



**Department of Education  
Grant Performance Report  
Cover Sheet**

See Block 5 on the Grant Award Notification.

1.) PR/Award No

S215X020177

Enter the same title as on the approved application.

2.) Project Title

The Flow of History: Adventures of America in the Connecticut River Valley

Repeat from Block 1 on Grant Award Notification. If address has changed, provide the current address.

3.) Recipient Information

Caledonia Central Supervisory Union  
Box 216

Danville VT 05828

Provide the name of the project director or the contact person who is most familiar with the content of the performance report.

4.) Contact Person

Name: Fern Tavalin, Ed.D.  
Title: Project Director  
Telephone Number: 802.387.4277  
Fax Number: no fax  
E-mail Address: tavalin@sover.net

Include the interval for the information requested in the performance reporting period. See instructions on page 2 for details.

5.) Performance Reporting Period

10/01/2003 - 09/30/2004

Report actual budget expenditures for the above performance reporting period. See instructions on page 2 for details.

6.) Cumulative Expenditures

	Federal \$	Non-Federal In-Kind \$
Current Budget Period	322,173.08	112,919
Previous Budget Period	220,534.44	196,371*
Negotiated Indirect Cost Rate: N/A using 7% as indirect figure		
*from the grant application figure (see correspondence AS 10/21/04)		

If applicable, see instructions on page 2 for details on annual IRB approval (Please circle one).  
Authorized Representative:

7.) Annual Certification of Institutional Review Board (IRB) Approval

N/A	N/A	N/A
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To the best of my knowledge and belief, all data in this performance report are true and correct.

Name (typed or printed): Fern Tavalin	Title: Project Director
Signature:	Date: 10/21/04

## II. EXECUTIVE SUMMARY

Flow of History has had a successful second year of operation. We have expanded from a small core of 5 teachers in 2 schools and a summer institute of 36 participants to an additional 38 participants in 20 additional schools. Many teachers are repeat participants in the various professional development opportunities that we provide. Study groups have been especially successful and supplied most of the participants to the Summer Institute in 2004. A newly developed network of history educators along the Connecticut River has led to the establishment of Flow of History as a non-profit history organization that services Vermont and New Hampshire teachers in the watershed.

Our accomplishments this year include:

### On a Project Level

- Book groups of 13 teachers in the fall of 2003 and 19 teachers in the spring of 2004
- Summer Institute with 30 participants
- An online collection of articles, timelines, and related national links for use with the broader Vermont audience
- 3 issues of a Flow of History newsletter that provides historical information and teaching ideas to a circulation of 950 educators
- Progress on an online database called *History Harvest*
- Establishment of a network of CT River Valley teachers whose excitement about American history has led to the incorporation of Flow of History as a non-profit organization

### At the Case Study School Sites

- Developing, piloting, and writing a US History Unit on Immigration for 5<sup>th</sup> and 6<sup>th</sup> grade students.
- Developing a "Quest" based on the book "Roxanna's Children" by Lynn Bonfield
- Developing and piloting a Colonial Life Unit for 3<sup>rd</sup> and 4<sup>th</sup> graders
- Developing and piloting a local history unit for 3<sup>rd</sup> and 4<sup>th</sup> graders on Peacham School houses
- Collaboratively discussing, reviewing and purchasing materials for use in history classes
- Coordinating with community and local historical society to put on a play about the local tensions that arose as the colonies contemplated revolution

Our challenges have been:

1. To reinforce the interplay between American history and local history
2. To design museum kits and a *History Harvest* that are meaningful, instructive, and sustainable

As a result of the challenges above, we are likely to extend the deadline for delivery on these two aspects of our initial proposal.

### III. PROJECT STATUS

The Flow of History cited 4 key goals in our proposal to the Teaching American History program:

1. provide professional development about major themes in American history,
2. establish challenging curriculum,
3. interpret local and national primary source materials by understanding their context within and relation to themes/topics in traditional American history, and
4. develop a collaborative exchange of practice that improves their work and builds a repertoire of high quality examples and resource materials.

The charts that follow show our progress in Year Two. The partner/authors of each section are identified. Segments that are not credited to a specific author are the words of the project director, Fern Tavalin. Our Year 2 evaluator's report of the summer institute and her ethnographic sense of the project are included as addendum. Also included is a quantitative analysis of the summer institute survey results prepared by RMC Research Corporation in Denver. As the project goes into its final year, RMC will take the lead in evaluation, using a mixed quantitative/qualitative approach to measure whether our strategies add up to the grant promises made. They will conduct an audit of all evaluation instruments and project products to date as preparation for a summative evaluation report.

