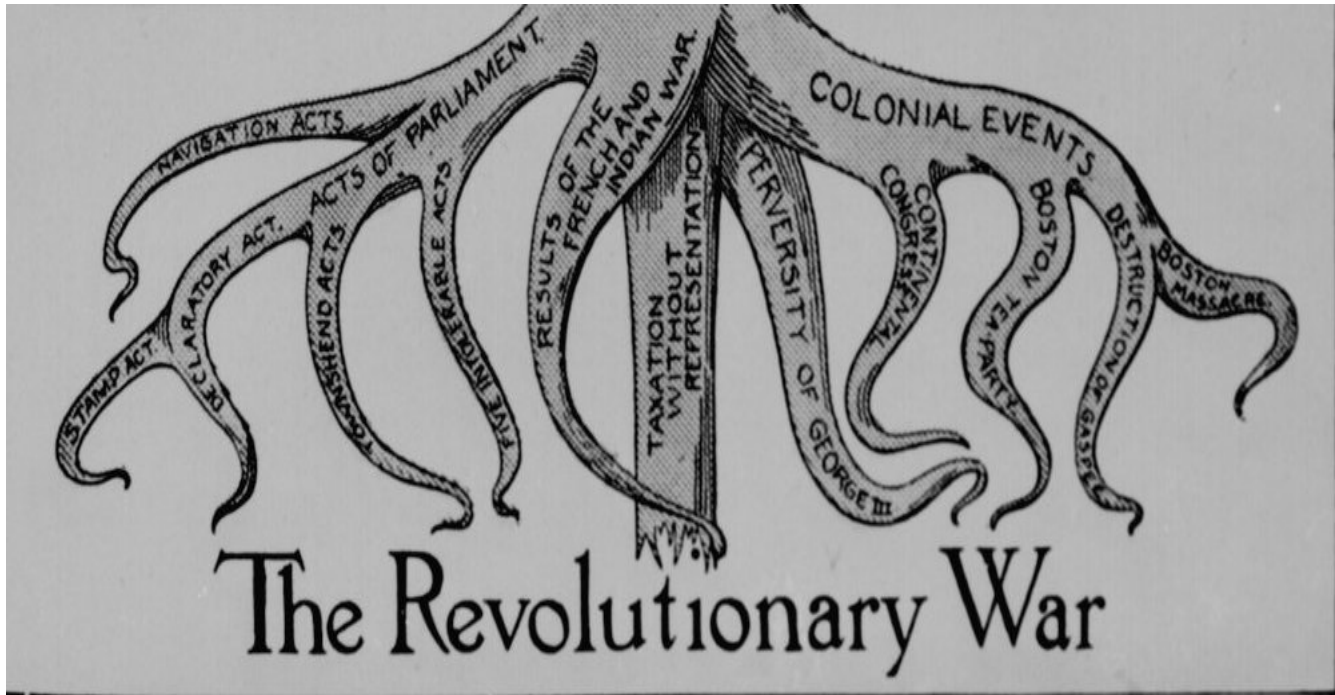


# Summer Institute 2010: Why Declare Independence?

Causes of Conflict Teaching American History Grant

August 2-6, 2010 - Educational Service District 112 - Vancouver, Washington



Cropped image from *A chart of battles, leaders, and congresses during the Revolutionary War.*

The George Washington Bicentennial Commission. The National Archives.

<http://www.archives.gov/research/american-revolution/pictures/images/revolutionary-war-072.jpg>

Strands	Presenters
Understanding the legal, political, economic, and social roots of the American Revolution	Spencer Crew, George Mason University Paul Finkelman, Albany Law School Jenny Wahl, Carleton College
Literacy strategies supporting historical thinking	Rich Christen & Peter Thacker, University of Portland Rick Dills, The Center for Student Success
Learning from each other and our students	Matt Karlsen, Educational Service District 112

*“In history there are unending opportunities for students to be given tasks that leave room for them to maneuver, and to be more or less successful in finding a valid answer to an open question. Knowing the facts then becomes an urgent and meaningful business because they are essential for beginning to answer the question, and the question is worthwhile because it is a real question...”*

