Workshops are held at the Deerfield Teachers’ Center, 10 Memorial Street, Deerfield, Massachusetts, from 3:30 to 5:30 PM, unless otherwise noted.

Registrations are accepted until the day of the workshop. Once the workshop is filled, a waiting list will be created; those on the waiting list may be contacted as late as the day of the workshop if space becomes available. Once registered, participants are urged to notify the Teachers’ Center if unable to attend a workshop, even on the day, in order to make space available for waiting participants.

All workshop offerings are aligned with the Massachusetts State Curriculum Frameworks and support an integrated curriculum in content areas of History and Social Science, and English Language Arts, as well as other areas where specified. All workshops are designed for teachers of grades K-12 unless specified otherwise.

Please use a form (located on the back page of this packet) to register for workshops.

ALERT! Program Requirement
Tuesday, September 21, 2010
OR Thursday, September 30, 2010
OR Monday, November 1, 2010
Teacher Lesson Instruction
This workshop is required for ALL participants who did not take the Teacher Lesson Instruction workshop in the 2009-2010 Making History Teaching American History program year. It is recommended for returning Making History participants who would like a refresher.

Each Teaching American History participant creates a short lesson. This lesson enables students to achieve a specific understanding about an aspect of American history through classroom exploration of one or more primary sources from the American Centuries website. In this workshop, participants will practice merging historical understandings with primary sources, primary source questions, and activities, in a lesson which supports a specific learning goal. Participants will also learn how to navigate and collect primary sources from the Digital Collection of the American Centuries website for use in their required lesson. (Limit 20)
As If Things Could GET Any Worse: Bad Weather, Hard Times
“The Great Earthquake”, “The Great Gale”, “The Year Without a Summer”: Weather-related disasters are an important part of the oral and written history of our region. Riveting for their dramatic stories of survival and loss, these events also had far-reaching economic and political effects. This workshop places weather disasters within their historical contexts, focusing in particular on the hard-knock times Massachusetts suffered during the Depression. As if the economic conditions of the Great Depression were not enough of a burden, the economic effects of the Dustbowl and other severe weather events deepened the difficulties of this “Worst Hard Time” Grades K-12. (Minimum 8 / Maximum 20)

American Teacher, Public Servant
From images of Ichabod Crane or a school “marm” ringing the bell to call her multi-age class to her one room school, the lineage of American teachers moves forward to present day women and men, striving to prepare their classes for standardized tests. In America more so than elsewhere, education became a contested terrain of competing philosophies and policies regarding how best to prepare students for American life as citizens and productive members of society. We will work our way through the evolving historical context of the teacher’s work, considering how teachers at various points in time navigated their way through conflicting expectations and realities. Grades K-12. (Minimum 8 / Maximum 20)

Diaries, Dolls, and Day-books, Oh, My!: A Guided Visit to Memorial Hall Museum and the Memorial Libraries
The first half of this workshop is a guided tour of Memorial Hall Museum, with a focus on artifacts that are also part of the American Centuries on-line exhibit. The museum is full of interesting and unique objects, with a local history. Then tour the Memorial Libraries, see the resources available about your town and county and learn how to access our extensive archives of primary documents. Grades K-12. (Maximum 6)

May we suggest that you also attend the Teachers’ Center tour, held on October 12, 2010, or on November 30, 2010?

Teacher Lesson Instruction
This workshop is required for ALL participants who did not take the Teacher Lesson Instruction workshop in the 2009-2010 Making History Teaching American History program year. It is recommended for returning Making History participants who would like a refresher.
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exploration of one or more primary sources from the *American Centuries* website. In this workshop, participants will practice merging historical understandings with primary sources, primary source questions, and activities, in a lesson which supports a specific learning goal. Participants will also learn how to navigate and collect primary sources from the Digital Collection of the *American Centuries* website for use in their required lesson. (Limit 20)

**Thursday, October 7, 2010**

**Witnessing Transformation: A Tour of the “Changes on the Horizon” Exhibit in Memorial Hall Museum**

Participants will tour and investigate the exhibit, "Changes on the Horizon", in Memorial Hall Museum. The artwork in this exhibit reflects industrial and transportation changes to the rural landscape of the Pioneer Valley from 1850 to 1950. Grades 3-12. (Minimum 8 / Maximum 20)

*FULL with a Waiting List*

**Tuesday, October 12, 2010**

**Jackdaws! History Kits! Books! Oh, my! Exploration of the Deerfield Teachers’ Center**

The Deerfield Teachers' Center has many resources for teachers to borrow and use in their classrooms. There are over 1600 books (about 160 of them picture books), many DVDs, music CDs, primary source packets, teacher lessons, and historical photographs to use either in the classroom or for personal enrichment. Traveling history kits on many historical topics also live in the Center. These kits have historical reproductions and stand-alone lessons that can be used for many different grade levels. Come spend time exploring the collection and see what you might want to borrow. Grades K-12. (Maximum 6)

