

Writing Boston's Future: Summer Institute Plan

Week 1: Students with Project Facilitators

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
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| Abiel Smith School | African Meeting House - 2nd fl | African Meeting House - Susan Paul Room | Abiel Smith School | African Meeting House - Susan Paul Room |
| AM | AM | AM | AM | AM |
| Gathering | Gathering | Gathering | Gathering | Gathering |
| Writing into the Day: PROMPT – <i>When was the first time you became aware that AA history existed?</i> | Writing into the Day: PROMPT– <i>Reflections on yesterday and your inquiry question.</i> | Writing into the day: PROMPT – <i>Recall a time when you learned something really important in a particular space. Describe the space, why was it meaningful to you and what did you learn?</i> | Debrief Day 3 - Record in their own journals | Write into the day: PROMPT - Debrief how you spent time yesterday conducting community based research. |
| WELCOME – goals of the program | Draw Upon/Report back on their exit tickets from the day prior. | Activity: Debrief Day 2 | Connecting Past/Future: Conduct their own community based research (connecting contemporary issues to the voices of the past) | Presentation: How to make a 30 minute-presentation to teachers based on your inquiry |
| TOUR of buildings (Abiel Smith School and the African Meeting House) | Presentation/Discussion: The power of inquiry? The power of writing? | Presentation: Museum as a Storied Place | Discussion: What do they want to present to teachers for? | Individual work to prepare for Presentations next week; what to teach the teachers? How? |
| | Workshop: Preparing to take notes on the | Activity: Close reading of Phillis Wheatley's Book (literary collection) | | |

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| | <p>Black Heritage Trail; Finding one's writing superpower (e.g. drawing; word association; notes to self; rap; song, a poem that connects content with meaning)</p> <p>Discussion: Seeing oneself as a teacher of teachers - role reversal to prepare for next week (small group brainstorming & workshopping)</p> | <p>intersection – for, by and about Black life – anchor book for visual arts and literary canon)</p> | | |
| Lunch BREAK | Lunch BREAK | Lunch BREAK | Lunch BREAK | Lunch BREAK (Pizza!) |
| <p>PM</p> <p>Freewrite Activity: What do you think is significant about being in the place where we are today – as a site that documents history? Group activity before writing: What are the legs you stand on in AA history (group exercise) – transfer materials to Smith School</p> | <p>PM</p> <p>Black Heritage Trail (1.6 miles – 1 ½ hours to walk through)</p> | <p>PM</p> <p>Data Gathering Activity: Deep Dive into Work (Looking for stories; what are you finding? What do you want to present next week?)</p> | <p>PM</p> <p>Individual work and research continues; facilitators available for support</p> | <p>PM</p> <p>Presentations (Gallery Walk)</p> <p>SHARE - Trotter Institute Case Study - Student Participants Present to the Whole Group</p> |

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| <p>Presentation/Discussion : Museum as a site for public education.</p> <p>Workshop: Students develop their individual inquiry: Start student thinking about developing their inquiry</p> | | | | |
| Closing – Exit Tickets | Closing - Exit Tickets | Closing - Circle Debriefing | | Closing -- Exit Tickets Celebration/Final Thoughts about Next week |
| OPTIONAL: Trotter Institute Case Study - interested high school students | OPTIONAL: Trotter Institute Case Study | | | OPTIONAL: Trotter Institute Case Study Student Feedback Collected |

Week 2: Students & Teachers with Project Facilitators

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| <p>Day 1</p> <p><u>Abiel Smith School</u></p> | <p>Day 2</p> <p><u>African Meeting House</u> - Susan Paul Room</p> | <p>Day 3</p> <p><u>African Meeting House</u> - Susan Paul Room</p> | <p>Day 4</p> <p><u>African Meeting House</u> - Susan Paul Room</p> | <p>Day 5</p> <p><u>African Meeting House</u> - Susan Paul Room</p> |
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| <p>AM</p> <p>Gathering</p> <p>Writing into the day: PROMPT -- <i>Identify your superpower as a teacher/student. What brought you to this work and how does your superpower intersect with this?</i></p> <p>Orient teachers to the buildings</p> <p>Close reading of Phillis Wheatley's Book. Ask students to share their jottings and impressions from the previous week.</p> | <p>AM</p> <p>Gathering</p> <p>Writing into the day: Start by sharing <i>The Liberator</i> newspaper and talk about the function of the newspaper and the anti-slavery society PROMPT -- <i>What connections do you make between past and present?</i></p> <p>First set of Student Inquiry Presentations</p> | <p>AM</p> <p>Gathering</p> <p>Writing into the day: PROMT -- <i>Reflect on teacher inquiry development OR your presentation.</i></p> <p>Second set of Student Inquiry Presentations</p> | <p>AM</p> <p>Gathering</p> <p>Writing into the day: PROMPT -- <i>Reflections on takeaways from the presentation or developing an artifact.</i></p> <p>Final set of Student Inquiry Presentations</p> | <p>AM</p> <p>Gathering</p> <p>Writing into the day</p> <p>Teachers present their inquiry and possible curriculum goals/rationale & actions</p> |
| <p>Lunch BREAK</p> | <p>Lunch BREAK</p> | <p>Lunch BREAK</p> | <p>Lunch BREAK</p> | <p>Lunch BREAK</p> |
| <p>PM</p> <p>Teachers Develop their inquiry re: AA in collaboration with students and educators</p> | <p>PM</p> <p>Teacher Inquiry Development (Teachers and students together)</p> | <p>PM</p> <p>Teachers - The museum as a storied place; Visit the auxiliary societies (women's societies)</p> <p>Students - work on artifact development</p> | <p>PM</p> <p>Teacher Inquiry Development (Teachers and students together)</p> | <p>PM</p> <p>Teacher presentations continue</p> <p>Prepare School Year Follow-Up Meetings and Processes</p> |

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| Closing – Exit Tickets | Closing – Exit Tickets | Closing - Circle Debriefing | | Closing / Exit Tickets - Celebration/Final Thoughts about School Year Follow-Up |