

Appendix C-1 – Historian Content Sessions by Topic Years 1 - 3

This table offers a review of the topics for the summer institute and district seminars (fall/winter) listed with the corresponding historians for each session, aligned to the appropriate state learning standards in U.S. history, and to the number of lessons to be created for the national park or historic site. For example, on the first day of the Suffolk Summer Institute, historians Allison and Bellinger will integrate learning standards 3.3, 3.4, 5.7, and 5.9 into the topic of the colonization of North America focusing on New England. Historian resumes are included in *Appendix A*.

Year 1

Learning Standards	Park/Site			Topics (Summer)	Topics (Fall/Winter)
	BNHP	MM	ONC		
3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. a. the purpose of the Mayflower Compact and its principles of self-government b. challenges in settling in America	1			Summer Session – Day 1 Topic(s): <i>Colonization of North America Focusing on New England</i> Historians: Robert Allison, Suffolk University; Robert Bellinger, Suffolk University	Session 1 Topic(s): <i>Local History, Our Commonwealth</i> Historian: Susan Goganian, Bostonian Society
3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony.	1	1			Session 2 Topic(s): <i>Using the National Archives</i>
3.5 Explain important political, economic, and military developments leading to and during the American Revolution. a. the growth of towns and cities in Massachusetts before the Revolution b. the Boston Tea Party c. the beginning of the Revolution at Lexington and Concord d. the Battle of Bunker Hill e. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere	1	2	2	Summer Session – Day 2 Topic(s): <i>The American Revolution in Boston</i> Historians: Robert Allison, Suffolk University; Robert Bellinger, Suffolk University	Historian: Robert Bellinger, Suffolk University
3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. ... e. Political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)	1	1	2	Summer Session – Day 3 Topic(s): <i>Slavery and the New Nation</i> Historian: Kenneth S. Greenberg, Suffolk University	Historian: Robert Allison, Suffolk University
5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England).	1			Summer Session – Day 4 Topic(s): <i>The New Nation</i> Historian: Robert Allison, Suffolk University	Historian: Robert Allison, Suffolk University
5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. ... e. John Winthrop in Massachusetts	1			Summer Session – Day 5 Topic(s): <i>American Identities: Benjamin Franklin</i>	Session 5 Topic(s): <i>Colonial Women's Lives and Labors</i>
5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. a. the relatively small number of colonists who came from other nations besides England b. long experience with self-government c. the high rates of literacy and education among the English colonial leaders d. England's strong economic, intellectual, and military position	1			Historian: Louis P. Masur, Trinity College	Historians: Patricia Reeve, Suffolk University; Michele Plott, Suffolk University
5.14 Explain the development of colonial governments and describe how these developments contributed to the Revolution. a. legislative bodies b. town meetings c. charters on individual freedom and rights	1				Historian: John C. Cavanagh, Suffolk University

Learning Standards	Park/Site			Topics (Summer)	Topics (Fall/Winter)
	BNHP	MM	ONC		
5.15 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. a. Sugar Act (1764) b. Stamp Act (1765) c. Townsend Duties (1767) d. Tea Act (1773) and the Intolerable Acts (1774) e. "No taxation without representation" f. The roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)	1				Session 7 Topic(s): <i>Family Life in Colonial Life and the Early Republic</i> Historian: Historian: Robert Allison, Suffolk University <hr/> Session 8 Topic(s): <i>Commerce in the New Nation</i> Historian: Historian: Robert Allison, Suffolk University
5.17 Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat. a. Lexington and Concord (1775) b. Bunker Hill (1775)		2			
5.18 Describe the life and achievements of important leaders during the Revolution and the early years of the United States. a. John Adams b. Benjamin Franklin g. George Washington	1				
USI.1 Explain the political and economic factors that contributed to the American Revolution. a. The impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775 b. How freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution	1				
USI.4 Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war.		1			
USI.5 Explain the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. a. the Boston Massacre b. the Boston Tea Party c. the Battles of Lexington and Concord and Bunker Hill d. Sam Adams, John Adams, and John Hancock	1	1			