<b>Goal 1: identify major eras and themes in traditional American history</b>
Strategy 1.1: Provide summer institutes based on major themes, topics and eras of traditional Am history
<p>Summary: a summer institute was held for 30 participants. The project evaluator, documenter, and a participating school principal were also in attendance. 25 of the participants were classroom teachers. Other attendees were historian service providers to the project who attended to deepen their own knowledge about the topic and to establish a rapport with the teachers they will serve during the school year. This mix of professional educators, historians, and museum educators enriched the conversations during formal and informal periods of interaction. Tuition was charged for the institute. The program income generated will go toward the purchase of a mobile computer lab so that we can offer database &amp; primary source related workshops throughout our service region. The entire institute was enthusiastically received and Elise Guyette, the final guest speaker, received a standing ovation. Those taking the institute for credit went through further training and participated in two work-in-progress critique sessions.</p> <p><u>Internal Reports on Institute Effectiveness</u></p> <p><b>1. The American Republic: Its Creation 1765-1815</b> Summer Institute Review prepared by Sarah Rooker, Project Historian</p> <p>The 2004 theme for the Flow of History was The American Republic: Its Creation. The summer Institute focused the theme to a more specific time period of 1765 – 1815.</p> <p>The planning for this institute began with the Flow of History Advisory Council where discussion led by Elise Guyette focused the theme and time period of the Institute. Jere Daniell was selected as the historian/mentor for the Institute. He prepared a short reading on the era and theme that was then given to a focus group of teachers for reading and response. Their responses helped shape the daily historical topics</p>

and activities. This approach proved to be very effective in guiding Institute planners.

The Institute was held from June 27 – July 2 2003. The first 3 1/2 days were held in residence in Windsor, Vermont. The second day was held at the Vermont Historical Society investigating primary sources and the third day was composed of field trips to Historic Deerfield and Fort Ticonderoga. Participants had the option to visit the museums on their own if they wished.

The goals of the Institute were to strengthen the content knowledge and pedagogy of American history and to engage in the process of historians.

Each day began with a scholarly presentation, followed by discussion. Scholars were drawn from the fields of political, social, and intellectual history and each wrote an essay before the Institute based on their talk. Speakers included Alec Ewald, Bob Gross, Jere Daniell, Gregory Sanford, and Elise Guyette. Institute participants also took part in a daily discussion of the Institute text: *The American Revolution* by Gordon Wood. Afternoon sessions focused on the “doing” of history and included workshops such as cemetery analysis, introduction to town records, and introduction to the state’s archives. Barbara Matthews from the Deerfield TAH brought examples of the work being done there. Throughout the Institute, participants had the opportunity to engage in artistic activities related to the era and theme. This included singing, dancing, writing, and drawing.

Participants enjoyed the scholarly presentations. They particularly enjoyed the varying perspectives of the scholars and the ability of the scholars to question their own interpretations and make connections to other issues living within the Institute. Participants also enjoyed having read something the scholar had written.

The book discussions lasted for one hour. While participants wanted more time to discuss, this one-hour model was more akin to what a typical classroom experience might be than our regular two-hour book discussions held during the school year. Participants were also anxious to make their own interpretations of the material rather than having a book discussion leader guide them toward particular content.

Afternoon sessions on the use of primary documents were too short. Participants needed the time to be both introduced to the material and to engage with it in a more in-depth way.

The artistic activities were enjoyed by everyone. While optional, and held during lunch, most participated and were excited about bringing a new skill to the classroom. We began each Institute day with a morning sing of Revolutionary-era songs. Our leader was very enthusiastic and able to connect the songs to the daily focusing question and topic. Evenings were given to meals, social time, and some period dancing.

We ended the 3 1/2 days with a wrap-up session where pairs of participants prepared an artistic or academic expression of something they had learned based on the primary documents they had used during the week. This was a fun way to end the week.

The location of the 3 1/2 day residency was at the Old South Church in Windsor, site of the signing of the VT Constitution. This proved very inspiring for the participants. Most participants stayed at the Juniper Hill Inn, which provided a central spot for books and materials.

