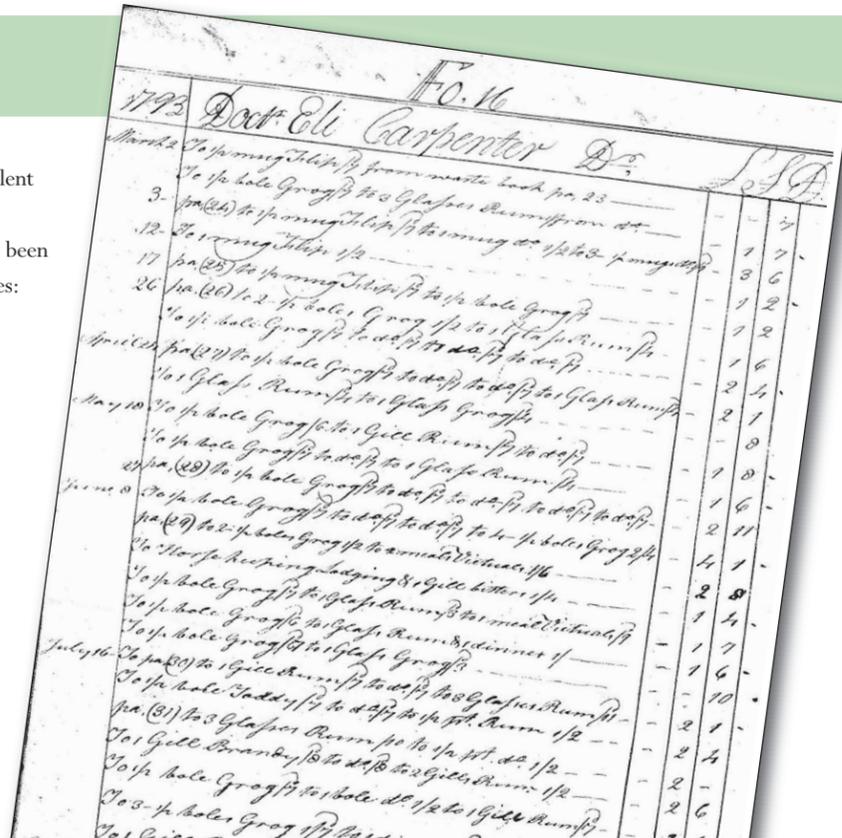


You're invited...

The Flow of History invites you to check out the excellent primary source-based lesson plans now posted on our website. These have been created by teachers who have been participating in Flow professional development activities: www.flowofhistory.org/lessons/index.php

For more details, read the article beginning on page 1

A page from an early-19th-century cobbler's account book that is the foundation of a lesson plan about commerce and economic development in early Vermont created by Bridget Fariel of the Rivendell Academy.



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the flow of history

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Steppin' Out: Flow of History Teachers Take their Work Public

Lesson Plans Debuted on the Web and as Conference Presentations

By Alan Berolzheimer

For the past three years, the Flow of History network has been working diligently to deepen the professional development program we've been offering to teachers in Vermont and the Connecticut River Valley region of New Hampshire.

One of our major goals for the final year of the History Harvest grant (which ends in June 2008) is to disseminate the excellent work our teachers have been doing to a broader audience. After all, it's not just their own students who should be able to benefit from their enhanced praxis! The Flow of History has a larger responsibility to continue developing a "community of practice" among history and social studies teachers far and wide.

To that end, we want to report on two recent activities. First, the lesson plans that teachers have been creating under the auspices of the Flow of History and History Harvest grants are now available online, on the Flow website. There's a "Lesson Plans" link right at the top of the homepage, or you can go directly via www.flowofhistory.org/lessons/index.php. A wonderful variety of lessons are posted, appropriate for grades 4 through 12, on topics ranging from

European exploration and town commerce in the early 18th century, to westward expansion, the Civil War, and the Industrial Revolution, to the Civil Rights Movement. These lessons exemplify the use of primary sources to connect local stories to national history, and they highlight different kinds of sources, including census records, photographs, cemeteries, probate records, account books, and letters and diaries. They are formatted and presented in a consistent manner so they're easy for others to use. And they include overviews, context, worksheets, bibliographies, and other resources—all downloadable. The teachers have made a special effort to ask themselves, "What does another teacher need to know, and what skills do students need to have, for this lesson to work effectively?" We anticipate that some teachers may want to adopt these lessons wholesale, others will be able to adapt them to their own circumstances, and

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Kirsten Surprenant of the Rivendell Academy shows other teachers at the Flow of History fall 2007 retreat a poster advertising a minstrel show in Fairlee that she uses to teach about race relations in Vermont in the 1950s and 1960s.

