

## *Participant Registration*

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### **To Register**

Complete the online-registration form at  
[www.historyconnected.wikispaces.com](http://www.historyconnected.wikispaces.com).

### **For More Information**

Contact Kara Gleason the History Connected Project  
Director at 781-670-2892 or by email at  
[KGleason@reading.k12.ma.us](mailto:KGleason@reading.k12.ma.us).

### **District Liaisons**

**Danvers:** Peggy McElhinney, High School Curriculum  
Director

**Dracut:** Kenneth Hughes, Social Studies Department Chair

**Haverhill:** Deborah Sasso-Flanagan, Social Studies  
Curriculum Supervisor

**Lowell:** Kathleen O'Connor, Coordinator Lowell Teacher  
Academy

**North Reading:** Patrick Daly, Director of Academic  
Services

**Reading:** Patricia DeGaravilla, Assistant Superintendent &  
Kara Gleason, TAH Grant Project Director

**Stoneham:** Paula Sampson, Social Studies Department  
Chair

**Wakefield:** T.J. Liberti, Social Studies Department Leader

**Wilmington:** Brian Carr, Social Studies Curriculum Team  
Leader

**Registration Deadline: September 30, 2011!**

**Check out History Connected online at  
[www.historyconnected.org](http://www.historyconnected.org)**

**and**

**[www.historyconnected.wikispaces.com](http://www.historyconnected.wikispaces.com)**

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# *History Connected*

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**A Teaching American History Grant  
Professional Development Program  
for the**

**Danvers, Dracut, Haverhill,  
Lowell, North Reading, Reading, Stoneham,  
Wakefield, & Wilmington Public Schools**

**Year Three: 2011-2012**

***American Encounters:***

***U.S. History in Global Context***



**[www.historyconnected.org](http://www.historyconnected.org)**

**[www.historyconnected.wikispaces.com](http://www.historyconnected.wikispaces.com)**



*This grant is made possible by the United States Department of  
Education*

Award #: U215X090089

**ED.gov**

U.S. Department of Education  
Promoting educational excellence for all Americans.



# Introduction

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The Teaching American History grant program supports projects to improve teachers' appreciation for and knowledge of American history through intensive, on-going professional development. The *History Connected* grant will be used to improve the quality of history instruction by supporting professional development for middle and high school teachers of American history. As part of the *History Connected* project, the Reading Public Schools will develop activities in partnership with the Department of History at Boston College, the University of Massachusetts at Lowell Graduate School of Education, Primary Source, a nonprofit history professional development organization, and other notable history and humanities organizations.

*History Connected* draws connections across time and place to the enduring themes and issues of American history. Global connections between the United States and the world are an important feature of the program. So too are connections between ideas, individuals, documents, and events as they developed on the local, national, and international levels. Over the course of three years, program participants will explore the connections that have shaped American history through three themes:

**Year One:** Equality, Citizenship, and the Law

**Year Two:** War, Society, State, and Citizenship: The American Revolution to the Vietnam War

**Year Three:** American Encounters: U.S. History in Global Context

# Participation, Honoraria, Graduate Credit and PDPs

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*Participation is reserved for middle and high school teachers of U.S. history in the Danvers, Dracut, Haverhill, Lowell, North Reading, Reading, Stoneham, Wakefield, & Wilmington Public Schools. Priority is given to U.S. history teachers and "Completer" participants. The options below describe the requirements for participation.*

## **Completer (Honorarium of \$1,600)**

Attend and complete all required readings and work for the following:

- Five out of eight of the School Day Seminars
- All five History Book Discussion Study Groups
- Primary Source Summer Institute and online orientation
- Produce one required work product for the School Day Seminars/History Book Discussion Study Group **and** one required work product for the Summer Institute
- Attend the Annual Sharing Conference (fall 2012)

## **Part-Time Participant (Honorarium of \$TBA)**

Attend and complete all required readings and work for the following:

- Attend three out of eight of the School Day Seminars
- Choose One:
- All five History Book Discussion Study Groups
- OR
- Primary Source Summer Institute and online orientation (June orientation, July institute)
- AND
- Produce one required work product for the School Day Seminars/History Book Discussion Study Group **or** one required work product for the Summer Institute
  - Attend the Annual Sharing Conference (fall 2012)

*Because of contractual obligations the honorarium does not apply to teachers from the Lowell Public Schools. Lowell teachers who fulfill the requirements of a completer or part-time participant will be paid according to contract.*

Professional development graduate credit is available from Endicott College. Three graduate credits are available for participation in five school day seminars and the History Book Discussion Study Group combined. An additional three graduate credits are available for participation in the Primary Source Summer Institute. PDPs will also be provided. (A fee is required for the graduate credits. The 2011 rate is \$50 per credit.)

