



TRITON REGIONAL SCHOOL DISTRICT

Triton Talented and Gifted Resource Center

The Triton Regional School District is pleased to offer a 30 PDP course funded through the award of a Massachusetts Department of Elementary and Secondary Education Gifted and Talented Resource and Support Center Grant. Eligible participants include K-8 professional staff and administrators committed to differentiating instruction for gifted students. The course description is as follows:

Title:	Using Gifted Strategies to Teach Local Massachusetts History through the use of Primary Source Documents and Historic Preservation Sites
Instructor:	Historic New England staff
Dates/Time	June 29, 30, July 1, 2, and August 26, 2009 from 9:00-3:00 pm
Location:	Spencer Peirce Little Farm, Newbury, Massachusetts
Credits:	30 PDPs
Cost:	\$ 100 for materials and food; remainder of workshop is funded by the MADESE Gifted and Talented Grant
Enrollment:	Limited to 25 teachers
Description:	Using guidelines set up by the National Research Center on Gifted and Talented (NRC/GT) and concepts of multiple intelligences, the workshop will demonstrate how teachers at Historic New England use the resources and primary source documents to create social studies curricula for grades K-8 students. The workshop will take the form of group demonstration and discussions in an open forum format, allow practicing teachers to share their own conceptions, ideas, and experiences. Outcomes include creating a local history/social studies unit of 3 to 5 lessons using primary sources and the MI matrix. Tours of local preservation sites included are: Stone House at Spencer Peirce Little Farm in Newbury, Rocky Hill Meeting House in Amesbury, and Coffin House, Newbury.

A maximum of 25 teachers may be funded for this course with the grant. If you are interested, **please complete the attached registration form and return it, by June 19, 2009**, to:

Attention: Liz Valentine
FAX Number: 978-463-3070 or TAG.ResourceCenter@trsd.net

Please submit any questions about this course to Sylvia Jordan via email (sjordan@trsd.net) or telephone (978.465.5353).

Thank you!

Using Gifted Strategies to Teach Local History Course Details

Overview

Using guidelines set up by The National Research Center on the Gifted and Talented (NRC/GT) and concepts of Multiple Intelligences the workshop will demonstrate how teachers at Historic New England use the resources and primary source documents to create social studies curricula for grade K-6 students. The workshop will take the form of group demonstration and discussions in an open forum format, allowing practicing teachers to share their own conceptions, ideas and experiences.

Time

The workshop is scheduled for **June 29, 30, July 1, 2** from 9:00 AM until 3:00 PM. Breakfast and lunch will be provided as will all materials, notebooks and handouts. A fifth day meeting will be held on **August 26** from 9:00 AM – 3:00 PM so that participants can present the results of their projects, discuss results and listen to a guest speaker at a barbeque luncheon.

Schedule

Day 1

- Arr. 9:00 Continental breakfast
- 9:30 Intro- staff and teachers attending
- *Essential question:* Conceptions of giftedness: Using handouts from UConn NRC/GT
- Jot down your conception of giftedness; what assessment do you use?
- Discuss the idea: "Every child is gifted in some way."
- Is giftedness only in math/science or language arts?
- Kinetic children in the classroom: finding their gifts
- How do you tailor the lesson to each person?
- Discuss Pull out gifted education.
- 12:00 Lunch
- 12:45 PM Workshop: Susan Morin
- *Using Gardner's Multiple Intelligence theory to ID gifted students, create a multi-level curriculum*
- Matrix: MI Theory and Bloom's Taxonomy : using one lesson, create differentiated plan
- 2:30 PM: Handout and discussion: Attending teachers will work on a project to create a social studies/local history unit plan of 3-5 lessons using primary sources and the MI matrix. They will have six weeks during the summer to create the lessons, and collect materials. This will be presented during the final meeting on August 26 at SPL.

Day 2

- Arr. 9:00 Continental breakfast
- *Essential question:* What is the value of differentiated instruction and how does a teacher present it in the classroom?
- 10:00 AM Workshop, Mappy Gray: "*Start with something simple: making ship's biscuits*"
- Mappy will instruct attendees in measuring, kneading, forming and baking a ship's biscuit while discussing how to build levels of complexity into this lesson.
- 11:30 Lunch
- 12:00 PM: "*The house as artifact*" a tour of the Stone House at SPL. Attendees will see the house from an educational planning perspective to see how it is used for different programs.
- 2:00 PM *Observe, Inquire, Deduce: how can each teacher use his/her school as an artifact?* Kathleen
- Discussion and reflection

Day 3

- 9:00 AM Continental breakfast
- *Essential Question:* How does a teacher Introduce complex ideas and use multiple perspectives?
- 10:00 AM Workshop – Arlene "*Liberty or Loyalty*"
- Teachers will take opposing sides in a pre-revolutionary war exercise, using primary sources to back up their arguments.
- 11:30 AM Lunch
- 12:15 PM *Tour of Rocky Hill Meeting House, Amesbury* Bethany Groff
- History, documentation and how it is used as a resource for programs.
- 1:30: *Town Meeting at Rocky Hill* - Kathleen:
- Based on an actual meeting held in Newbury to determine whether to boycott British goods in 1770, teachers will assume the perspectives learned in the morning workshop to present, discuss and vote on three articles .
- 2:30 Reflection, discussion

Day 4

- 9:00 AM Continental breakfast
- *Essential question:* How can historic resources be combined with students' imaginations to teach a historic period?
- Workshop – Gail White, educator and historic reenactor: *Teaching history through roleplay.*
- Discussion: little tools that help to create ambience and character
- 11:30 Lunch
- 12:30 PM *Tour of Coffin House – First Settlers and Historic Fiction program- using the resources of Coffin House to teach early American history.*
- Discussion: How can the teacher create a sense of place and time in the classroom?
- Discussion Projects and return on August 26

Day 5: August 26

- Discussion: *Giftedness and social skills; Non-native speakers and special needs students* Guest speaker
- Barbeque luncheon
- Presentation of teacher projects and discussion of methods.
- Sharing our resources
- Final Discussion

Using Gifted Strategies to Teach Local Massachusetts History through the use of Primary Source Documents and Historic Preservation Sites

Name: _____

Home Address: _____

Home Telephone: _____

Cell Phone: _____

Email: _____

School District: _____

School: _____

School Telephone: _____

Grade: _____ **Position:** _____

Please return this form to Liz Valentine by June 19, 2009. Thank you!

Fax 978 463 3070 or email to TAG.ResourceCenter@trsd.net