Myths in Vermont History

By Alan Berolzheimer

The first year of the Freedom and Unity project—our Teaching American History grant centered around Barre and serving a diverse consortium of schools throughout Vermont—focuses on “Creating a Nation.” This fall and winter a group of 16 teachers from Barre is enjoying a book discussion series about the founding of the United States. The spring follow-up will be a series of primary source workshops at the Vermont Historical Society (VHS) that shifts the lens from the national to the state and local levels. As all Vermont teachers know, current state standards and grade level expectations specify the teaching of Vermont history, so clearly it’s a subject most of us need to know reasonably well. But just how well do we know the history of Vermont?

...as teachers of history, we should remain alert to historical myths, we should seek out multiple versions of events, and we must be careful about the historical “truths” we present to students.

The most recent issue of *Vermont History*, the scholarly journal of the VHS, underscores this question (volume 75, Summer/Fall 2007). It contains two brief articles about Ethan Allen that challenge the conventional wisdom about Vermont’s famous founding father. There are a lot of myths that circulate as the “truth” of history, and the early years of Vermont is one story that has been particularly susceptible to historical mythology. Identifying the academic consensus around the myths and realities of early Vermont is especially important because the story is compelling, it continues to be a touchstone of identity for Vermonters, and it is the era of Vermont history that is probably the most widely taught.

So what are these historians telling us about Ethan Allen? Mainly that he was a cagey and effective self-promoter who, along with his brother, Ira, most likely was not above stretching—even inventing—the truth in service of his own personal and political agenda. H. Nicholas Muller III has methodically investigated the documentary record of Allen’s most iconic statement—“the gods of the valleys are not the gods of the hills”—and concluded that he may not have ever said it. It turns out that the utterance is traceable to only one source: Ira Allen, nearly a decade after Ethan’s death. Ethan never mentioned it in his own writings. To boot, the phrase is commonly misstated as “the gods of the hills are not the gods of the valleys.” In a similar vein, Ennis Duling makes a convincing case that some of the juiciest and most hallowed details reported by Allen in his famous work, *A Narrative of Colonel Ethan Allen’s Captivity* (1779), were lifted from a play that was written three

years earlier and was being staged when Allen was finally released from a British prison ship in the spring of 1778. Again, there is no independent corroboration of Allen’s depiction of his own actions—he probably told a “whopper.” Duling concludes that John Leacock “imagined a few moments of Allen’s life, and Ethan saw no reason to contradict a playwright who had made him a hero, and so he incorporated Leacock’s scenes into his own memoir. In fact, he improved upon the drama, for he was the better writer.”

None of this is to deny Ethan Allen’s pivotal role in the events that made Vermont in the revolutionary era. He did lead and inspire resistance to New York authorities who were challenging the claims of settlers in the New Hampshire Grants in the 1770s. He was the hero of Ticonderoga in 1775. And he did help ensure a measure of political independence for Vermont between the United States and Canada. But that’s not the whole story. The point is that as historians, and more importantly as teachers of history, we should remain alert to historical myths, we should seek out multiple versions of events, and we must be careful about the historical “truths” we present to students. Of course, acknowledging that some of the things we think we know about American or Vermont history may not be strictly accurate provides us with a wonderful opening to address a range of issues stemming from a different set of questions: Why do we tell ourselves these myths? What purposes do they serve? What can we learn about our society from these stories we tell, some of them whoppers?



This statue of Ethan Allen graces the portico of the Vermont State House. No portrait of Allen painted during his lifetime has ever been found, so we really don’t know what he looked like. What do we know about the real Ethan Allen?

Steppin’ Out, continued from page 1

still others will become inspired to create their own primary source-based lessons on local, state, or national history.

And this is only the beginning. Our intention is to build up an extensive archive of lessons created by Vermont and New Hampshire teachers. So check the website periodically to see what’s new!

