

TEACHER TO TEACHER - 2005
KEVIN SIMPSON – “Got History?”

Segment 1 –Active Learning

KS: Well, good morning. And welcome to Got History? My name is Kevin Simpson. I currently reside in Virginia. I'm originally from Michigan though. And today's session should be a lot of fun if you have selected that. When I think about why we are here for Got History?, the first thing that comes to mind for me is this picture right here. This is a picture of four of my students from this year. And as you can see from their faces, they are all excited. They all have history projects in their hands. You can see like I said on their faces, they're smiling. They enjoy and love history.

In terms of our purpose or why we are here, six letters come to mind for me. So here we go. Repeat after me. Every one say A.

ALL: A

KS: Today I'm going to affirm some things you do. You're probably going to hear some practices that you have did, you've heard of or were somewhere in that toolbox or were somewhere in that toolbox that you used before as a teacher. And you might say, hmm. I might want to pull that back out.

Everyone say B.

ALL: B

KS: You should leave here believing that whatever I show you, whatever we do, that you can take back to your school, to your staff, to show them how to do it. Everyone say

C.

ALL: C'

KS: Today you're going to create some things. Everyone say D.

ALL: D

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KS: Today you're going to discover a couple of new things. Everyone say E.

ALL: E

KS: You're going to explore. So doing some exploration. Finally, everyone say F.

ALL: F

KS: You notice that letter's a little bit bigger, right? What do you think that stands for? Fun. You have to have fun. Because if it's not fun, guess what? I'm not trying to do it. And I know you probably aren't either, right? Okay. Here we go. So we're going to have some fun.

A little bit of background about me. I'm currently an elementary educator. I've been for the last five years. I taught in D.C. and Flint, Michigan. For a couple of years, I served as a kindergarten through sixth grade social studies curriculum teacher in Fairfax County. So I had the chance to go around and observe over 144 student schools throughout the county to see best practices. I was like that fly on the wall who observed teachers to see what was going on, what they were doing to get students engaged in history practices.

So a lot of things you're going to see and hear today, really didn't come from me necessarily. It was some of my academic eavesdropping as I like to call it. So I was listening. I was looking. I was taking notes. I was talking to kids. I was working with teachers. So a lot of things you're going to hear and see came from teachers. And I'm going to actually highlight those teachers names throughout the session. All right? You ready to start? Here we go. Open activity. Where in the United States or world are you from? Your assignment right now is to get up out of your seat ... I like to call myself M&M. I'm a morning person and I'm a mover. So you've

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got to get up out of your seat, move around, introduce yourself to three people. Tell them where you're from and share your name.

All right. When you hear me say geo, you say graphy. When I say geo, you say graphy. And that will move us back to our seats. Everyone ready? You can move.

The sounds that you're hearing, the soothing sounds, come from a text entitled “No Man Can Hinder Me” by Velma Maya Thomas. I'm going to pass that book around.

Very interactive book. She has a few different books. And I was sharing with a teacher earlier that this book costs \$1.95 in Barnes & Noble known as the bargain section. Here we go. We're going to start with a strategy entitled his-story telling.

How many of you use story telling when you teach history alive or social studies?

Okay. I see a couple of hands. We're going to do something today called his-story telling. It comes from Melanie Zucker Stanley. Can I have a person stand up with a loud voice and read this quote? Thank you.

FS: A story is like a journey. As long as there are human beings, there are stories.

KS: Excellent. And one more quote. Take another person, loud voice. One thing that I forgot to tell you is that this is participatory. Here we go. Thank you.

MS: Story telling pulls people into deeper associations. I'm responsible for what I say, but not for what you hear.

KS: But not for what you hear. Here we go. On the board are a couple of clues. At your tables, I want you to discuss the two clues and talk about who do you think this person might be? In the meantime, I'll be right back.

FS: The most famous judge is probably Thurgood Marshall.

KS: Who am I? I was born July 2nd, 1908 in Baltimore, Maryland. I was born under the name Thoroughgood. But you see that was just too long to write. So by the end of

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second grade, I would change my own name to Thurgood. Growing up, I was bad in school. So bad my teachers would send me to the basement to memorize parts of the Constitution. So you know before I graduated from high school, I knew the entire document. After I graduated from high school, I went on to Lincoln University in Pennsylvania. There I decided I wanted to become a dentist. But after joining the debate team, I decided I really wanted to be a lawyer.

I would also meet this fine young lady by the name of Vivian Buster Burray. I would call her Buster. So who am I? I was the poor people’s lawyer. I would help people in Baltimore, Maryland after graduating from Howard University Law School even if they couldn’t pay me. Who am I? I was called Mr. Civil Rights. You see, I would help. I helped out with the Brown v. Board case. Who am I? I’m the first African American Supreme Court justice. I am. [Thurgood Marshall] Thurgood Marshall. Two things I want you to discuss at your tables. One, share one fact you learned about Thurgood Marshall. And then two, share one thing you observed about me as a his-story teller.