## Primary Source Summer Institute

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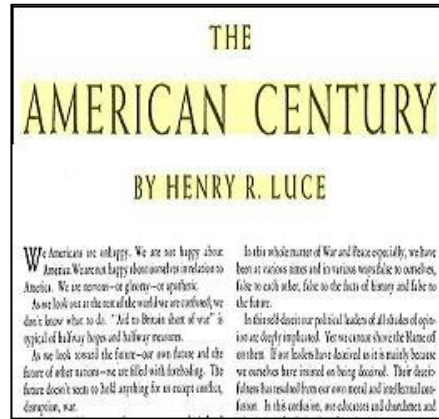
### **The U.S. and the World: Expressions of Power, Past and Present**

With presentations by leading academic historians, independent scholars and “lead teachers”

JULY 9 - 13, 2012 AT READING MEMORIAL HIGH SCHOOL,  
ONLINE ORIENTATION & FOLLOW UP DAY TBA

What constitutes power on an international stage? How is power extended and maintained, how is it challenged, and what erodes it? With an emphasis on 1898 to the present, this course will examine America’s rise to world power, looking beyond war making and formal diplomacy to the broader cultural, political and economic dimensions of foreign relations. Exporting consumer goods and political ideals, “winning hearts and minds” through foreign aid, waging “wars” on poverty, terrorism and drugs, and protecting American prestige and influence have all been expressions of U.S. power abroad. We’ll investigate how these themes played out in particular regions (for example, Mexico and the Caribbean; the Middle East), looking back to earlier historical precedents and forward to present situations. Finally, we’ll ask if the U.S. is in decline as a world power today, and consider whether our current global commitments are an extension of or departure from historical trends.

As a result of participation in the Primary Source Summer Institute, teachers are required to develop a work product such as a 3 – 5 day lesson plan, an in-depth book review, or a film guide. Graduate credit and/or PDPs will be provided. A sharing conference in fall 2012 will provide the opportunity for teachers to share their newly created lessons and curriculum projects.



## History Connected, Year Three

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History Connected offerings include content-based school day seminars, history book discussion study groups, summer institutes, technology training workshops, an annual sharing conference, continuation activities, and a website. All selected content aligns with content from the National Assessment of Educational Progress U.S. History Framework, the Massachusetts History and Social Science Curriculum Frameworks, the Standards in Historical Thinking, and the Common Core State Standards for Literacy in History/Social Studies. All activities culminate in the creation of a work product for classroom implementation so as to ensure student learning of American history content, historical thinking, and research skills using primary sources. Each project year will conclude with a sharing conference to provide teachers the opportunity to share their newly created curriculum projects. Graduate credit and PDPs are available.

### **School Day Seminars**

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School day seminars are offered during the regular school day at Reading Memorial High School and at local historic sites. All seminars include an interactive lecture by a noted historian. Ideas for classroom implementation are provided by lead teachers, professors, and museum educators. Resources from the seminars including books, articles, DVDs, images, and primary sources will be provided to participating districts. A companion wiki site will allow participants to access workshop information, connections to the Massachusetts History and Social Science Curriculum Frameworks, and resource suggestions. Participants will be required to complete advanced reading and writing prior to each session.

## School Day Seminars

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### **American Encounters: U.S. History in Global Context: Introduction & Orientation (Mandatory for all participants.)**

With David Quigley, Boston College, Caroline Allison, David Blanchard, and James DeBenedictis, Reading Memorial High School History Department, and Patricia Fontaine, University of Massachusetts Lowell

OCTOBER 27, 2011, 7:30 a.m. – 2:30 p.m. – READING MEMORIAL HIGH SCHOOL DISTANCE LEARNING LAB

“America as a nation is not self-contained. It is connected with and partially shaped by the world beyond it.” This session will introduce a rationale and practice for a new way of considering United States history by integrating it into a transnational and global framework. Emphasis will be placed on reframing several specific topics in U.S. history in global context. Also featured is work with the Common Core Framework for Literacy in History/Social Studies including strategies and resources for linking the Common Core with historical inquiry and performance based writing assessments.