*As we learn more, we should begin to see the mystery does not fade away as we come to know things. The more we know, the more questions there are, and the more there is that we need to understand. History must look like this to students as well. There is excitement in finding oneself in a richer, more open world than one thought one inhabited, but there is even more excitement in suddenly finding oneself empowered by a flash of understanding.”*

Peter J. Lee, *How Students Learn: History in the Classroom*

[http://www.nap.edu/catalog.php?record\\_id=11100#toc](http://www.nap.edu/catalog.php?record_id=11100#toc)

**Monday, August 2: Years 2 & 3 Cohort Teachers: Learning from our students & each other**

**TIME**

8:30

**Overview and Introductions** – Matt and Rick

**Project History: Past Meets Future in the Present**

A timeline-based discussion of teachers' experiences: learning history, teaching reading/thinking skills, engaging in lesson study, and reviewing student work.

9:00

**Year II – MIDDLE TEACHERS**

With Rick Dills & Rich Christen

**YEAR III – ELEMENTARY TEACHERS**

With Matt Karlsen & Peter Thacker

**Reviewing a Common Collection**

Using criteria to examine student work

**Comparing Ratings**

Using CPS to compare our views of Evidence, Performance, Growth and Understanding

**Reviewing Student Collections**

- Evidence – Adequacy
- Performance – Historical Thinking & Literacy Skills
- Growth – Improvement over Time
- Understanding – Grasp of History

**Reflecting on Our Observations**

Discussing what we have observed, with rating partners and teams

**Gathering Information**

Indicating initial perceptions through a teacher survey.

**Introducing Skill Criteria**

What we will be looking for today and teaching this year

**Reviewing Student Work Samples**

Using criteria to examine student work

- Finding Evidence
- Assessing Developmental Skills
- Noting Growth and Strengths

**Assessing Knowledge**

Discussing ways of assessing historical knowledge. Taking a pre-assessment of our content knowledge.

12:00  
LUNCH

2:00

**Reflection: What We Learned from Student Work**

A guided discussion of what student work tells us about learning and teaching – and where we go from here.

2:45  
BREAK

3:00

**HISTORICAL KEYNOTE: CATEGORIZING COMPLAINTS IN THE DECLARATION**

with Paul Finkelman

(3:00 – 4:00 - All Summer Institute Attendees)

Tuesday, August 3



The able doctor, or America swallowing the bitter draught. Cartoon in line engraving by Paul Revere for the Royal American Magazine, June 1774. 208-FS-3200-3.

*“Any good history begins in strangeness. The past should not be comfortable. The past should not be a familiar echo of the present, for if it is familiar why revisit it? The past should be so strange that you wonder how you and people you know and love could come from such a time.”*

Richard White, *Remembering Ahanagan*  
in Sam Wineburg, *Historical Thinking and Other Unnatural Acts*

8:30-10:15 Political-Legal History Keynote with Paul Finkelman: “A long train of abuses and usurpations?” (Clark/Pacific/Klickitat/Skamania Rooms)  
Documentary Support: Wars and Economic Acts Timelines; Proclamation of 1763; Intolerable Acts of 1774

10:30-12:00 Breakouts:  
A. Economic History: Colonists & Indigenous Tribes with Jenny Wahl (Skamania)  
B. Legal-Political History: The Trial of John Peter Zenger & Rights in the Colonies with Paul Finkelman (Pacific)  
Documentary Support: *A Brief Narrative of the Case and Trial of John Peter Zenger* (1736); Links for further investigation  
C. Social History: Who lived in the colonies? with Spencer Crew (Clark)  
Documentary Support: The Daniells/Daniels of Massachusetts Bay Colony

12:00-12:45 Lunch (All afternoon sessions in Clark/Pacific/Skamania/Klickitat)

12:45-1:45 Panel Discussion/ Q&A

1:45-2:15 Identifying meaningful questions for student consideration

2:30-4:00 *Literacy Strategies Supporting Historical Thinking*: What is historical thinking? How can we help students think historically?