So here we go. What were some things that you observed about me as a his-story teller? What were some things you observed about me? Yes.

FS: You kept moving to keep attention.

KS: Kept moving to keep attention. I saw a hand over here. Oh, okay.

MS: You started asking a lot of questions. So it made you think before ... you know, you kept repeating it who am I? Who am I?

KS: Exactly. So an easy structure to follow with the questions.

FS: You wore a costume and were very animated.

KS: So I had a piece of artifact and the animation. Other observations?

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- FS: You also kept the information simple, but important.
- KS: Simple but important. Good. If we were going to assess this with kids, what are some things that come to mind for you if you wanted to find out what kids ... like one thing I had you do was to share a fact you learned about Thurgood Marshall. What are some possibilities, some other things you could do with kids to find out what they learned about Thurgood Marshall?
- FS: Well, you could connect with reading and give inferencing and why. Why do you think he was in the basement? Why do you think he was a challenge to his teachers?
- KS: Right. And this table noticed that he was probably in the basement because the teachers didn't know what to do with him. He was so bright, too smart. Any other observations? What could you do ... ways to assess the students to find out what they learned?
- FS: You could do a non-threatening type of assessment like a trivia game or play a game of hangman.
- KS: Right. Good. So a trivia game. You could also do a popcorn. So let's say Lynn and I are popcornning each other back and forth. So I'll share a fact about Thurgood Marshall I learned. She shares a fact. Popcorn back and forth. That's another possibility. Any others? Maybe a timeline on his life. Let's say I'm a teacher and I'm filling... there's too many dates. There's too much information, too much content. What's a way we probably could alleviate some of that stress possibly in terms of content? What comes to mind? I think I'm standing near it.
- FS: An outline.

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KS: An outline. Good. Or this right here which is called a story chart. So this will chronicle from the beginning to the end of his life. So we would use these in our school in terms of listing them out and having the various events if there's certain vocabulary we want to highlight. We would highlight those words for the students, things of that nature. Possibly have them do a visual or a symbol that would represent Thurgood Marshall. So I gave you a couple that were on the board before. So his-story telling. And in your packet, there's actually a copy of how to do his-story telling, from the beginning all the way to the end. So it's choosing either an event from history ... it might be civil rights, civil war, revolution, anything that is part of your curriculum that you teach your students. So all the way down to the very end. So in your packet, there is the blurb that gives you those details from beginning to end.

Here we go. Next in your areas, you have something either called a bio can or a bio box. Your job right now is to explore at your tables, take a look at those things, see what they are, talk to each other about them. And then we'll come back and talk as a whole group in a minute.

FS: He's wearing a sword and he has a sash.

FS: (inaudible)

MS: He doesn't really have a sword, does he?

ALL: Yes. It's right here.

FS: Let's see if there's anything...

KS: So what are some things you observed about those student artifacts? What were your findings?

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- FS: Everything is hands on. They have to be a part of what they're doing, not just hear it or listen to it. So they're going to remember a lot more of what's happening.
- KS: Exactly. A lot of hands on. Right.
- FS: Very exciting. And they're very curious to know what's going on. She also had an idea of putting a game on the back.
- KS: You said a game?
- FS: Yeah, we've done the book reports.
- KS: Good. So this is something that you ...
- FS: And given them guidelines.
- FS: Really like open it up and find something inside, just some idea.
- FS: I think when students make something like this, they internalize the information and they remember it and carry it over.
- KS: Right, excellent. So in terms of memory and carrying it over, excellent.
- FS: They're using all their senses.
- KS: Right. And if you're wondering those boxes, those are cereal boxes. And the kids bring them in. The cans, Pringle's cans, Planter's cans, a couple of things you could do, oatmeal cans.
- FS: FedEx boxes work really well too. And they're just a little bigger.
- KS: So FedEx boxes.

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Segment 2 –Sharing Ideas

KS: So after this when I say teacher, you'll say share. And a lot of these little things I'm doing in terms of geo, graphy, these are things that you could use with your students in your history alive, your social studies classroom, to get their attention and pull them all together. Let's say you're studying the Civil War. When I say civil, you say war. And it pulls them all together. You want to sit them in a circle, get all their attention, things of that nature.

Here we go. When I say teacher, you say share. Teacher.

ALL: share

KS: Teacher.

ALL: share

KS: Oh, come on. I need a little bit more voice than that. When I say teacher, you say share. Teacher.

ALL: share

KS: There we go. Teacher.