The last two days of the Institute were not as successful in the eyes of the planners as the 3 ½ day residential experience. Teachers enjoyed their day at the Vermont Historical Society and were happy to learn of the resources available, but the planners felt that the goals could have been better met by remaining in Windsor. The connections between the residential portion of the institute and the museum visits were not as tightly focused as they could have been. Teachers approached the field trips as an opportunity to see whether or not they might bring their class rather than as an opportunity to extend their knowledge through exhibits, architecture, and artifacts.

Overall the evaluations were very positive. In thinking about next year, changes include adding a day to the Institute but not adding more activities, making more time for reflection, and providing longer amounts of time for primary source workshops.

### Competencies List:

During the course, teachers participated in seminars and workshops that promoted:

- investigation and critical examination of the theme of building the American nation.
- use of a variety of primary sources to form their own interpretations of the issues
- learning around essential questions and central concepts
- linkages across personal, community, national histories
- models for teaching history to students

They applied what they learned by conducting independent research and developing lessons based on historical themes and primary documents.

### 2. Participant Response to Questionnaire

Date: Sun, 12 Sep 2004 11:16:37 -0700 (PDT)

From: Summer Institute Participant

Subject: Re: FoH Summer Institutes

To: Fern Tavalin <tavalin@sover.net>

A set of questions was sent to the 4 teachers who attended both summer institutes as a way of checking to see whether modifications made with the second institute improved on the first. 3 replied. One found the experiences equivalent; one found "This institute was an improvement on an already stimulating experience;" and the third submitted the detailed report that follows.

*Hi, Fern. Here's my feedback. Thanks for asking.*

**> 1. In general, did the second institute seem to be an improvement, an equivalent experience, or a lesser experience than the first?**

*I would consider it a significant improvement. There were more opportunities to explore different concepts/ teaching options. The sharing was enhanced due to everyone being in the same areas most of the time. Collegiality was also enhanced by the warmth of the settings, people were exchanging ideas at all hours.*

*The actual "hands-on" components were excellent, giving us the chance to practice being historians, not just listen to people explain how they as historian do their work. The arts projects were a good way to engage people. It certainly increased the creative side of the final presentations!! It also helped us to realize how some of our students feel when we ask them to do something out of their comfort zone.*

*The resource sharing was a great idea. It was an easy way to learn about resources and connect the work we were doing to our classroom settings.*

**> 2. Were there some elements of the first institute that were left out of the second institute that you think should be reinstated?**

*We still had the rich content focus this year. We still had a variety of high-quality speakers. We still read many, many books, and we still learned a variety of things. I would say that there are few things that need to be reinstated.*

**> 3. Based on this year's feedback, we plan to hold the residential institute for 5 days instead of 3 1/2 so that there will be larger chunks of time to reflect, interact informally about curriculum issues, make things, and do reading assignments. Does this sound like a good adjustment?**

*We do need time to modify, expand, and revise our curricula offerings. If we do not include some opportunities to connect it back to our classrooms, we, as teachers, need to find that time and it is harder, more challenging, and less effective doing it after the course has been completed.*

*The same applies to the readings, we have only a certain amount of time available to us. Doing some reading ahead is critical, but also building in time to do reading, meet as book groups, and write about our reading helps strengthen our understanding of how to do similar projects without students. I know that is not necessarily the focus of the grant but it is an essential our teaching.*

**> 4. Is there anything else you think we should keep in mind?**

*Keep in mind that some of us are not "one-subject teachers." I for one would love to pursue the history topics/ documents/ artifacts/ oral histories/ etc.... Yet history, specifically the formation of the American Republic is but one part/ unit of the curricula with four or more units needing attention as well. History is also just one of five or more subjects that plans need to be developed for.*

*That said, the focusing on one area and not the whole big puzzle is helpful. We immerse ourselves into a topic, an era, and then build knowledge and skills in a way that helps us to produce more accurate, thought-provoking and hopefully more effective educational experiences for our students.*

**> Thanks for your help and comments.**

*My pleasure, get back to me if you have any questions/ need clarification. Thanks for asking good questions.*

**Strategy 1.2: Create CT River overviews of SI theme sub-topics and place online**

The topics for the first summer institute were placed online in the fall of 2003 at <http://www.flowofhistory.org>. 3 of the topics and sub-topics from this past summer's institute have been placed online as well. Others are in progress. All have been written, but some await web links to further resources.

