



The Urbana School District's American History Teachers' Collaborative presents:

## 2009 Summer Institute: Reform, Reformers, and Reformatories



**Mini Session Descriptions**  
**July 27th, 2009**

# Mini Session Schedule

## Mini Session #1: 11:00 - 11:30

- Timothy Gilfoyle Breakout Session, Room 1520
- Assignment Explanation, Room 1530
- Documentary—"American Experience: Chicago: City of the Century", Room 1550

## Mini Session #2: 11:35 - 12:05

- Timothy Gilfoyle Breakout Session, Room 1520
- Christine Adrian—"It Makes a Long Time Man Feel Bad: Prison History in the United States", Room 1734
- Kyle Sondgeroth & Andrew Peralta—"Neighbors Helping Neighbors: The Hull House Experience", Room 1731

## Mini Session #3: 12:50 - 1:20

- Christine Adrian—"It Makes a Long Time Man Feel Bad: Prison History in the United States", Room 1734
- Kyle Sondgeroth & Andrew Peralta—"Neighbors Helping Neighbors: The Hull House Experience", Room 1731
- Karen Klebbe—"Asylums", Room 1735
- Website Time, Computer Lab

## Mini Session #4: 1:25 - 1:55

- Don Owen—"Primary Sources 101", Room 1520
- Karen Klebbe—"Asylums", Room 1735
- Tina Gersdorf—"Picture This!", Room 1734
- Don Barbour—"Native American Acculturation: Indian Schools During the Progressive Era", Room 1731

## Mini Session #5: 2:20 - 2:50

- Don Owen—"Urge Me Not to Use Moderation:" William Lloyd Garrison and *The Liberator*, Room 1520
- Jacob Bretz—"Prohibition in Champaign County", Room 1735
- Tina Gersdorf—"Picture This!", Room 1734
- Don Barbour—"Native American Acculturation: Indian Schools During the Progressive Era", Room 1731

## Mini Session #6: 2:55 - 3:25

- Website Time, Computer Lab
- Jacob Bretz—"Prohibition in Champaign County", Room 1735
- Matt Goerss & Matt Buckles—"Geographical Reform: How Have Humans Altered the Landscape?", Room 1734
- Priscilla Kron—"What? Women Vote? What Will They Want Next?", Room 1731

## Mini Session #7: 3:30 - 4:00

- Matt Goerss & Matt Buckles—"Geographical Reform: How Have Humans Altered the Landscape?", Room 1734
- Priscilla Kron—"What? Women Vote? What Will They Want Next?", Room 1731
- WebQuest Introduction, Computer Lab
- Documentary—"American Experience: Chicago: City of the Century", Room 1550

## **Breakout Session Timothy Gilfoyle**

Please join Professor Gilfoyle for continued discussion on crime in the 19th century. There will be time in this session for question and answers with Timothy Gilfoyle.

Presenter: Timothy Gilfoyle

Room: 1520

---

## **Assignment Explanation**

For teachers new to the summer institute, or those who would like a reminder of what each assignment entails, this session will provide an in-depth description of the options. Teachers will examine the templates for each assignment and review examples of completed assignments.

Presenter: Alexis Jones, AHTC Program Coordinator

Room: 1530

---

## **"It Makes a Long Time Man Feel Bad: Prison History in the United States"**

In this session, attendees will learn about the history of imprisonment in the United States. Does our prison system work? Explore the controversies of race and imprisonment, as well as the culture of prison life through prison songs.

Presenter: Chris Adrian, Jefferson Middle School

Room: 1734

---

## **Documentary: "American Experience: Chicago: City of the Century"**

The film chronicles Chicago's transformation into the quintessential 19th-century metropolis, amid political struggles, labor unrest, and racial conflicts. Tour the city from every angle, from distinctive architecture and dramatic skyline to conversations with eminent and ordinary Chicagoans, in this rich saga of the Windy City.

Room: 1550

---

## **"Neighbors Helping Neighbors: The Hull House Experience"**

The mini-session will include a brief simulation of the immigrant experience at Hull House in Chicago. It will focus on the reform & benefits, particularly for immigrants & their children, that Hull House prompted. The mini-session will include the use of primary source documents from co-founders Addams & Ellen Gates Starr, residents of Hull House, and observers of the social reform movement occurring in Chicago's multi-ethnic neighborhoods during the early 20th century.

Presenters: Kyle Sondgeroth and Andrew Peralta, Bottenfield Elementary

Room : 1731

## **“Picture History!”**

To think like historians, students must learn to critically analyze primary documents. A great example of a fun primary document is the photograph, and students love 'em! They take pictures; edit pictures, text pictures, post pictures, etc. They understand the importance pictures play in their lives. But do they really understand the historical relevance? Do they know what they can learn from looking at a photo? This unit walks students through analyzing photographs and suggests ways to integrate that skill into research projects that allow them to take ownership of their work. "Picture History!" is a unit that can be used with students who have experience analyzing photographs or with those who have only experienced photographs through cell phones.

