FACE YOUR FEARS

WORKING WITH HIGH SCHOOL STUDENTS

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TOPICS TO DISCUSS

- Tips for creating high school programs and materials
- How to write lesson plans for high school
- Providing effective background information for teachers
- AP courses and how to address them
- High school learning styles
- Engaging HS students on tours/in programs
- Including material for ELL and IEP learners
- Common Core, state standards, PARCC testing
- Selecting good primary sources
- Internships and community service
WHY PROGRAMS FOR 6-12 CAN MAKE TEACHERS CRINGE

HIGH SCHOOL LEARNING STYLES

Middle school:
- tactile/hands-on
- just starting to get the “big picture”
- can do puzzles, logical thinking
- very linear/struggle with sarcasm and symbolism
- need a lot of structure, step by step process for bigger ideas

High School:
- complex thoughts, cause and effect/beginning critical thinking
- developing empathy/seeing someone else’s perspective
- love to argue/tell their opinion
- engaged in moral issues/decision making
- want to relate things to their own lives
ADVANTAGES OF WORKING WITH HIGH SCHOOL

- Teens want to see historic people and events as real.
- Want to be able to relate to the people involved - that they failed, that they changed, that they made folks mad but made up for it.
- Ex: Washington as slave owner - Washington as slave emancipator.
- Want to be challenged with a moral/ethical decision.
- Interested in family relationships/dynamics.
- Your goal may not be that they learn the history of your museum but that they learn that history is relative.
WHEN CREATING PROGRAMS - THINK OUTSIDE THE BOX

GO BIG . . . BUT KEEP IT SIMPLE

Noah Webster - beyond dictionaries — the power of words, the etymology of words, how slang becomes mainstream, how we use words (to laugh, to hurt, etc.) poetry slams, rap, music lyrics

Freedom Trail - What is freedom? What are you willing to do to get it? How do you feel when other people tell you what you can and cannot do?

Whaling Museum - How important is light? What would you be willing to do to get it?

Even if using traditional ideas in programs, focus on what teens can relate to and keep the story simple. Remember you are experts in this particular piece of history/art/science, etc. They aren’t. They are being exposed to something new. No one cares that the marble was imported from Florence.
CHOOSING PRIMARY DOCUMENTS

If using letters, minimize the extra. Students struggle with skim reading and especially struggle with “old style” language and a lack of punctuation. Use ellipsis and focus on the section of the letter you think has the most interesting information.

Provide a vocabulary list for understanding. Make sure the message in the letter is clear and does not assume knowledge of certain information.
From George Washington to George William Fairfax, 31 May 1775

Dear Sir,

Since my last (dated about the first of April) I have received from Mr Craven Peyton the Sum of £193.6.10 (as you may see by the inclosed Account) with which, and the Balance of the former Money, I now remit you the following Bills; to wit, one drawn by Mr Thomas Contee on Mr Mollison, for £40 Sterling, and another drawn by Lyonel Bradstreet on Mr William Tippell of London for the like Sum (indorsed by Mr Contee; the strongest assurances being given me, that they are both good) Mr Contee is Mr Mollison’s principal Factor, or Agent, in Maryland, and is besides a Man of property himself; but notwithstanding this, the times are so ticklish, that there is no such thing as answering for the payment of Bills. You must therefore, either take the chance of receiving bad ones, or suffer your Money to lay dead.

I have also, since my coming to this place, purchased a Bill from Messieurs Willing and Morris of £161.5.10 Sterling, which will, I believe, for I have not a state of our Account with me, about Balance it. With the Copy of Mr Peyton’s Account, you will receive a List of the Rents which he collected since last settlement; and these, as I have not been favoured with a Line from you, since your Letter of June, is all I recollect at present worth communicating relative to your business.

Before this Letter can reach you, you must, undoubtedly, have received an Account of the engagement in the Massachusetts Bay between the Ministerial Troops (for we do not, nor cannot yet prevail upon ourselves to call them the King’s Troops) and the Provincials of that Government; But as you may not have heard how that affair began, I inclose you the several Affidavits that were taken after the action.

