



The **TEACHER CENTER** of Broome County
Teacher Study Group Grant Award
Summer 2005

FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: Developing Local History DBQ using Roberson Museum

List of group members: Patrick Stetson, Stu Elliott, Kelly Warwick, Amy Hutter, Brian Smith, Denise Lang

The final report must be word-processed and submitted both in print and on disk using this form.
Include information under each of the following headings.

The Teacher Center of Broome County is requesting that two members of each study group funded as of June 2005 share the information gained through their study with other consortium members by presenting a workshop during the 2005 -2006 school year. Please indicate on your final report who we should contact to make arrangements for your presentation.

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Describe the initial goal of the group noting any adjustments that had to be made as time passed.

Our group will develop practical and specific Social Studies Document Based Questions (DBQs) based on the communities serviced by the Windsor Central School District and **Broome County**. The teachers will use Roberson Museum, **Broome County Historical Society**, and their archival resources to develop **4** specialized DBQ for each grade level, 5th-8th, that directly relates to the history of our community. The Roberson Museum archives will provide our team a chance to develop a collection of local Primary Source Documents to use in our classrooms. With the help of the Roberson Staff, these Primary Sources will be digitally photographed, video taped, and put into **2** 'hands-on' traveling kits for school use. We will then write **2** final DBQs with accompanying DVDs, and actual historical material to enrich students learning.

Describe the ACTION PLAN that the group followed.

The group studied and address the following topics:

- Work with the Roberson staff on "What is local history", and "What is a good local Primary Source Document".
- Discover how to use Roberson more in our classroom.
- Explore the archives of Roberson, our areas best repository for local history material
- Develop working links with Roberson materials and New York State (NYS) Social

Studies Standards

- e) Write local DBQ's that parallel the NYS Social Studies anchor papers.
- f) Complete local traveling 'hands-on' history kits.

Take digital photos and video and prepare the material into usable classroom tool

Describe how the action plan was implemented.

Our group discussed the task. We reviewed previous DBQs written by New York State and various history teachers. We discussed the common themes that New York State has focused on with DBQs and how to include local subject matter into them. We decided, based on our schools' curriculum mapping, that 5th and 8th grade will focus on 1865- present, 7th grade - American History until 1865, and 6th grade - Global Studies. Our group took a long time deciding how to integrate 6th grade subject matter (Global History with a focus on Greek, Egyptian, and Roman) into a local DBQ. We have come up with two ideas on transportation and Greek Architecture.

We had the pleasure of working with Gerald Smith (Broome County Historian). He guided us in finding research on local information to be included in a DBQ. Jerry showed us Primary Source Documents we should include into local DBQs. As the county's foremost historian, he guided us on what makes a good source to use and the relevance of that material to general historical knowledge. Material copied from the library has been read and was discussed. Everyone came with a completed outline of the DBQ in progress. These are DBQs that are very traditional in content but all have regional themes with regional information. The DBQ on transportation better fits 7th grade. We spent most of Tuesday working with Dale Ketchum and Eve Daniels. Dale works with school programming and Eve is in charge of the collections. We asked and received information about the collections - What they feel is a good primary source document - and ways they feel that we could use Roberson more in the coming years. We toured the Roberson's Mansion and the exhibits in the museum. We spent a lot of time in the third floor of the mansion. Roberson has this floor dedicated to the social changes of Broome County from Native American times until the mid 1980's. We found many primary source documents that could supplement classroom materials and state standards.

During the 1970s, Roberson had traveling kits that could go to schools. Most have been dismantled and put into other collections. The group looked at a kit on coppering (barrel making). While complete, it was very large and heavy and did not logistically fit into today's curriculum. We discussed how to make a hands-on kit to fit today's classroom. It is easier for students to make connections with 3-D objects that have color and real size. These 3 items are sorely lacking from state assessments.

We watched a video produced by PBS on Roberson's efforts with DBQs. We saw several classes use the museum to complete the DBQs written on Roberson. We also saw Roberson's Mystery object program in an elementary program - giving us ideas on how to take Roberson to the schools. Dale presented us with all the DBQs that have been previously produced for Roberson by various sources. The eight that have been written cover a wide variety of Social Studies material- by ages and depth. Our focus turned back to producing a hands-on kit that could go to local schools. The logistics of Roberson came up as the biggest reason for this type of kit. As in Windsor Middle Schools case, a physical meeting space does not allow an entire class to come during one day. The multiple trips for our classes would be cost prohibitive. We spent the beginning of Wednesday in the vault of artifacts. This gave us ideas what the museum has and possible future research topics based on the archives.

We tried the DBQ Roberson has developed on the Great Depression. Dale provided us the paper material and we performed the tasks. This was good to see as our district has four Social Studies based trips planned this coming year. We discussed the DBQ in detail and went back to our idea of a history kit. With the limited space available for group classes, this hands on DBQ seems right to make into a kit. We also feel that the Native American DBQ based on Roberson material could be made into a kit.

We discussed in detail how to take the information and put it into something that could be used in a local classroom. We started to develop a script for a kit that has some hands on material in a box along with a completed DVD. We feel the after discussion with Roberson that the development of this type of product will be something that Roberson could use to show more of our local history.

We started to write a script, with introductions, production notes and decided who would finish parts of a DBQ - DVD.

We spent most of Thursday finding artifacts. We then finished writing the script for the DVD. We composed the objects and photographed and filmed them. We Then re-wrote the DBQ on the Depression to fit the information.

After many re-writes and discussion on exact wording. - All raw footage was obtained for the 8th grade DBQ. Each person took a piece and worked on putting it into a more complete form. The DVD started to be put together.

We spent Friday finishing the voice-overs for the 8th grade DBQ. We put together the 5th grade DBQ. We composed the objects and photographed and filmed them. We Then re-wrote the DBQ on Native Americans to fit the information. All raw footage was obtained for the 5th grade DBQ. All voice-overs for the 5th grades DVD are done Each person took a piece and worked on putting it into a more complete form. The 5th grade DVD started to be put together.

Evaluation of the impact of the study group effort on teacher/student performance.

- How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

We strongly believe that we have developed a beneficial tool that will be used not only in our district but others around the region. We look forward to implementing the tool in the coming year.

- What evidence do you **expect** to see of student achievement improving as a result of your participating in this study group?

Our school has developed a data bank that will allow us to compare a student's individual results from year to year. This will allow us to evaluate the information garnered in various ways. We will implement the new tools into our curriculum and compare the results to previous years NCLB benchmark assessments and New York State Exams in 5th and 8th grades. This will include comparing scores of students involved in our inclusion model. We will also compare the work from the parallel NYS Social Studies DBQ anchor papers and examples of previous years student work. The group will also discuss our satisfaction with presenting material using the new tools and continue to develop new ways to use Roberson.

- What evidence is there that the goals of the study group has/has not been met?

6) Our study was based on the NYS Social Studies Learning Standards, themes and concepts. We focused on critical thinking skills and how to ask students to make comparisons, draw analogies, apply knowledge to the given data, and will require students to apply historic analysis using material from their community. We developed a tool that has students take positions on issues or problems and support their conclusions using local material. We created a tool that will make students look at historical and current community issues from multiple perspectives.

Comment on the value of the study group process? Did it work for you?

It was wonderful to have the opportunity to work on material with many different perspectives. We completed in a week what would have months for one person to complete.

We did find we over estimated how much we would complete and would love the time in the future to complete more of the study group.

How can we make this study group program better?

20 hours can be to short amount of time to complete a finished product