The recent annual conference of the Vermont Alliance for the Social Studies (VASS) provided a different kind of venue for Flow of History teachers to present their work. Four Flow veterans led breakout sessions in which they discussed their projects, reflected on student responsiveness to the lessons, and immersed workshop participants in exercises like those they do with students.

- * **Jen Boeri-Boyce** of Hartford Middle School presented “Through a Soldier’s Eyes: Students Investigate Vermont in the Civil War.” She split the audience into two groups each charged with telling the story of a soldier, based on documents (like census and pension records) she provided.
- * **Beth Hayslett** from the Woodstock Middle School presented “Picturing the Past with Probate Records: Glimpses of Vermont During the Early Republic.” Participants used probate samples to explore what students can learn about home and farm life in rural towns and how those discussions lead to larger understandings of issues like literacy and gender roles.
- * **Bridget Fariel** of the Rivendell Academy in Orford, N.H., presented “Ely Copper Mines: Discovery Through Census and Landscape Change.” The audience paired up and used census records and photographs to record observations about demographics, class, and ethnicity in late-19th-century Vermont.

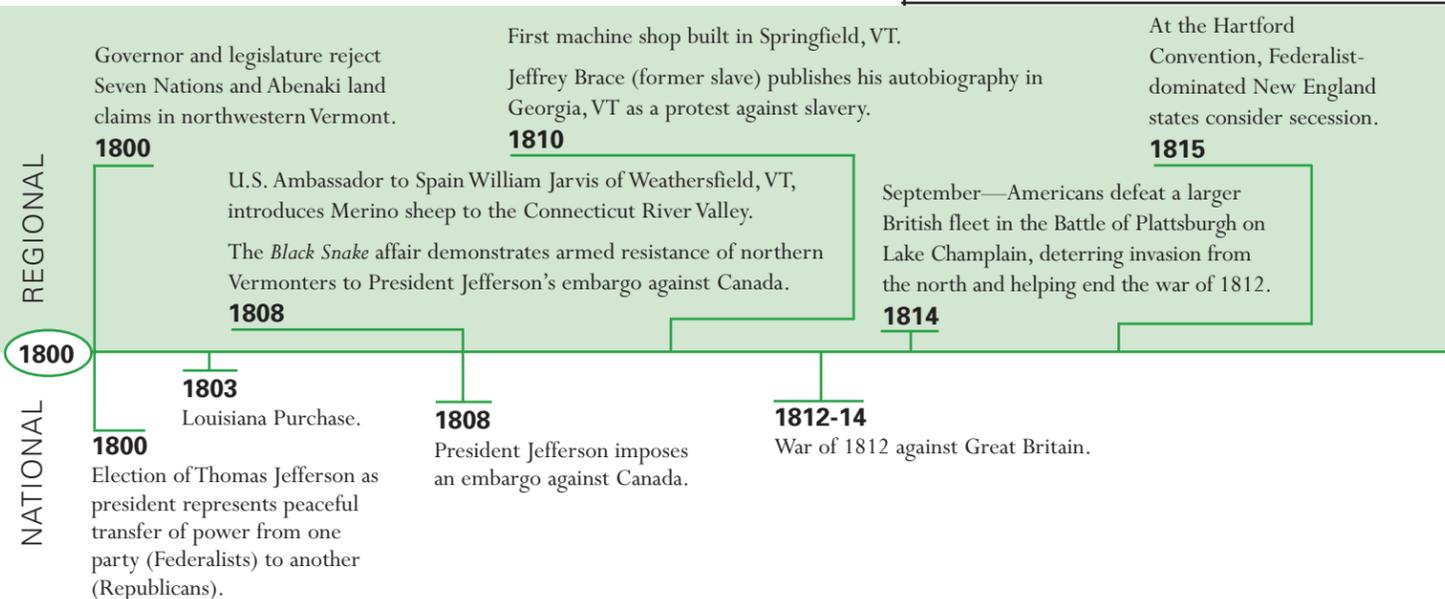
Abenaki historian Marge Bruchac made a wonderful presentation at the fall 2007 Flow of History retreat in Grafton, Vt. Here she and her husband, Justin Kennick chat with teacher Gordon Christie-Maples of the Samuel Morey School in Fairlee.

