be assessed beginning in May of 2015. We expect to see a gradual transition, with common core likely to be in full swing during the 2013 / 2014 academic year.
 - The “What will you and your students do to ensure success?” section might be easier for some to use formatted one after the other, rather than in columns.
 - It would help to have a space for projected time needed.

- Book Study Group: 12 participants. One meeting so far. We started with Uncle Tom's Cabin, annotated by Henry Louis Gates and The story of H.L. Hunley and Queenies Tale, a children's book that links the oral tale to truth through archaeology.

#4 Annual Report:

- Executive Summary – Primary Objectives
 - Content Knowledge - Evaluation measures redesigned by Cindy Char and Elise to find ways to quantify improvement. Pre-test and post-test content knowledge required.
 - Pedagogical Skills - Lessons scored with guide. Self report.
 - Foster Learning Community - Fifteen types of workshops offered a potential of 616 hours of programming. 45 of 73 participants were judged completers. Participants represent 31 LEAs across grade level throughout the state; many have registered for year two programs.
- Performance Evaluation
 - Numbers look good
 - Looking at a sample set of about half the participants, which statistician and evaluator agree that more or less reflects the group
 - Solid report will be forwarded when ready
- Budget
 - Surplus = \$33,000
 - Waiting for lesson plans to issue more stipends
 - Will likely move to next year's NFS
 - Over budget on travel because three went to Washington, instead of the budgeted two.
 - It is possible to carry some money over to a fourth year – perhaps we can sustain a cohort?
- Additional Information
 - Successful Practices – Hope to stay above grant targets, as we are now.
 - Major Changes to Project
 - New Coordinator- Wendy
 - New Advisory Committee for NFS- 2 teachers, historian, TP Staff- meeting next month
 - New NFS Travel Advisor each year. Working with Penn Center in SC for 2012.
 - Challenges and Solutions
 - Teaching to support student thinking
 - Model for participants
 - Provide graphic organizers for reading & writing – post to web page
 - Break apart thinking process to make inferences, using evidence to support assertions
 - Make thinking visual
 - Need a harder pre and post test to show growth in content knowledge
 - Many Partners - Juggling 60 partners, this year we will communicate in advance with clear roles and responsibilities

#5 2011 – 2012 Program Planning

- Scholar-led Seminars - Three Seminars. Two museums or cultural institutions offer workshops.
 - Mary Beth Norton – How Revolutionary was the Revolution?
 - Eric Foner just won the Pulitzer Prize. Will invite UVM professors to hear keynote.
 - Elizabeth Clark-Lewis - Juxtaposing the service women who live in the house to those who get to go home. Northern migration.
- Educator-led Seminars
 - Friday Ed-Tech year two. Tom Daccord will introduce collaborative work with free online tools.
 - Flynn Center: Joan Robinson will present Words Come Alive! for two days in March, with a focus on Civil War Era. Jane recently created a skit with area students – *Voices of the Civil War*, a huge success.
- Primary Source Study Groups - Civil War Era. Facilitated by Shelburne Museum & Green Mountain Writing Project at UVM. Cate Lamb and Charlie Farrell lead the writing- looking for new writing activities for participants from last year, with a richer and deeper writing experience. Maybe pre-post writing assessment.
- National Field Studies - Penn Center, St. Helena Island, South Carolina. Will stay in the historic house all week with bus trips to Charleston & Beaufort, studying Reconstruction Era. Land sold to former slaves there before war's end.
- Local Field Studies - Three three-day blocks throughout the summer. Each block connects to an era. Scott is in discussion with historical societies so that they have plenty of time to plan.
- Website - Long list of things to improve. Will be adding content and updating the page to be sure it accurately reflects the programs and what we have to offer.

#6 INVOICES, MOU'S & W9 FORMS - Scott will send invoice, a copy of contract, and W-9 if needed. Please complete and mail to TP.

#7 Other Thoughts

- It's impressive to see the first year highlights all at once.
- Year one participants have been sending educators our way, sharing their lessons and experience has inspired department members to register for programs.
- We will consider sending expectations and syllabus or program outline to NFS participants in advance, giving participants who are not able to complete the requirements the opportunity to withdraw before we forward resources.

Next meeting will be scheduled in January