Wednesday, August 4



The Bostonians paying the exciseman, or tarring and feathering.  
Cartoon in mezzotint, published by Sayer and Bennett, London, 1774. 148-GW-436.

*“Students need practice weighing historical evidence, examining biases, synthesizing information, and reaching conclusions. In perhaps no other area of the school curriculum is content so thoroughly divorced from attention to the methods of investigation and creation of knowledge; especially at the elementary level, students rarely have the chance to collect historical information, examine primary sources, or consider conflicting interpretations.”*

Keith C. Barton, *“I just kinda know”*: Elementary students’ ideas about historical evidence

8:30-10:15 Economic History Keynote: “Imposing taxes on us without our consent?”  
with Jenny Wahl (Clark/Pacific/Skamania/Klickitat Rooms)

Documentary Support: *The Navigation Act; The Currency Act; The Sugar Act; The Stamp Act; Resolves of the Pennsylvania Assembly on the Stamp Act; An Act Repealing the Stamp Act; The Declaratory Act; The Townshend Act; Boston Non-Importation Agreement; The Tea Act; The Boston Port Act; The Quebec Act*

10:30-12:00 Breakout Sessions:

- A. Legal-Political History: Understanding Representative Government with Paul Finkelman (Skamania) Documentary Support: *The US Constitution*
- B. Social History: Perceptions of “The Other” in Early American History with Spencer Crew (Clark) Documentary Support: *The Taking of Indian Lands: Perspectives of Native Americans and European Americans, 1707-1765*
- C. Economic History: Why was England such a big mother country? with Jenny Wahl (Pacific) Documentary Support: *Charter to Sir Walter Raleigh, Charter of Georgia, and The Forme of Binding a Servant*

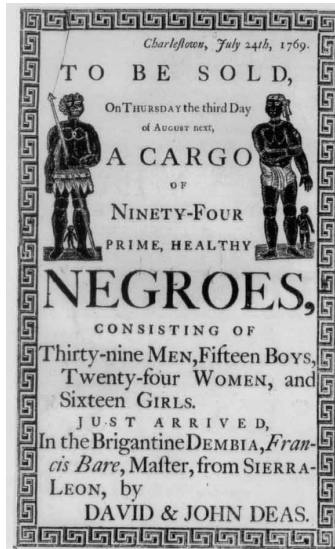
12:00-12:45 Lunch (All afternoon sessions in Clark/Pacific/Skamania/Klickitat)

12:45-1:45 Panel Discussion/ Q&A

1:45-2:15 Identifying meaningful questions for student consideration

2:30 – 4:00 *Literacy Strategies Supporting Historical Thinking*: What strategies will help students answer these questions? Part One

Thursday, August 5



Advertisement for Sale of Newly Arrived Africans, Charleston, July 24, 1769

*“The historian’s task is just the opposite of what most of us were taught to believe. He must destroy our false sense of proximity to people of the past because they come from societies very different from our own. The more we discover about these people’s mental universes, the more we should be shocked by the cultural distance that separates us from them.”*

Carlo Ginzburg, *The Cheese and the Worms*  
in Sam Wineburg, *Historical Thinking and Other Unnatural Acts*

8:30-10:15 Social History Keynote: “All men are created equal?” with Spencer Crew  
(Clark/Pacific/Skamania/Klickitat Rooms)

Documentary Support: *Freedom Petition to Massachusetts Provincial Legislature, 1773; Petition of 1788 by slaves of New Haven for the abolition of slavery in Connecticut; Slaves’ Petition for Freedom to the Massachusetts Legislature, 1777*

10:30-12:00 Breakouts:

- A. Social History: The Great Awakening? Religion, The Enlightenment, and Perceptions of Equality with Spencer Crew (Pacific)  
Documentary Support: Jonathan Edwards, *A Faithful Narrative* (1737)
- B. Legal-Political History: Linking the Declaration to the Constitution with Paul Finkelman (Clark)
- C. Economic History: Labor Scarcity in the New World with Jenny Wahl (Skamania) Documentary Support: *Bacon's Declaration of the People; Petition of the Inhabitants of New Inverness to His Excellency General Oglethorpe; Slave Sale and Runaway Advertisements; Lord Dunmore's Proclamation and Virginia's Response; An Act for the Gradual Abolition of Slavery*