**Strategy 1.3: Form regional study groups**

Study groups in the north and south were conducted for 13 teachers in the fall of 2003, looking at the topic of early settlement from 1704-1790. Another series in the spring brought in 19 participants, looking at US immigration policy. The study groups were extremely popular and most of the teachers became excited readers of American history and chose to attend the residential summer institute. The study groups are expanding in scope and number in the fall of 2004. So far, 17 teachers are signed up for a Champlain Valley study group, 29 for a Connecticut River study group, and 7 for one in the Northeast Kingdom.

**Strategy 1.4: Support a cadre of online historians drawn from the summer institutes**

The historians working most closely with the project are Jere Daniell, professor emeritus from Dartmouth, Elise Guyette from the Vermont Alliance for Social Studies, Allen Yale from Lyndon State College, and Sarah Rooker from the Vermont Museum and Gallery Alliance. In addition, Robert Gross from University of Connecticut and Alec Ewald from University of Massachusetts, Amherst have consulted in significant ways. We are also in communication with history educators from Deerfield, MA and have used services developed by their TAH grant. It is important to note that the online historians advice more at the project level than at the classroom level. Historians local to each school have provided support to mini-grant recipients. Connectivity at the school building level has been erratic, so a lot of consulting has occurred over the phone or in person. Historian-made resources have been placed online. We also commission historical overviews to use as discussion pieces for every planning meeting we hold. This has worked out really well because it grounds the conversations in history rather than in education or administration. It also surfaces the differences in historical interpretation from one historian to the next. In doing so, teachers have been able to see that historians maintain different perspectives, depending upon point of view.

**Strategy 1.5: Develop locally-based projects through mini-grant awards**

9 large mini-grants and 20 smaller ones were awarded during this period. Concerns about participant ability to significantly connect local history with large themes in American history prompted a re-shaping of the mini-grant process. Adequate funds were provided for all eligible participants to receive grants (eligibility determined by attendance at the summer institute) and the project director worked with each applicant to revise proposals so that they clearly brought out large themes in American history. All awardees submitted work-in-progress reflections and final critiques that were used to generate the second and third grant

installments. Accountability attached to payment helped improve communication between the project and individual teacher recipients. In addition, the evaluator took an independent assessment of the mini-grant awardees. While the evaluator found positive outcomes for Quests such as the one described below, the project director and historians were concerned about the depth of American history involved and the limited details provided in the final reflections. The second example is a current proposal that shows a much stronger connection to American history while still using the Quest process.

### **SAMPLE MINI-GRANT REFLECTION (lack of strong connection to American history)**

Debrief of the Experience      Teacher Reflection      Thetford Academy, Village Quest

**The goal of the Teaching American History Program is to provide professional development to teachers. This series of questions is geared toward finding out more about what you learned through your mini-grant experience.**

What type of professional development were you hoping to gain through your mini-grant?

*We were hoping to gain experience dealing with primary documents on the local level and creating opportunities for seventh graders to access primary materials. We were also hoping to learn about how to use GPS units and effective methods for teaching with GPS units.*

Describe how the activities in your grant contributed to that learning.

*By meeting with a local historian and researching at the local historical society, we have a much better sense of the resources located in our community and how to access them. As well, we became competent at using the GPS units. We also gained valuable experience in teaching with GPS units. By having students use the GPS units in the field, we were able to figure out the most effective use of this technology with seventh graders.*

If you had a consultation with an historian, in what ways was that useful?

*By speaking with a historian we gained valuable information about the village that was the focus of the village quest. In addition, it allowed us to become more familiar with the resources that are locally available.*

In your own mind (grant goals aside) what was your most important outcome?

*We became familiar with the Village Quest curriculum that we will use with each seventh grade class for the foreseeable future.*

Are there suggestions you can make to the Flow of History so that we can improve the mini-grant process?

*No, the Flow of History mini-grant process was excellent.*

### **SAMPLE PROPOSAL USING IMPROVED MINI-GRANT STRUCTURE**

This grant proposal combines two ideas. The first is the continuation of a Civil War project started last year. The second would utilize a unit on Phillis Wheatley developed after participation in this summer's institute.

#### **Goals:**

1. Continue to connect local experiences in the Civil War with those at the national level by exploring our community and investigating local and national primary sources.
2. Introduce a unit on Phillis Wheatley that examines her life in relation to the Revolution and its ideals.