* **Nancy Lewis** of Stevens High School in Claremont, N.H., presented the “American Precision Museum Industrial Revolution Traveling Education Kit” she created using the archives of this little gem of a museum in Windsor, Vt. The kit includes artifacts, photographs, primary documents, CDs, books, lesson plans, and a teacher’s guide. It is designed for students to explore how innovations in work and technology transformed a rural economy into one characterized by machines, factories, and mass-produced consumer goods.

The first three lessons and an activity from the Industrial Revolution Traveling Education Kit are among those posted on the Flow of History website. For more information about the Industrial Revolution teaching kit, see www.americanprecision.org/Education/Traveling-Education-Kit-about-the-Industrial-Revolution-in-New-England.html.



A Timeline of the Revolutionary Era, continued



For Teachers

Investigating the First Thanksgiving (Plimoth Plantation). An excellent teacher's guide.

Pilgrims: A Simulation of the First Year at Plymouth Colony (Interact). (Another one called Apple Valley School is recommended, about pioneer life in a one-room schoolhouse in VT/NH 150 years ago).

The Research Workshop: Bringing the World into Your Classroom, by Paula Rogovin. Dozens of easy-to-use techniques for organizing the classroom to support student research, including guidelines for finding a wide range of resources, fostering family and community

involvement, and dealing with assessment, homework, and diverse student interests and abilities.

Websites

Oyate.org, a website created by a consortium of Native American educators that offers reviews and critiques of books about Native Americans, including a "do not use" list.

The Winter People Internet Hunt homepage.mac.com/cohora/ext/winpeo.html Web quest or print out pieces; read the book first.

JamestownJourney.org, the official education curriculum website of the 400th anniversary.

Northeast Native American Perspectives through Stories hastings.lexingtonma.org/library/yes/lesson/thanks%20/manythanks.htm

Book reviews www.carolhurst.com/index.html, reviews of children's literature by Carol Otis Hurst and Rebecca Otis. Thoughtful reviews and valuable ideas for teaching questions and activities, plus links to related websites.

Video

The War that Made America (PBS, 4 hrs). French and Indian (Seven Years') War.

History Harvest Scores High Marks on Evaluation

by Alan Berolzheimer

All Teaching American History projects are required to have a sophisticated evaluation plan. The federal Department of Education—which devised and manages the TAH program—and the U.S. Congress—which funds the grants—want hard data that indicate whether or not these professional development projects have any impact.

Professional evaluators are hired to collect a variety of qualitative and quantitative information to measure outcomes. In general, evaluators are looking for evidence of gains in knowledge, confidence, and competence among teachers who participate in programs provided by a grant, and—the crown jewel—increased achievement by those teachers' students.

The Flow of History has worked with one evaluator since the beginning, RMC Research based in Boulder, Colorado. We think that the quality of the information collected, and the implementation of the evaluation process itself, has improved every year. In the year-end report for the 2006-07 fiscal year, the History Harvest grant received a positive review from RMC, reflecting both a high degree of satisfaction among participating teachers, and measurable evidence of increased student achievement.

RMC looked at book study group surveys, summer institute surveys, and workshop evaluations; conducted observations of each of those activities; observed teachers in the classroom; interviewed those and other teachers; analyzed

professional development materials used at book groups and summer institutes; examined students' attitudinal surveys; and analyzed assessments of students' performance on document-based questions. RMC's primary conclusion was that "teachers placed a high value on services provided and consistently used History Harvest professional development to improve classroom teaching." More specifically:

- * Teachers gave high ratings to the quality of History Harvest activities and utilized skills gained through them.
- * Book study group participants significantly improved in their knowledge and skills in history instruction, and were very positive about their experience.

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Project Historian Alan Berolzheimer, Bridget Fariel of the Rivendell Academy, and Beth Hayslett of Woodstock Middle School discuss ways to refine primary source-based lesson plans.