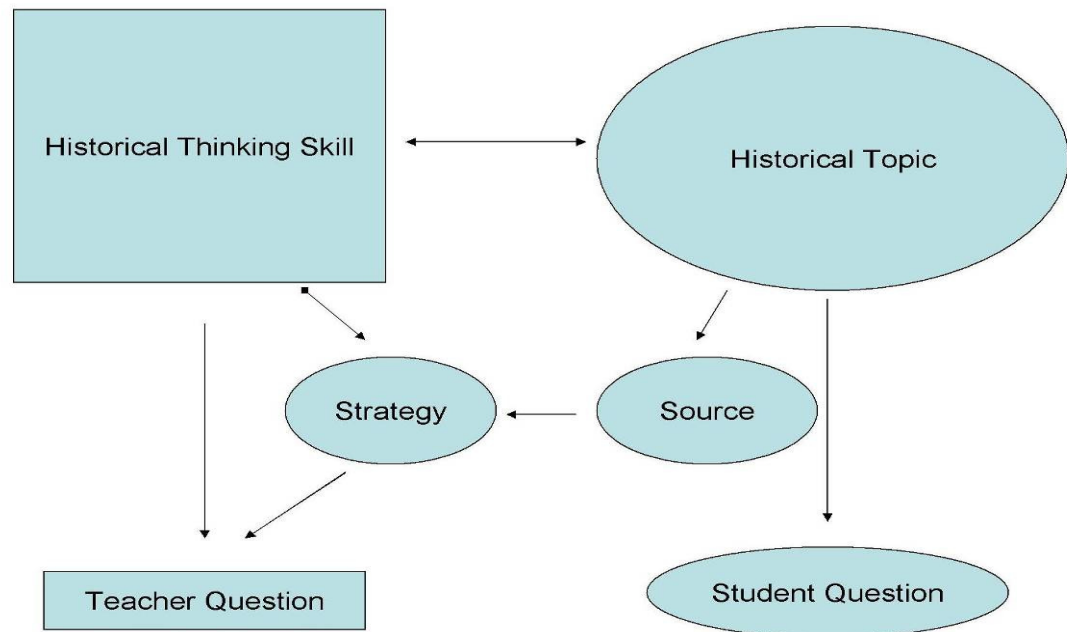
12:00-12:45 Lunch (All afternoon sessions in Clark/Pacific/Skamania/Klickitat)

12:45-1:45 Final Panel Discussion/Q & A: *What does this mean to us now?*

1:45-2:15 Identifying meaningful questions for student consideration

2:30 – 4:00 *Literacy Strategies Supporting Historical Thinking*: What strategies will help students answer these questions? Part Two

Friday, August 6  
2010-2011 Cohort Only



*“Education, wrote W.E.B. DuBois is ‘a matter of infinite experiment and frequent mistakes.’ ....Every good teacher I’ve known, regardless of grade level, subject, or style has the equivalent of what musicians call “big ears”; they are curious, open, on the lookout for anything they can use in the service of some larger goal. They possess a mindfulness about materials and techniques and have their fingers on the pulse of their students, figuring out if and how something will work with them. That is what it means to think like a teacher.”*

Mike Rose, *Note to New Teachers: Be Tough and Vocal*  
<http://www.today.ucla.edu/portal/ut/a-lesson-for-teachers-159676.aspx>

- 8:30- 11:00 *Literacy Strategies Supporting Historical Thinking:* Using evidence from multiple documents to construct a historical narrative
- 11:15-12:00 Developing Collections of Student Work & Implementing Student Pre-assessments
- 12:00-12:45 Lunch
- 12:45-1:30 Lesson Study: What is it?
- 1:30-3:30 Teamwork: Identifying topics, targets, and questions to develop lessons
- 3:30-4:00 Final questions, comments, and paperwork

*See you September 25 in Cathlapotle!*