#### **Project Team:**

Class Teacher  
Local Historian  
Valley Quest Leader

#### **Description of Projects:**

1. Like last year, students will be assigned a Civil War soldier from Hartford to research. Many soldiers will be new, but some from last year will be re-done. In addition, some students will look at Hartford itself during the war years. Students will again do on-line research, interpret maps, and use census records. This year, however, there will be the introduction of other local information such as probate and vital records. Hopefully, small groups will be able to visit the town offices and look for some of this information. If not, the classroom teacher and local historian will gather information for students to read and transcribe. Other activities will include reading *Mr. Lincoln's Drummer*, going on a Civil War walking tour of Woodstock, visiting local cemeteries, and finishing a driving tour of Civil War-era Hartford.
2. For the unit on Phillis Wheatley, students will read Ann Rinaldi's *Hang a Thousand Trees With Ribbons*, excerpts from Henry Louis Gates' *The Trials of Phillis Wheatley*, primary documents about slavery, and poems and letters written by Phillis Wheatley herself. By reading these students will learn about Wheatley, the Revolution, and the female and African-American experience in the late 1700s.

#### **Lessons:**

Using census, probate and vital records  
Interpreting maps

Reading cemeteries  
Using on-line genealogical resources

**Products:**

Individual student reports on Hartford and its soldiers  
A driving tour of Hartford  
Primary resources for History Harvest database  
Individual student essays on Phillis Wheatley's idea of liberty

**Budget. Each item is not to exceed:**

\$700 for classroom supplies, including books  
\$100 one-year subscription to ancestry.com  
\$1000 consulting fees with Valley Quest  
\$350 historian honorarium  
\$350 teacher honorarium

In addition to large grant awards as described above, many teachers asked to be able to receive history books that would help them learn more about the annual topic. 19 teachers were awarded smaller grants of approx. \$250 per person. In addition, a collection of books was purchased for two teacher regions so that people would have lending access to the books on display at the summer institute. To economize, the project purchased the books directly, rather than awarding funds. Book purchases totaled approx. \$10,750 and are recorded under "Supplies" instead of as sub-contracts. This is a bookkeeping adjustment, not a change in the proposed strategy of teacher support through mini-grants.

**Goal 2: establish challenging curriculum in traditional American history**

**Peacham Elementary Report by Margaret McLean, Principal**

In the 2003-2004 school year the teachers continued the journey to improve their own knowledge of US History, to develop engaging units of study for their students and to link local history to national events. Our accomplishments this year include.

1. Developing piloting and writing a US History Unit on Immigration for 5<sup>th</sup> and 6<sup>th</sup> grade students.
2. Developing a "Quest" based on the book "Roxanna's Children" by Lynn Bonfield
3. Presented the "Quest Unit" at the annual VRP Learning in Place Conference
4. Developing and piloting a Colonial Life Unit for 3rd and 4<sup>th</sup> graders
5. Developing and piloting a local history unit for 3rd and 4<sup>th</sup> graders on Peacham School houses
6. Participating in the Annual Peacham Ghost Walk on July 4<sup>th</sup> at the main Peacham Cemetery
7. Collaboratively discussing, reviewing and purchasing materials for use in history classes

**Flow Of History 2004 Report: The Case Study Sites**

**By Susan Bonthron**

**PEACHAM:** Margaret Maclean reported on Peacham's progress in Flow of History Goals on 8/2/2005. She noted that there has been more focus and effort, more conversation about history content and teaching at Peacham. An unexpected school restructuring had an effect on everything. Now because grades aren't overlapping, there is less need for discussion between teachers. Before, Janice Brisco and Kathy Renfrew shared fifth graders; they needed to coordinate. There are pluses and minuses in either situation – sometimes you can be more efficient when you do it yourself, but you also gain from collaboration. The restructuring happened just this year, and it affected what the two teachers were doing. Both Kathy and Janice participated in the book groups with Nick and liked that experience (Lynn also participated in the fall before she left.)

**Janice Brisco** focused on Vermont history, geography, and local history. Local historian Lorna Quimby helped the 3<sup>rd</sup> and 4<sup>th</sup> graders focus on local history using primary resources. Lorna led a "mystery tour" to Water Street, an area of Peacham that thrived during the 1800s. Lorna showed students where factories and mills and a local creamery had been. Lorna also showed students photos of Peacham in the 1800s. In the spring of 2004, Janice's class further explored local history in the "Firehouse School Project." A volunteer firefighter who is also a parent came and talked about the firehouse, part of which is an old schoolhouse. She enlisted Janice's class to help fix it up and make it a small museum about the history of the building. The

students again invited Lorna Quimby to help them, and she brought school registers to show who was at school during that time period along with photos that students scanned and used for the museum display. The students interviewed three former students (now in their 70s and 80s) who attended the schoolhouse. The interviews were videotaped and the video is also part of the museum exhibit, along with photographs and the students' writing. Janet plans to do a unit on Lewis and Clark in the fall of 2004.

