

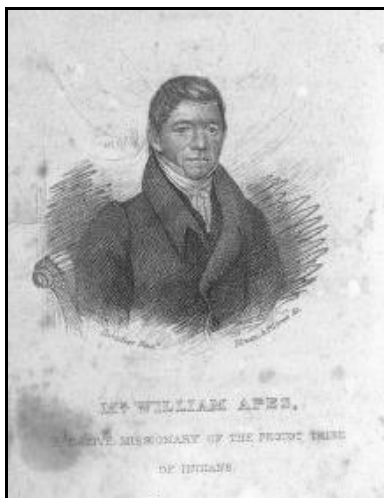
# Making History: A Teaching American History Program for K – 12 Educators Application Packet

*Offered by the South Hadley School District Consortium, a partnership of 16 local school districts,  
the Franklin County Professional Development Cooperative,  
and the Pocumtuck Valley Memorial Association*

*Making History* brings to life the words and deeds of Americans, famous and ordinary, national and local, who made and experienced history. *Making History* explores significant issues, episodes and turning points in American history across eight eras, from pre-contact through the 20th century, integrating primary sources, local history, and multiple perspectives.

July 15, 2009 to July 14, 2010

Application Deadline: Wednesday, September 16, 2009



**"A Son Of The Forest. The Experience Of William Apes,  
A Native Of The Forest", Written by Himself, 1831. (frontispiece detail)**

*Accession #L01.004*

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The life and writings of William Apes (1798-1839), a Pequot preacher, provide rare insights into Native life and community. Apes drew attention to racism, and legal injustices, including Indian Removal.

All images in this packet can be found in the Digital Collection of the *American Centuries* Web site.

<http://americancenturies.mass.edu/>

**Program Funded by the U.S. Department of Education**

**Program application and seminar registration forms are located at the end of this packet.**

# Making History: Teaching American History

## About the Program

*Making History* explores essential American history themes through the words and deeds of Americans, famous and "ordinary", national and local, who made and experienced history. Spanning pre-contact through the 20<sup>th</sup> century, **Making History** integrates primary sources, local history, and multiple perspectives to promote student enthusiasm and sustained understandings of the significant issues, episodes, and turning points in our nation's history. An annual seminar series, individualized teacher support, and after-school workshops synthesize current scholarship and classroom integration strategies.

## The *Making History* program is made possible by:

### The South Hadley School District Consortium

*including the school districts of South Hadley, Athol-Royalston, Belchertown, East Longmeadow, Franklin County Technical, Frontier / Union #38, Gill-Montague, Granby, Greenfield, Hadley, Mohawk Trail Regional, Northampton, Orange, Pioneer Valley Performing Arts Charter School, Union #28, and Ware, providing opportunities for high-quality professional development to improve student learning.*

### The Franklin County Professional Development Collaborative

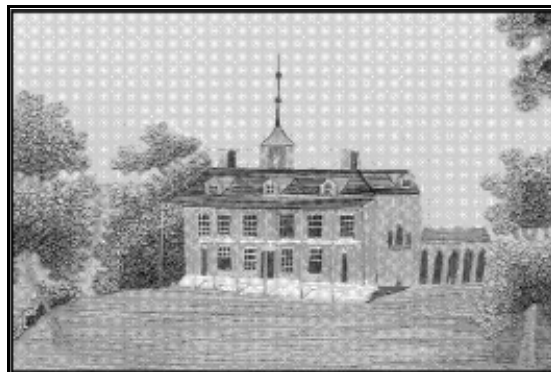
*providing professional development to educators in the Franklin County region, including Summer Academy and Franklin County In-Service days.*

### The Pocumtuck Valley Memorial Association, founded in 1870,

*including the Deerfield Teachers' Center, Memorial Hall Museum, Indian House Children's Museum, and Memorial Libraries, promotes an understanding of national and regional history through its museums, libraries, and education programs. PVMA is funded in part by the Massachusetts Cultural Council (a state agency), proceeds from the Deerfield Craft Fairs, and donations from members and friends.*

### The United States Department of Education

*ensuring equal access to education and promotes educational excellence throughout the nation.*



**Embroidery of Mount Vernon, c. 1807 (detail)**

Accession # 1893.07.21

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*Poems on Various Subjects, Religious and Moral, (frontispiece)*  
by Phillis Wheatley (1753-1784)

*Accession # L98.054*

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## How to contact us:

**Program Coordinator: Nathalie McCormick**

Deerfield Teachers' Center, PVMA, 10 Memorial Street, PO Box 428, Deerfield, MA 01342-0428

Phone: 413-774-2652, ext. 28; Email: [nmccormick@deerfield.history.museum](mailto:nmccormick@deerfield.history.museum); Fax: 413-774-2654

**Lead PVMA Historian: Dr. Darlene Marshall**

Deerfield Teachers' Center, PVMA, 10 Memorial Street, PO Box 428, Deerfield, MA 01342-0428

Phone: 413-774-2652, ext. 32; Email: [dmarshall@deerfield.history.museum](mailto:dmarshall@deerfield.history.museum); Fax: 413-774-2654

**Program Director: Dr. Barbara Mathews**

Deerfield Teachers' Center, PVMA, 10 Memorial Street, PO Box 428, Deerfield, MA 01342-0428

Phone: 413-774-2652, ext. 15; Email: [bmathews@deerfield.history.museum](mailto:bmathews@deerfield.history.museum); Fax: 413-774-2654

**For general information, please visit the Deerfield Teachers' Center Web site at**

*<http://deerfield.history.museum/dtc/>*

or call 413-774-2652, ext. 28.

## How to find us:

The Deerfield Teachers' Center of the Pocumtuck Valley Memorial Association is located at 10 Memorial Street, in the Village of Old Deerfield, Massachusetts.



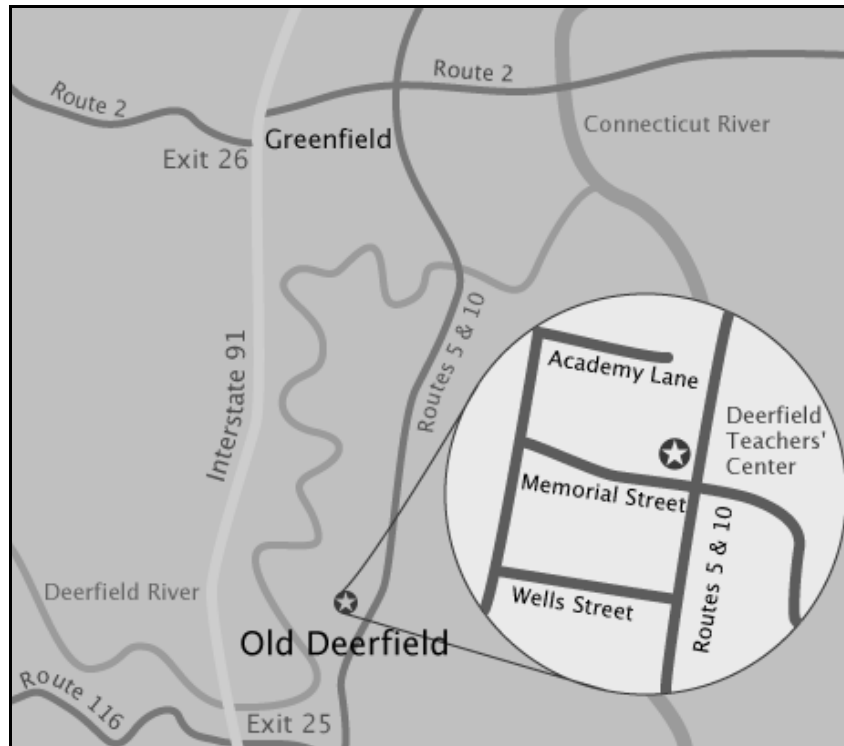
### Directions to the Village of Old Deerfield, Massachusetts:

#### From Interstate 91 northbound:

Take exit 24 to Routes 5 & 10 north, for 6 miles.

#### From Interstate 91 southbound:

Take exit 25 to Routes 5 & 10 north, for 5 miles.



# Making History: A Teaching American History Program



**Elizabeth Brooks Fuller (1896-1979) painting, 1920, by Irwin D. Hoffman (1901-1989)  
Deerfield, Massachusetts**

*Accession #1995.11.758*

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## **Program Benefits for Teachers**

