

**TPS Professional Development Activity**

**Name:** Theresa (Tracy) C. Lindboe

**School or Institution:** National Park Service – Salem Maritime National Historic Site

**Title of Activity** Connecting Local to Global: Primary Sources and Place-Based Learning

**Overview** Teachers will explore places in their local community and identify thematic ties to their curriculum. They will then look for primary source materials on the library of congress website that link people/places/events from their local community to broader national and global narratives.

**Essential or Investigative Question** How does my community connect to national and global narratives?

**Audience** **This activity is best suited for educators of the following grade levels:**

- *Grades 3-5*
- *Grades 6-8*
- *Grades 9-12*

**This activity is best suited for educators of the following content areas:**

- *Art/Music*
- *English/ Language Arts*
- *Science*
- *Social Studies/ Social Sciences*

**Time Required** 5 x 3hr sessions with the first four including visits to local places and exploration of community resources (National Parks, State Parks, Museums, Historical Societies/Sites, Rivers, Environmental groups, landmarks, etc.) and the fifth involving the exploration of LOC resources and how they tie to the local narratives identified.

**Goals** Participants will:

- Identify connections to their curriculum in local places and community resources
- Connect local themes to national and global narratives using primary source materials from LOC
- Recognize the power of real places, objects, and documents in teaching their curriculum
- See community partners and the library of congress as resources they will use in their teaching



**Standards**

Learning Forward The Professional Learning Association:

<https://learningforward.org/standards-for-professional-learning#.V6jbc4MrLcs>

- Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

**Objectives**

By the end of this PD Activity, participants will be able to:

- Describe examples of the benefits of teaching with primary sources.
- Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.).
- Access primary sources and teaching resources from loc.gov for instructional use.
- Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).

**Digital  
Resources**

- **Primary sources from loc.gov:**

*Title:* The exiles farewell to Poland

*Date created/published:* 1844

*Creator/Author:* Ganronski, Leon Rawicz.; Bard, Milford (lyricist)

*URL:* <https://www.loc.gov/item/sm1844.400290/>

*Title:* Some of the smallest boys in Cass & Daley Shoe Co., Salem. Stephen Indroski, (right end), 19 Turner St., has worked a year and a half in the factory. William Prasecki (next Stephen), 36 Peabody St., has worked two months in factory. Brony Geiski (next William), 43 Union St., probably over 14. Edwin Skunecki (left end), 25 Daniel St., has worked in factory one year. Noon. Location: Salem, Massachusetts.

*Date created/published:* October 27, 1911

*Creator/Author:* Hine, Lewis Wickes, 1874-1940, photographer

*URL:* <https://www.loc.gov/item/ncl2004000928/PP/>

*Title:* Henry Fournier [i.e., Fournier?], 261 Jefferson St., Castle Hill; has been sweeper and cleaner in #2 Spinning Room two months. Location: Salem, Massachusetts.

*Date created/published:* 1911, October

*Creator/Author:* Hine, Lewis Wickes, 1874-1940, photographer

*URL:* <https://www.loc.gov/item/ncl2004003231/PP/>

*Title:* Where the blame lies / Hamilton.

*Date created/published:* New York : Sackett & Wilhelms Litho. Co., 1891 April 4

*Creator/Author:* Hamilton, Grant E., artist

*URL:* <https://www.loc.gov/item/97515495/>

- **Other resources:**

*Title:* St. Joseph Hall

*URL:* <https://www.nps.gov/sama/learn/historyculture/stjoes.htm>



Title: Salem's Polish Community

URL: <https://www.nps.gov/sama/learn/historyculture/polish.htm>

Connecting Local to Global Worksheet (see page 5)

**Classroom  
Materials**

Flip Chart, markers, pens/pencils, projector, laptop, Post-it notes, internet access, computers (or have teachers bring their own device)