**Kathy Renfrew** developed a standards-based unit on Immigration for her fifth graders that included 11 "Activity lessons". Kathy's stated goal for the unit, which she conducted during the spring of 2003, was "students will be able to describe the reasons for immigration, the journey of the immigrant, and what it was like to be an immigrant in a new land. They will reflect on what life was like for an immigrant child. They will have gained new understandings about their own family heritage." The unit included interactive lessons using family artifacts, examining a ship's manifest (primary document obtained from Jackdaws Publications), looking at and discussing slides, and creating and using an interactive notebook, which included Mindmaps, Venn diagrams, journal prompts, drawings, etc. "History Alive" activities and various texts further helped students understand the lives of immigrants. Kathy also conducted a unit on the **Constitution** that she reports was very successful. Kathy hopes to do units on the **Election**, the **Civil War** and **The Great Depression** in 2004-2005.

**DUMMERSTON** Jen Brown reported that "Being a Flow of History case study site forced me to get out there and find out what's in the town." She and Fern Tavalin spent time looking at and digitizing some town records in Dummerston (and she now has the book of transcribed records that Fern commissioned to use in her classroom next year). They also explored land records, and Jen found out about some Vermonters who were buried at Gettysburg. Her focus this past year was on intertwining her students' learning of local history with a performance of the play "The Equivalent Lands" put on as part of her town's celebration of the 250<sup>th</sup> anniversary of the Town Charter. The play focuses on the character of Leonard Spaulding and the founding of Dummerston. Jen copied the narration part of the play for her kids. "We had to do some preparatory work about town meeting and local governance. I made them choose a topic, something that they were interested in, to do a project on." Jen met with Betty Greenhoe, whose husband wrote the play, and Betty helped her make a list of topics that related to the play. Two of Jen's students made a pictorial map, using town history and narrations from the play. Some of her students lived near historical sites and researched them. To encourage high-quality work, Jen provided an assessment sheet ahead of time. Most of the research on student projects came from the town history book. "Those who were excited about it kept with it," said Jen. . Jen displayed her students' presentations for the Flow of History participants.

Jen finds involvement in their town and active learning through reenactments strongly engaging for her students. She uses an online resource called "Interact" at least once per quarter. At a reenactment of the Boston Massacre Trial, students listed their top three choices of roles. They have also explored the Slave Trade, the Middle Passage, Discovery, and Westward Migration.

Jen described the Valley Quest that she and Steve Glazer designed for her students. She did not have time to have her students design the Quest themselves this year, so Steve and Jen put it together. According to Jen, creating the Quest is going to be her focus in the fall of 2004. "We're going to do oral history, folklore, and local history, tying it all together." Jen's plans for the future include meeting with local historical society about some key primary sources, and continuing to engage her students in active research and role play connecting students' learning about their local community with historical issues of national significance.

**Goal 3: interpret local and national primary source materials by understanding their context within and relation to themes/topics in traditional American history**

Strategy 3.1: Design a series of museum/school workshops connecting local history to topics in Am. history

Effort during this year has gone toward planning and designing museum kits that can be loaned to schools upon request. Next year 4-5 copies of kits geared toward upper elementary and middle levels will be created that combine artifact and document replicas with teaching guides, adult non-fiction, and juvenile fiction/non-fiction. Drafts, in varying stages of completion, have already been designed for these topics: *Immigration*, *Creation of the American Republic*, *Antebellum Reform*, *Civil War*, *Industrial Revolution*, *Progressive Era*,

and *Early Settlement*. The kits are being prepared with help from the Vermont Historical Society education director and our project historian. Guides to relevant historical sites and museums will be included in the kits. They will be tried in classrooms and improved throughout the next year.