*May we suggest that you also attend the tour of Memorial Hall Museum and the Memorial Library, held on September 28, 2010, or on October 28, 2010?*

**Monday, October 18, 2010**

**Book Group (Part 1 of 2) – *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High* by Melba Pattillo Beals**

*This is a two-part workshop. Participants are expected to register for and attend both sessions. The second session will be held on Monday, October 25, 2010.*

In her memoir, Melba Pattillo Beals reflects upon the precarious position held by Arkansas' black community during the 1950s. "I became increasingly aware of how all of the adults around me behaved the same….I was feeling more and more vulnerable as I watched them continually struggle to solve the mystery of what white folks expected of them. They behaved as though it were an awful sin to overlook even one of those unspoken rules and step out of "their place," to cross some invisible line. And yet lots of discussions in my household were about how to cross that line, when to cross that line, and who could cross that line without getting hurt." In 1954 the Supreme Court ruled that, with regard to education, separate schools for black children and white children were not, and could never be, truly equal. The clash between the nation's tentative steps toward legal civil rights for black Americans and a community's commitment to maintaining the color line proved costly for Melba and the rest of the Little Rock Nine. The year tested their characters and affirmed their individual commitments to justice. Grades K-12. (Limit 12)
**FULL with a Waiting List**
Thursday, October 21, 2010
**It’s Greek To Me: Reflections on New England Architecture**
Learning to look at our New England architecture can enrich students’ study of history, as changing lifeways, social organization, and values are expressed in the styles of private dwellings and public buildings. Through observation and sketching, we will go “through the doorways” and consider distinctive 18th and 19th century architectural features as well as the overall architectural landscape of our communities. Grades K-12. (Minimum 8 / Maximum 20)

**Monday, October 25, 2010**
**Book Group (Part 2 of 2) – Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High**
by Melba Pattillo Beals
Please see Monday, October 18, 2010, for details.
This is a two-part workshop. Participants are expected to register for and attend both sessions.

**FULL with a Waiting List**
Wednesday, October 27, 2010
**"A citty upon a hill": Massachusetts Bay Colony Puritans**
John Winthrop, Anne Hutchinson, John Cotton, Roger Williams, Anne Bradstreet and others...their critics called them Puritans and considered them a "hotter sort of protestant." Who were the Puritans really, and what lay behind their momentous decision to leave their homeland to settle a New England? Grades 3-12. (Minimum 8 / Maximum 20)

**Thursday, October 28, 2010**
**Diaries, Dolls, and Day-books, Oh, My!: A Guided Visit to Memorial Hall Museum and the Memorial Libraries**
The first half of this workshop is a guided tour of Memorial Hall Museum, with a focus on artifacts that are also part of the American Centuries on-line exhibit. The museum is full of interesting and unique objects, with a local history. Then tour the Memorial Libraries, see the resources available about your town and county and learn how to access our extensive archives of primary documents. Grades K-12. (Limit 6)
*May we suggest that you also attend the Teachers’ Center tour, held on October 12, 2010, or on November 30, 2010?*

**ALERT! Program Requirement**
Monday, November 1, 2010
**OR Tuesday, September 21, 2010**
**OR Thursday, September 30, 2010**
**Teacher Lesson Instruction**
This workshop is required for ALL participants who did not take the Teacher Lesson Instruction workshop in the 2009-2010 Making History Teaching American History program year. It is recommended for returning Making History participants who would like a refresher.
Each Teaching American History participant creates a short lesson. This lesson enables students to achieve a specific understanding about an aspect of American history through classroom
exploration of one or more primary sources from the *American Centuries* website. In this workshop, participants will practice merging historical understandings with primary sources, primary source questions, and activities, in a lesson which supports a specific learning goal. Participants will also learn how to navigate and collect primary sources from the Digital Collection of the *American Centuries* website for use in their required lesson. (Limit 20)

**FULL with a Waiting List**  
Thursday, November 4, 2010  
Book Group (Part 1 of 2) – *The Jamestown Project* by Karen Ordahl Kupperman  
*This is a two-part workshop. Participants are expected to register for and attend both sessions. The second session will be held on Thursday, November 18, 2010.*  
Jamestown was settled in 1607, making it the first permanent English settlement in North America. Why is it, then, that Americans telling their national story so often look not to Jamestown, Virginia, but to the landing of the Pilgrims at Cape Cod in 1620 for the "true" beginnings of America? Karen Kupperman's *The Jamestown Project* addresses this and many other fascinating questions, placing the often horrifying but never dull early history of Jamestown and its early inhabitants in their 17th century context. Grades K-12. (Limit 12)