- ❖ 50 to 80 PDPs
- ❖ Graduate Credit Available from Westfield State College (Cost anticipated to be \$300.)
- ❖ Stipend of \$500 - \$1,000
- ❖ Materials money for American history-related items
- ❖ A Program Binder for Customizing Your Professional Development
- ❖ Your Choice of Two Levels of Participation, as described on the Requirements and Benefits pages of this packet
- ❖ Free, High-quality Training with Scholars, Professors, and Museum Professionals at Seminars and Workshops
- ❖ Reimbursement to your school for your substitute teacher on seminar days (*No Saturday Seminars!*)
- ❖ Assistance in developing history and interdisciplinary curricula
- ❖ Access to resources at the Deerfield Teachers' Center
- ❖ Content-focused use of technology, featuring the *American Centuries* Web site ([www.americancenturies.mass.edu](http://www.americancenturies.mass.edu))

## **Program Benefits for Students**

- ❖ Fun and challenging experiences learning about American history in a classroom History Lab
- ❖ Local history and primary sources connected to American history
- ❖ Inquiry-based learning activities to build critical thinking skills
- ❖ Massachusetts Curriculum Frameworks requirements addressed
- ❖ Family pass for Memorial Hall Museum and Indian House Children's Museum in Deerfield

## **Interested?**

There are limited slots available for teachers. If you'd like to learn more about joining this exciting program, please contact your district representative, listed on the application on the last page of this packet. If no representative is listed, please contact the Deerfield Teachers' Center by calling 413-774-2652, ext. 28, or by emailing [nmccormick@deerfield.history.museum](mailto:nmccormick@deerfield.history.museum).

# Making History: *A Teaching American History* Program

## Year One Seminar Schedule for 2009 – 2010 Program Year

Our kick-off seminar will be held on Friday, October 2, 2009. Seminars run from 8:30 a.m. to 3:30 p.m. unless otherwise noted. Seminars are held at the Blue and White Room of the Deerfield Teachers' Center of the Pocumtuck Valley Memorial Association at 10 Memorial Street in Old Deerfield, or at the White Church Community Center in Old Deerfield, as noted.

**Seminar #1: Friday, October 2, 2009 – Those attending this seminar are expected to attend a program “kick-off” afternoon tea and reception from 3:00 to 5:00 p.m.**

**Topic:** “*George Washington, The First Republican Monarch*”

**Presenting Scholar:** Dr. Gordon S. Wood, Brown University

**Location:** White Church Community Center

**Seminar #2: Friday, November 6, 2009**

**Topic:** “*Antebellum Slave Economies, North and South*”

**Presenting Scholar:** Dr. Seth Rockman, Brown University

**Location:** Blue and White Room, Deerfield Teachers' Center

**Seminar #3: Thursday, December 17, 2009**

**SNOW DATE:** Friday, December 18, 2009

**Topic:** “*Labor in Turn-of-the-Century America*”

**Presenting Scholar:** Dr. Bruce Laurie, the University of Massachusetts at Amherst

**Location:** White Church Community Center

**Seminar #4: Thursday, February 4, 2010**

**SNOW DATE:** Friday, February 5, 2010

**Topic:** “*Reconciling Industrialization and Republicanism: America in the Gilded Age and Progressive Era*”

**Presenting Scholar:** Dr. Edward T. O'Donnell, College of the Holy Cross

**Location:** White Church Community Center

**Seminar #5: Thursday, April 15, 2010**

**Topic:** “*Final Freedom: the Civil War, the Abolition of Slavery and the 13th Amendment*”

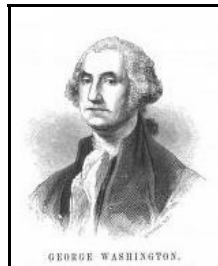
**Presenting Scholar:** Dr. Michael Vorenberg, Brown University

**Location:** White Church Community Center

**Seminar #6: May 2010, Date and Location TBA**

**Topic:** “*The Civil Rights Movement and the Meaning of Freedom*”

**Presenting Scholar:** Dr. Bruce Nelson, Dartmouth College



George Washington, from Abner Dumont Jones' *The Illustrated American Biography; Containing Correct Portraits of The Principal Actors in American History*, 1853. (page 67 detail)

Accession #L00.086

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# Making History: A Teaching American History Program

## A Sample Listing of After-School Workshops for Teachers

*Workshops are held at the Deerfield Teachers' Center of the Pocumtuck Valley Memorial Association at 10 Memorial Street in Old Deerfield from 3:30 to 5:30 p.m., unless otherwise noted.*

*Following is a sample listing of after-school workshops for 2009 – 2010. The complete 2009 – 2010 schedule will be available in September 2009. For more information, please contact the Deerfield Teachers' Center at 413-774-2652, ext. 28.*

*All workshops address  
Massachusetts Curriculum Frameworks  
for History and Social Studies,  
and English Language Arts.*

*Please note that grade-level designations are guidelines.  
Teachers of any grade level are welcome to attend any workshop.*



### **New Americans Make New Holidays**

Beginning with the Pilgrims' sparse calendar of holidays, each new immigrant group introduced holidays into the national mix. Come and investigate the roots of our familiar celebrations. Grades K-12.

