



Learn Out Loud

Bringing history to life with live-action roleplay

with Jenny Lim, Lane Sparkman, Greg Trefry & Thalia Wood

Lane Sparkman

**Associate Director of Education and Public Programs
RI Department of State**

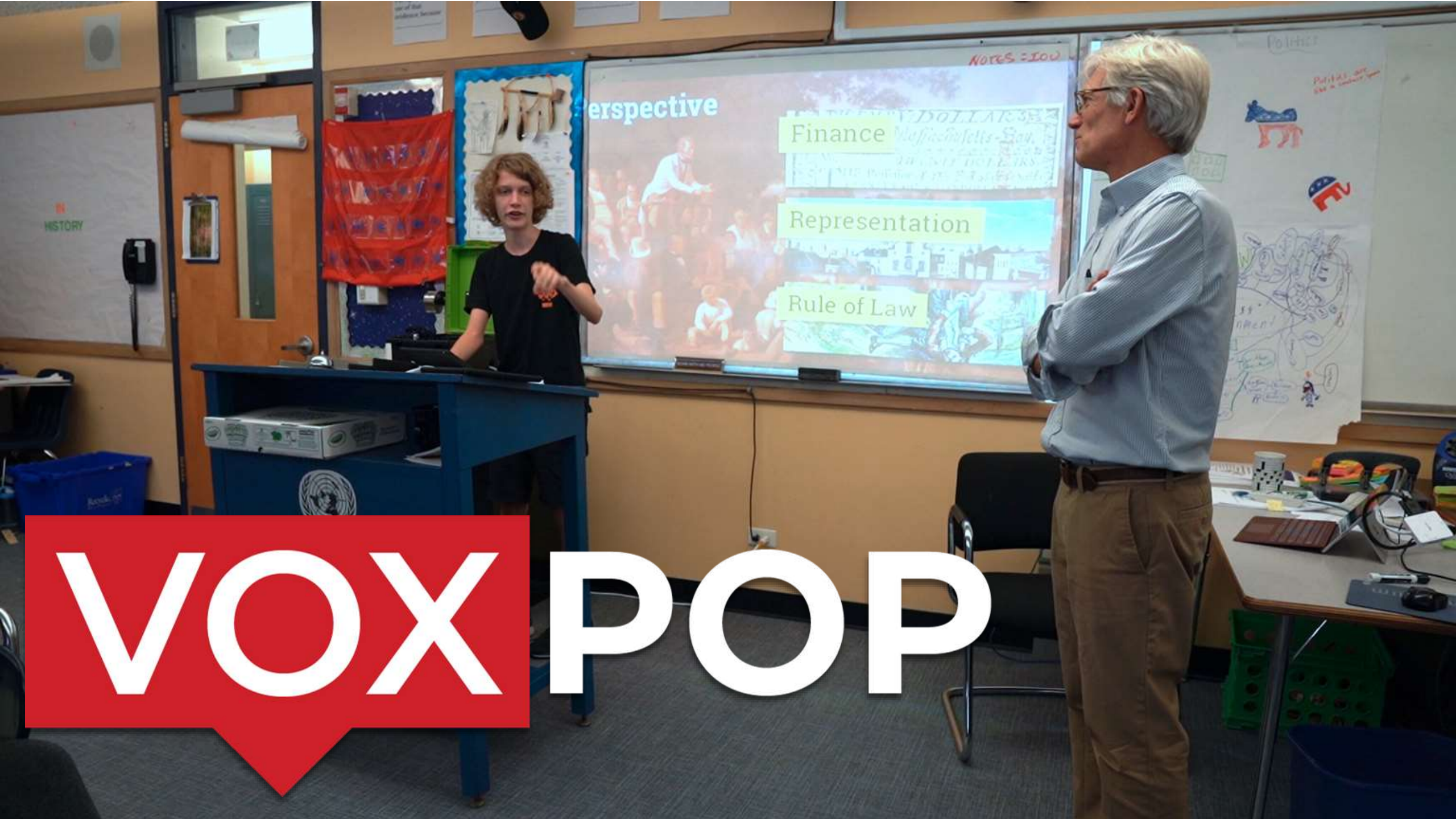
**We seek to connect Rhode Islanders with their
state's rich and diverse history and
to encourage civic engagement.**

Thalia Wood, **NBCT, PhD**

Social Studies Department Chair and Teacher for
Warwick Public Schools and Adjunct Professor at
Johnson & Wales University in the School of
Education







VOX

POP



Representati



Whiteboard content:

- Top left: "Can you help me understand?"
- Top right: "Figure with..."
- Center: "Clone Basing" with a drawing of a horse.
- Bottom: A large hand-drawn diagram or map with various labels and arrows.

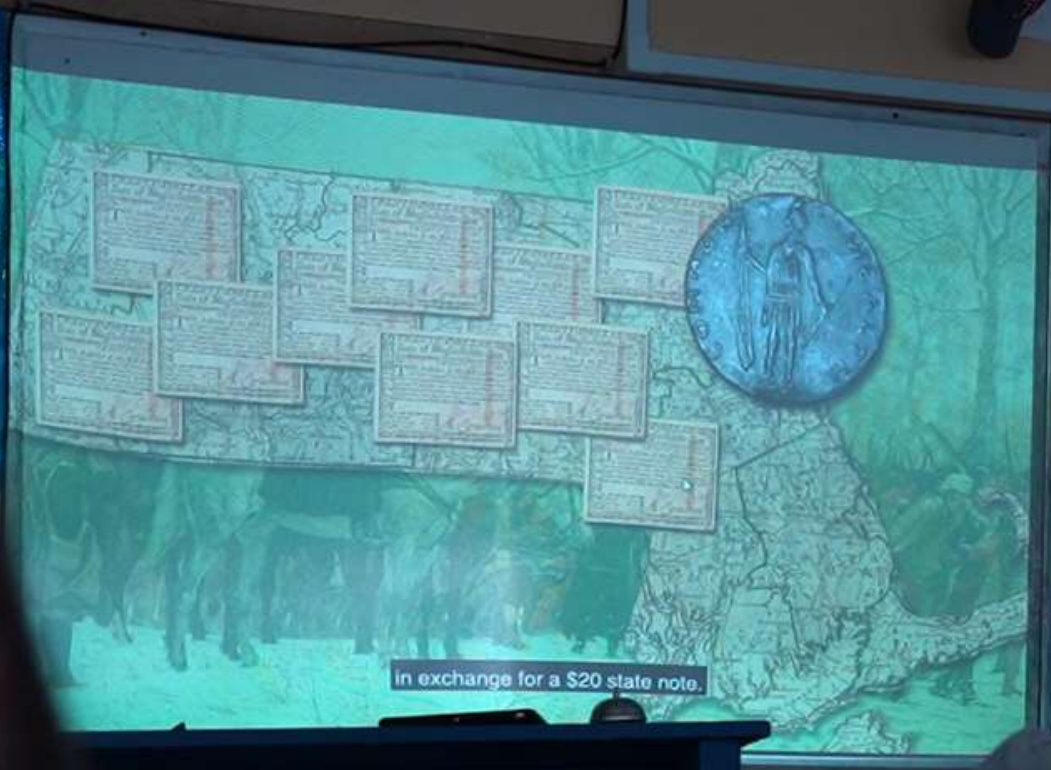
Classroom bulletin board:

