



Welcome Miles River Middle School 8th Grade Civics Teacher, Mr. Fengler

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SOCIAL STUDIES



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Volunteers Needed for History Fair



Find yourself longing for the next Ken Burns documentary to be released? Spend all of your vacation time at historical sites and in museums? If you answered yes, then come be a guest judge at this year's HWRHS History Fair night. No prior experience required.

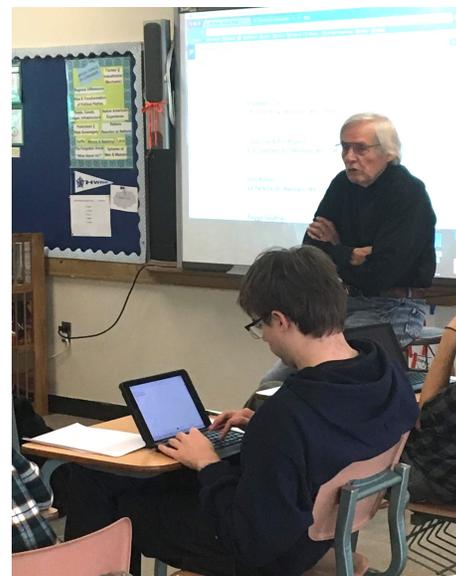
The HWRHS History Fair will take place on Wednesday, December 6th from 4:00 pm to 7:00 pm at the High School. The Social Studies department is looking for History Fair Judges who will help provide feedback on student documentaries, exhibits, performances, websites, and research

papers. These projects demonstrate extensive historical research on student chosen topics.

Working either individually or as a team, students connect their research to this year's National History Day theme "*Conflict and Compromise in History*".

If you are interested in participating as a judge for this year's History Fair, please send an email to Kristen Borges, 6-12 Social Studies Curriculum Leader at:

k.borges@hwschools.net



Bob Hicks working with AP US History students

AP US Students Explore the Power of Oral History to Preserve Local Residents' Stories

Anne Page's 12th grade AP US History students are participating in the town of Wenham's yearlong 375th anniversary celebration by embarking on an early twentieth-century oral history project. Working in pairs, students will research the history of pre-World War II Wenham by accessing local historical resources and conducting interviews with residents who lived through the era and volunteered to participate in this project.

The participating residents represent a cross-section of the Wenham population. Final

interviews will be conducted at the high school and taped by students in Fine Arts teacher Bill Melville's *Broadcasting and Media Class*.

The *Wenham 375th Committee* plans to host a public screening of the final project sometime in late March. AP US History teacher, Mrs. Page, and local resident and historian, Bob Hicks, are guiding the students in their research. Mr. Hicks has been instrumental in helping students select a diverse group of interviewees.

The goal of this project is to

celebrate, preserve and share the rich history of the town's residents. Mrs. Page also plans to incorporate this oral history project into an annual capstone assignment for AP US History students with the intent of recording citizens' recollections of specific 20th century events and milestones. Stay tuned for future updates on this pilot project!

For more information about the 375th Town of Wenham Anniversary Celebration, check them out on facebook at: <https://www.facebook.com/wenham375/>

High School Teachers Participate in Historical Research and Writing Symposium

Teachers Vinnie Bucci, Johann Knets, and Anne Page participated in an educator's symposium focused on the benefits of teaching the historical research process to middle and high school students.

The presenters at the symposium

emphasized why historical research papers remain important to student learning. Attendees learned about existing student opportunities too explore local histories for potential research subjects and the many ways to access a wealth of local history repositories.

Following the symposium, Mr. Bucci and Mr. Knets led a 6-12 Social Studies department meeting focused on historical research and

writing best practices. Department members discussed ways the department can effectively teach and support students throughout the research process.



Meet Mr. Fengler: Miles River Middle School's New 8th Grade Civics Teacher

The Miles River Middle School eighth graders have a new Civics teacher this year. Eric Fengler joined the HWRSD Social Studies Department this past summer after relocating to the east coast from Denver, Colorado where he taught middle school social studies for the last five years.

Mr. Fengler brings a solid middle school social studies teaching experience to Miles River. He served as a department chair and was part of a grade-level team of teachers who piloted a 1:1 Chromebook program, pre-Google classroom. He was also part of a district level leadership team that helped revise and realign the 6-8 social studies curriculum.

Mr. Fengler moved to Hamilton over the summer to be closer to family, after spending the last decade in Colorado. He loves the tight-knit community Hamilton-Wenham offers and is impressed by the level of student engagement and parental support that he has experienced thus far.

Eighth graders in Mr. Fenglers' classes are learning essential skills that will help them navigate the rights, responsibilities, and duties of citizenship. In his classes, students experience dynamic activities that focus on the foundations of American democracy. This year, he is most looking forward to opportunities to try new lessons in the classroom and collaborate with teachers from other content areas. The HWRSD Social Studies Department is thrilled to have him as our new colleague.



Miles River Middle School Curriculum Highlights

The Miles River Middle School social Studies department kicked off the school year with a focus on essential social studies skills. Students are engaged in authentic experiences that connect the social studies with the world beyond the classroom.

6th graders in Jen Marsh's and Anne Matthews' World History classes put on their detective hats and learned how to "Think Like Historians". This year they are investigating the past by analyzing primary and secondary sources, examining historical artifacts, and drawing conclusions about the past based on evidence. For example, students explored how people in earlier times used art as a way to record stories and communicate ideas by closely examining cave paintings.

Students then created their own "cave paintings" that communicated a conclusion about life during the Paleolithic period. They communicated their conclusions by replicating the images and techniques used by the Paleolithic cave artists.

