

**TPS PD Activity Plan**
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**School or Institution:** National Park Service

**Projected Date for Implementation:** April 2016

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| <b>Title of Activity</b>                   | Sugar, Slavery and Salem  |
| <b>Overview</b>                            | In this session, participants analyze primary sources using the Stripling Model of Inquiry. Participants then use what they have learned to formulate their own understanding of the connections between sugar, slavery and Salem.  |
| <b>Essential or Investigative Question</b> | How can primary sources from the Library of Congress and other site specific primary sources be used as evidence when drawing connections between historical topics?  |
| <b>Audience</b>                            | <p><b>This activity is best suited for educators of the following grade levels</b></p> <ul style="list-style-type: none"> <li>• Grades 6-8</li> <li>• Grades 9-12</li> </ul> <p><b>This activity is best suited for educators of the following content</b></p> <ul style="list-style-type: none"> <li>• Social Studies</li> </ul>   |
| <b>Time Required</b>                       | One hour  |
| <b>Goal</b>                                | <ul style="list-style-type: none"> <li>• Develop inquiry skills.</li> <li>• Understand primary sources.</li> <li>• Interpret and teach with primary sources.</li> </ul>   |
| <b>Standards</b>                           | <p><b>21st Century Learner Standards</b><br/> <a href="http://www.ala.org/aasl/standards-guidelines/learning-standards">http://www.ala.org/aasl/standards-guidelines/learning-standards</a></p> <p><b>2.1.1</b> Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p><b>2.1.5</b> Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p><b>2.3.2</b> Consider diverse and global perspectives in drawing conclusions.</p> <p><b>3.1.1</b> Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> |



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| <b>Objectives</b>          | <p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe examples of the benefits of teaching with primary sources.</li> <li>• Analyze a primary source using Library of Congress tools.</li> <li>• Analyze primary sources in different formats.</li> </ul>  |
| <b>Digital Resources</b>   | <ul style="list-style-type: none"> <li>• The present state of the West-Indies London: Printed for R. Baldwin ..., 1778.<br/><a href="http://hdl.loc.gov/loc.rbc/rbfr.0060">http://hdl.loc.gov/loc.rbc/rbfr.0060</a></li> <li>• West Indies Contributor Names Guthrie, William, 1708-1770 London? 1777?<br/><a href="http://lccn.loc.gov/74695895">http://lccn.loc.gov/74695895</a></li> <li>• Quadalupe with the adjacent islands London: s.n., 1759<br/><a href="http://hdl.loc.gov/loc.gmd/g5070.ar201200">http://hdl.loc.gov/loc.gmd/g5070.ar201200</a></li> <li>• West Indies: manufacture of sugar 1667<br/><a href="http://lccn.loc.gov/2003663735">http://lccn.loc.gov/2003663735</a></li> <li>• A representation of the sugar-cane and the art of making sugar [graphic]. Hinton, John, -1781, publisher. 1749<br/><a href="http://www.loc.gov/item/2004670227/">http://www.loc.gov/item/2004670227/</a></li> <li>• Copies of Shipping Papers and Accounts of Elias Hasket Derby, Salem, MA held in the repository of the Phillips Library of the Peabody Essex Museum<br/><a href="http://www.pem.org/library/finding_aids/MSS37_DerbyFamilyPapers.pdf">http://www.pem.org/library/finding_aids/MSS37_DerbyFamilyPapers.pdf</a></li> <li>• <u>Salem Maritime in the Age of Sail</u>, National Park Service, 2009 Printing</li> <li>• Chapter 10, "The West Indies 1600-1700," <u>American Colonies</u> by Alan Taylor, 2001</li> </ul> |
| <b>Classroom Materials</b> | <p>Projector<br/>Flip-chart</p>   |
| <b>Preparation</b>         | <ol style="list-style-type: none"> <li>1. Participants should have read the following background material: <ul style="list-style-type: none"> <li>• <u>Salem Maritime in the Age of Sail</u>, National Park Service, 2009 Printing</li> <li>• Chapter 10, "The West Indies 1600-1700," <u>American Colonies</u> by Alan Taylor, 2001</li> </ul> </li> <li>2. Print all primary sources (one for every two participants).</li> <li>3. Print analysis chart (one for every two participants).</li> <li>4. Be prepared to project each primary source as it is presented.</li> <li>5. Flip Chart, Marker (optional).</li> </ol>  |
| <b>Procedure</b>           | <ol style="list-style-type: none"> <li>1. Ask the participants to pair up and briefly share with each other what was learned from background readings. Ask some to share out to all. Think-Pair-Share</li> <li>2. Hand out the primary source analysis chart and preview with the group. (Note that the chart does not ask you to read the entire document first.)</li> <li>3. Hand out one primary source to each pair and have them work through chart.</li> <li>4. Leaving their analysis chart with their primary source, each pair will visit all the other sources. At each new source, the pair reviews it and the analysis chart. They can add to the analysis chart by using a check mark or star to add emphasis to an earlier</li> </ol>   |



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|                                   | <p>observation and/or write a new observation.</p> <ol style="list-style-type: none"> <li>5. After looking at all the sources, each pair returns to their original one to review the new comments from the others in the group. How do these new comments strengthen or challenge their original observations and ideas?</li> <li>6. Next, each pair shares their source summing up what they learned on their own and through others in the group (Project the documents as they share).</li> <li>7. Whole group discussion: From the primary resources, what conclusions can we draw about the connection between sugar, slavery and Salem? How can these documents be used as evidence to support those connections? What new questions do you have? What additional research would you like to do? Where would you like to look for more evidence?</li> </ol> |
| <b>Assessment/<br/>Reflection</b> | <p>Pairs will be given the opportunity to share their new understandings through a reflection exercise that cements their new learning. Each pair is given a choice to do one of the following for their reflection:</p> <ol style="list-style-type: none"> <li>1. Write a Haiku.</li> <li>2. Write a newspaper headline.</li> <li>3. Write and perform a rap, song, etc. for the group.</li> <li>4. Use letter blocks to create a scrabble-like word display.</li> <li>5. Draw pictures on paper squares to represent their ideas and use them to create a quilt.</li> <li>6. Object Box: using a variety of everyday and unusual objects gathered in a box, participants choose a few and describe how they symbolize/connect to their new learning.</li> </ol>   |