- Top: "DAY 4" with a list of items: D, A, B, L, H, T.
- Middle: A green box with the number "237".
- Bottom: A circular logo featuring a globe, likely the United Nations logo.



Desk area:

- A laptop computer is open on the desk.
- There are several water bottles and other items on the desk.
- A black office chair is positioned in front of the desk.



in exchange for a \$20 state note.



Progressive fashion
One's with impact
First time on cultural
Fidelity

you help me understand
because





What is Role-Playing?



The World



The Characters



PART I
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



Research & Writing



The Gaspee Affair, 1772



The Dorr Rebellion, 1842

Research & Writing

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.

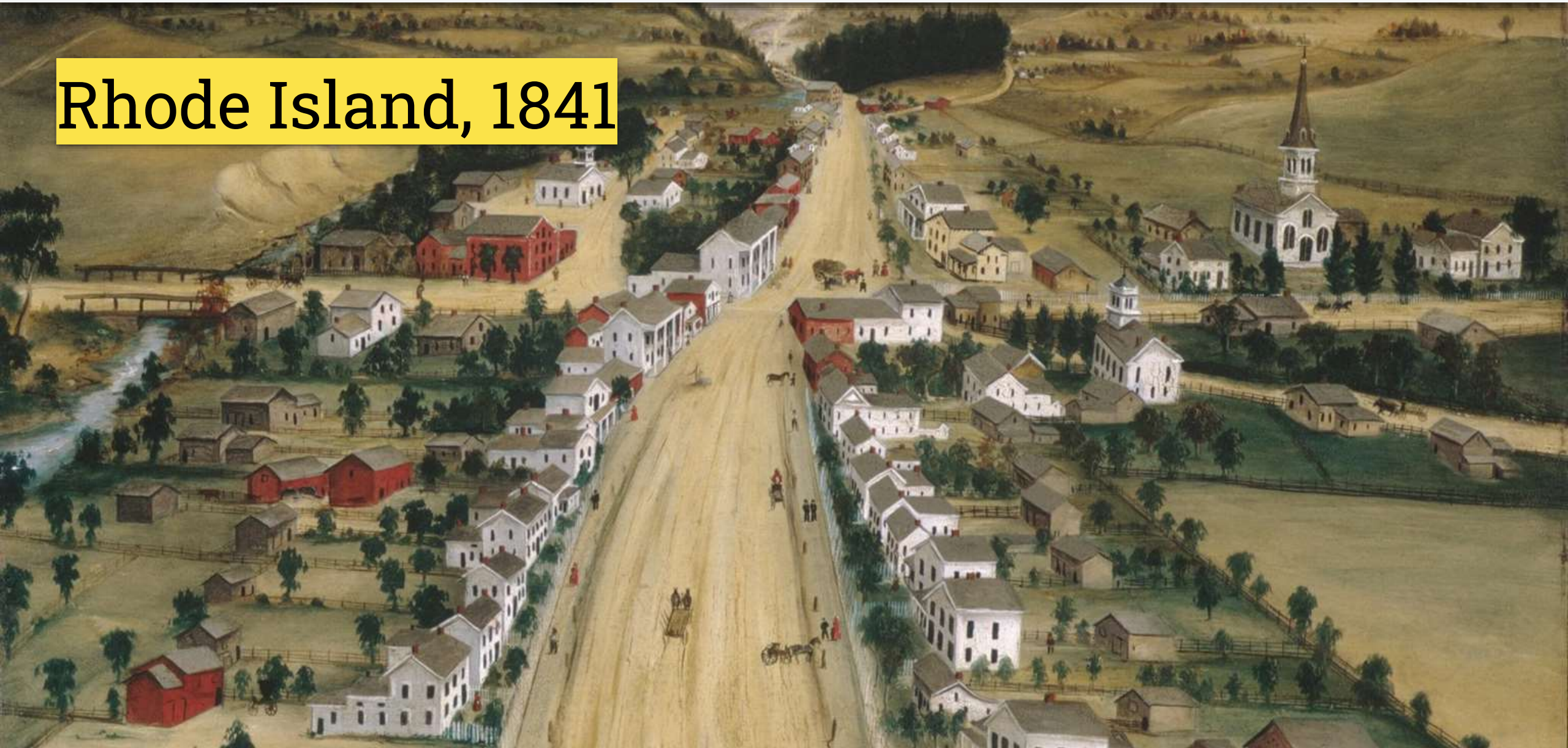
WILLIAM H. SMITH, *Secretary of State.*
JOSEPH JOSLIN, *General Treasurer.*
JONAH TITUS, *Attorney General.*

For Sheriff of the County of Newport.
JOSHUA B. RATHBUN, of Tiverton.



The World

Rhode Island, 1841



The Characters



DORRITES
want a say in
government.

CHARTERITES
say rebellion is
not reform.

The Conflict



NO
TAXES,
NO
VOTE

WE
DEMAND
EQUAL



VOICE
IN
GOVERNMENT.



