Learn Out Loud
Bringing history to life with live-action roleplay

with Jenny Lim, Lane Sparkman, Greg Trefry & Thalia Wood
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We seek to connect Rhode Islanders with their state’s rich and diverse history and to encourage civic engagement.
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What is Role-Playing?
The Characters

Part 1
Character Creation
The Conflict
Role-Play Basics

The World

The Characters

The Conflict
Historical Thinking

Through this activity, students are able to recapture the past through an authentic learning experience in which they examine evidence or “shards from the past” (primary and secondary sources). At the same time they are developing those discipline-specific critical thinking skills we refer to as **historical thinking skills**:

- Examining context
- Perspective-taking
- Corroboration
- Interpretation and analysis

These skills are essential to getting students excited about history and seeing its relevance to their lives, as well as helping our students become more responsible, engaged citizens of our communities.
Questions?
The Collaboration

Research & Writing

Testing, Testing

Production
Research & Writing
The Gaspee Affair, 1772

The Dorr Rebellion, 1842
The Dorr Rebellion

PEOPLE'S
Constitutional and State Rights'TICKET.
[Election Monday, April 18th, 1842.]

FOR GOVERNOR,
THOMAS W. DORR,
OF PROVIDENCE.

FOR LT. GOVERNOR,
AMASA EDDY, JR.
OF GLOCESTER.

WILLIAM H. SMITH, Secretary of State.
JOSEPH JOSLIN, General Treasurer.
JONAH TITUS, Attorney General.

For Sheriff of the County of Newport.
JOSHUA E. RATHBUN, of Tiverton.
Rhode Island, 1841
The Characters

DORRITES want a say in government.

CHARTERITES say rebellion is not reform.
Testing, Testing
THE CONSTITUTION
OF THE
STATE OF RHODE-ISLAND
AND
PROVIDENCE PLANTATIONS.
YOU'RE RUNNING OUT OF MONEY FAST

It’s time to get a job – any job! Here's what's available. Choose one:

WAREHOUSE

2ND SHIFT

Looking for dependable, punctual, and hard-working warehouse associates. Must be able to lift 20 lbs and have reliable transportation.

$9/hr.

12p-7p.
Every issue can be seen from multiple perspectives. 87.3 (mdn=2)

In solving community or political problems, it's important to understand all perspectives of the people involved. 86.4 (mdn=2)

Making laws requires effective collaboration among many individuals and groups. 82.3 (mdn=2)
“It reminds you that people like you can push laws into place...not only that it’s controlled by the government, but it also can be controlled by the people.”

- student feedback
Production
Production
Videos and Project-Based Learning

Much of the feedback from fellow educators, and more importantly, students indicates that the short introductory videos provide:

- Essential historical context
- Key discipline specific terminology (Ex. Suffrage, Charter, Dorrites, etc.)
- Visuals of relevant primary and secondary sources

As we move toward more Project-based learning, VOXPOP addresses:

- **21st Century Learning Standards**: Communication, Critical Thinking, Problem Solving, Collaboration, Research, Reflection, and Evaluation
- Criteria for a virtual classroom environment
- Diverse groups of students
- Curriculum of various courses: American Government, US History, American Civics, American Law and Society, Sociology, etc.
“Students taking on oppressive roles [are] not being asked to sympathize with the oppressor. They are being asked to understand and articulate how and why individuals participate in oppressive practices. We hope students come to see that it doesn’t take being ‘evil,’ ‘bad,’ or even exceptionally bigoted to buy into the wages of whiteness or the class incentives of labor exploitation.”

- How to and How Not to Teach Role Plays, Zinn Education Project
Nullification Crisis
“Students use the historical context to flesh out current topics.”

- Tom Sangermano, Danvers High School
ABOLITIONIST

AM I NOT A MAN AND A BROTHER
“When oppression is structural, it merely requires following the logic of a system. If we lead students to believe that only ‘bad’ people are racist, sexist, homophobic, xenophobic, or destructive to the environment, it becomes easy to make oppression something other people do, not something of which we are all capable, and for which we all have a role in recognizing, disrupting, and resisting.”

- How to and How Not to Teach Role Plays, Zinn Education Project
Going beyond history
We’d love to hear your ideas.
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