Presenter: Tina Gersdorf, Jefferson Middle School  
Room: 1734

---

## **“Primary Sources 101”**

What are primary sources? How can they be used to engage your students? Don Owen, Urbana School District's Assistant Superintendent, and AHTC Lead History Educator, will introduce primary sources, explain how to choose which primary sources to use with your students, and give an overview of how primary sources can be effectively used in your classroom. This session is aimed at teachers who have not attended an AHTC summer institute, along with those who would like a refresher on what primary sources are and how students can use them.

Presenter: Don Owen, AHTC Lead History Educator  
Room: 1520

---

## **“Asylums”**

Groups will analyze suitcases and their contents belonging to invented New York State mental patients to learn about their lives prior to institutionalization by re-creating the premise of *The Lives They Left Behind: Suitcases from a State Hospital Attic* by Darby Penney and Peter Stastny. Participants will employ NARA document and artifact analysis worksheets as well as brainstorming exercises to identify other sources of information about these patients in order to piece together their institutional experience. Additionally, this lesson can be used as a template for the creation of an introductory lesson with many classroom applications.

Presenter: Karen Klebbe, Centennial High School  
Room: 1735

## Website Time

Use this time to peruse the websites highlighted on the Web Resources page in your binder. Visit sites pertaining to progressivism, prison reform, Chicago crime and other great classroom resources.

Presenter: Alexis Jones, AHTC Program Coordinator  
Room: Computer Lab

---

### **“Native American Acculturation: Indian Schools During the Progressive Era”**

The famous Carlisle Indian boarding school was notorious for its forced assimilation of Indian children into the dominant white culture, yet it became a model for similar schools all over the country. This presentation will explore the nature of some of these schools on and off reservations in Michigan, Wisconsin, and Iowa, and examine positive and negative aspects of these institutions. Participants will examine primary sources related to curricula, facilities, and day-to-day operations of various Midwestern schools to glean a close look of what life was really like for American Indian students nearly 90 years ago.

Presenter: Don Barbour, Urbana Middle School  
Room: 1731

---

### **“Urge Me Not to Use Moderation: William Lloyd Garrison and *The Liberator*”**

“In the very first issue of his anti-slavery newspaper, the *Liberator*, William Lloyd Garrison stated, ‘I do not wish to think, or speak, or write, with moderation. . . . I am in earnest – I will not equivocate – I will not excuse – I will not retreat a single inch – AND I WILL BE HEARD.’ And Garrison was heard. For more than three decades, from the first issue of his weekly paper in 1831, until after the end of the Civil War in 1865 when the last issue was published, Garrison spoke out eloquently and passionately against slavery and for the rights of America's black inhabitants.” (Quote source: Africans in America, PBS.org) In this session, participants will examine Garrison's writings and discuss the role of the *Liberator* in the abolitionist movement. Teachers who attend this session will receive a book: *William Lloyd Garrison and the Fight Against Slavery: Selections from The Liberator* and, time permitting, will see a clip from *American Experience: Roots of Resistance— A Story of the Underground Railroad*.

Presenter: Don Owen, AHTC Lead History Educator  
Room: 1520

## **“Prohibition in Champaign County”**

Champaign County during Prohibition was an interesting time. First of all, Champaign County was a Prohibition forerunner and actually proposed and passed "dry laws" long before the federal government did. One reason for this was the University of Illinois and the local opinion that alcohol must be outlawed to hinder drinking on campus. However, even though Champaign County was a forerunner of the Prohibition Era there were still many in the local community who thought Prohibition was a joke. This presentation will include a brief synopsis of Champaign County's early efforts to ban alcohol, how the University of Illinois fit into the situation, community opinion on Prohibition laws, and efforts of local law enforcement to enforce the alcohol ban. Materials used will be newspaper articles, letters to the editor, and actual prisoner records from the Champaign County Sheriff's Office.

Presenter: Jacob Bretz, Danville High School  
Room: 1735

---

## **“Geographical Reform: How Have Humans Altered the Landscape?”**

In this session, we will investigate primary sources related to the reversal of the flow of the Chicago River in the 1890s as a historical example of people changing the landscape of the world for our increased use of its resources. We will analyze the costs and benefits of this project and connect it to other current and historical instances of Human-Environment Interaction.

Presenters: Matt Buckles and Matt Goerss, Urbana High School  
Room: 1734

---

## **“What? Women Vote? What Will They Want Next?”**

The Woman's Suffrage Movement in the United States lasted more than 70 years. Its impact was felt in many areas of life during and after the movement. These differentiated activities will get students thinking about how life was changing as the movement evolved. Other primary documents, and local and international timelines can be included for more context.

Presenter: Priscilla Kron, Urbana Middle School  
Room: 1731

---

## **WebQuest Introduction**

If you are interested in creating a WebQuest for your required assignment, or just want to learn more about WebQuests in general, this session is for you! Participants will examine the WebQuest template in great detail, as well as review examples of completed WebQuests, many by AHTC teachers.

Presenter: Alexis Jones, AHTC Program Coordinator  
Room: Computer Lab