

The American Revolution and American Peoples: A Comparative Inquiry

Session 1, December 1, 2001

- List three or four specific things you would like to take away from these sessions by the ending date in July.
 - Increased knowledge of the revolution; practical teaching strategies for “?”; list of appropriate resources.
 - I would like more ideas about the use of visuals in the classroom. Also, I am interested in biographical materials of the Revolutionary War era.
 - New way of looking at the American Revolution; New teaching strategies that engage students, and make the subject more relevant; new resources, especially websites that can be utilized.
 - Creative teaching ideas; new info/ideas on the American Revolution; An Understanding of how to compare the Am. Rev to other revolutions; materials that I could use.
 - Applications to use in order to motivate today’s (non-reader) student; New perspectives in the Revolution; ways to work with the MCAS curriculum.
 - Better understanding of causes of Revolution; Different images to present material.
 - Expand my knowledge base of the American Rev. in terms of geo-politics, women’s and minority contributions.
 - A new enriched understanding and teaching the American Rev.; A more comparative, less hidebound view of the revolution.
 - Exposure to latest scholarship/writings of the period; Activities to use in the classroom; Use of technology to access information about the topic.
 - Some ideas for potential lessons; New sense of the revolution as it related to the American people (Minority groups).
 - New Information on the changing historical perspective of the revolution; Activities and Ideas I can try in my classroom.
 - A deeper “understanding” of the event so that I can expand upon texts, books, and films in the classroom.
 - Connective ideas for interesting students in subject matter. A strong, new network of peers. Expand understanding of material and teaching methods.
- How would you gauge your current knowledge now of a comparative study of the American Revolution and its impact on various communities?
Excellent ____ Very Good __1__ Good __10__ Poor __2__ Very Poor ____
- Two or three things you learned today . . .
 - Edenton Tea Party, African March for Liberty.
 - I never heard of the Edenton Tea Party and saw several paintings for the first time.
 - Importance of empathy and teaching strategy in getting students involved; awareness that significant groups are ignored in standard textbooks; sexist manner in which history has been portrayed.
 - Looking back-who gets left out of history; information on the idea of perspective; evaluating images.
 - Incorporating questions in teaching objectives that are non-controversial. Using pictures- discussing time periods-bias-propaganda.
 - “Why bother studying the revolution...”. Uses of images.
 - Unfamiliar events such as the Edenton Tea Party, reviewed when Thomas Paine published Common Sense.
 - Images can be a great way to teach about history. There are so many different perspectives about historical events.
 - Wealthy man- another (Edenton) tea party- African American picketing and being suppressed (their voice).
 - Pictorial presentation, perspective bias
- What did you like the most about today’s session?
 - Sharing of resources.
 - I enjoyed meeting the faculty and other teachers. The chronology game was fun...
 - Conversation. Many people had interesting thought provoking ideas.
 - The format, discussion and pace of the day.
 - Enjoyable.
 - Informality, schedule, interest grabbing topic.
 - Good, I liked it, you guys are always well organized; pretty good discussion, good food, refreshments-thanks.
 - The presenters.
 - It all went well.

- Sharing ideas and experiences with other teachers, hearing information from the professors.
- Organization.

5. Any ideas for how to use information from today's session in the classroom?

- Chronology game, assignment of roles prior to reading of material and having students keep a journal.
- I will use more overheads in class.
- Evaluating images. This can be used in any classroom.
- Yes, role playing-unique new texts.
- Not yet.
- Yes, the use of imagery discussions.
- Put unfamiliar pieces into a chronology (I traditionally do it as a review); have students make their own chronologies, drawing representations of understanding- I'll apply it this coming week.
- I plan on making use of images with student.
- The artistic interpretations "lesson" is something I'll use in the future.
- Images & Chronology game.
- Hands-on (chronology game and Revolutionary images)

6. Any constructive feedback for the presenters and/or planners?

- Some of us do not have enough time to cover every possible detail of the Revolution, can you help us narrow the search.
- I liked having different presenters, doing different activities.
- On the Chronology game-I would use more logically connected events.
- All good. I only wish that there was more information on the actual origins of the images we saw.
- You might want to have *** artwork and offer more of a Holistic challenge.
- Great ideas and activities that are applicable to all grade levels.
- Very well orchestrated.

7. Other comments

- Good idea to make copies of resources used for us. Thanks
- Great start.
- It was a most worthwhile expenditure of my time. (Something I can't say of many workshops).
- I brought lots of books and had no time to share them.