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Year 2

Learning Standards	Park/Site		Topics (Summer)	Topics (Fall/Winter)
	SIW	Lowell		
5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip’s Wars in New England).	1		Summer Session – Day 1 Topic(s): <i>Early Industries, Wheels of Change: The Impact of the Transportation Revolution</i>	Session 1 Topic(s): <i>The Economics of Industrialization</i> Historian: Robert Farrant, UMass Lowell/Regional Economic and Social Development, History
5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America. ... e. John Winthrop in Massachusetts	2		Historians: Merritt Roe Smith, MIT; Emerson (Tad) W. Baker, Salem State College	Session 2 Topic(s): <i>Inventions and Industry: Technological Improvements that Contributed to Industrial Growth</i>
5.8 Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans.	2		Summer Session – Day 2 Topic(s): <i>Farm to Factory: The Market Economy</i>	Historian: Patrick Malone, Brown University Presenter: Beverly Perna, UMass Lowell/TIHC
5.9 Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. a. the relatively small number of colonists who came from other nations besides England b. long experience with self-government c. the high rates of literacy and education among the English colonial leaders d. England’s strong economic, intellectual, and military position	2		Historians: Jack Larkin, Clark University; Robert Farrant, UMass Lowell/Regional Economic and Social Development, History Summer Session – Day 3 Topic(s): <i>Power in the Spindle City: From Canals to Cams</i>	Session 3 Topic(s): <i>Women and the New England Textile Industry—Part I</i> Historian: Chad Montrie, UMass Lowell/History
5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18 th century.	1		Historian: Patrick Malone, Brown University	Session 4 Topic(s): <i>Women and the New England Textile Industry—Part II</i> Historian: Keren McGinity, Brown University Presenter: Melissa Pennell, UMass Lowell/English, American Studies
USI.27 Explain the importance of the Transportation Revolution of the 19 th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.		4	Summer Session – Day 4 Topic(s): <i>Sectional Politics; Growing Tensions</i>	Session 5 Topic(s): <i>Mill Girls and Immigrants</i>
USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. a. the technological improvements and inventions that contributed to industrial growth b. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s c. the rise of a business class of merchants and manufacturers d. the roles of women in New England textile factories		5	Historians: Robert Farrant, UMass Lowell/TIHC; Gray Fitzsimons, TIHC Summer Session – Day 5 Topic(s): <i>Industry, Immigration, and Labor in 17th Century New England</i>	

Learning Standards	Park/Site		Topics (Summer)	Topics (Fall/Winter)
	SIW	Lowell		
<p>USI.35 Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.</p>		4	<p>Historian: Emerson (Tad) W. Baker, Salem State College</p>	<p>Historian: Chad Montrie, UMass Lowell/History</p> <hr/> <p>Session 6 Topic(s): <i>Responses to the Impact of Industrial Growth</i></p> <p>Historian: Patrick Malone, Brown University Presenter: Timothy LaVallee, UMass Lowell/TIHC</p> <hr/> <p>Session 7 Topic(s): <i>Workers Respond: The Ten-Hour Movement</i></p> <p>Historian: Robert Farrant, UMass Lowell/RESD History</p> <hr/> <p>Session 8 Topic(s): <i>Cotton, Cloth and Conflict: The Meaning of Slavery in a Northern Textile City</i></p> <p>Historian: Gray Fitzsimons, TIHC</p>

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Year 3

Learning Standards	Park/Site		Topics (Summer)	Topics (Fall/Winter)
	BNHP	BAAHS		
3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. ... e. Political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)	3		Summer Session – Day 1 Topic(s): <i>Labor and Work in 19th Century America</i> Historian: Patricia Reeve, Suffolk University	Session 1 Topic(s): <i>Industrialization and Education</i> Historian: Hal Hansen, Suffolk University
3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed.	1		Summer Session – Day 2 Topic(s): <i>Lincoln Reconsidered</i> Historians: Robert Allison, Suffolk University; Heather Clark Richardson, Clark University	Session 2 Topic(s): <i>Native Americans in the Late 19th Century</i> Historian: John Cavanagh, Suffolk University
5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies.		2	Summer Session – Day 3 Topic(s): <i>Reconstruction and Education</i> Historian: Robert Bellinger, Suffolk University	Session 3 Topic(s): <i>Women and Work in Industrial America</i> Historian: Patricia Reeve, Suffolk University
5.16 Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence.	2		Summer Session – Day 4 Topic(s): <i>The Progressive Economy</i> Historian: Hal Hansen, Suffolk University	Session 4 Topic(s): <i>Using the State Archives</i> Historians: Robert Allison, Suffolk University; Robert Bellinger, Suffolk University
5.31 Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States.		2	Summer Session – Day 5 Topic(s): <i>Women's Suffrage</i> Historians: Patricia Reeve, Suffolk University; Heather Clark Richardson, Clark University	Session 5 Topic(s): <i>Immigration and Assimilation</i> Historians: Patricia Reeve, Suffolk University; Keren McGinity, Suffolk University
5.35 Identify the key issues that contributed to the onset of the Civil War. a. The debate over slavery and westward expansion b. Diverging economic interests	2		Summer Session – Day 5 Topic(s): <i>Women's Suffrage</i> Historians: Patricia Reeve, Suffolk University; Heather Clark Richardson, Clark University	Session 6 Topic(s): <i>Antislavery and Women's Suffrage</i> Historians: Heather C. Richardson, Suffolk University; Patricia Reeve, Suffolk University
USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. a. Frederick Douglass b. William Lloyd Garrison c. Sojourner Truth d. Harriet Tubman e. Theodore Weld	1	2		
USI.33 Analyze the goals and effect of the antebellum women's suffrage movement. a. the 1848 Seneca Falls convention b. Susan B. Anthony c. Margaret Fuller d. Lucretia Mott e. Elizabeth Cady Stanton	1			
USI.38 Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered.		2		
USI.39 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events.	1	1		

Learning Standards	Park/Site		Topics (Summer)	Topics (Fall/Winter)
	BNHP	BAAHS		
USII.9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights.	1	3		<hr/> <p>Session 7 Topic(s): <i>American Foreign Relations</i></p> <p>Historian: Historian: Robert Allison, Suffolk University</p> <hr/> <p>Session 8 Topic(s): <i>The Literature of American Renaissance</i></p> <p>Historian: Edward Widmer, Washington College, Maryland</p>