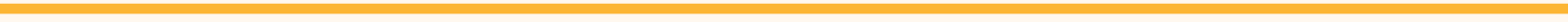


INTRODUCTION

1 BEHOLD! THE TIMELINE!





Make the Case!: Assign time periods or eras from the timeline to students and have them further research the time period and write a persuasive paper for the Commonwealth. (PS.3, PS.6; ELA)

Mixed-Up Massachusetts: Using the blank timeline template and card set available on




MASSACHUSETTS


GUIDING QUESTIONS

- Who are the many voices of Massachusetts, and what are they saying?
- What is diversity and what does it mean for our past, present, and future?
- Is Massachusetts an inclusive community today?

SUGGESTED ACTIVITIES


 **Massachusetts Mosaic:** After an intentional reading of people who have shaped our state history, have students create a collage or mural with images that represent the cultures and people of Massachusetts both then and now. (1.T3.1, 2.T3.1, 2.T3.3, 2.T3.4, 3.T1.2; Arts)




 **A Flag for the Future:** Many people in Massachusetts today believe that it's important to honor the diverse people who have shaped our state's history. Have students choose a group of people in Massachusetts history (women, Native Peoples, African-Americans, etc.) and create a new annotated history of this group in particular. It is important for students to understand that these histories are an integral part of Massachusetts and U.S. history and should not be treated as something separate. (PS.3, PS.4, PS.5)


Spotlight On...: Explain to students that history books don't always choose a group of people in Massachusetts history (women, Native Peoples, African-Americans, etc.) and create a new annotated history of this group in particular. It is important for students to understand that these histories are an integral part of Massachusetts and U.S. history and should not be treated as something separate. (PS.3, PS.4, PS.5)

My Family and Massachusetts: Using their own family history (or that of other adults in their lives), have students create a timeline that explains the history of how their family came to the land known as Massachusetts. (1.T3.1, 2.T3.3, 3.T1.2)

 **All Sides of the Story:** Choosing an event from the news articles, have students conduct deeper research and rewrite the article for that story instead of colonists, etc.). Then have students discuss the value of seeing history from a variety of perspectives by comparing and contrasting the

Strength and Diversity: Have students choose a diverse group from our history and conduct research beyond the timeline events and stories about that group in *The Massachusetts Chronicles* to create a presentation on how that group represents strength and diversity. (PS.2, PS.3, PS.4, PS.5, PS.6)

 **People and Places:** Using census and other historical data such as the Earle Report, have students research how the demographics of Massachusetts have changed over time. Have students consider the history of mis/underrepresentation of people of color in Massachusetts and what impact this has had on all communities. (PS.3, PS.5; Math)

 **Knowing Our Neighbors:** Using the timeline as a starting point, have students research a diverse group beyond their own community and conduct interviews with leaders and members of that community to create a presentation about how that group has shaped the students' local community both in the past and today. (PS.3, PS.4, PS.5, PS.6; ELA)