### **Sojourner Truth in Northampton**

Sojourner Truth (1797 – 1883) spent four and a half years at the Northampton Association of Education and Industry, where her life's work took a turn. Participants will discuss her life before and after her stay in Northampton, take a closer look at the Northampton Association of Education and Industry, and examine two versions of her famous "Ain't I a Woman" speech. Participants will understand that she became an important advocate for the abolition movement and for women's suffrage. Grades 3-12.

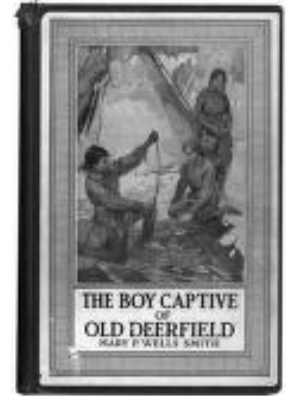


*Sample – Sample – Sample – Sample – Sample – Sample – Sample – Sample  
(We will offer 30 – 35 after-school workshops.)*

*All images can be found at the American Centuries Web site: [www.americancenturies.mass.edu](http://www.americancenturies.mass.edu).  
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### **Captivated: Early American Captivity Narratives**

In attacks from the seventeenth into the nineteenth centuries throughout New England, French and Native American raiders took captives. In this workshop participants will examine the stories of eighteenth-century captives taken from Massachusetts, Vermont, and New Hampshire, giving attention to the stories of individuals such as Stephen and Eunice Williams, who, although siblings, had very different experiences following the 1704 raid on Deerfield, MA. Grades 3-12.



### **Slavery in Rural New England**

How did the conditions of African Americans enslaved in the North differ from the experiences of those who lived and worked in the South? Through information gathered from primary source documents such as account books and newspaper advertisements, as well as from Web site sources like the *American Centuries* Web site, participants will get a glimpse at the typical experiences of slaves living in the north. When possible we will learn about the lives of individual Western Massachusetts slaves, such as Lucy Terry, whose work "The Bars Fight," is thought to be the first poem written by an African American. Grades 3-12.

### **Never Done: Women, Work, and Suffrage**

What do Catherine Beecher, Lillian Gilbreth, and Martha Stewart have in common? We will examine the history of the social pressures placed on women to meet ever-increasing standards of home and family care. We will also track some of the technological developments that reorganized household tasks, making "more work for Mother." Grades K-12.



*Sample – Sample – Sample – Sample – Sample – Sample – Sample*  
*(We will offer 30 – 35 after-school workshops.)*

*All images can be found at the American Centuries Web site: [www.americancenturies.mass.edu](http://www.americancenturies.mass.edu).  
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## Homefront in World War II

Participants will learn about people of local and national reputation who made significant contributions to the homefront effort. Inspired by President Franklin D. Roosevelt's State of the Union speech of January 1941, Massachusetts artist Norman Rockwell painted his iconic *Four Freedoms* series for the *Saturday Evening Post* in 1943. Another Massachusetts native, Theodor Geisel (Dr. Seuss), chronicled the social and political aspects of the War through his political cartoons. This workshop will also explore how the artifacts of the 1940s (both military and non-military) can teach us about the experience of living on the homefront during World War II. Grades 9-12.

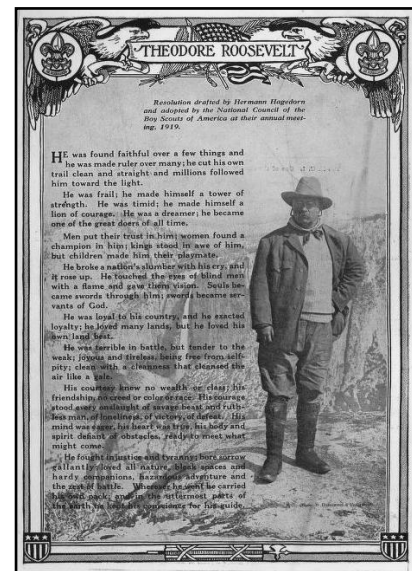


## The American Revolution in Western Massachusetts

What impact did the American Revolution have on the people living in Western Massachusetts? Using primary and secondary sources we will explore the lives of local figures such as Samuel Colton, a merchant from Longmeadow, Deerfield physician and loyalist Elihu Ashley, and the Boston bookseller Henry Knox to discover how their lives connected to events affecting all of the colonies. Grades 3-12.