ALL: share

KS: Part of this session is to make sure we leave here gathering ideas from each other. So in your packet, there's something called teacher share. Give one, take three. This is actually an idea you can use with your students too. Let's say you want to do a pre-teaching assessment to find out what they know about. Let's say you're teaching ancient civilization, so, ancient Egypt. The students would write right here what they know. So their prior knowledge or they can draw a visual based on ancient Egypt. Then they would travel around instead of having colleagues, it might

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say peers. So they would travel around in their different peers and record ideas from their peers and gather information.

So your job right now is to write down something that you either have observed in a history classroom or something that you do in your own history classroom that you want to share with others that are in here. After you bring your idea, here we go.

You're going to do the M. You're going to get up. You're going to move. You're going to share your idea with your colleagues. And you're going to collect ideas from your colleagues. So an idea that you have either seen another teacher do or something you do in your own history classroom. Record that. And then you're going to travel around and collect three ideas from your colleagues that are in here.

...plays to get them into characters, and the vocabulary's interwoven within the plays... experiences...

Once you record your idea, you can get on up. You can move around. Talk to your colleagues who are here, share your ideas, collect ideas.

FS: OK, my idea is actually taken from a fourth grade teacher in my school. And I walked in the room to observe her one day and she had the students rapping about whatever they had just learned...

MS: Uh huh.

FS: ...so she had 'em in groups and they presented and I sat there...

FS: I give them things that they have to include, certain dates that are important, certain benchmarks in a person's life. And then they can take it as far as they'd like. Sometimes they dress up. I've had kids make entire costumes and become that person.

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FS: One of my teachers when they would do Black History Month, they have a cereal box for each student and they have to decorate it. And they have to put important facts, pictures, something out of the Internet, but they have to decorate all sides of the box. And then they give a presentation to the class. And then she's sitting in the back of the room. And she has a rubric like if they're giving eye contact, if they're speaking loud, you know. And then the other students at the end of their presentation have to ask them questions, either a factual question or some kind of inferential question to see if... that they can answer...

FS: But the kids also then had to create a museum, display, like a floor plan for a museum. So they would have to ... we were teaching about artifacts ... they would have to identify the one artifact that would best represent their individual based on...

KS: When I say foe, you say toe. Foe.

ALL: toe

KS: Foe.

ALL: toe

KS: Foe.

ALL: toe

KS: When I say foe, you say toe. Foe.

ALL: toe

KS: Foe.

ALL: toe

KS: In your packet, you're going to have a famous picture from history, right from the Constitution. The picture comes from September 17th, 1787, when 39 of the 55 delegates decided to ratify the constitution of the United States. What we're going

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to do, we're going to do some different activities you can do with your students as it relates to photos or pictures.

Now, how many of you use pictures when you teach history alive? There's no way you can get away with not using photos. Because then the kids would have to conjure up all these images of these people and these places and these events. But what we're going to do is I'm going to show you a couple of ways you can use photos so your students will call you the cool teacher. And I know everyone wants to be called the cool teacher.

This idea comes from Doug Clark. He's a teacher in our county also. What he'll do is because sometimes when we put photos on overheads for students, it's like an overload for students. There's so much information. There's so much going on. And we'll ask them the most probing questions. What do you see? What do you think? What do you want to know? Things of that nature. So what he'll do is he'll take a color sheet of paper, any color. It could be yellow, green, pink. I've selected orange.

And what he'll do is he will highlight certain sections of the picture that he wants to focus on. So the students don't focus on that whole picture. It might be a certain person, a certain section. So you could play with it going back and forth, up and down. So any color sheet of paper to manipulate the picture itself.

So one thing to do with the students. Another thing I've seen a teacher do ... this comes from Alyssa Matusovich. And you notice I've taken a ... yes.

FS: Is that just regular paper? Go back and tell me again what kind of paper.

KS: Just regular paper. So any color.

FS: That was amazing. I've never seen that before.

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KS: So either yellow or pink, green, some of those loud colors. Another thing a teacher will do ... this comes from Alyssa Matusovich out of Montgomery County ... is she'll take the picture... And most of the time in math, we have to teach quadrants. She'll break it up into four quadrants. So you'll have your upper right, your lower right, your lower left and your upper left. And you might ask the question or probe the students for information from the upper right, from the lower left and things of that nature. So that just requires two overheads, the overhead you're using and then the overhead to lay on top of it.

MS: But your job right now is we're going to actually re-enact this photos. You know, sometimes you have a history unit that's sort of dry. And you're like hurry up. We have three weeks on the Constitution or Revolution. Or the kids just aren't that engaged. Photo reenactment is one way to either use at the very beginning of a unit to engage them as to what's to come of the unit. Or like I say, sometimes you have a dry unit. It might be a lot of documents and things they have to read and go through, muse through. This is a way to pick them up, move them around as it relates to the photos.

So your job right now is to look at the photo that's in your packet. Select one person from the photo you would like to be. Study their gestures and what they look like. And then when I say go, you'll walk to the front up here and you will become that person. So the key is the go part. Because someone else might choose the same person as you. And if you need a chair, we have chairs up here you can use. So I'm going to give you about a minute to look at the picture. And when I say go, you'll come to the front.