**FULL with a Waiting List**  
Thursday, November 18, 2010  
Book Group (Part 2 of 2) – *The Jamestown Project* by Karen Ordahl Kupperman  
*Please see Thursday, November 4, 2010, for details.*  
*This is a two-part workshop. Participants are expected to register for and attend both sessions.*

**Monday, November 29, 2010**  
The Progressive Impulse, 1890-1920 (Part 1 of 2)  
*This is a two-part workshop. It is recommended but not required that participants register for and attend both sessions. The second session is offered on Monday, December 6, 2010.*  
Progressive Era Americans looked to government reform, education, science and technology to solve the problems a newly industrialized United States had developed during the Gilded Age. This workshop will explore some of those problems at the turn of the century and the progressive impulse to “make it all better”. Grades 3-12. (Minimum 8 / Maximum 20)

**FULL with a Waiting List**  
Tuesday, November 30, 2010  
Jackdaws! History Kits! Books! Oh, my! Exploration of the Deerfield Teachers’ Center  
The Deerfield Teachers’ Center has many resources for teachers to borrow and use in their classrooms. There are over 1600 books (about 160 of them picture books), many DVDs, music CDs, primary source packets, teacher lessons, and historical photographs to use either in the classroom or for personal enrichment. Traveling history kits on many historical topics also live in the Center. These kits have historical reproductions and stand-alone lessons that can be used for many different grade levels. Come spend time exploring the collection and see what you might want to borrow. Grades K-12. (Limit 6)  
*May we suggest that you also attend the tour of Memorial Hall Museum and the Memorial Library, held on September 28, 2010, or on October 28, 2010?*

**Monday, December 6, 2010**

*Page 5 of 9  
Revised September 13, 2010*
The Progressive Impulse, 1930-1940 (Part 2 of 2)
This is a two-part workshop. It is recommended but not required that participants register for and attend both sessions. The first session is offered on Monday, November 30, 2010. The efforts of Progressive Era Americans (1890-1900) had a decided influence on those who designed New Deal legislation during the 1930s. Leaders in the 'healing' of America during these turbulent years had their baptism of fire in that earlier era. This workshop will explore the progressive impulse's rebirth during the Great Depression. Grades 3-12. (Minimum 8 / Maximum 20)

Tuesday, December 7, 2010
You Can’t Take It With You!: Probate Inventories – A Key to People’s Lives
A yoke of red pied steer, a greatcoat, a trundle bed and bolster – the real “stuff” of real people – give teachers and their students useful clues to the personal, cultural, social, and economic themes in a historical period. Participants will work with probate inventories that list real estate and personal property at the time of a person’s death. Useful materials to bring back to the classroom. Grades 3-12. (Minimum 8 / Maximum 20)

Tuesday, January 4, 2011
Hold On: Nonviolent Communication in the Civil Rights Movement
Who trained young demonstrators of the Civil Rights movement in practical methods of nonviolent resistance? What were these methods? When and where were they effective? We will read accounts and reflections by veterans of the Civil Rights movement, and participate in a mock training. Grades K-12. (Minimum 8 / Maximum 20)

Tuesday, January 11, 2011
After Peace, Then What?: Examining Thomas Nast’s post-Civil War Cartoons
After comparing 2 Thomas Nast images that illustrate his view of the political situation at the Civil War’s end, participants will create a 3rd image in the same spirit depicting the political landscape one year later. They will understand that these cartoons were successful because they incorporated symbols and conventions that were very well-understood by Nast’s audience. Grades 6-12. (Minimum 8 / Maximum 20)

Wednesday, January 19, 2011
The Federal Experiment: States' Rights and the Union
Where does state authority end and federal authority begin? From the debates of the founders as our Constitution was being written, to conflicts over tariffs and slavery during the nineteenth century and struggles over Civil Rights in the 20th, Americans have wrestled with the problem of divided sovereignty, or imperium in imperio. This workshop will explore the origin and reemergence of the states' rights argument across time. Grades 5-12. (Please note: This workshop is geared to teachers of grades 5-12, but teachers of lower grades are welcome to attend.) (Minimum 8 / Maximum 20)