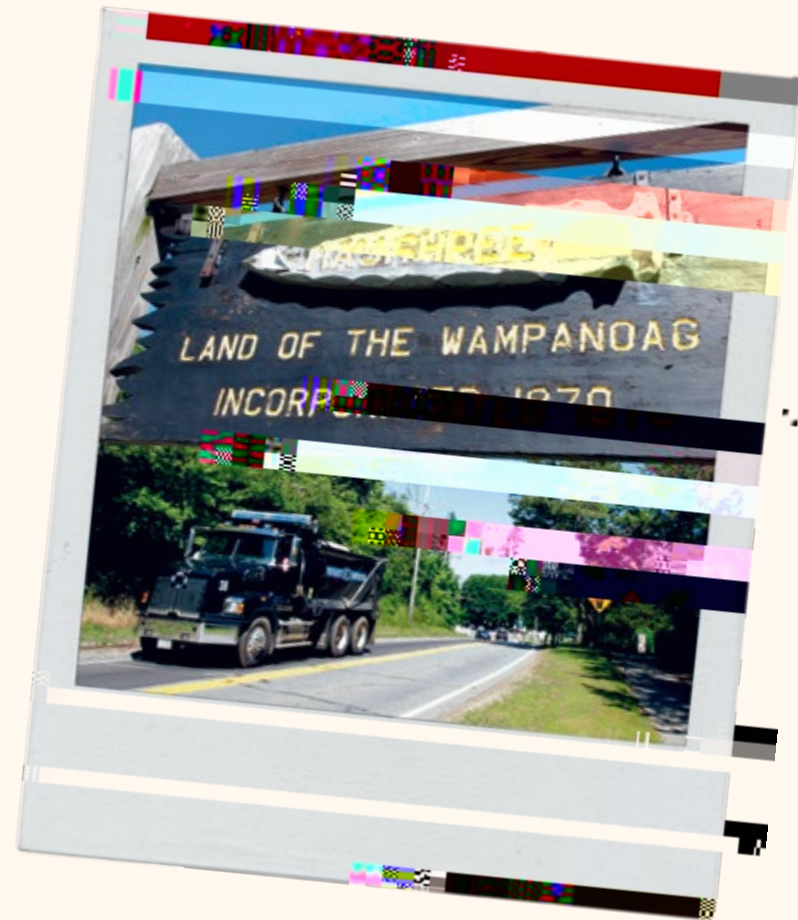


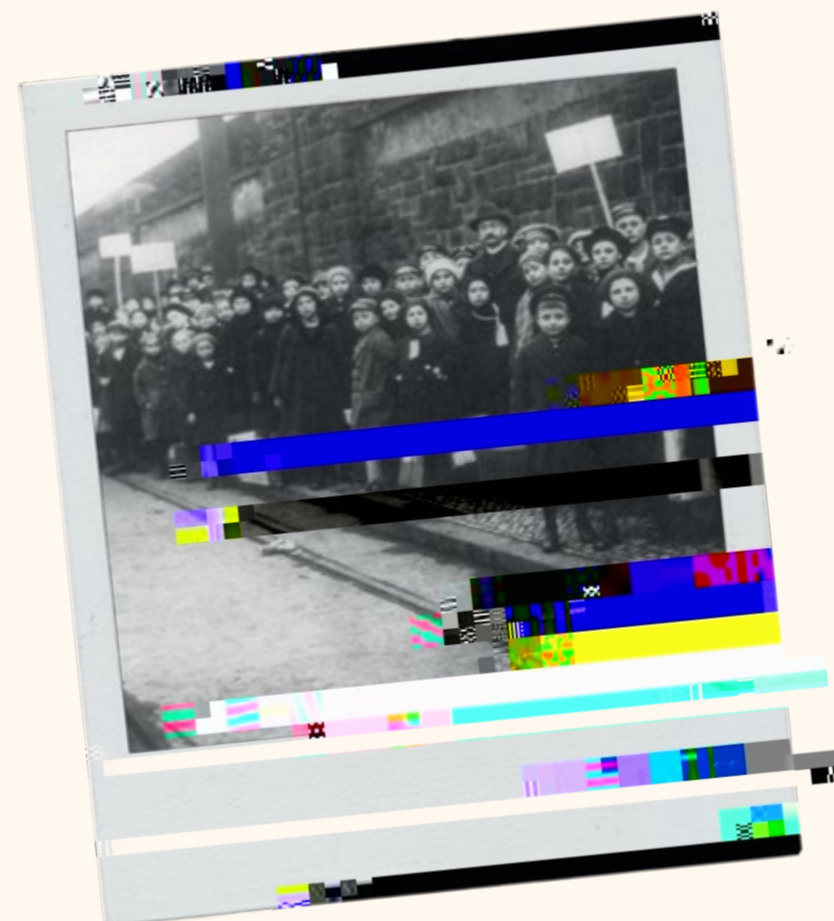


they've learned. (PS.2, PS.3, PS.6, PS.7)

A few important considerations:

- Some Native groups no longer exist due to the colonial process.
- Teachers should prepare to gain a broader understanding of Native history of the area in order to teach this appropriately.
- Teachers should not justify colonial actions that hurt or diminish Native Peoples and cultures.
- Teachers should be aware that much of Massachusetts' Native history has thus far been omitted from textbooks, which means they will need to rely on





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p p o p p y

GUIDING QUESTIONS

- u p p p p
- How have Bay Staters impacted the world?
- How have people from Massachusetts inspired others?