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All right. Go. Here we go. When I say one, two, three, you're going to freeze. Here we go. One, two, freeze. Some things you can do with your students. Take a digital photo. Come back the next day and compare and contrast their actions, where they were standing with this actual photo, things of that nature. Thank you all. You can have a seat. So like I said, something to use to engage the students before you start a unit. Something to do if it's a dry unit. I need to get the kids up and moving. Take any photo. There are a lot of infamous photos from history that we can use. Robert E. Lee, the surrender, Lee and Grant, a lot of photos from various pieces throughout history, Revolution, new nation, Constitution, things of that nature.

FS: On the same topic, I was at a class once and the teacher was telling us that when you teach letters, he had them do two things. He had them lie on the floor becoming that letter. And then taking their desks and forming the letter.

KS: Some of that human movement type. Yes.

FS: I have the same things where I had the kids pose. And then I would actually ask them who they were and what they were doing, what they were thinking and feeling at that moment or brought them to that moment or what they were going to do next.

KS: Excellent. Follow-up questions, reflections, some possible writing to do with them afterwards. Excellent. What happens in history when you have two opposing points of view? You know in history, everyone doesn't always agree. What tends to happen in history when we have two opposing points of view? What are some things that can happen? It could get quiet. Yes. Argument, confusion, fights, war.

FS: (inaudible)

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KS: A classroom example. So when we think of history, our history, who are some people, some places, some vocabulary that come to mind for you that are in opposition? Like for me I might think segregation, integration. Any others?

FS: ...teaching and I'd like to thank you for this one. Teaching Civil War from a northern point of view.

KS: There we go, excellent. North and South, excellent. There we go. Women's suffrage. There we go, labor movement. That's true, Republican, Democrat. Here are some other things that might come to mind, Lee and Grant, patriots and loyalists, Indians and settlers. We said north and south. We're going to do something entitled "Poem With Two Voices". Like I said, it will require of you to move again. Some of you might have heard about this. I see some smiles and some ah-hahs. This comes from Paul Fleishman. It also comes from Terry Lindquist. There is a book that's floating around somewhere around here. She is a social studies guru. And she has some awesome ideas and activities. I want to make sure I highlight this book. Terry Lindquist. She's retired now. I'll pass this around. Also, Marge Montgomery. You'll hear sometimes this name. She's a retired teacher from New Jersey.

You want to pass that text around? The book is entitled "Seeing the Whole Through Social Studies". We're going to pass that around. What we're going to do is we're going to actually do a poem with two voices. What I'll do is I'll assign you either to be Union or Confederate. If you're union, you'll only read what's on the union side. If you're Confederate, you'll only read what's on that side. What do you think we do with this in the middle? We all read together.

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Here we go. If I assign you union, you're going to stand right here on this side, facing the wall. If I assign you confederate, you're going to stand across from someone facing them. Questions? Here we go. You can bring your packet up which has this in here. Or you can use this overhead. Union, confederate, union, confederate, union, confederate. Here we go. Union. Are you ready? Here we go. Union starts us off, one, two, three.

ALL: I am the North.

KS: Confederate.

ALL: I am the South.

KS: Everyone.

ALL: Why are we divided?

KS: Union.

ALL: I am against slavery.

I am for slavery.

We have a disagreement.

We wear blue

We wear grey.

We both wear colors.

Abraham Lincoln is my President.

Jefferson Davis is my President.

We both have presidents.

Ulysses S. Grant leads our troops.

Robert E. Lee leads our troops.

Who will lead their troops to victory?

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KS: Excellent. Here we go. You'll notice when you do this with your kids, they will ... I mean, they will get down. All kind of movements will come out. Especially little boys. But one thing you can do if you're in an inclusion setting and you have ... you and another teacher, either ESOL or ESL, ELL (a lot of jargon around with that), special ed. What we would do is we would write this together, perform it for the students and then have the students share what they observed us do. And it will come out that one of you read one section, one of you read another section. You both read something together. This is actually written with my students. So my students and I we wrote this all together this year. So that was student generated. You can also have the students partner with another student and write one together.

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Segment 3 – Notebooks & Workshops

KS: Next, in each of your sections, you have something entitled an interactive notebook. I'm going to let you explore these. Then we'll come back together to discuss them.

Quote: Interactive notebooks promote organization. They engage students and encourage students to process information, combine words and visuals, becoming a working portfolio and demonstrate critical thinking. One thing about these, we're going to observe there's a couple of different types. Two are from a teacher Susie Orr. Four are from my class from this year. And I brought four because they're a little bit modified. I did a little bit different structure this year. Because I had ... I picked up my students a little bit later in the year. And I'll talk about the template and things of that nature that are in your packet. So I'll allow you all at your tables right now to explore these and see what you found out and talk about them.