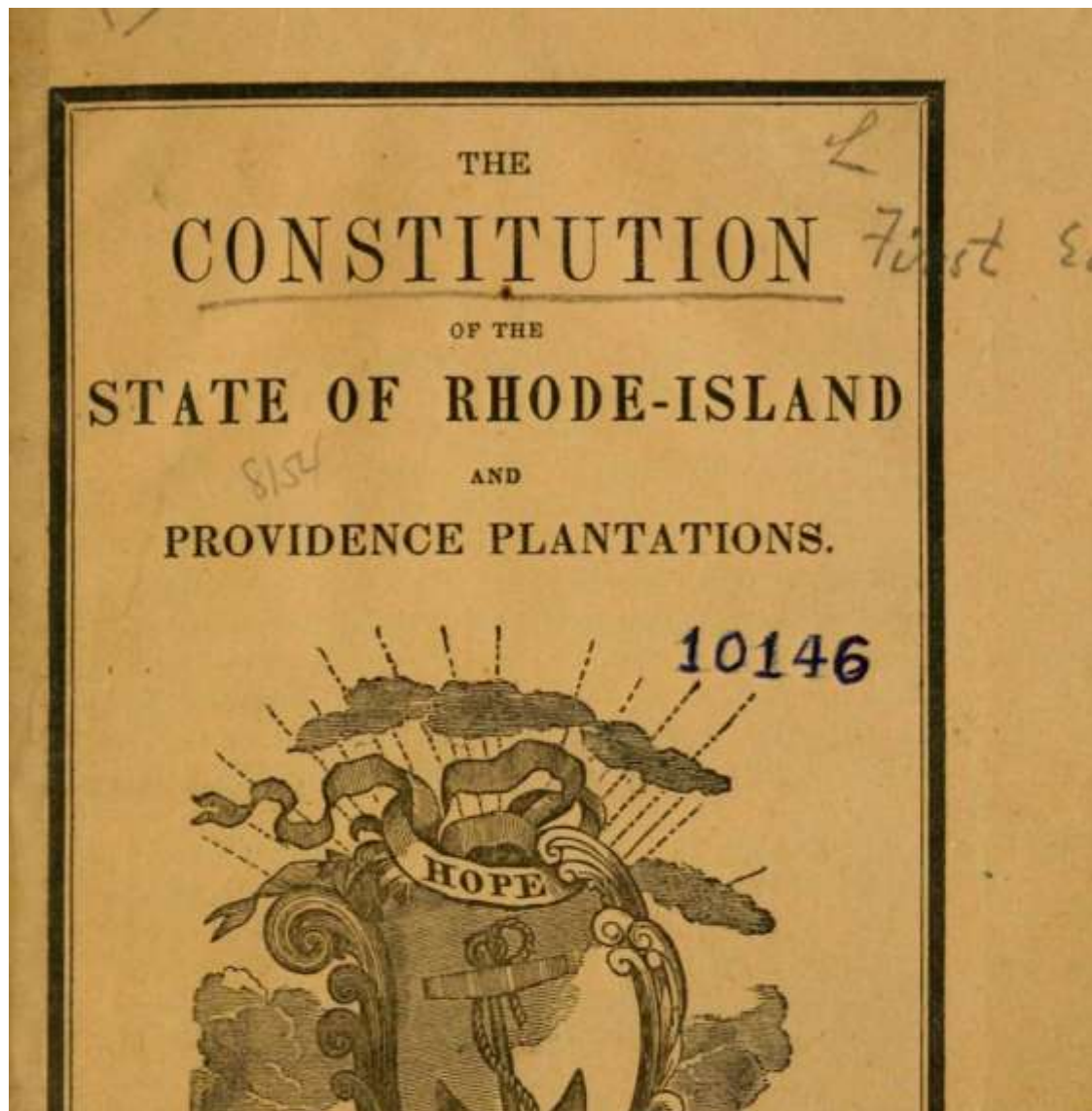
MAY 5, 1841.

I AM FOR
A
CONSTITUTION
AND
EQUAL RIGHTS.