## The Man in the Arena: Theodore Roosevelt (1858 – 1919)

This workshop explores the life and legacy of one of our most remarkable presidents. From building the modern navy and enacting consumer laws to the regulating of railroads and corporations, the championing of conservation, and the building of the Panama Canal, Teddy Roosevelt had a profound impact on the United States and the world. As one of President Roosevelt's contemporaries, Senator Albert J. Beveridge observed, "The glory of Theodore Roosevelt is that he personified the American Nation. . . . More than any other man of his period, his character and his life typified the character and the life of the American people as a whole." Grades 3-12.



*Sample – Sample – Sample – Sample – Sample – Sample – Sample*  
*(We will offer 30 – 35 after-school workshops.)*

*All images can be found at the American Centuries Web site: [www.americancenturies.mass.edu](http://www.americancenturies.mass.edu).  
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# Making History: A Teaching American History Program

*A History Lab is an in-class interactive program that includes the use of primary sources. A museum teacher (often in historic costume) leads the activity. History Labs are suitable for students of all ages and abilities. Each participant in the Making History program will participate in a classroom History Lab program.*

## A Sample Listing of History Lab Programs

**Alphabet Soup: The Great Depression** Recommended for Grades 6–12. From Alphabet Soup to WPA Zoos, students will explore jive talk, consider the economy of the 1920s and 30s, try to make a teacher's depression-era salary cover a family's expenses, and create a textbook timeline of the decade's events.

**Civil War** Recommended for Grades 5-12. Studying the Civil War usually involves dates, battles and generals. This History Lab offers students additional insights into the lives of an ordinary young man and young woman involved with the war, through an examination of their possessions. Alternatively, students may participate in a Civil War "draft." See how using objects can enhance study of an era and related topics.

**Dame School** Recommended for Grades 1–6. Students will participate in a school lesson of the sort younger learners experienced in the 18<sup>th</sup> century. Activities will include role-play, using hornbooks, and simple stitchery.

**19th Century School Lesson** Recommended for Grades 1–12. Attending a district school was part of everyday life for most children in 19<sup>th</sup> century New England. This early 19th century one-room school lesson includes role-play and a historic lesson.

**Early American Chores** Recommended for Grades K–5. A museum teacher sets up chore stations in the classroom for students to cycle through. The tasks are those children of the 18<sup>th</sup> and 19<sup>th</sup> century were typically expected to perform. Activities might include simple stitchery, churning butter, carding wool, and stringing squash or apples for drying.

**Immigration** Recommended for Grades 1–12. How might Eastern European immigrants at the turn of the 20<sup>th</sup> century have sustained their culture in the face of assimilation? Activities could include the reenactment of an arrival exam, exploration of a sampling of belongings, tasting food and sharing immigration stories.

**Made in America: Trade and the Colonies** Recommended for Grades 3–12. Using images and touch-its, students will identify and examine trade goods of the colonial era. Using primary source documents, students will determine which items were imported from Great Britain and which ones were exported. Students will consider trade routes, mercantilism, and the economic function of the American colonies in the British Empire.

**Native American Life** Recommended for Grades K–12. Exploring a wide variety of touch-its and manipulatives, including food, clothing, toys and games, students will investigate and consider northeastern Native American life and culture. Time-period and focus may be customized to meet individual classroom needs and interests.

**Nuthatch** Recommended for Grades 3–12. A museum educator portrays a Native American woman who left her homeland in the 17th century. She discusses the problems her people had with the English settlers and why she chose to leave the area. Issues of land ownership, the beaver trade, and assimilation are included.

**Speak Up!** Recommended for Grades K-12. Up to the mid-20th century, elocution was considered an indispensable skill for every citizen of a democratic republic to master. From the silent "tableau" to vibrant oratory, this lively, participatory program is guaranteed to awaken your students' hidden theatrical talents. Historic offerings of recitations, sayings, and poems can be tailored to your curriculum.

**World War II Homefront** Recommended for Grades 5–12. Students relive what it may have been like for U.S. school children during the war. Enlisting all their senses, students explore wartime news, music, and food rationing. The experience is brought "home" through locally-based letters and war memorabilia.