ALL: [off mike conversation]

FS: What grade is this for?

FS: I was going to ask. Kevin, what grade is this for?

KS: This is fourth grade. So it's specifically Virginia history. But I've seen it as low as second.

FS: Thank you

KS: What are some things you observed in these interactive notebooks? What are some things you observed?

FS: It's the kids' drawings.

KS: It's the kids' visuals. So the kids are creating those drawings. Those graphic organizers are kid generated at some point. Some are teacher guided, some are

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not. Other things you observe in the notebooks. Then I'm going to pick your brain for questions.

FS: Gives a variety of ways to respond to words and pictures.

KS: Excellent. A variety of ways of responding, in words and in pictures. Yes.

FS: There are some places where the kids relate places to something that they know personally.

KS: So something personal. So that making connection between the content and their real life. Excellent. Any other observations?

FS: This is done after you taught already, a follow-up as opposed to using the text as a way of teaching.

KS: There it is. Oh, she said that infamous word, a text. And you'll notice it's interesting going to different cities, at the very end someone always says you didn't say anything about a textbook. Right. So this is actually what the kids in my class said. We're making our own textbooks.

FS: (inaudible)

KS: Well, am I following the textbook when using this? Is that a question? No, I'm not. I'm actually not. No.

FS: Creating it.

KS: Good, the kids. I get my curriculum from the kids. The visuals, knowing how they learn best, knowing their styles, knowing the various reading levels I have in the class, all those things. So I'm starting with my kids, the curriculum and then build from there. So the text if you're wondering how I'm using the textbook, I'm using it for those times lines. I'm using it for those maps. I'm using it like I would use a

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thesaurus or a dictionary. As a resource. So not to read. If I read, it might be a text clipping where I might pull a section out of the textbook.

FS: (inaudible)

KS: They do. We have a Virginia history text. This is fourth grade Virginia history. They do have text in our county that are approved.

FS: It almost becomes a portfolio.

KS: Thank you, yes.

FS: Everything the child has learned and accomplished within that school year.

KS: And it's a keepsake. Yes.

FS: I just notice that they mentioned SOL standards.

KS: So that's in there for Virginia for standards of learning, yes.

FS: It's a good self-cueing system. I work with special needs kids and we have a lot of memory issues. There's a lot of facts to remember. This is a way that they can, if you ask a question, actually get a chance to go back and retrieve it.

KS: Exactly. It's comprehensive. And like you said, you can then go back and retrieve it and look for it. The way this is setup, like I said, it came from Susie Orr and Cindy Agnor. A couple of the Susie Orr examples are here at these two tables. The whole setup ... let's say you want to go back or you know some teachers who are looking for different ways to do history in their school. Here's the entire setup from the top portion with the Susie example and the Cindy example, you notice it has a rap, a review and a preview. Kids really love that.

Rap. Oh, the rap for the day, you know. Review and preview. That gets them into thinking. Because, you know, sometimes on Tuesday, kids forget what happened on Monday. You ask a Tuesday question. It's for Monday. And they look at you like we

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learned something on yesterday? But that rap really gets you ... especially if you have an end of the year assessment for your students, really gets good to review content. It might be a question. It might be an artifact you use. It might be a photo that you show just to preview what's up and coming.

The wow section is those words and wisdom where you have the vocabulary, the graphic organizers, the visuals. The work it out section might be the homework, might be the in class work. A lot of teachers who are using this don't necessarily just use this. It might not be every single day of the week. It might be three to four times out of the week. It might be twenty minutes out of the class period. So it might not be the entire chunk. And you'll see at the very bottom there's a student assessment, the rubric down here.

So when you're introducing this, a lot of things to introduce. Because you would go through this. And it would probably take about a week and a half to two weeks after you model with the students each of those pieces and how to implement it. You've talked with them about the rubric, what a four looks like, what a three looks like and so forth. Any other questions? So it would be something that would be ongoing for an entire year. And those notebooks are entire year projects basically that are ongoing with history alive.

Some questions I had before. Do they lose them? Good question. They don't.

They own them. They're theirs. And we see this one right here real quick.

Personalized. This is mine. I created this.

FS: Is it a requirement within your county that the social studies teachers go through the history alive training? Or is it something that's just offered to them?

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KS: It is offered. Good question. And it's offered every July. I think June and July they offer it. Good question. Other questions? And this is something that... I've seen this as low as second grade. All the way up to high school. And for all learners. Like Lena was saying, special ed students, the gamut, ELL learners, gifted and talented. So a lot of things you can do with this. So if you're looking for something that will be long range portfolio and getting away from ... I know my first year of teaching, I had ... first year of teaching in Fairfax, I had that notebook. And I had the students put those papers in them. And they would fall out. And I lost it. This made a world of difference.