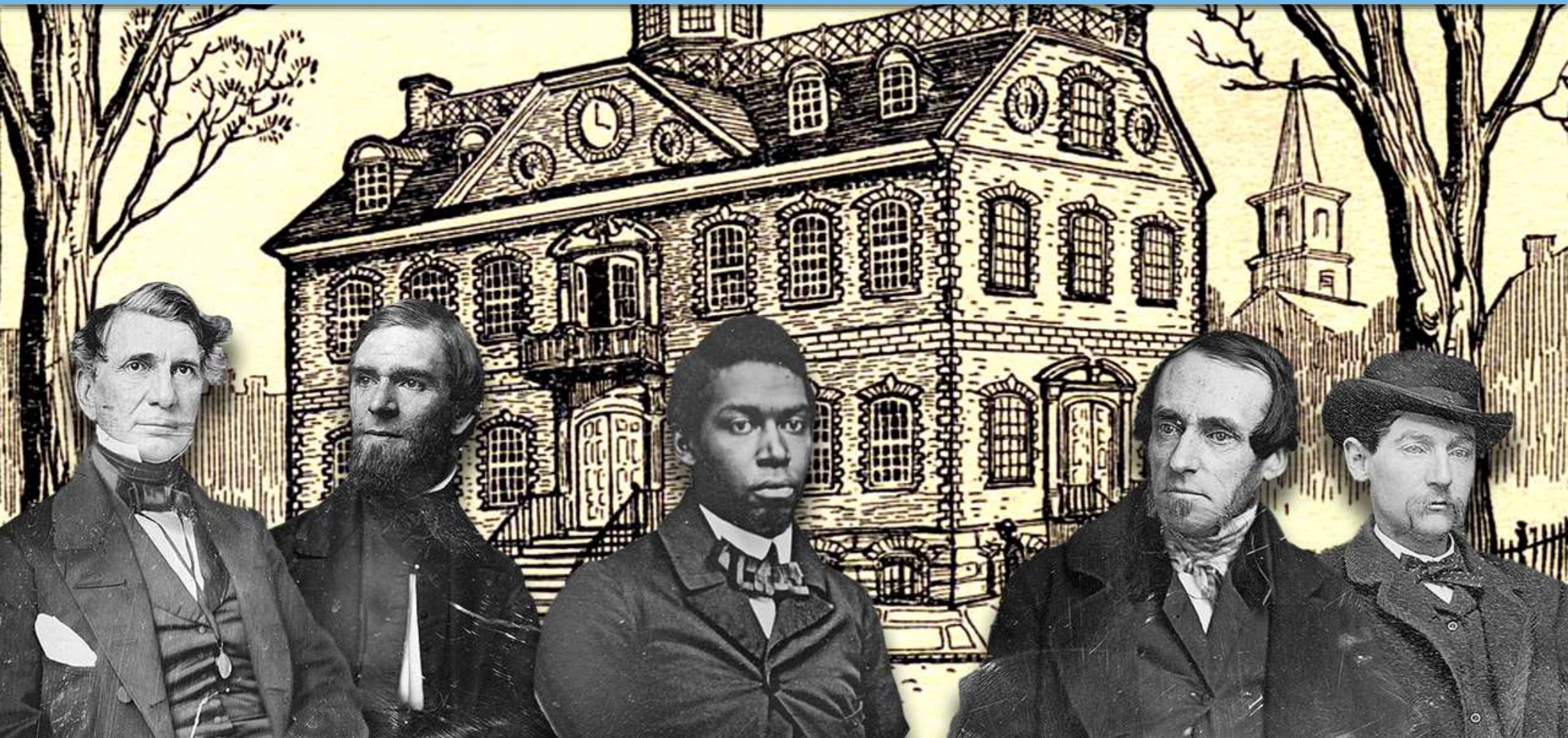
Testing, Testing



Testing, Testing



Testing, Testing



Testing, Testing



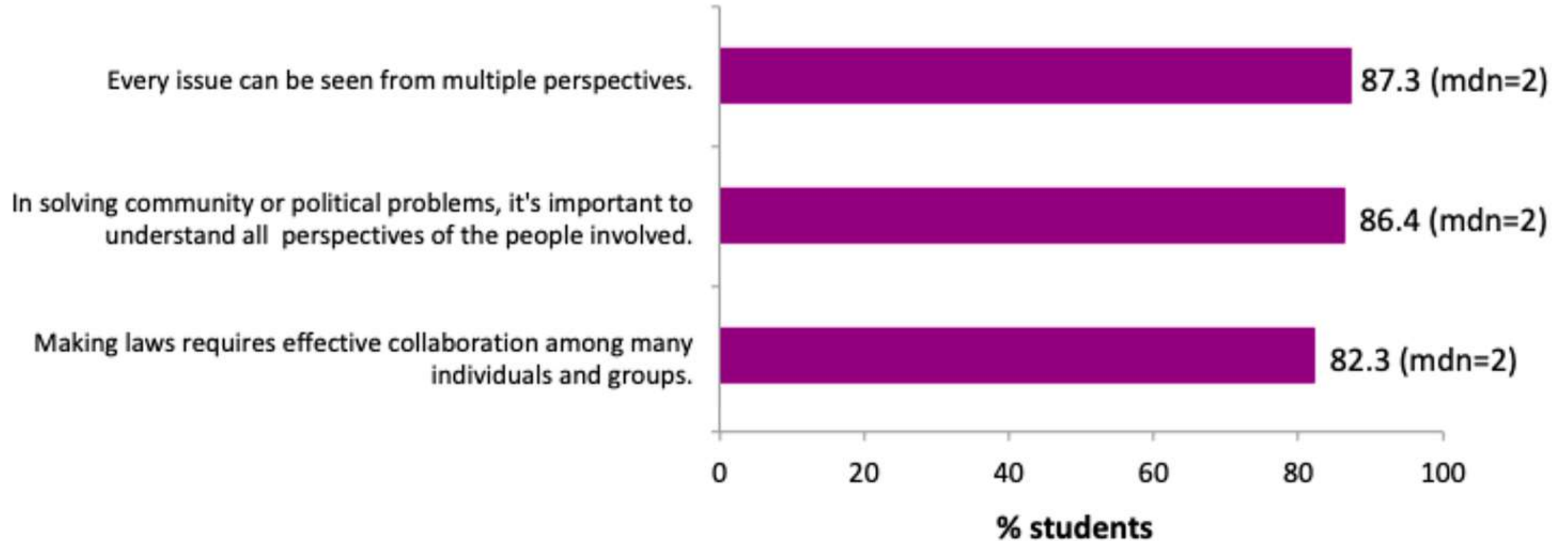
Testing, Testing

The screenshot displays the SPENT mobile game interface. At the top left, the 'BALANCE' is shown as '\$1,000'. At the top right, the 'DAY' is '1'. The main text reads: 'YOU'RE RUNNING OUT OF MONEY FAST' followed by 'It's time to get a job – any job Here's what's available Choose one:'. Three job cards are shown: 'RESTAURANT JOIN O...', 'WAREHOUSE 2ND SHIFT', and 'MP'. The 'WAREHOUSE 2ND SHIFT' card is the most prominent, with details: 'Looking for dependable, punctual, and hard-working warehouse associates. Must be able to lift 20 lbs and have reliable transportation. \$9/hr. 12p-7p'. The bottom of the screen features the 'SPENT' logo and a navigation bar with links: 'DONATE', 'ABOUT', 'MADE BY MCKINNEY', 'PRIVACY', 'CONTACT US', 'SOURCES', and 'I CAN'T DO THIS'. On the left side, there are icons for 'JOB STRIKES' (three 'X' marks) and 'NEED CASH?' (piggy bank, fire, and lightning bolt icons). On the right side, there is a vertical list of numbers 1 through 30, with a red circle around the number 1 at the bottom.