SUGGESTED ACTIVITIES

Bay Staters Who Shine: Students can choose one of the many biographical articles, such as Frederick Douglass on p.19 and summarize the text. Teachers should ensure p p p p including Native Peoples and black people. Then they should identify what they think is the most important thing this Bay Stater accomplished and at least two characteristics they believe this person had that made him/her successful. Students can then do one of the following activities: create a Massachusetts People Board for the class highlighting these extraordinary Bay Staters in history by category or chronology; or create a book cover or movie poster advertising the Massachusetts person, their most important accomplishment, and their most prominent character trait, and how their accomplishments have made Massachusetts a better place. (PS.3, PS.6, 1. T1.4, 1.T1.7, 3.T1.2; ELA)

Extraordinary Bay Staters: Have each student select an event or person from the timeline. Using any related articles in *The Massachusetts Chronicles*, books, or digital resources, have them research this person or event. With the information they have gathered, have them prepare for one of the following activities. Human Timeline: Form a human timeline by having students present their research either in a living history format



a p x p

where students become the character or act out the event. Gallery Walk: Have students create visual posters advertising or describing the person or event they researched. (PS.3, PS.6, 1.T1.4, 1.T1.7, 3.T1.2; ELA)

Massachusetts Tournament: Using the Massachusetts Honor Roll section, create a tournament bracket of these important people and conduct a discussion as a class about who they



THE MASSACHUSETTS CHRONICLES VIDEO TIMELINE PROJECT

When writing, consider any visuals that you may wish to include through editing (optional) – what will those be, and when will they be seen?

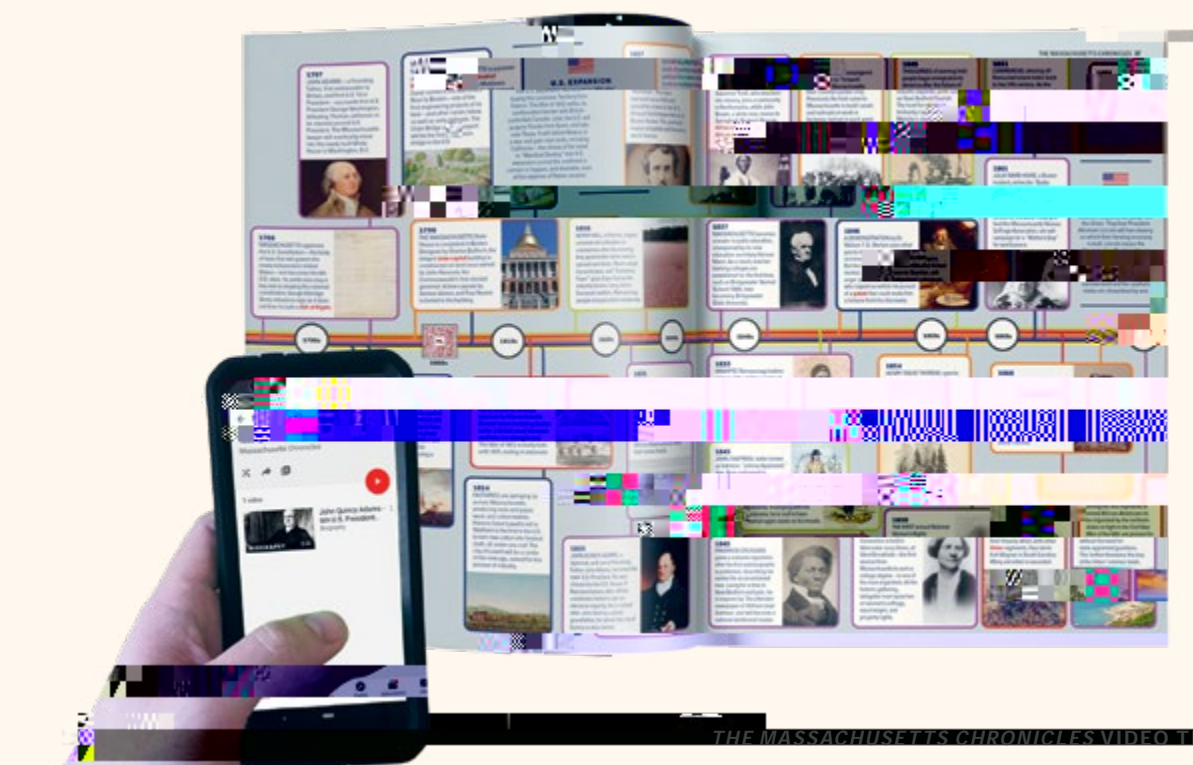
- Have students produce the video. Videos can be one-take or edited in a software program. While we encourage students and teachers to get creative and really invest in the production, the main goal of this project is to help students foster a personal connection to their local history. That said, tips and guidance for creating videos are provided below.