Here are a couple of funny statements from my students from the last couple of years. Mr. Simpson, were you alive during the Civil War? Or Pocahontas had small ox. Here we go. Let me have a volunteer with a loud voice stand up and read this quote. Thank you.

FS: The workshop setting functions like an artist's studio. Students explore historical source materials, read a variety of historical writings, draw, make up stories and recreate historical experiences comparing their understanding with that of others.

KS: You've heard of math workshop. You've heard of readers workshop. You've heard of writers workshop. Well, today I'm going to engage you in something called a what? History workshop. Before we start our workshop, I'm going to give you a couple of visuals just to get you pre-thinking as to what the workshop might deal with. So that's visual number one. And here is visual number two. One thing I almost forgot to mention about social studies is the key word in social studies is social. So here we go. Be social. Talk to people at your table. What do you think the workshop today is going to deal with? What do you think the workshop today is going to deal with?

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Here we go. One thing that I am going to do that I did create for you all in the packet is a little graphic organizer. You know sometimes we have students in those cooperative groups that we love to do. I love to do them too. But sometimes they go to the groups and they say what are you doing? Recess. Oh, ten minutes to lunch. So this holds your students accountable. So when they go to their different workshop areas, they need to come back. When we come back together to reflect on what we did and what we learned, here's like a quick graphic organizer you can use to hold them accountable for their learning.

What I need you to do is flip over your packet to the back. On the back, you should find a letter at the top, correct? Here we go. If you have the letter C, you're going to come over here to music. In each of your sections, there's a small placard that gives directions. So if you have the letter C, you can come over to music. If you have the letter P as in Peter, you're going to come over here to the map section. If you have the letter D as in David, you're coming over to artifacts. And finally, if you have the letter G, you're going to come over here to pictures. You may move to your section. Once you're in your section, you can go ahead and start. On your map of Africa, what part of Africa?

FS: I don't know what that could be used for.

FS: Decoration?

FS: That would be my guess.

FS: It's very beautiful.

FS: It is. Do you want to touch it? How about this?

FS: I love this.

FS: You could wear it.

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FS: You could wear it, a tablecloth, head wrap.

FS: How is that dyed?

FS: It's dyed. What they do is they take stamps to preserve the cream color.

FS: Yeah, probably maybe even a little bit, it would be a six I guess.

FS: Go across close to the ocean, five degrees east and six degrees west.

KS: Choose one ambassador who will report out what your task was and what you all did.

One ambassador. And then what we're going to do is whoever the ambassador is, you'll share the letter. You'll share your task. And then you'll turn to your group.

Try to see if you can figure out what that letter stands for. So that P, D, G and C.

Here we go. We'll start over here with the artifact section.

FS: Okay. Our responsibility was to touch the artifacts from Africa and in your group discuss what did you think this is and what is it used for? Our letter was the letter D which we thought stood for discovery. And so in doing so, we had a kente cloth...

I'm sorry, mud cloth as well as a statue. So we kind of touched the cloth and realized it was very soft. And we talked about a couple of different uses, a tablecloth, head wrap, a garb that could be worn.

And as far as the statue, we talked about if it could be used as a symbol, we talked about because it reflected three individuals holding up the world. So we said that it could symbolize like collective work and responsibility and the role that individuals have as part of a larger group.

MS: So discover. Here we go. This one.

FS: We have all these pictures. And each one just trying to identify what was going on in the picture. And then we came to the conclusion at the end that these all represented something that had to do with maybe the rituals of that particular

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group. And this group here is they're doing kind of a dance and they're dressed up. So then we started thinking about religion and gods and that sort of thing. Then we got to this picture which is this group of sticks here. And then we realized these were snakes. And thought, well, if you survive this ritual, maybe you're like really important or something. I don't know.

And then this building here, at first we were looking at I don't know, the flowers and then the building. And was it this wooden thing? But maybe this is a modern day building in the society. And then we were looking at these wooden figures, these carvings. And we were thinking again about rituals and gods and things like that. And then our letter is G. And then he said maybe this is Ghana since it's a country map.

KS: So we're going to come back to G and to D. Yes.

FS: Okay. Music. Listen to the music of the Africas and draw what comes to your mind. And our letter was C. And we started out with creativity just because the music was creative and soothing. And then we said maybe it some sort of customary sounds that they have...

FS: ...what part of Africa is this country located in? So first we did spy. Then we did I spy. And we found Benin. And then we drew it on our map. And then the next thing we had to do was to locate it. So we said it was on the coast of the Atlantic Ocean, five degrees east and six degrees north.

KS: Good. I'll go this way. D diamond. What's your letter? G. Gold. Which letter? C. Copper. Which letter? P. Petroleum. All natural resources of Africa. The workshop focused on Africa which you picked up on. Now, what would this look like in your history alive social studies class? We only have time for one rotation. And your

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class, you can do the entire students rotate around. Come back with the graphic organizer to reflect and to discover and talk to each other about what they did, what they learned.