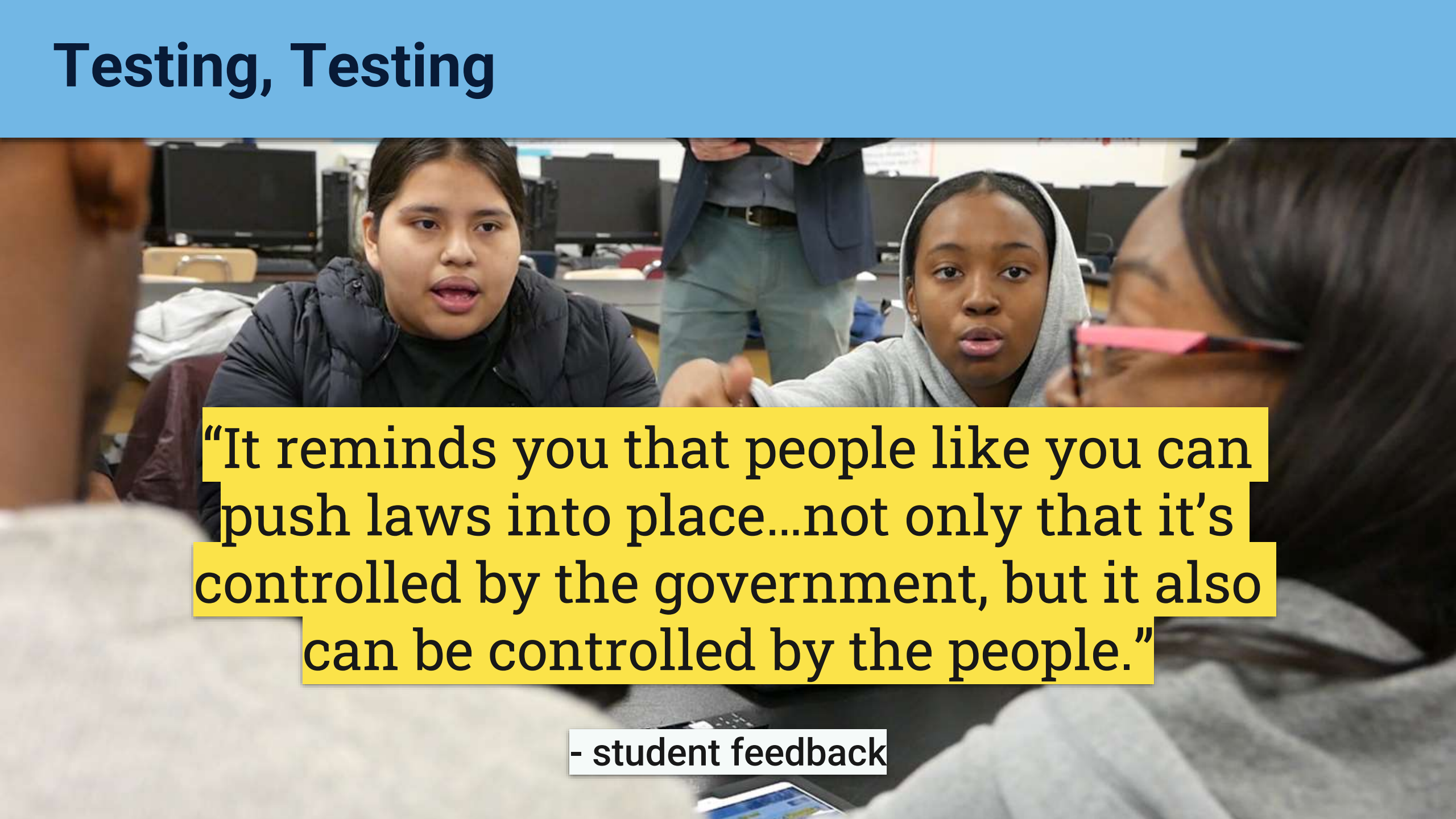
Testing, Testing



Testing, Testing



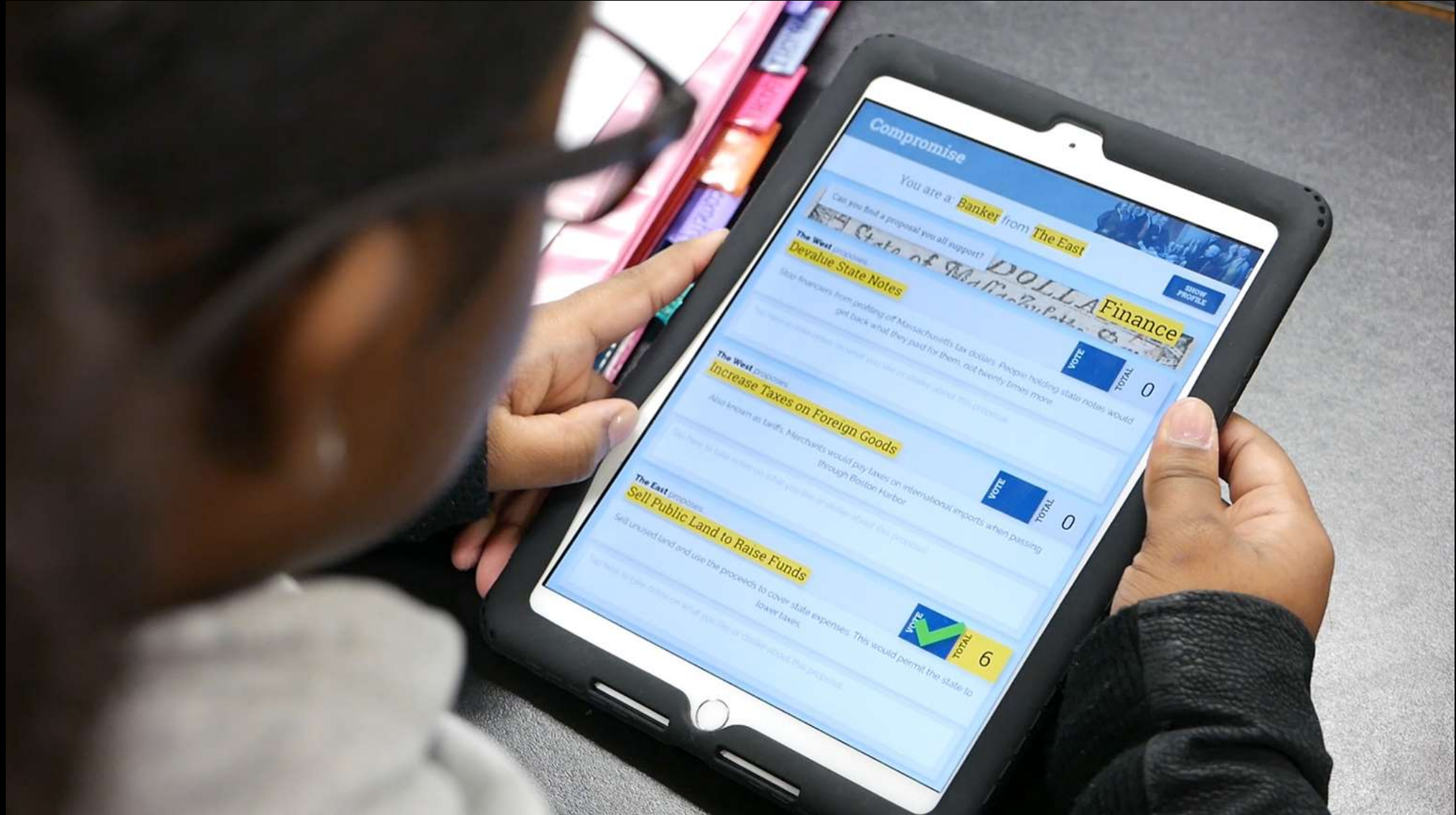
Testing, Testing

A photograph of a classroom scene. In the foreground, two young women are looking towards the camera with serious expressions. The woman on the left has dark hair and is wearing a dark puffer jacket. The woman on the right is wearing a grey hoodie. In the background, a man in a blue blazer and light-colored pants stands near a desk. The room is filled with computer monitors and desks. A large yellow text box is overlaid on the center of the image, containing a quote. At the bottom center, there is a white text box with a black border containing the text '- student feedback'.

