

# April 19, 2012 Advisory Meeting Minutes

## Introductions:

In Attendance: Claire Buckley; Bonnie Douglas; Colin Ducolon; Elise Guyette; Wendy Hallock; Victoria Hughes; Lisa Italiano; Scott McLaughlin; Dan O'Neil; Adam Popkin; Hannah Weisman; Jane Williamson; Darlene Worth

Not in Attendance: Gwen Carmolli; Cindy Char; Susan Ouelette; Diane Pawlusiak; Brent Sclafani; David Shiman; Stuart Weiss

## January Minutes:

Motion to approve minutes as written. All in agreement.

## Openings on the Advisory Board:

- Darlene Worth is retiring. Lauren Wooden has been hired to replace her and will attend the August meeting. Congratulations, Darlene!
- Alison Levy has had a change in teaching assignment; no longer teaching history and time is limited. Looking for a middle school teacher; please let us know if you have suggestions.

## Evaluation Update:

- One hundred percent return rate on pre-program evaluation.
- Turning Points has been more proactive about communicating the importance of the survey.
- We have a system in place to achieve a higher return rate on the post-program evaluation.
- For year three, Scott and Elise have met to design questions that are a better match for our program.
- Evaluator will have more options for statistical analysis this year with data collected.

## Project Achievements 2012:

- Scholar-Led Seminar February 10, 2012
  - Dr. Eric Foner lectured on Civil War and Reconstruction Era.
  - Forty-three participants in attendance
  - For the lecture, there were additional UVM professors and students.
  - High school teachers also received a package of Foner books & teaching resources by mail from the scholar.

- VHS- Victoria Hughes led a workshop that utilized Martha Johnson letters using the SCIM-C (Summarize; Contextualize; Inferences; Monitor; Corroborate) method developed by the Library of Congress. This resource uses a scaffolding series of questions to analyze primary sources. (Turning Points has been distributing and using with teachers.)
  
- Educator-Led Seminar March 29 & 30, 2012
  - Words Come Alive – Abbreviated version of traditional year-long program facilitated by Joan Robinson of the Flynn Center for Performing Arts.
  - Twelve official participants and three additional museum professionals participated in the two-day program, connecting performance art to teaching Civil War content using primary sources and Turning Points character cards.
  - Franklin Historical Society and Hildene educators attended and will be running programs for us this summer at local field studies. They plan to integrate some performance into the programs.
  - Old Stone Museum has revised summer programming to incorporate some of the strategies from this program.
  
- Primary Source Study Groups (Sessions 2, 3, & 4):
  - Rev War (9 participants / 4 graduate students)
    - Using tableaus to introduce performance art into the classroom.
    - This session has attracted brand new participants to the program; small and engaged group.
  - Civil War (17 participants / 5 graduate students)
    - Using space at Shelburne Museum to access resources that cannot travel.
    - We will recreate an historical exposition (1876 Centennial) for final project.
    - Partners are researching an historical object and will introduce it using the National History Day model at a simulation of the 1876 Centennial Exposition.
  - Workshop with Sherwood Smith, Director of Cultural Pluralism at UVM.
    - (Extension of PSSG CW) Classroom conversations about race to address a need by primary source participants.
    - Talked about race using federal descriptions/ definitions and images.
    - Participants requested a follow-up.
    - Looking to build into the primary source study group program next year.

## Internships:

- Jason Barney – Swanton Historical Society – Role in the War of 1812 using present landscape with documents and experimental history.
  - Walking the route with a pack, he identified some flaws in secondary source accounts.
  - Created fifteen minute video using free online software.
  - Resource binder is available through the Swanton Historical Society and another copy is at Missisquoi Valley Union High School.
  - Public presentation was attended by 75 people.
  
- Deborah Ormsbee – Vermont Division for Historic Preservation – Barn census survey statewide after recent years of barn loss.
  - Fred Fletcher in Franklin – Collecting a wide range of data including oral history of farmer.
  - Next year, she will develop an online unit for educators. Educators can continue to work with students to collect the data statewide, perhaps with a training program.
  - Division has a big hole in records because no farms are documented in Franklin.
  
- Wendy Hallock – Fleming Museum – Redesigning Western Abenaki museum kit
  - Diversity & Unity – Lesson plans using Western Abenaki story-telling
  - Conflict and Conflict Resolution – Currently working on a lesson that will have students analyze juxtaposing images of Abenaki and Euro-American culture before writing poems in two voices. A lesson connected to the Eugenics movement will follow.
  - Citizenship – The plan is to access census records and to connect to the theme of “hiding in plain sight” along with the DVD *Against the Darkness*.

## What’s Coming:

- Scholar-Led Seminar May 16, 2012
  - Elizabeth Clark-Lewis: (23 registered) at the Lake House in Grand Isle. The Great Migration. *Living in Living Out* compares experience of black maids that live-in the family’s house and those that go home.
  - Hannah Weisman Shelburne Museum will use artwork to tell stories using art of Jacob Lawrence.
  - Lisa Italiano of the Green Mountain Writing Project at UVM and Reuben Jackson of BHS / former curator of music at the Smithsonian. Using two artists – poet and musician to tell the story of migration, both external and internal through creative expression.