Thursday, January 27, 2011
“Wake Up and Fix It”: 19th Century Social Reform
The religious fervor and optimism of the Second Great Awakening in the early 19th Century was mirrored in an explosion of organizations dedicated to fixing the ills of society. Powerful
movements like abolition and temperance had their roots in that religious zeal, and many Utopian communities formed as a way to withdraw from what was perceived as un-reformable society. We will explore the crucial people and organizations that helped shape events of the 19th and even 20th centuries. Grades 5-12. (Minimum 8 / Maximum 20)

Tuesday, February 1, 2011
“Mr. Madison’s War”: The War of 1812
In the decades following the American Revolution, the new nation and its leaders struggled to survive in a confusing and often hostile international landscape. The War of 1812 exposed deep, irreconcilable differences among Federalists and Jeffersonian Republicans. It also reasserted America's independence, made citizens aware of the need for a navy, and prompted Americans look to domestic manufacturing and markets instead of imports from the old world. Grades 5-12. (Minimum 8 / Maximum 20)

Tuesday, February 8, 2011
“Virginia Dynasty”: The First Five Presidents
Between 1789 and 1825, four Virginians held the presidency of the United States: George Washington, Thomas Jefferson, James Madison, and James Monroe. Together, these four men held the office of the president for thirty-two of the first thirty-six years. This workshop will focus on the lives and presidencies of these four men from Virginia, and explore the circumstances that put them into office. Grades 3-12. (Minimum 8 / Maximum 20)

Wednesday, February 16, 2011
Location, Location, Location: Exploring the Diversity of the 13 Colonies
In the 18th century, each American colony was like a foreign country with diverse climates, natural resources, and cultural communities. In this workshop, small groups will be assigned a different colony and attempt to lure two weary travelers to settle in their colony. Grades K-12. (Minimum 8 / Maximum 20)

Wednesday, March 9, 2011
Choosing Sides: Native Americans and the American Revolution
What were First Nations people’s concerns about the Revolutionary War? What governed their decisions either to support a side or to remain neutral? After reviewing materials to learn about various Native viewpoints, participants will take on the roles of First Nation's peoples and debate the stand their group should take on the war. Grades 3-12. (Minimum 8 / Maximum 20)

Thursday, March 17, 2011
Looking at History: Ten Images that Define a Nation
America has been thought of as a mosaic of people and cultures. What are the ideas, values, struggles, accomplishments that define who we are? In this workshop, we will learn about images that reflect the history of our nation and work together to decide which illustrate our most defining moments. Grades K-12. (Minimum 8 / Maximum 20)
Wednesday, March 23, 2011
**Book Group (Part 1 of 2) – White Heat: The Friendship of Emily Dickinson and Thomas Wentworth Higginson by Brenda Wineapple**

*This is a two-part workshop. Participants are expected to register for and attend both sessions. The second session will be held on Wednesday, April 6, 2011.*

Thomas Wentworth Higginson was a well-known, highly-respected writer and literary critic. He was also a Unitarian minister famous for his activism, especially in the cause of abolition. In 1862 Higginson was appointed Colonel of the First South Carolina Volunteers, the first Union army regiment comprised of African American soldiers. In that same year, Higginson received four poems from Emily Dickinson, who hoped in her accompanying letter that Higginson was not “too deeply occupied to say whether my verse is alive?” Although they would meet face to face only twice, the two corresponded for the next twenty-five years. This dual biography of the reclusive poet and the tireless activist illuminates not only their unusual relationship but the life and times of two remarkable individuals. Grades K-12. (Limit 12)

Thursday, March 31, 2011
**Fighting for Independence: The American Revolution**

In July 1776, the Continental Congress declared “That these United States are, and of Right ought to be Free and Independent States.” Two months later, the fledgling American army would suffer a disastrous defeat at Long Island, New York at the hands of the best-trained and best-equipped army in the world. By December of that year, defeats, disease, and desertion had reduced the Continental Army to barely 3,000 men. General George Washington confided in a personal letter that unless a new army was enlisted, “I think the game will be pretty well up.” Despite these dire circumstances, the army the British derisively called a “rabble in arms” would survive and fight for seven more years to secure the independence so boldly claimed by Congress in 1776. This workshop will focus on key events, individuals, and battles of one of the longest wars in American history, paying particular attention to the perspective and experiences of the common soldier. Grades 3-12. (Minimum 8 / Maximum 20)

Wednesday, April 6, 2011
**Book Group (Part 2 of 2) – White Heat: The Friendship of Emily Dickinson and Thomas Wentworth Higginson by Brenda Wineapple**

*Please see Wednesday, March 23, 2011 for details.*

*This is a two-part workshop. Participants are expected to register for and attend both sessions.*

Thursday, April 14, 2011
**Book Group (Part 1 of 2) – Walden by Henry David Thoreau**