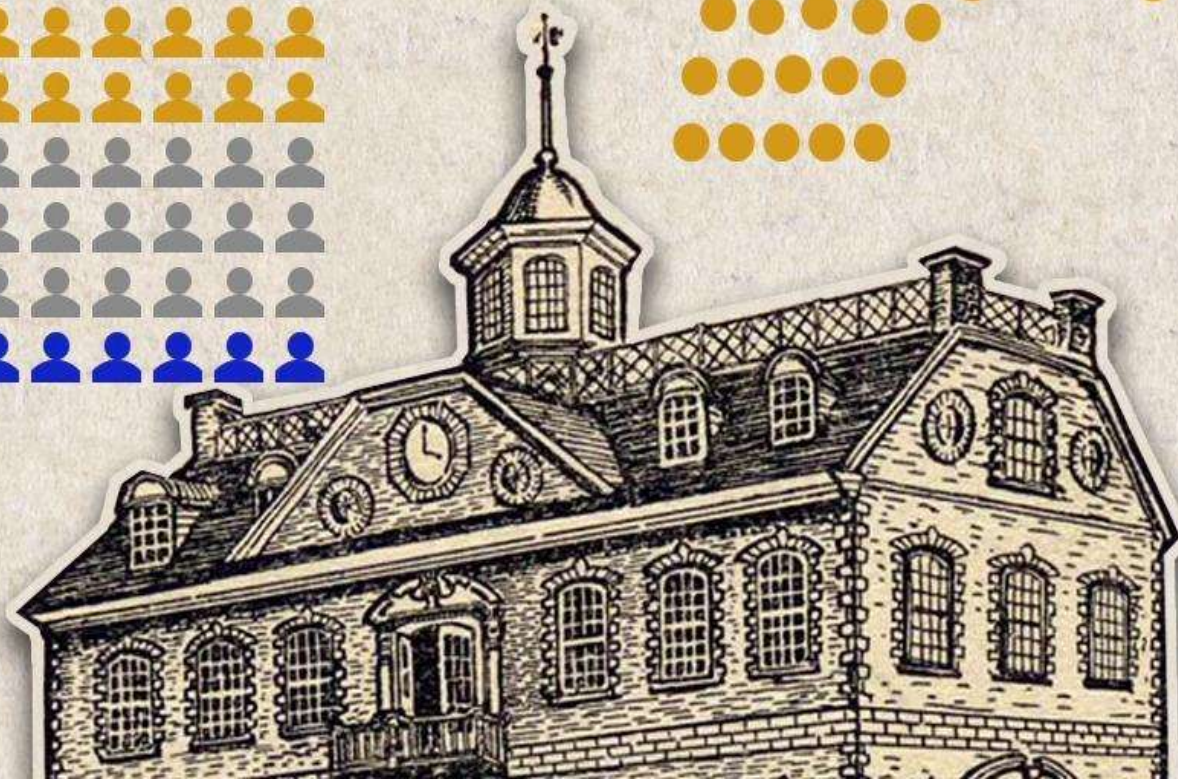
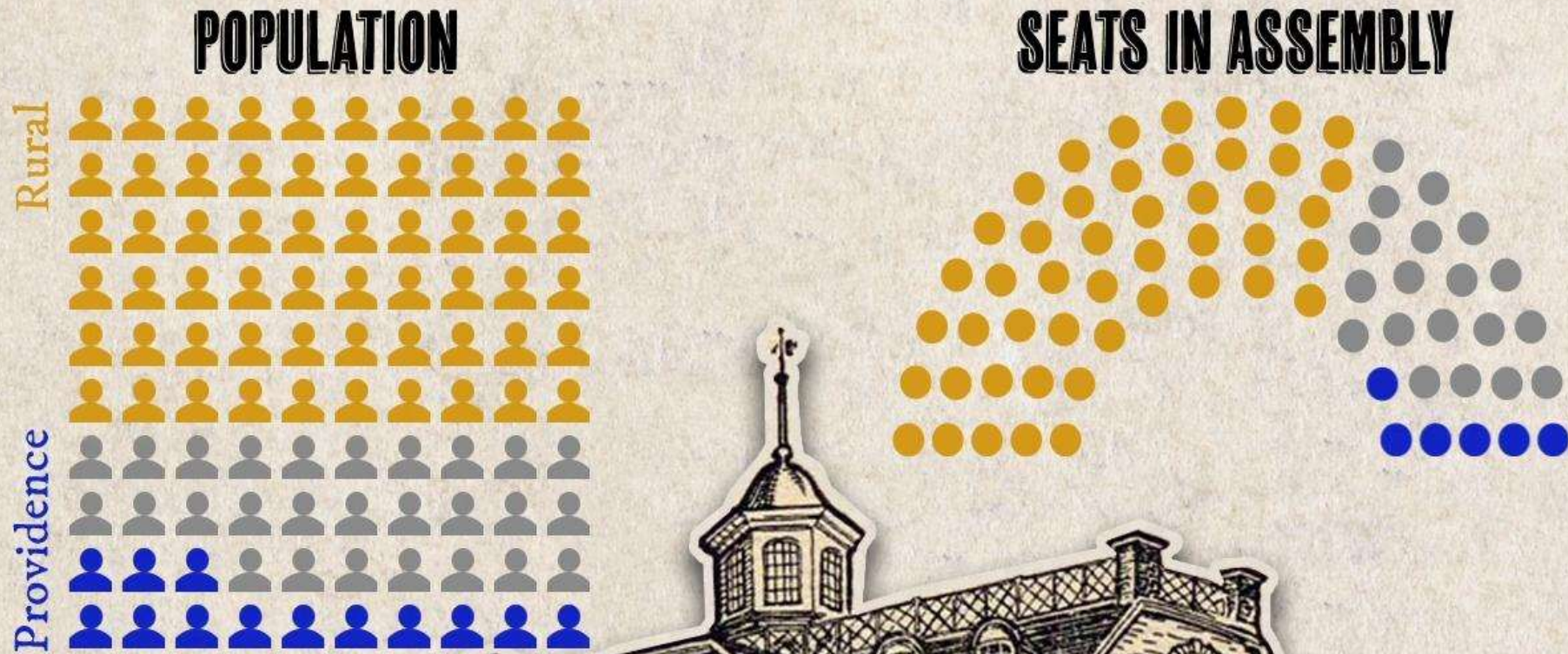
“It reminds you that people like you can push laws into place...not only that it’s controlled by the government, but it also can be controlled by the people.”