### **“Submitted to a Candid World:” The Declaration of Independence in a Global Context**

With David Armitage, Harvard University and Patricia Fontaine, University of Massachusetts Lowell

NOVEMBER 15, 2011, 8:00 a.m. – 2:30 p.m. – READING MEMORIAL HIGH SCHOOL DISTANCE LEARNING LAB

The Declaration of Independence of 1776 announced the entry of the United States onto the world stage. This session will view the American Declaration from a global perspective: placing 1776 into the context of contemporary international and global connections, examining the legacy of the Declaration in the century after 1776, and analyzing other declarations of independence since 1776 for their debts to—and divergences from—the American



La destruction de la statue royale  
à Nouvelle Yorck (177...)  
Library of Congress

## History Book Discussion Study Groups

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Led by Professor Robert Forrant, University of Massachusetts Lowell

**LOWELL HIGH SCHOOL SESSIONS** (Wednesdays): December 7, 2011, January 4, February 1, March 7, April 4, 2012, 3:00 PM - 5:00 PM

**READING MEMORIAL HIGH SCHOOL SESSIONS** (Mondays): December 5, 2011, January 9, February 6, March 5, & April 2, 2012, 3:30 PM - 5:30 PM

Participating teachers will meet for five two-hour history book discussion study groups to deepen their content knowledge of the designated historical periods and theme studied that year. The study groups will provide an opportunity to read and discuss five historical works related to the program year's theme. Resources and instructional strategies to incorporate the content into the classroom will be provided and discussed.

December: *Friends of Liberty, Thomas Jefferson, Tadeusz Kosciuszko, and Agrippa Hull: A Tale of Three Patriots, Two Revolutions, and a Tragic Betrayal of Freedom in the New Nation* by Gary B. Nash and Graham Russell Gao Hodges

January: *Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Comanches, the Most Powerful Indian Tribe in American History* by S.C. Gwynne

February: *Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing that Divided Gilded Age America* by James Green

March: *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War* by Penny M. Von Eschen

April: *Girl in Translation* by Jean Kwok

### **Books are provided for all participants.**

As a result of participation in the school-day seminars and the History Book Discussion Study Group, teachers are required to develop a work product such as a 3 – 5 day lesson plan or a multi-media project. Graduate credit and/or PDPs will be provided. A sharing conference in fall 2012 will provide the opportunity for teachers to share their newly created lessons and curriculum projects.

## School Day Seminars

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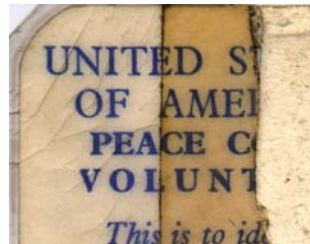
college and the work place by developing speaking, listening and problem solving ability. With a seminar approach, students develop more respect for other people's values, experience, and opinions through lively interaction in discussion.

### **“Bringing the Foundation of Freedom:” The Influence of U.S. Foreign Policy in the 1960s**

*With morning presenter TBA and Museum Staff and Educators from the John F. Kennedy Library and Museum*

APRIL 30, 2012 (**tentative**) - READING MEMORIAL HIGH SCHOOL and JOHN F. KENNEDY LIBRARY AND MUSEUM, BOSTON, MA

This session will consider how the United States military and other state programs worked to project an image of the United States to a global audience and will explore the sense of a U.S. responsibility to bring American ideals, products, culture, and democracy to the world. While at the John F. Kennedy Library and Museum we will work in the museum galleries and with primary source documents to explore the main developments in American politics and society during the years of the Kennedy administration, with emphasis on foreign policy and international connections including confrontations between the USA and the USSR over Berlin, the Peace Corps, the space race, and the civil rights movement. President Kennedy's Inaugural Address will be our guiding focus as we consider how the administration's domestic and foreign policies relate to that seminal document.



R. Collman. Peace Corps Volunteer ID Card, 1965. Public Domain.

## School Day Seminars

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model. The latter portion of this seminar will model work with literacy strategies to support student skills in reading history in a variety of forms of textual and visual sources.

### **American Art and History in an International Context**

*With Museum Staff and Educators from the Museum of Fine Arts Boston*

DECEMBER 13, 2011, 7:30 a.m. – 4:00 p.m. (includes estimated travel time) – MUSEUM OF FINE ARTS, BOSTON (bus transportation provided from Reading Memorial High School)

Explore the Art of the Americas wing at the Museum of Fine Arts



JS Copley, *Watson and the Shark*. Public Domain.