*This is a two-part workshop. Participants are expected to register for and attend both sessions. The second session will be held on Thursday, April 28, 2011.*

For twenty-six months in 1845-1847, Henry David Thoreau experimented with living alone on property in Concord owned by his friend and patron Ralph Waldo Emerson. At the time of Thoreau’s retreat, change in America was accelerating: the new railway was suddenly present and even skirted Emerson’s property on Walden Pond. *Walden, or Life in the Woods*, Thoreau’s account of his experiment and a landmark in American literature, continues to captivate generations of readers. Why would that be? Join us for discussion, whether *Walden* is your favorite book or you have never read it and now is the time. Grades K-12. (Limit 12)
Tuesday, April 26, 2011
A World at War (Part 1 of 2): The Pacific
This is a two-part workshop. Participants are expected to register for and attend both sessions. The second session will be held on Tuesday, May 3, 2011.

World War II began and ended in the Far East. The war in the Pacific spanned thousands of miles and cost millions of lives. In the year following the attack on Pearl Harbor, the U.S. Asiatic Fleet was annihilated. The Imperial Japanese Fleet seemed unstoppable and the agile Zero easily out-flew obsolete American aircraft. Turning the tide exacted a bitter toll on both sides; savage fighting at sea and on land introduced to a generation of Americans remote islands like Guadalcanal, Tarawa, and Peleliu. The Pacific theater also produced one of the most iconic images of the war: the raising of the U.S. flag on Iwo Jima. This workshop will introduce to participants events that preceded the attack on Pearl Harbor, such as the Japanese invasion of Manchuria and the Japanese vision of a Greater East Asia Co-Prosperity Sphere, as well as major battles, events, and turning points in the Pacific theater after the U.S. entered the war. Grades 7-12. (Please note: This workshop is geared to teachers of grades 7-12, but teachers of lower grades are welcome to attend.) (Minimum 8 / Maximum 20)

Thursday, April 28, 2011
Book Group (Part 2 of 2) – Walden by Henry David Thoreau
Please see Thursday, April 14, 2011 for details.
This is a two-part workshop. Participants are expected to register for and attend both sessions.

Tuesday, May 3, 2011
A World at War (Part 2 of 2): Europe, North Africa, and Russia
This is a two-part workshop. Participants are expected to register for and attend both sessions. The first session is scheduled for Tuesday, April 26, 2011.

The largest and most violent armed conflict in the history of mankind was fought on land, sea, and in the air. By the time the United States officially entered World War II in 1941, its European allies already had been at war since 1939. Poland, Denmark, Norway, Belgium, the Netherlands, Luxembourg, and France had fallen. Italy had invaded Africa and Greece, and Germany was deploying 3.5 million troops in a massive offensive against Russia. Americans anxiously followed the war as England’s Prime Minister exhorted fellow Britons in the wake of the Blitz to stand firm in “their finest hour”. This workshop introduces participants to the European theater of World War II before and after the United States entered the war, including the Battle of the Atlantic, the North Africa campaign, the allied invasion of Italy, the Normandy invasion, and the fateful final months of the war in Europe. Grades 7-12. (Please note: This workshop is geared to teachers of grades 7-12, but teachers of lower grades are welcome to attend.) (Minimum 8 / Maximum 20)
Register for Workshops!

Full-Level Participants are required to attend a minimum of 6 after-school workshops. Half-Level Participants are required to attend a minimum of 4 after-school workshops.

Please mail registration form to: 
Deerfield Teachers' Center
Pocumtuck Valley Memorial Association
10 Memorial Street / P.O. Box 428
Deerfield, MA 01342-0428
Attn: Nathalie McCormick

Or fax your registration to: 
413-774-2654
Attn: Nathalie McCormick

Name: ___________________________________________ Your school: _____________________________

Home Address: ___________________________________________ Grade level: _______________________

City: _____________________________________________ State: _________________ Zip: _______________

Home phone: ___________________________________ School Phone: _____________________________

Email: ___________________________________________________________________________________

_____ I do not use email. (Please check if applicable.)

(Please note: You will receive confirmations and other workshop-related correspondence by email.)

I wish to register for the following workshops:

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• Please do not write on the back of this form.
• Keep a copy of the registration form for your records.
• Registrations for workshops will be accepted until the day of the workshop on a space-available basis. When workshops fill, a waiting list will be created and you may be contacted as late as the day of the workshop if space becomes available. Please notify us if you will be unable to attend any workshop for which you’ve registered.
• Questions? Please email Nathalie McCormick at nmccormick@deerfield.history.museum or call 413-774-2652, ext. 28.

Making History: A Teaching American History Program