# Frequently Asked Questions

If you are a prospective participant thinking about applying to the *Making History* program, you may find helpful these responses to frequently asked questions:

**"Can I still join your program, even though I don't teach a course in American history?"**

ABSOLUTELY! Our *Making History* program is open to **any certified teacher** who teaches, or anticipates teaching in the future, any aspect of American history as part of his or her curriculum. This includes English Language Arts teachers, math teachers, art teachers, music teachers, etc.

**"I teach kindergarten [elementary] [middle school] [high school]. Am I eligible to join?"**

YES. Our *Making History* program is designed to serve the needs of educators who teach kindergarten through grade 12. In previous *Teaching American History* programs run by the Deerfield Teachers' Center at PVMA, about half of the participants were K-6 teachers and half were middle and high school teachers.

**"I am not currently part of a district/my plans for the next academic year are uncertain. May I still join this program?"**

YES. The only requirement for joining the *Making History* TAH program is that you are a certified teacher. Whether you leave or join a particular district, or should your employment status change, your eligibility for the program will not be affected.

**"I have a question that is not addressed in either your letter or the attached recruitment materials."**

DO CALL our *Teaching American History* coordinator, Nathalie McCormick, at the Deerfield Teachers' Center if you have any questions or concerns. You can reach Nathalie by phone at 413-774-2652, ext.28, or by email at [nmccormick@deerfield.history.museum](mailto:nmccormick@deerfield.history.museum).

We are looking forward to an exciting year. We hope you'll join us!

Regards,

Dr. Barbara A. Mathews, Program Director  
*Making History: A Teaching American History Program*



**"Gee...I wish my teacher had joined *Making History!*"**

## ***Making History* Participation Levels At A Glance**

**Note:** For fully detailed descriptions of program requirements and benefits, please see pages 13 – 14 of this packet.

All participants are expected to complete the **Core Requirements for the *Making History* program**, as well as the requirements for their chosen level of program participation (**full-level or half-level**).

### **Core Requirements for All *Making History* Participants**

- ❖ Choose a level of participation (half-level or full-level)
- ❖ Participate in classroom History Lab
- ❖ Create “Teacher Lesson” to document learning
- ❖ Add Recommendation(s) to PVMA’s Online Curriculum Resource
- ❖ Actively participate in project evaluation
- ❖ Provide collegial outreach

#### **Full-Level Participants**

\$1,000 Stipend, 80 PDPs,  
A Minimum of 80 hours

**OR**

#### **Half-Level Participants**

\$500 Stipend, 50 PDPs,  
A Minimum of 50 hours

- ❖ Attend 6 day-long seminars
- ❖ Attend at least 6 after-school workshops (maximum of 10 workshops)
- ❖ Write a History Lab Reflection
- ❖ Create a professional development plan that, in combination with the above, completes the minimum of 80 hours for total participation (See page 13 for suggestions.)

- ❖ Attend 4 day-long seminars
- ❖ Attend at least 4 after-school workshops (maximum of 8 workshops)
- ❖ Create a professional development plan that, in combination with the above, completes the minimum of 50 hours for total participation (See page 14 for suggestions.)

**Graduate Credit from  
Westfield State College  
is available to  
Full-Level  
Participants.**

## Are you thinking about signing up to be a FULL-LEVEL participant?

**Making History: A *Teaching American History* Program  
FULL-LEVEL PARTICIPATION Requirements and Benefits  
for July 15, 2009 through July 14, 2010**