Boston, one of the most comprehensive art museums in the world. With a broad content emphasis designed for both U.S. history I and II teachers, we will consider art and artifacts from the Revolutionary War era to the mid-twentieth century, taking into account how historical events and international connections contributed to the construction of an American identity. This session includes a scholarly presentation, gallery tours and activities, modeling of classroom

strategies that integrate the use of art and literacy, and an overview of the MFA's Educator's Online program.

### **Antebellum American Religion and Reform in an International Context**

*With Chris Beneke, Bentley University and Chip Brady and Mollie Hackett, The DBQ Project*

JANUARY 10, 2012, 8:00 a.m. – 2:30 p.m. - READING MEMORIAL HIGH SCHOOL DISTANCE LEARNING LAB

This session will look at the connections between religion and reform in the decades prior to the Civil War. In considering global context and exchange in American religious developments, we will examine how movements for social reform encouraged men and

## School Day Seminars

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women from across the globe to turn their faith into political action. The latter part of the session will feature work with the DBQ Project, an organization committed to the use of rigorous writing and thinking activities with students of all skill levels. In two concurrent sessions we will model work with “How free were free blacks in the North?,” a DBQ with international connections. In an introduction to the DBQ process, some participants will go through all the steps of teaching a DBQ by doing one as a group, while teachers already familiar with the DBQ model will concentrate on ideas for sustainability of the DBQ project across their departments while also working with strategies to create original DBQs for the classroom.

### **Transnational Migration since the Late-19th Century**

*With Brooke Blower, Boston University and Lisa Green, Swampscott High School*

FEBRUARY 10, 2012, 8:00 a.m. – 2:30 p.m. – READING MEMORIAL HIGH SCHOOL DISTANCE LEARNING LAB

This session will emphasize recent historical scholarship on the position the United States occupied in the broader trends of international migration. Paying special attention to global contexts

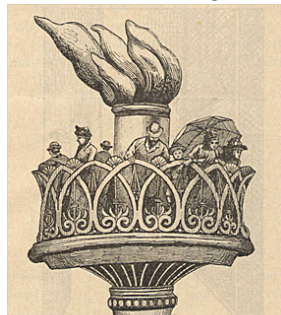


Illustration of Statue of Liberty in *Liberty Enlightening the World*, 1886. Public Domain.

and the phenomenon of return migration, we will explore the highpoint of Western migration before and after the turn of the twentieth century. Comparisons will be made across regions and to the post-1965 resurgence of immigration and related misunderstandings and mythmaking about the earlier period. The latter part of our session will showcase work with a variety of student centered discussion protocols and will emphasize strategies to foster student literacy and critical thinking skills.

## School Day Seminars

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### **Presenting History: Using Weebly to Create Student and Teacher Websites**

*With John Wren, University of Massachusetts Lowell*

SESSION A: MARCH 1, 2012 **OR** SESSION B: MARCH 2, 2012  
- READING MEMORIAL HIGH SCHOOL LIBRARY MEDIA CENTER COMPUTER LAB

This hands-on session will introduce teachers to Weebly, an online resource for the creation of teacher and student websites and blogs. Weebly enables students and teachers to express themselves using a variety of multimedia features. The program is simple to use with a drag and drop website editor that allows users to add text, pictures, videos, music and audio, maps, and photo galleries to their sites. Examples and tips for effective implementation will be discussed and shared. Weebly is free, useful for both Macs and PCs, and is accessible over the Internet without the need for installation.



### **“The Wilsonian Moment:” Woodrow Wilson’s Post-World War I Diplomacy on the World Stage**

*With Erez Manela, Harvard University and Lynne Laffie, Teacher and Professional Development Consultant*

MARCH 27, 2012 - READING MEMORIAL HIGH SCHOOL DISTANCE LEARNING LAB

In his Fourteen Points, President Woodrow Wilson called for “a free, open-minded, and absolutely impartial adjustment of all colonial claims.” During the spring of 1919, Wilson’s words would help ignite political upheavals in countries across the developing world. This session will examine the importance of the Paris Peace Conference and Wilson’s influence on international affairs far from the battlefields of Europe. The latter part of this session will focus on the use of formal seminar discussions in the history classroom. With an emphasis on developing skills in literacy and critical and creative thinking, seminars prepare students for life in