History Harvest, continued from page 3

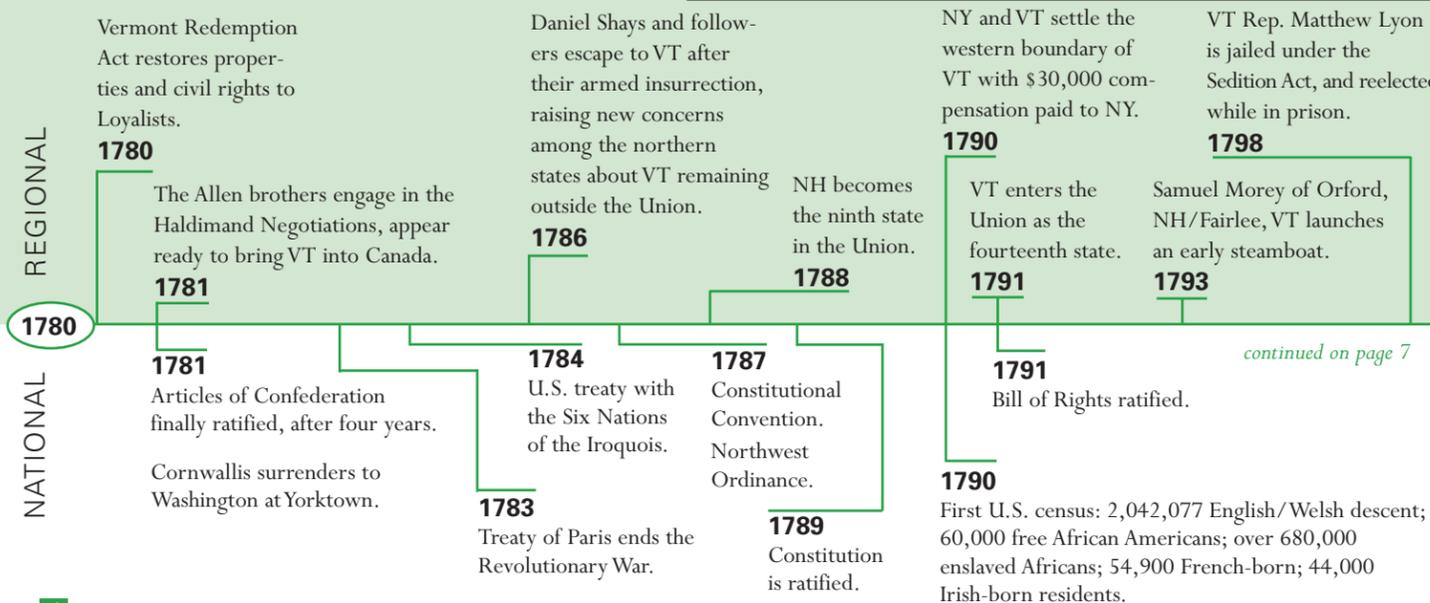
- * Summer institute participants expressed a high degree of satisfaction with the professional development they received.
- * Book study groups and summer institute sessions met professional development standards and benchmarks.
- * Teachers expressed high satisfaction with the quality of workshops.
- * Students showed few differences in their attitudes toward history, but improved significantly in their skills for analyzing primary source documents.

Breaking down these findings even further, RMC discerned statistically significant increases in various domains of skill and content knowledge, curriculum design effectiveness, and collaborative practice among teachers. They found that teachers are, in fact, implementing the skills and methods they have learned about and practiced in these professional development programs. And, especially important given the emphasis on student achievement, RMC described the measurable improvement in primary source analysis among students of History Harvest teachers as impressively consistent.