**Strategy 3.2: Identify relevant documents and artifacts in regional and local collections**

This year we have made great progress toward defining what constitutes a relevant document and how to use those local documents as teaching tools. Assembling documents before the summer institute to use as samples, planning institute workshops in locations that hold town records, requiring local documents to accompany coursework, and funding materials grants for teachers who want to develop our “harvesting” process with their students has led to a clearly defined link between local and national sources. The documents identified thus far will be used in the online database and in the museum kits. Teaching teachers how to work with historians to identify relevant documents and then linking that to the classroom will set a pattern for sustained growth of the collection. The Vermont Museum and gallery Alliance and the State Archivist are pointing to our teachers’ work as exemplars for use of archival material in the classroom.

**Strategy 3.3: Identify relevant documents in national collections**

Thanks to the work of major universities and federal programs sponsored by the Library of Congress, the National Parks Service, the National Archives, and the Smithsonian it has been easy to identify relevant national level sources. We have built timelines for the eras that we study. Relevant national sources are linked via the timelines.

Originally, we thought that trips to the National Archives in DC would help with this goal. Instead, we are planning a teacher trip to Mississippi and Alabama in the spring so that teachers can research a national issue in an unfamiliar location. This will bring the idea of “context” into sharper focus.

**Strategy 3.4: Prepare teacher workshops to use local and regional primary sources**

Teachers are asking for workshops in using online databases, preparing “museum-like” displays for classroom use, and continued professional development in the use of primary source material with students. A history retreat in November 2004 and continued offering of workshops throughout the winter and spring of 2005 will meet this request.

**Goal 4: develop a collaborative exchange of practice that improves work and builds a repertoire of high quality examples and resource materials**

**Strategy 4.1: Support co-development of Units of Study**

*Vermont Community Works, Inc.*  
*Learning Experiences That Build Community*  
 Joe Brooks  
 PO Box 2251  
 South Burlington, VT 05407  
 Tel: 802-655-5918 Fax: 802-655-9889  
 email: vcw@vermontcommunityworks.org

**Flow of History Progress –DRAFT August ‘04**

AREA  
 Summer Institute related

Units of Study related

PROGRESS/SUPPORT  
 •shared pd/institute knowledge-experience  
 •promoted via VRP and CW web sites  
 •developed protocols for documenting and delivering units (for teacher use)

VASS related	<ul style="list-style-type: none"> <li>•edited, formatted, placed 8-10 units of study on VRP and VASS sites</li> <li>•published several “units” in <i>CW Journal</i></li> </ul>
VRP Web Site related	<ul style="list-style-type: none"> <li>•supported EG learning to manage site</li> <li>•Formatted and placed units, etc. on site</li> </ul>
<i>Community Works Journal</i> related	<ul style="list-style-type: none"> <li>•Highlighted Flow as crucial part of VRP</li> <li>•Flow units placed on-line, w/ distinct credit</li> <li>•Included Flow updates, news in VRP News</li> </ul>
General	<ul style="list-style-type: none"> <li>•Returned to print!</li> <li>•Flow of History stories and promo</li> <li>•Stories as works in progress for next 2 issues: Dot G, Fern Intv,</li> <li>•Credited Flow as Sustaining Partner</li> <li>•Widened print distribution partnerships via VT Folklife Center, FOH, Shelburne Farms, VTDOE, VRP, and others <ul style="list-style-type: none"> <li>-all principals K-12, pub-prvt</li> <li>-all VT K-12 Librarians + public lib.</li> <li>-VRP teachers</li> <li>-FOH network -to be expanded...</li> <li>-National mailing (CW network)</li> </ul> </li> <li>•CWJ is available as free PDF on CW site</li> </ul>

Strategy 4.2: Support for collaborative discourse and critique

Collaborative discourse and critique form the basis of most Flow of History work. Advisory meetings are held as colleague consultations. Educational stakeholders, historians, and service providers discuss presenting questions raised by the project director and the project historian. Planning sessions for book study groups and the summer institute are based in common history readings and a discussion of the implications of the reading for designing high quality, content-based professional development. The development of products incorporates several iterations of critique, trial, and refinement so that our methods and products will be of high quality and of high use value to teachers. Coursework for graduate credit includes work-in-progress sessions for collaborative discourse and improvement.

Strategy 4.4: Prepare web-based history materials and build a History Harvest database

In the summer of 2003, a design team met to create a *History Harvest*. Through trials this year, we identified several problems with the original conception. The *History Harvest* database has since been redesigned to emphasize the idea of “context” when looking at primary sources. The notion of “context” and establishing the relationship between local and national events has been our major challenge. We have refined all of our project offerings to stress this interplay so that teachers and their students do not get lost in local detail to the detriment of understanding the national themes and events.