Another thing is it would probably take anywhere from 30 to 40 minutes to do a full rotation around just to let you all know things like that. I purposefully did try to trick you all with those different letters. Because I knew that being artifacts, being in a certain place, your mind's going to be set on one certain thing. But those are all natural resources of Africa. And this could be done with pretty much anything. You know, take photos from Library of Congress. Take some artifact that you might have in your family or a kid might have.

You know, depending on your geographical location. We have a lot of these library of Congresses. We have a lot of the historical societies right in our own states. So a lot of these resources are right handily available. Music. We can get it at the library. Anywhere, all this. Maps. So a lot of these different things that I pulled in are things that are totally right at your hands pretty much. So a history workshop. Something to try with your students, something different. Thank you. You may return to your seats.

When we think about history and what makes it hard for students, what are some things that come to mind? Remembering dates. Being engaged. That's true. All right. There are some more things. Making connections. I wasn't alive back then with George Washington. What do I need to know him for? Why do I need to know about these people? Other things that make history hard.

FS: Cause/effect.

KS: Cause/effect. What happened. Why it happened. There's another big old word.

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FS: Understand the language.

KS: Understand the language which we're getting there. The big V word. What is it?

Vocabulary. We're going to do a couple of different activities you can do with your students related to vocabulary. A quote from F. B. Davis. The single most important factor in reading comprehension, of course, is vocabulary. Otherwise, the students are just calling out what? Calling out words.

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Segment 4 – Making Connections

- KS: We're going to do something entitled Making Connections. Some of you may have seen this. Some of you may have not. Making connections.
- On the board what I did is taken words, people from a specific unit, particularly from the Revolution. And I splashed the words all over this overhead. Now, what I'm going to do is I'm going to model how I would make connections. Then I want you to tell me what I did. So here we go. And if I was to use this with my students, what I would do is I would have them sit near or in front of the overhead. And I might read verbatim the words. So if I say Declaration of Independence, you would say? Declaration of Independence just to get them familiar with that vocabulary. One way I might accommodate is instead of having all of these words, I might add some pictures, some visuals. Which we know are good for all kids. So my first connection I'm going to make is Thomas Jefferson wrote the Declaration of Independence. This might be an activity I used before starting a unit, midway through to check in with the students to see what they learned so far, or as a post-assessment at the very end of the unit.
- So tell me what did I just do? Thomas Jefferson wrote the Declaration of Independence. What did I just do? I just made a connection between a person and a document. And I made a fact. Who else has a connection they see up on the board? See if you can try it. And your students I promise you they're going to get competitive. They're going to say I could do five words. I could do four words. They're going to string a lot of words together. Who sees another connection we can make from the Revolution?
- FS: Boston Tea Party, attacks.

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KS: There we go Boston Tea Party, attacks. Another thing you might do is let's say you want to partner your students to do this. I might have the red pen. Tracy might have the blue pen. When we turn in our papers in the end, I guess I'll tell who maybe knows a little bit more than another student. Maybe she has ten connections in blue. And I only have like two in red. So that might tell me something too as a teacher. Questions. Your job. Think about... oh, I need to tell you another thing. This is something that can also be done in science.

We did this before in fractions with the vocabulary numerator, denominator, things of that nature, improper. It can also be done in language arts with genres. So it runs the gamut, it goes across the different subject areas, the different disciplines. Your job right now find a piece of construction paper in your area and a pen or a crayon and create your own. Think of the unit you teach. You don't have to have as many words as I do. It could be as short as five words. It could be as short as six words. But create one of your own. So pick a unit. You can put the unit at the top. And then pick... it could be based on a biography, Abraham Lincoln, log cabin, President, something as simple as that. Think of your specific units you work with in your curriculum.

I'm going to volunteer you. And I'm going to volunteer you. While you're finishing that up, I volunteered two of your colleagues to come to the front with their fly swatters. And I'm going to show you something else you could do with this making connections. So the volunteers can come on down to The Price Is Wrong. [laughter] Come on.

FS: inaudible

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KS: You're fine. I love that question. I'm going to have you stand right here. I'm going to have Shannon stand on the opposite side. Now, the first theme they're going to do is they're going to swat. Swat means where they hit each other's fly swatter. So you hit each other's fly swatter. There we go.

Just to give you some background on this. Let's say you're done with your revolution unit and you want a way to review for your students. Or let's say you have an assessment at the very end of the year in your grade level. So let's say grade five in your state has a social studies test. This is a way you can review. It's called the fly swatter. What will happen is I will give them a clue. From my clue, they're going to try to figure out which of these terms up here is related to my clue. Whoever swats it first is the winner. And then they get to challenge someone else, one of my peers, from the audience to come on up.