**\$1,000 Stipend, 80 PDPs, a minimum of 80 hours, \$50 Materials Reimbursement**

### Full-Level Participants will:

- 1) **Attend all six full-day seminars.** Seminars are scheduled to occur during the academic year, with three in the autumn and three in the spring (see 2009-2010 seminar schedule). Seminars open with morning presentations by scholars, followed by afternoon small group breakout sessions, including work with museum staff on artifacts and documents that can be used to teach content covered in the morning; small group discussion with presenting scholars; opportunities to further explore seminar themes and consider strategies for classroom integration.  
**Please note:** The expectation is that full-level participants will attend all six seminars. In extenuating circumstances, participants may be permitted to make up the hours for one seminar with three after-school workshops (3 two-hour workshops equals 1 full-day seminar). If you are unable to attend all six seminars, you should plan to register as a Half-Level participant.
- 2) **Attend a minimum of six (maximum of ten) two-hour after-school Teachers' Center workshops**, one of which must be an *American Centuries* classroom lesson instruction workshop.
- 3) **Observe a History Lab program conducted in your classroom,\*** an interactive program for teachers led by a PVMA museum educator. You must contact the Teachers' Center with your program choice and the number of students no later than Friday, November 6, 2009.  
\*Participants without their own classrooms should plan to share this mandatory program with a teacher in their school. Participants with more than one class must choose one class period during which the program is presented.
- 4) **From the following list, develop your plan of additional professional development to meet the minimum number of required hours for your level of program participation. You may:**
  - Consult with PVMA Historians on American history themes and related content of your choice.
  - Attend content-specific workshops at the Deerfield Teachers' Center (above the minimum number for your level of program participation).
  - Work with Teachers' Center (PVMA) library researcher to find historic documents from PVMA and other local historical societies to support your teaching (either new or existing units).
  - Work with Teachers' Center staff to receive content-related technology training on use of Web sites, especially the American Centuries Web site ([www.americancenturies.mass.edu](http://www.americancenturies.mass.edu)).
  - Study at the Deerfield Teachers' Center.
- 5) **Create written documentation of learning:**
  - **History Lab Reflective Writing:** Participants will write a brief reflection of the History Lab experience. Plan to comment on the effectiveness of our History Labs and the interactive use of primary sources. Your reflection helps us to give participants the very best and most useful programs, and we value your input.
  - **And, a short classroom lesson** (One or two 45-minute classroom periods) incorporating primary sources and historical understandings, which must include objects or documents featured in the Digital Collection of PVMA's *American Centuries* Web site ([www.americancenturies.mass.edu](http://www.americancenturies.mass.edu)). After review by Teachers' Center staff, participants may be invited to post their lesson online in the "Classroom Activities" section of the *American Centuries* Web site.
  - **And, add at least one recommendation to PVMA's Online Curriculum Resource**
- 6) **Be available as a resource for your colleagues** to access *Teaching American History* resources; inform your colleagues about and promote use of *Teaching American History* resources in your school.
- 7) **Support the external evaluation of the project:** Complete surveys assessing seminars and workshops, provide time for interviews and classroom observations, and possibly participate in brief student and teacher assessment tasks.

## Are you thinking about signing up to be a HALF-LEVEL participant?

**Making History: A *Teaching American History* Program  
HALF-LEVEL PARTICIPATION Requirements and Benefits  
for July 15, 2009 through July 14, 2010**

**\$500 Stipend, 50 PDPs, a minimum of 50 hours, \$50 Materials Reimbursement**

### Half-Level Participants will:

- 1) **Attend a minimum of four full-day seminars, including at least one of the first five seminars.** Seminars are scheduled to occur during the academic year, with three in the autumn and three in the spring (see 2009-2010 seminar schedule). Seminars open with morning presentations by scholars, followed by afternoon small group breakout sessions, including work with museum staff on artifacts and documents that can be used to teach content covered in the morning; small group discussion with presenting scholars; opportunities to further explore seminar themes and consider strategies for classroom integration.  
**Please note:** The expectation is that Half-Level participants will attend at least four seminars. In extenuating circumstances, participants may be permitted to make up the hours for one seminar with three after-school workshops (3 two-hour workshops equals 1 full-day seminar).
- 2) **Attend a minimum of four (maximum of eight) two-hour after-school Teachers' Center workshops**, one of which must be an *American Centuries* classroom lesson instruction workshop or a lesson review clinic.
- 3) **Observe a History Lab program conducted in your classroom,\*** an interactive program for teachers led by a PVMA museum educator. You must contact the Teachers' Center with your program choice and the number of students no later than Friday, November 6, 2009.

\*Participants without their own classrooms should plan to share this mandatory program with a teacher in their school. Participants with more than one class must choose one class period during which the program is presented.