7th graders in Elsbeth Flanagan's and Anne Matthews' Geography classes have been introduced to the five themes of geography. These themes will guide the curriculum as students learn how to analyze maps and synthesize information from multiple sources in order to develop a deeper understanding of the world.

8th graders in Tyler Walker's and Eric Fengler's Civics classes have been very busy trying to pass the U.S. Citizenship Test, exploring

current events, and using their pocket Constitutions that were generously donated by the Hamilton-Wenham League of Women Voters. All the while they are learning about the foundation of American government and practicing their analytical skills using political cartoons. They also had the opportunity to explore Boston's Freedom Trail a culminating field trip that integrated English Language Arts and Civics.

There are also several ambitious 8th graders who are in the initial research stages for their National History Day projects, which they will enter in a spring competition against middle school students from around the state.

League of Women Voters Host Community Media Literacy Panel



On Tuesday evening, October 3rd, the League of Women Voters hosted an interactive panel discussion in the Ferrini Auditorium in the HWRHS High School. Social Studies teachers encouraged students to attend this community event entitled *Decoding the Media in 2017: Left, Right, and Center*. The panel featured media professionals from the New England area who discussed the crucial role of media in shaping a healthy democracy. The panel

emphasized the skills needed to identify “fake news” and encouraged the audience to “be skeptical, but not cynical when examining sources.” The audience heard from the experts and had the opportunity to ask questions about this critical topic. The discussion centered on skills people can use to evaluate the reliability and credibility of their media diet.

Many social studies students wrote reflections on the event. One student wrote, “I learned to pay more attention to the author of the news I read.” Another student wrote, “You should always corroborate your sources with other sources to check for the truth.” Social Studies teachers emphasize the importance of these skills by teaching their students to use the historical thinking skills of *Sourcing*, *Contextualization*, and *Corroboration*. Another student commented, “They kept talking about how we can use our thinking skills to evaluate the news.” The Social Studies Department would like to thank the League of Women Voters for organizing this event.

For more information on Media Literacy check out the following websites:

Civic Online Reasoning by Stanford University's History Education Group (SHEG)

The News Literacy Project

Making Sense of the News: News Literacy Lessons for Digital Citizens by State University of New York at Stony Brook in partnership with the University of Hong Kong

NHD
NATIONAL
HISTORY DAY

Join us for History Fair!

**December 6, 2017
4:00pm – 7:00 pm**

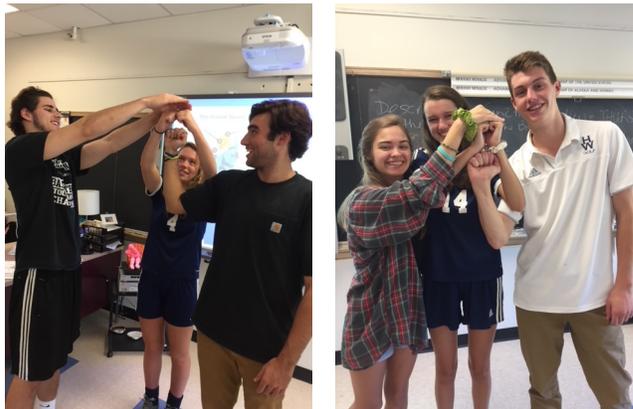
**This Year's Theme:
“Conflict and Compromise in History”**



AP Psychology Students Use Movement to Learn

Students in Lori Maney's AP Psychology classes got creative during their brain psychology unit. One objective of this unit is for students to be able to correctly identify the different parts of the brain and its functions. Ms. Maney stated, "by asking students to physically demonstrate the concepts, they are able to understand and retain difficult psychology terms".

Students must be able to demonstrate the concept of the sequence of the brain and how information travels from the stem to the brain. Students used movement to visually represent this sequence. When asked, one student said, "by doing the movement activity we were able to visualize brain sequencing and it helped me remember the path information travels".



Ms. Maney's AP students demonstrating a visual display of the brain stem, limbic system, cerebrum, and cerebral cortex.

Mr. Ristaino Leads Workshop for Area Teachers

High School social studies teacher Nick Ristaino recently led a teacher workshop for one of *Primary Source* organization's educational conferences. The workshop entitled *The Dynamics of the Modern Middle East* was held at Canton high school. *Primary Source* is an education nonprofit organization that offers professional development and curriculum resources to K-12 educators for more culturally responsive, globally inclusive teaching.

The Hamilton-Wenham Regional School District is an educational partner of *Primary Source*. Partnership gives school districts the benefit of reserved seats in courses, library membership and access to special programs and resources. Members of the HWRSD Social Studies Department have also served as teacher leaders in a number of *Primary Source* courses and workshops.

During one of the *Dynamics of the Modern Middle East* conference sessions, Mr. Ristaino was a panelists for "Teaching the Israeli-Palestinian Dispute" panel discussion where he offered insights into teaching the complicated issue of Israeli-Palestinian relations and discussed his own teaching strategies and experiences with his peers.

During another conference session, "Teaching the 2003 Invasion of Iraq: a Primary-Source Based Decision-Making Activity", Mr. Ristaino walked teachers through a lesson he created where small groups debated the

2003 decision to invade Iraq from the perspectives as members of President George W. Bush's administration. The groups read and analyzed the declassified documents members of President Bush's cabinet would have seen in the days leading up to the war.



The culminating activity was a class-wide debate on whether the intelligence warranted an invasion of Iraq. After Mr. Ristaino led the teachers through the simulation he facilitated a discussion about the lesson itself. Mr. Ristaino shared observations and insights he's gained from teaching this lesson over several years.