



Post Fellowship Reporting - Project Summary

Report Title: Living History in Early America **Name:** Bill Smith
Other Team Members:
Program: Oklahoma Program
Trip Dates: 06/26/2011 - 07/09/2011 **Location Visited:** Charlotte, N.C., Washington D.C., Boston, New York City, & Philadelphia, United States

Post Fellowship Reporting Template: PFR Template 01

Project Summary: History for children is the past, not only literally but also figuratively. The question is how we can bring history to children in such a way that they can comprehend it, develop an understanding of it, and make it relevant for them. That is exactly what I was able to do this past summer. My journey began with a 7-day study of the "American Revolution South" sponsored by Freedoms Foundation. It featured tours, lectures and historical interpreters at the University of Virginia, Monticello, Mount Vernon, Jamestown, and Yorktown, as well as battle sites of Alamance, Guilford Court House, Cowpens, and King's Mountain. From there it was on to Boston, Massachusetts where I was able to travel the Freedom Trail visiting Bunker Hill Monument, Paul Revere's House, the site of the Boston Massacre, and the Old State House. One of the highlights was interacting with historical interpreters at Plimouth Plantation as well as the Wampanog village. The Village Green at Lexington and the Old North Bridge at Concord were the last stops in the Boston area. Then, it was on to New York City, where I was able to visit Federal Hall, Wall Street and Bowling Green. The last stop on my journey was Philadelphia. While there I was able to visit Independence Hall, Franklin Court, and the National Constitution Center. Experiencing the places where history actually happened, has allowed me to develop a more expansive knowledge base which I can use to create inventive lesson plans and new teaching methods.

Career Impact: *Realizing now that the experience of visiting historical places creates a unique vision in seeing how far we have come as a country, yet how deeply we are still affected by what occurred so many years ago.
*By listening to scholars lecture about the events that occurred there and hearing historical interpreters portray the people who actually were there, I now have first hand experience to share with the students.
*This fellowship has allowed me to experience new places and times in history developing a more expansive knowledge base which increases my strength of resources as a teacher.

Classroom/Community Impact:*Students: To make history relevant for students, I can use my real life experiences to make history come alive through hands-on lessons, photographs, and videos about the places I have visited to encourage understanding in a realistic and applicable way.
*School Community: I can create activities and lessons based on my fellowship experience for the 5th grade curriculum. Then, through school wide professional development, I can demonstrate the knowledge, skills, and creative thought process that students gain by actively studying history encouraging teachers of all levels to widen their horizons by using my experience as inspiration

Open Response: *After completing the Unit on Jamestown and Plymouth the students will write and perform a rap, in which the students will discuss the living condition, activities and the people of the colony. Following that, in groups the students will complete a model of a colonial village, including houses, barns, and a meeting house.
* During the Unit on the Revolutionary War the students will re-create the "Shot Heard "Round the World" using toy soldiers, cannons, and other props. Another activity in which the students will participate is the performance of "Tea Overboard" a colonial play.

Quote: History can still "come alive" for students, even if it did happen over 200 years ago.

Photos:



Convincing Ben to apply for a Fund for Teachers Fellowship!



Trophies of war at Surrender Field.



Hanging with the Wampanog ladies!



Lexington Green with Captain John Parker.



George, Martha, the kids, and ME!



Pocahontas and I visiting about Uncle John Smith.



Revisiting George at his inauguration site.



I guess I shouldn't have gotten caught!