- National Field Study July 8 – 15, 2012
  - 20 registered to visit Penn Center in South Carolina.
  - Location of the first schools for freedmen.
  - We will stay in an historic house and visit sites in Beaufort and Charleston.
  - This is where Reconstruction started. Freed people worked to buy land that was not then confiscated by government. Land was purchased in common, so it remains largely undeveloped with Gullah culture thriving.
  
- Local Field Studies:
  - June (14 Registered) Early U.S. History
  - July (7 Registered) Civil War Era
  - August (5 Registered) 19<sup>th</sup> Century America
  
- Teacher Leader Update:
  - Historical Forensics – Product from last year. With funds from our grant and LOC, finished unit using primary sources to explore rural life.
  - Brent Sclafani – Social justice curriculum.
    - Last year, he created a fifth grade curriculum (American Revolution) that is being piloted in 4 or 5 classrooms.
    - Students are responding well and the experience changed their outlook. Other teachers are noticing the change outside of class. Students are talking about social justice and cooperating with one another.
    - Currently creating the fourth grade curriculum.
    - First grade teacher (Rebecca Haslam) would like to connect K-2 for a social justice lens for K-5 curriculum.
    - We will interview teachers and have a video to share.
  
- Lesson Plans
  - As of February, Wendy Hallock is contracted to work twelve hours per week to organize lesson plans and upload to web page in a standard format.
  - Coordination with web creator to design a page for uploading lessons.
  - Currently we have five lessons loaded to the web page, which will go live soon.
  - Lessons can be sorted by grade level or historic era and teachers can see an overview on line then link to the full lesson plan and connected resources.
  - We have a backlog of lessons from year one, but we have shared a few sample lessons to this year's primary source study group and museum educators, so we hope to have lessons received closer to the format that we will upload.
  - We are revising standards to include Vermont standards, historical thinking processes, and Common Core standards.

- 2012 -2013 Calendar
  - Dates are mostly set; if any dates are problematic with school calendars, please let us know.
  - We need to coordinate the timing of the third scholar-led seminar with scholar's schedule. He will be out of the country for much of the year, but plans to return for a stretch of time in May.
  - Brochure will be ready soon and people can register likely in mid-May.

## Finances:

- Contractual:
  - Over budget – NFS and Lesson Plans; both important aspects of program / legacy.
  - Contractual: Saved money on NFS coordinator and Penn Center – affordable housing and food.
- Surplus for the year projected to be \$16,362
- Projected numbers for year three suggest a total surplus of \$44,000 which might be used to complete unfinished projects into a year four.
- Funds spent on supplies increase as numbers of participants increase.
- In St. Paul there is an inexpensive, beautiful space
- Amy Bellinger's (American Indian Movement) daughter will coordinate and may use our program as a model for Minnesota teachers.
- Stipend surplus has traditionally rolled-over to fund the NFS.

## Looking Forward:

- Year four surplus ideas
  - Training teachers to run programs similar to what we've offered.
  - Getting into the classroom.
- Keeping the mission alive
  - ESA might partner with Turning Points.
  - Museums and libraries can help.
  - Maintain the teacher cohort to mentor others.
- Lesson Plans and Web Resources
  - Vermont Department of Education has a new web site / data base of lesson plans and resources.
    - Dept. is hiring an individual to maintain this site.
    - Should be online this summer for teachers to access in fall. Teachers can then add.
  - VASS website is being redesigned and that might be a good place to share lessons.
- Funding

- I3 *Investing In Innovation* has ten billion in funds from DOE to distribute over a decade.
  - Huge, highly competitive grants.
  - We would need to collaborate with a larger group.
  - Perhaps the balance of high needs student numbers would make VT a good candidate, but numbers of students and teachers is a factor to consider.
  - Cutting across state boundaries. Combine smaller local institutions with large national organization to impact education across the United States.
  - Long distance learning with museums is something to consider, serving underprivileged populations.
  - Use LVN technology to conduct research at remote locations.
  - Using technology – associates in Plattsburgh. Schools have no money to support field trips to the museums and resources are largely unused. Looking to create partnerships.
  - South Burlington School District would partner again as LEA. District is providing education state-wide and would continue to support.
  - I3 grants have been dispersed to large non-profits focusing on literacy. Mount Abe is part of a consortium receiving funds.
- 2013 Literacy / Effective Teaching and Learning STEM, and Effective Teaching and Learning for a Well-Rounded Education are the three areas that DOE will provide funding.
- Any suggestions or assistance in writing grants would be welcome. If you see any grants that would connect to our mission, please send the information our way.
- Flow of History meeting with Elise and Scott began a conversation about collaborating with New Hampshire and more to create a larger New England group; possibly a shared summer institute.
- Will need to start planning in fall as deadlines are varied.
- Might give us options to expand to world history.
- Vermont Community Foundation in Middlebury grants up to \$25,000 for collaborative and innovative projects.

### Announcements:

- Next Friday is Poem in Your Pocket Day. Visit [poets.org](http://poets.org)
- May 4<sup>th</sup> – Writing conference in Montpelier featuring Kathryn Blume as keynote speaker. Contact Rose Wheeler at VT DOE to register.

See you August 17<sup>th</sup>!