- What was most exciting about this project?
- What was the most challenging? How did you work through it?
- What is one thing you learned that really changed your thinking?
- How has this project changed the way you think about history and your community?

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SUGGESTED LEARNING PLAN

- Begin the activity by asking students to brainstorm what they know about their local history.
- Next, have students decide on a key event to investigate. Frame this investigation with the following guiding questions:
 - What is the event and what took place?
 - Why was it important for our community?
 - Why should people in Massachusetts want to know more about it?
- With assistance, students should conduct secondary research to answer each of these questions. If possible, we recommend that teachers link up with school library/media specialists, local historical societies, etc., to provide students with a rich research experience.
 - *Note: Teachers should make sure that videos take an inclusive and sensitive approach when dealing with issues regarding traditionally marginalized voices. For more support/guidance, consider reviewing Guiding Principle 2 in the 2018 MA History & Social Science Framework.*
- Once the research has been conducted and students have outlined answers to the guiding questions, students should write a script for the video. This will help you map out the list of shots needed and assist with the closed captioning process.



- Always test your equipment. Verify that your audio is clean and crisp.
- Use a tripod whenever possible and properly frame your subject. Look to all 4 corners and sides as well as everything in between. (Think about what looks good in the movies, TV, and YouTube.)
- Do not hesitate to record your video more than once. Do not be surprised by how long it takes to get a recording that you like.
- Finally, it is always helpful to have a roadmap...a script. This will provide you with a sense of direction and keep you on the path to success.

EDITING

- When completed, do not delete your copy or raw materials until all videos have been posted via the Submitting Videos upload form (see below).

STYLES

- A student “reporter” presenting the video in a news/documentary/ interview style.
- A narrative approach with pictures, drawings, and/or video for the visuals. (You could read from the script those portions that are covered by visuals.)
- A classroom setting with students and teacher presenting or responding to questions.
- Be creative; just make sure your information is understood.

SUBMITTING VIDEOS

1. Visit the Educator’s Guide on *The Massachusetts Chronicles* website and navigate to the video upload form.

URL: <https://www.bridgew.edu/masschronicles/educator-guide>

2. Complete the Video Submission Form with all requested information and upload the video and closed captioning script. Note the closed captioning script is a Microsoft Word document with what was spoken (as close as possible) in the video.

3. After submitting the form, the Bridgewater State University Teaching & Technology Center (TTC) will review the submission and upload the video to *The Massachusetts Chronicles* YouTube channel. Search for *The Massachusetts Chronicles* in the search box at www.youtube.com.

4. The TTC will notify the submitter once the video is uploaded and ready for viewing.

CELEBRATE THE STORY OF THE BAY STATE

Order more class-sets of the *Massachusetts Chronicles* for your school for just \$239 (list price \$478), that’s a 50% discount!