Strategy 4.5: Establish and maintain a web-based reporting and discussion system
Attempts at using an online discussion site came to a halt in the spring of 2004 due to undependable school Internet connections in the two participating schools. Since then, the project has expanded and a sense of a collaborative network is building. Participants are excited about the use of online discussions as a way of staying connected. It will be a major means of communication as we launch our next phase of book groups, using teachers as leaders/facilitators this fall.
Strategy 4.6: Evaluate whether strategies "add up" to attainment of stated goals
<i>See evaluation reports</i>
Strategy 4.7: Disseminate information to regional, state, and national audiences
Flow of History teachers, partners, and project director presented at the Vermont Rural Partnership conference, the Vermont Alliance for Social Studies annual conference, and the Teaching American History Annual Directors' Meeting. In addition, several articles have appeared in local newspapers and the Vermont Museum and Gallery Alliance newsletter. A project-based <i>Flow of History</i> newsletter is distributed four times per year to teachers in the Connecticut River watershed, and frequent articles in Community Works Journal are distributed across the country.

#### IV. BUDGET INFORMATION

There have been shifts in cost categories this year due to management of funds, but not due to a shift of goals and activities. Most notably, teachers wishing supplies as part of their mini-grants received the supplies themselves, rather than a sub-contract for a mini-grant. This allowed for a better overall price for items such as books and maps and provided teachers with these resources in a timely manner. It shows up as a major increase (although still within the 10% rule) in supplies and a concomitant decrease in contractals.

The project assistant director left unexpectedly to take a new job in Italy. To offer as smooth a transition as possible, elements of this position were contracted out to the Vermont Museum and Gallery Alliance and the Vermont Rural Partnership. Shifting roles and responsibilities made it necessary to temporarily increase the project director's time to full-time status. As FY 2005 moves forward, this will be readjusted so that the project director spends no more than 60-70% time on the grant. Because of a second TAH grant and a desire to accurately account for and correctly attribute effort to these two TAH grants, the superintendent of Caledonia Central Supervisory Union will seek permission from our DC program officer to sub-contract the positions of Project Director and Assistant Director to Flow of History, Inc. The entails no changes in key personnel. It's a matter of proper record keeping. If approved, the change will go into effect on January 1, 2005.

We are presently under-spent in two areas: the online database called *History Harvest* and in materials development for museum workshops and kits. The activities will still occur, however, the timetable has been altered. The planned sub-contracts will be distributed in FY 2005, with a possible no-cost extension to FY 2006. The former director of the Vermont Museum and Gallery Alliance (VMGA) has joined Flow of

History, Inc. as the project historian. The new director of the VMGA will be placing a request to our DOE program officer that the materials development contracts shift from VMGA to Flow of History, Inc. so that further development can smoothly continue.

Mini-grant awards to teachers straddle two fiscal years, so what might appear to be an area of under-spending is actually encumbered and does not show up as an expenditure in FY 2004.

## **V. SUPPLEMENTAL INFORMATION**

Both the Vermont Museum and Gallery Alliance and the State Archivist are appreciative for what *Flow of History* has added to Vermont education in terms of increased teacher knowledge about and use of primary sources. Getting teachers to conduct research using town records, probate records, etc. has truly brought history alive! Likewise, a really strong working relationship has developed with the education director at the Vermont Historical Society. In a state with limited resources, it is exciting to see goals and activities leveraged to mutual advantage.

Due to the enthusiasm we have created for content-based book study and high quality professional development in American history, Rivendell Interstate School District submitted and received a Teaching American History grant to deepen and extend the work begun thus far. Flow of History, Inc. is a major partner in this new grant and the lessons learned so far will be applied so that the new TAH will have “a leg up” in terms of implementation.

There has been a high turnover of administrative staff at Caledonia Central Supervisory Union. Two new principals in 2003 and a new superintendent and another new principal in August 2004 have significantly changed the leadership. Despite these transitions, teachers are being supported in their efforts to build curriculum in American history. The teachers from Peacham Elementary and Barnet School play leadership roles within the project and have advocated for its expansion.

Our objectives and activities have remained surprisingly stable, although rolled out at a slower pace than anticipated. What appeared to be a need to change some of the objectives at the end of Year One, turned out to be challenges that could be surmounted. We are quite proud of our accomplishments to-date and have engaged RMC Research Denver, a nationally prominent research and evaluation firm, to finish this TAH grant and guide us in the second.