**Preparation**

- Book trips with community partners/local places; Visit with teachers – debrief/encourage teachers to take notes
- Remind teachers to bring their own device if computers are unavailable so that they will be able to search loc.gov on their own or with a partner
- Room setup with flip chart/markers, post-it notes, and projector with connected laptop and Wifi/internet
- Flip chart with Table from worksheet with places filled in; Teachers will use post-it notes to add to the other columns
- Bookmark LOC Teacher's Page, Home page; SAMA NPS Home page, St. Joseph's Hall page, Salem Polish Community Page
- Print and distribute handouts, distribute post-it notes, distribute pens/pencils as needed

**Procedure**

1. Ask teachers to reflect by themselves or with a partner about the trips from the previous days and report on one takeaway from their visits to community partners
2. Lead a discussion on the power of real places and authentic objects and documents in a learning environment
3. Pass out the Local to Global Worksheets (see page 5) and Model the Activity:
  - Identify the community partner and place you will be exploring: for example, Salem Maritime National Historic Site, St. Joseph Hall
  - Identify the themes from that site that relate to your curriculum: in this case, it could be Immigration, Diversity, Multi-culturalism, World/European/Polish History, Historic Preservation, Child Labor, Poverty, or National/Ethnic Identity depending on the subject/grade
  - Demonstrate ways to explore national and global connections to these themes on library of congress using the Home Page search, including limiting parameters like type of material, date, and location as well as providing an overview of key tools on the Teachers Page. In the course of these demonstrations, locate *The Exile's Farewell to Poland*, *Where the Blame Lies/Hamilton*, *Some of the Smallest boys in Cass & Daley Shoe Co., Salem [...]*, and *Henry Fournier [...]* and describe how each could be used in the classroom to link both to your chosen curricular theme and your selected place in the community.
4. Ask teachers to break into groups and identify some of the themes in their curriculum that relate to the local sites they visited, then search for primary sources on LOC as modeled.
5. Pass out post-it notes. Ask teachers to write up two post-it notes to place on the flip chart at the front of the room (which has a drawn version of the worksheet on it). One post-it should list themes that linked each of the local sites to their curriculum and the second post-it should identify the title/author/date of one or more primary sources



they discovered that provide a broader context for these curricular themes.

6. Once all post-it notes have been posted, ask if any groups would like to share their findings.
7. Take a picture of the final board with all of the post it notes (or type it up on a digital version of the handout) and make sure to let teachers know you will send it to them after the session.

**Assessment/  
Reflection**

Teachers will revisit maps created at the beginning of the week (on the first day, teachers are asked to fill in a map with known community partners near their school). Teachers will add any new community partners to the map, but also add annotations listing curricular themes and relevant primary sources. Ask teachers to share how they feel about their maps now as compared to at the beginning of the week, what they are looking forward to sharing with their students from the workshop, and what challenges (if any) they anticipate with implementing placed-based learning and primary sources into their teaching.



### Connecting Local to Global: Primary Sources and Place-Based Learning

Think about the places we visited in your community. What are some themes from these sites that link to your curriculum? How do these themes connect to National or Global narratives? Explore these broader contexts on the Library of Congress website and try to identify some sources you could use to engage students with these connections.

Place/Community Resource	National/Global Connections	Primary Sources
<p><i>Example: Salem Maritime National Historic Site; St. Joseph's Hall</i></p>	<p><i>Immigration, Diversity, Multi-culturalism, World/European/Polish History, Historic Preservation, Child Labor, Poverty, National/Ethnic Identity</i></p>	<p><i>The exiles farewell to Poland</i>  <a href="https://www.loc.gov/item/sm1844.400290/">https://www.loc.gov/item/sm1844.400290/</a></p> <p><i>Some of the smallest boys in Cass &amp; Daley Shoe Co., Salem....</i>  <a href="https://www.loc.gov/item/ncl2004000928/PP/">https://www.loc.gov/item/ncl2004000928/PP/</a></p> <p><i>Henry Fournier...</i>  <a href="https://www.loc.gov/item/ncl2004003231/PP/">https://www.loc.gov/item/ncl2004003231/PP/</a></p> <p><i>Where the blame lies/Hamilton</i>  <a href="https://www.loc.gov/item/97515495/">https://www.loc.gov/item/97515495/</a></p>