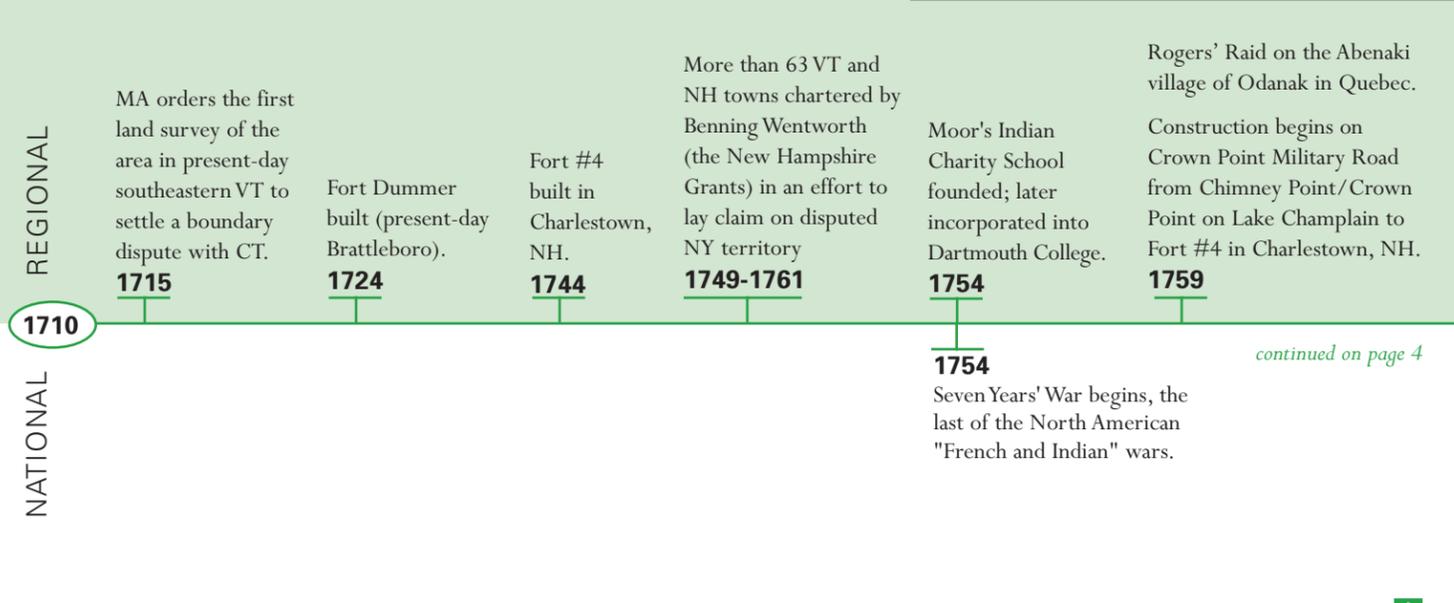
We don't mean to toot our horn too loudly, but obviously the Flow of History is pleased with

these results. And our evaluator assures us that not all Teaching American History projects receive such consistently high marks from their participants. We like to make teachers happy! RMC identified areas for improvement too, such as making sure that program sessions have sufficient time to enable objectives to be completed, maintaining a consistently strong emphasis on classroom applications, and building in more time for reflection and actual lesson planning. We are gladly taking these recommendations to heart as we continue our professional development work with history and social studies teachers in Vermont over the next few years.

A Timeline of the Revolutionary Era, continued



A Timeline of the Revolutionary Era and Vermont to 1815



Book Groups Share Early Contact and Settlement Favorites

The list that came out of the spring 2007 book groups was such a hit, we decided to do it again.

Picture Books

Giving Thanks: The 1621 Harvest Feast, Kate Waters (Scholastic, 2001). A photographic reenactment illustrating the lives of both groups.

Nickommoh! A Thanksgiving Celebration, Jackie F. Koller (Scholastic, 1999). Narragansett harvest celebration.

The Scrimshaw Ring, William Jaspersohn (Vermont Folklife Center, 2002). 1710, Rhode Island, pirates.

The Ghost on the Hearth, Susan Milord (Vermont Folklife Center, 2003). Rural Quebec, 1830s.

Giving Thanks: A Native American Good Morning Message, Chief Jake Swamp (Scholastic, 1995). Traditional Mohawk blessing.

Juvenile Non-Fiction

Roanoke: The Mystery of the Lost Colony, Lee Miller (Scholastic, 2007).

In Their Own Words: Pocahontas (Scholastic, grades 4-7).

1621: A New Look at Thanksgiving, Catherine O'Neill Grace and Marge Bruchac. (Scholastic/Plimoth Plantation, grades 3-7).

Squanto's Journey: The Story of the First Thanksgiving, Joseph Bruchac. However, this is on Oyate's "books to avoid" list, for reasons not explained. (See under Websites.)

The Thanksgiving Story, Alice Dalgliesh (Scholastic, 1982).

The First Thanksgiving, Jean Craighead George (Puffin Books, 1993).

Homes in the Wilderness: A Pilgrim's Journal of Plimoth Plantation, William Bradford, Margaret Wise Brown, ed. An illustrated and abridged *Mourt's Relation*.

From Colonies to Country, a volume in *A History of US*, Joy Hakim. Lively, readable, sometimes quirky middle-school text; discusses King Philip's War.

The New England Indians, C. Keith Wilbur (Globe Pequot, 1978).

African-Americans in the Thirteen Colonies, Deborah Kent (Children's Press, 1996).

Timechart History of America is an extensive, detailed, well-organized timeline.