So here we go. Here's the clue. I wrote the Declaration of Independence. So Shannon swatted first. So she would be the winner. She would call someone else up. What would happen is this. First, the teacher starts with a clue. After awhile, I maybe get four or five. Guess who I turn it over to? The students to give the clues. So I shift to the side and let them give the clues. That's a way for me to assess also I can take anecdotal notes on who was giving a lot of clues, who wasn't giving too many clues, things of that nature. Thank you all. So, fly swatter. Something you can use. Very interactive. And I promise you if you didn't have a loud class before (two for one at the dollar store) you will have a lot of class.

Before we start the word sort, I want to definitely bless a book. This is a book that came out last year during the 50th anniversary of Brown v. Board of Education. It's by Tony Morrison entitled Remember. And it's a photo journey through from

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segregation to integration. So if you teach civil rights for your state or for U.S. and American history, I'll pass this resource around. It's another resource.

But we're going to do something entitled word sort. In your area, you have a little baggie with some turquoise colors in it. Your job right now is at your table, you can work as a partner, as a trio, sort the words. Those are the directions. Sort the words.

Once you sort them, I want you to stand up and move and see how someone else sorted the words. So I'm going to have you stand up, move around and see how some of your colleagues sorted the words. I promise you the designs will even vary.

Some will have linear, some vertical, some horizontal, some chunks. So stand up, move around and see how your colleagues sorted the words. Just to let you know one thing to do, you can also do pictures with this. It can be a picture sort to accommodate for all of your students. You can add pictures, photos, that go along with these words. Reading, all about reading. Different designs. See it?

Just to let you know, those word sorts are something you can do once again before starting the unit, mid-way through or after. And the directions are right in your packet as to how to do it. If you are thinking, I like that interactive notebook but where am I going to get some of these graphic organizers?, I listed a whole lot of websites that are very, very, very, very free on the Internet that you can use that have a whole lot of different graphic organizers beyond the VIN diagrams and the webs.

So I just want to highlight number four down here, that Curry School, University of Virginia, is an awesome website. So a lot of different designs and creations that

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teachers have did, some university people have did. So a lot of different websites are right in your packet. Just to let you all know that.

Also some other things just to highlight that are in your packet, there's a sheet. And a couple of these come right from the county that I taught in, Fairfax County.

Effective practices. This is something we provide our social studies lead teachers. In our county, we have one to two social studies lead teachers in all of our elementary school buildings. And this is something that they have and they share with the staffs at the schools. And a lot of the things we did today are right in here.

How many of you mentor or work with new teachers? This is something we have in our county that we created a couple of years back that just highlights social studies from the beginning of a lesson all the way down to the end to close a lesson. So this is just another resource that you could use in terms of things you could do within your lesson if you work with more than one teacher, how the teachers can be involved. So something that can be passed onto new teachers. And most of all how many of you have state assessments in social studies, in history? I see heads nodding and hands coming up. This is something we provide for our students. And this actually came from teachers and talking to teachers in terms of things to do.

Talking about not just relying on the textbook, but knowing all the different resources, working on test taking strategies, planning. A lot of these things you're doing today, coming for content knowledge and looking for engaging and meaningful activities. And the big 3Rs at the bottom which is what? Review, review, review. If you have any state assessments. But we're going to leave off at the end once gain. The word in social studies that matters the most is social. At your table, I want you to think about the following starters to talk about as it relates to your specific

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context. Discuss this at your table. Based on today's presentation, the different activities we did, the different practices you've seen, you've been engaged in. Talk about this using these starters in my classroom, I think I wonder or I want to know more about. So that's how we're going to end today's session is at your tables leave you all with some more social hour. Talk at your table about based on what we did today, the practices that you've seen in my classroom, I think, I wonder or I want to know more about. And I'll come around to each of your tables.

FS: I know that in his classroom, he gets sort of a routine going like with his ABCs. When I say geo, you say graphic. I think that ... I wonder how some of the special needs kids adapt to the diversity of activities in his classroom. I'll ask him later on, but how he gets them to...

FS: focus.

FS: ...to focus. Because it's pretty fast paced. It goes pretty good. And I want to know more about that.

MS: I bet they enjoy it.

FS: Yeah, I'm sure they do.

KS: When I say the, you say end. The.

ALL: end

KS: The.

ALL: end

KS: And that is where we are at.

FS: Excuse me, are you just making this up?

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KS: Oh, as I go along off the top of my head? I really do. Thank you for asking. And I love to do that with kids to like whatever. You know, those teachable moments, they just, you know.

FS: And that's your transition?

KS: That is my transition. So famous quote from Carl L. Becker. History is the memory of things said and done. Here we go. We're going to pass out the evaluations. Once you have completed them, you may see Tanya right here. And she will give you a sticker for your attendance for today. Thank you all once again for attending.
[applause]