- 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.



Agenda - 12/19/19
• Do Now: Doc 2
• Rome: Trade Tables
• Paragraph Strategy
• Exit Ticket

Compromise
Can you find a proposal
you all support?

ZINN EDUCATION PROJECT



TEACHING PEOPLE'S HISTORY

“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





PLANTATION OWNERS



Preserve

LAW

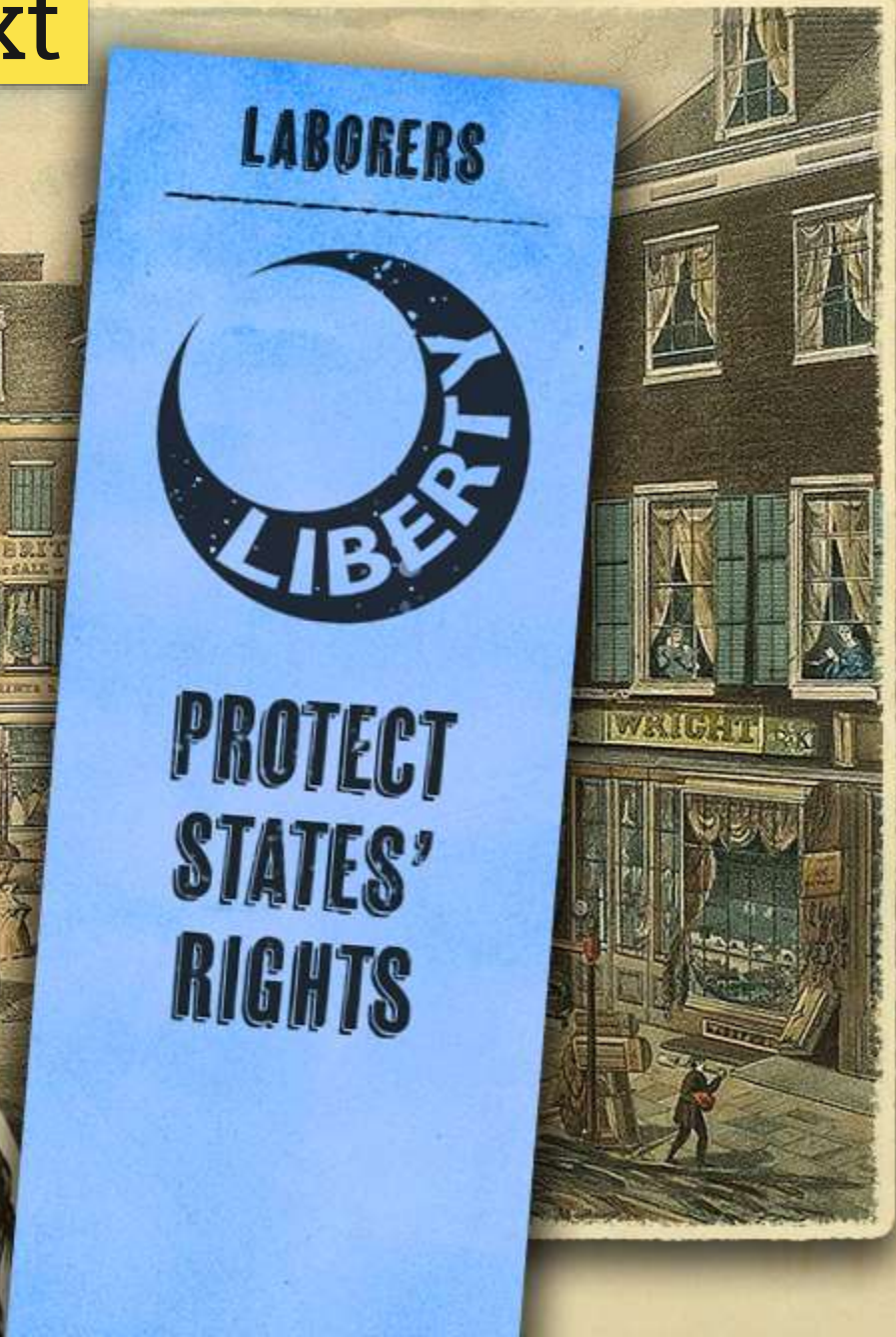
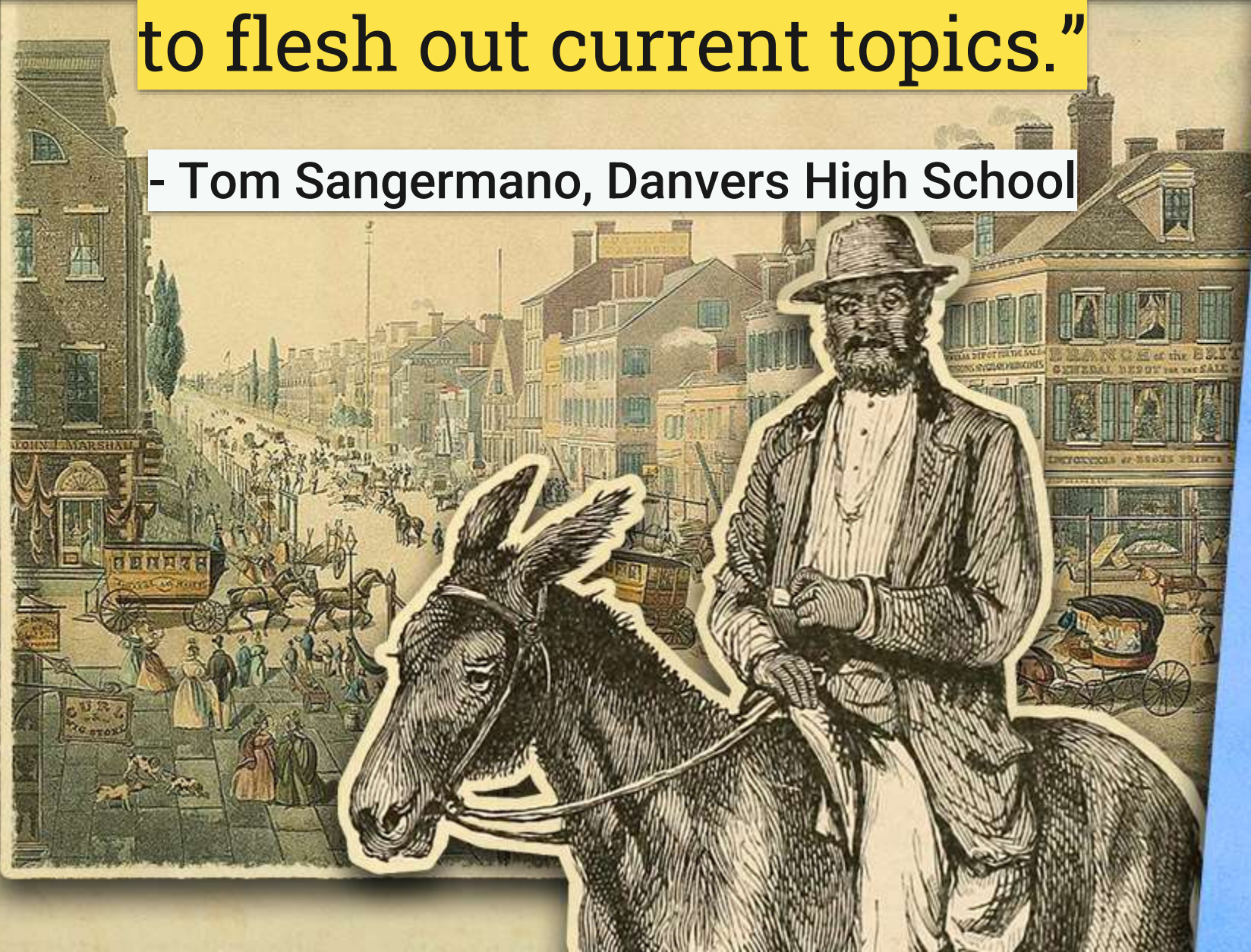
&