General Gage acknowledges, that the detachment under Lieutenant Colonel Smith was sent out to destroy private property; or, in other Words, to destroy a Magazine which self preservation obliged the Inhabitants to establish. And he also confesses, in effect at least, that his Men made a very precipitate retreat from Concord, notwithstanding the reinforcement under Lord Piercy; the last of which may serve to convince Lord Sandwich (and others of the same sentiment) that the Americans will fight for their Liberties and property, however pusilanimous, in his Lordship’s Eye, they may appear in other respects.

From the best accounts I have been able to collect of that affair; indeed from every one, I believe the fact, stripped of all colouring, to be plainly this, that if the retreat had not been as precipitate as it was (and God knows it could not well have been more so) the Ministerial Troops must have surrendered, or been totally cut off: For they had not arrived in Charlestown (under cover of their Ships) half an hour, before a powerful body of Men from Marblehead and Salem were at their heels, and must, if they had happened to have been up one hour sooner, inevitably intercepted their retreat to Charlestown. Unhappy it is though to reflect, that a Brother’s Sword has been sheathed in a Brother’s breast, and that, the once happy and peaceful plains of America are either to be drenched with Blood, or Inhabited by Slaves. Sad alternative! But can a virtuous Man hesitate in his choice? I am, With sincere Regard and Affectionate compliments to Mrs Fairfax, Dear Sir, Your Most obt servant,

G. Washington
CHOOSING PRIMARY SOURCES

- If using political cartoons or art, pick ones with limited symbolism or make it an exercise in understanding symbolism – a very weak area for many students.

- Likewise, make sure the symbols used are clear and relatable to the modern day [ex: medieval religious markings are not going to be understood nor is the image of a “dinner pail”]
BAD EXAMPLE

WHY IS THE TIN MAN KNOCKING ON THE DOOR?
COMPARE ANTI-IMMIGRATION CARTOONS

WOULD STUDENTS UNDERSTAND THESE?
ANTI-IMMIGRATION CARTOONS

WOULD THEY UNDERSTAND THIS?

THE INEVITABLE RESULT TO THE AMERICAN WORKINGMAN OF INDISCRIMINATE IMMIGRATION.
COMPARE WAR OF 1812 CARTOONS

WILL STUDENTS UNDERSTAND THIS?
COMPARE CARTOONS OF THE WAR OF 1812

WILL THEY UNDERSTAND THIS?
AP COURSES

- AP curriculum is dictated by the AP Board and there is little if any wiggle room.
- The focus of AP is covering a lot of info in a short period of time but also on reading and interpretation skills.
- Practice sessions with analyzing political cartoons, quotes from speeches and newspaper articles is common as these types of multiple level questions appear on the exam.
Use plenty of visuals to support the main ideas you are trying to get across.

Provide vocabulary definitions and break long passages into short ones if the activity involves reading.

If speaking or leading a discussion session, be aware of words that may have more than one meaning and clarify them for the audience. Ex: a stream of thought.
HITTING THE REQUIREMENTS

COMMON CORE, ET AL

▸ Reading and writing, reading and writing, reading and writing...oh and analyzing reading

▸ writing persuasive essays, letters to the editor, reading for meaning, interpreting messages, understanding context

▸ using a speech or letter excerpt and using it to understand tone, message, style, emphasis
CLASSES IN HIGH SCHOOL CAN BE APPROX. 48, 58, 75 OR 80 MINUTES LONG

LESSON PLAN LAYOUT

[You can place the Standards met at the top in bold or in a box]

- SWBAT (students will be able to: Objective)
- Do Now/Activator (2 min. warm up activity - Brainstorm, write 3 lines about the topic, etc.)
- Materials needed (if other than copies)
- Big Question: overarching idea
- Introduction: Content reviewed/new content to introduce the activity (can include vocabulary, facts, dates)
- Activity: anything active - reading, analyzing, group work, finding/locating something
- Discussion: share findings from activity (can be whole class, one on one, in a group)
- Analysis: What it means, what we can learn from it, how it fits into our topic
- Summary: review how the objective was met
Internships and community service hours are big in high schools now - take advantage of it.

High school students have to do anywhere from 30 - 40 hours of community service a year - can help your maintenance staff, sell tickets, volunteer at an event, etc.
FREE LABOR!

SHORT TERM COMMITMENT LEADS TO LONG TERM INTEREST

- Internships can run from 3-4 weeks in the spring, at 30 hrs a week. Students are looking for real life, career experiences.

- Create several defined internship positions and get a new generation hooked on museums.