A River Ran Wild, Lynn Cherry. Traces the ecological history of the Nashua River, from prehistory to the present day (grades 1-4).

Chapter Books

Morning Girl, Michael Dorris. YA novel about precontact life and the arrival of Columbus, which ends with an excerpt from his journal.

Island of the Blue Dolphins, Scott O'Dell. Newberry Award winner about a young Indian girl surviving alone on a remote island.

Blood on the River, Elisa Carbone. An exciting YA novel about Jamestown.

Pocahontas, Joseph Bruchac (Harcourt, 2003). Story is told from perspectives of different characters.

My America series (grades 2-4) has three books on Jamestown (*Our Strange New Land*, *The Starving Time*, *Season of Promise*). Found to encourage good response-to-literature writing from students.

The Journal of Jasper Jonathan Pierce, A Pilgrim Boy, Plymouth 1620, Ann Rinaldi (Scholastic, 2002); *Journey to the New World: The Diary of Remember Patience Whipple, Mayflower 1620* (1996). "Dear America" books, good for fifth-grade readers.

James Printer: A Novel of the Rebellion, Paul Samuel Jacobs. Historical novel of King Philip's War (1675-76), about an Indian youth raised as English.

The Ransom of Mercy Carter, Caroline B. Cooney (Laurel Leaf, 2002). Captivity story based on the 1704 Deerfield Raid.

Trouble at Fort LaPointe, Kathleen Ernst (American Girl HistoryMystery, 2002). Daughter of an Ojibwe mother and a French father, 1730s.

Calico Captive (1957; 2001), Elizabeth Speare. Inspired by Susanna Johnson's 1754 captivity narrative.

Enemy in the Fort, Sarah M. Buckley (American Girl History Mystery). Fort #4, 1750s.

Black River Captive, West Lathrop (1946). Novel about Fort #4 that has good material about pioneer life and survival in the Walpole/Springfield region.

Not Without Peril, Marguerite Allis (Old Fort Four Associates, 2004).

The Arrow Over the Door, Joseph Bruchac (Turtleback Books, 1998). Revolutionary War story told in alternating voices of a Quaker Boy and an Abenaki boy.

Where the Great Hawk Flies, Liza Ketchum (Clarion, 2005). Post-Royalton Raid story about a half-white, half-Indian family (1780s).

Sign of the Beaver, Elizabeth Speare (Yearling, 1999). YA novel about the friendship between a white boy and an Indian boy in the Maine wilderness.

The Wind Eagle and Other Abenaki Stories, Joseph Bruchac (Bowman Books, 1985). Audio also available.

The Circle of Thanks: Poems and Songs of Thanksgiving, Joseph Bruchac (Troll Communications, 1996). For children.

Ndakinna (Our Land): New and Selected Poems, Joseph Bruchac (West End Press, 2003). For adults and older students.

High School/Adult Fiction and Non-Fiction

The Scarlet Letter, Nathaniel Hawthorne.

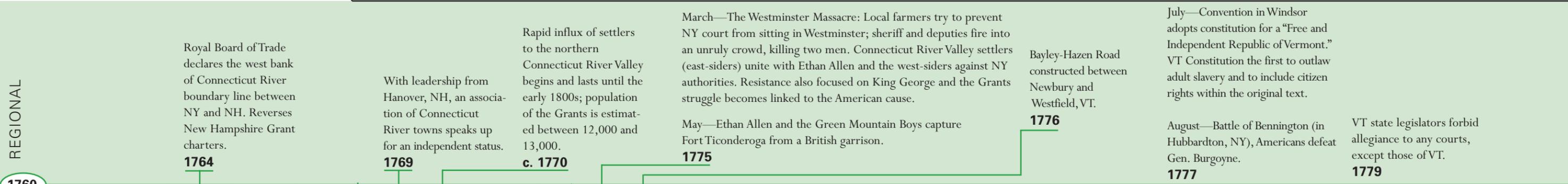
American Indian Lacrosse: Little Brother of War, Thomas Venum (Johns Hopkins University Press, 2007). A history of lacrosse, but much more.

Green Mountain Ghosts, Ghouls, and Unsolved Mysteries, Joe Citro, has a section about Rogers' Raid.

The Cod's Tale: A Biography of the Fish that Changed the World, Mark Kurlansky (Putnam, 2001).

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A Timeline of the Revolutionary Era, continued



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