ORDER



“Students use the historical context to flesh out current topics.”

- Tom Sangermano, Danvers High School



ABOLITIONIST



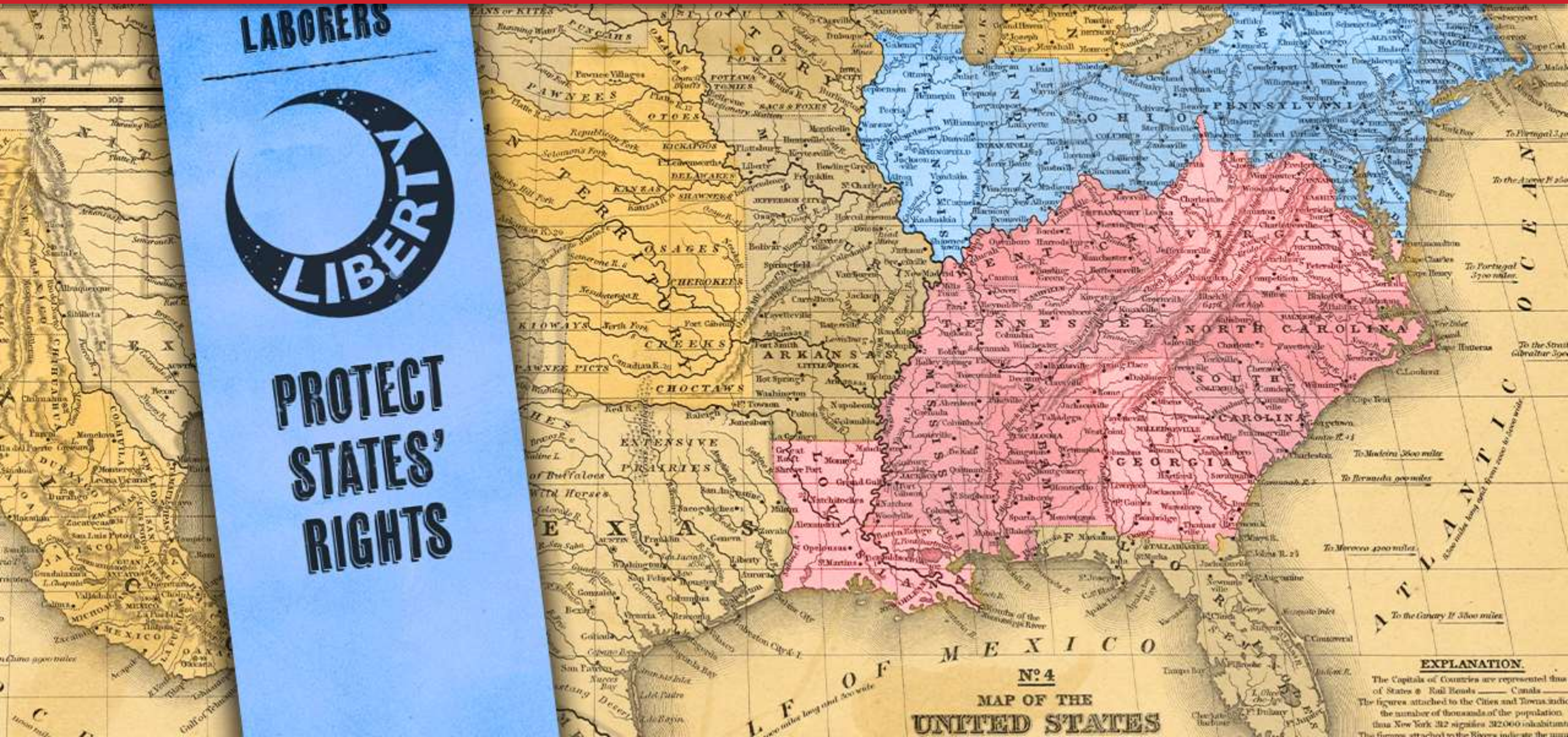
AM I NOT A
MAN
AND A
BROTHER



“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

Responsible Design



LABORERS



PROTECT
STATES'
RIGHTS

No. 4
MAP OF THE
UNITED STATES

EXPLANATION.

The Capitals of Countries are represented thus
of States & Rail Roads — Canals
The figures attached to the Cities and Towns indicate
the number of thousands of the population.
Thus New York 312 signifies 312,000 inhabitants.
The figures attached to the Rivers indicate the

**Going beyond
history**

iCivics



Science



**We'd love to hear
your ideas.**



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