- 4) **From the following list, develop your plan of additional professional development to meet the minimum number of required hours for your level of program participation. You may:**
  - Consult with PVMA Historians on American history themes and related content of your choice.
  - Attend content-specific workshops at the Deerfield Teachers' Center (above the minimum number for your level of program participation).
  - Work with Teachers' Center (PVMA) library researcher to find historic documents from PVMA and other local historical societies to support your teaching (either new or existing units).
  - Work with Teachers' Center staff to receive content-related technology training on use of Web sites, especially the American Centuries Web site ([www.americancenturies.mass.edu](http://www.americancenturies.mass.edu)).
  - Study at the Deerfield Teachers' Center.
- 5) **Create written documentation of learning:**
  - **A short classroom lesson** (One or two 45-minute classroom periods) incorporating primary sources and historical understandings, which must include objects or documents featured in the Digital Collection of PVMA's *American Centuries* Web site ([www.americancenturies.mass.edu](http://www.americancenturies.mass.edu)). After review by Teachers' Center staff, participants may be invited to post their lesson online in the "Classroom Activities" section of the *American Centuries* Web site.
  - **And, add at least one recommendation to PVMA's Online Curriculum Resource**
- 6) **Be available as a resource for your colleagues** to access *Teaching American History* resources; inform your colleagues about and promote use of *Teaching American History* resources in your school.
- 7) **Support the external evaluation of the project:** complete surveys assessing seminars and workshops, and provide time for interviews and classroom observations.

# Making History: A Teaching American History Program

A program of the South Hadley School District Consortium, including the school districts of South Hadley, Athol-Royalston, Belchertown, East Longmeadow, Franklin County Technical, Frontier /Union #38, Gill-Montague, Granby, Greenfield, Hadley, Mohawk Trail Regional, Northampton, Orange, Pioneer Valley Performing Arts Charter School, Union #28, and Ware, in partnership with the Pocumtuck Valley Memorial Association (including Memorial Hall Museum, Indian House Children's Museum, and the Memorial Libraries) in Deerfield, Massachusetts, and the Franklin County Professional Development Collaborative

Funded by the United States Department of Education

## APPLICATION FORM 2009-2010

### Deadlines for Application

The application deadline for those who wish to be full-level participants is Wednesday, September 16, 2009.

Applications for those who wish to be half-level participants will be accepted until Friday, October 2, 2009, or until the program is full. Please keep in mind that half-level participants wishing to attend the October 2<sup>nd</sup> seminar should observe the earlier application deadline of Wednesday, September 16, 2009, in order to receive the October seminar materials in advance.

Name: \_\_\_\_\_

School District: \_\_\_\_\_ School: \_\_\_\_\_

Subject Area: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Home (Mailing) Address: \_\_\_\_\_ Town/ST: \_\_\_\_\_ ZIP: \_\_\_\_\_

Home Phone: \_\_\_\_\_ School Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

\_\_\_\_\_ I have email, but I don't regularly use email. OR I don't have email. (Please check if applicable.)

I have previously participated in a *Teaching American History* Program.    \_\_\_ Yes    \_\_\_ No

If yes, in which *Teaching American History* program did you participate? \_\_\_\_\_

I would like to be a participant in the *Making History Teaching American History* Program 2009-2010 as a:

\_\_\_\_\_ Full-Level Participant

\_\_\_\_\_ Half-Level Participant

\_\_\_\_\_ I have read and agree to the "Requirements and Benefits" (included in the application packet) for my chosen level of participation in the *Making History Teaching American History* program.

\_\_\_\_\_  
*Signature of Participant*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Participant's Principal*

\_\_\_\_\_  
*Date*

### Please return application to your district representative:

Athol-Royalston – Joseph Drollette, 978-249-2400  
South Hadley – Christine Sweklo, 413-538-5073, ext. 104  
Belchertown – Sandra Bremer, 413-3230423, ext. 105  
East Longmeadow – Elaine Santaniello, 413-525-5450,  
ext. 266  
Franklin Tech – John Carey, 413-863-9561, ext. 115  
Frontier/Union #38 – Diana Campbell, 413-665-1155  
Gill-Montague – Marty Espinola, 413-863-3252  
Greenfield – Tracy Crowe, 413-772-1311

Granby – Jim Pietras, 413-467-7198  
Hadley – Diana Bonneville, 413-584-1106  
Mohawk Trail – Dot Lyman, 413-625-0192, ext. 31  
Northampton – Beth Dichter, 413-587-1365  
Orange – Helen Zatycka, 978-544-6080  
Pioneer Valley Performing Arts Charter School –  
Beth Graham, 413-552-1580  
Union #28 – Charlene Galenski, 413-423-3326  
Ware – Jan Yardley, 413-967-6903

**If you do not have a district representative, please contact the Deerfield Teachers' Center at 413-774-2652, ext. 28.**

**District Representatives:** Please send applications to Nathalie McCormick, Deerfield Teachers' Center, PVMA, 10 Memorial Street, PO Box 428, Deerfield, MA 01342, or fax to 413-774-2654.