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IDS 763

Salem: Place, Myth, and Memory Institute

Dr. Schultz and Dr. Morrison

Rationale:

In starting to think about my project, I realized that though I knew the history of Salem, I knew nothing about the city of today. I knew the Salem that is presented to tourists. But I knew nothing about day to day living in Salem, what the people who live here do. Because I teach at Salem High School, I want to have a better working knowledge of the city. I didn't know my way around when I started the Salem: Place, Myth, Memory class. I knew key parts of the city, but could not have told anyone where the Point was. Though my information is incomplete in some ways and though I would have liked to be able to talk to many students from the high school in order to draw a complete picture of the city, I hope that my research has given me a broader picture of the city that I can use in order to teach the students at Salem High better.

In order to understand the city better, I started by walking around the city, observing the people and the places. I talked to myself on my tape recorder and kept part of an audio journal that I will transcribe later in this project. This project is a hodgepodge of information: I interviewed people on the street in Salem, I have read to local newspaper seeking information, and I have reviewed information given to me through the course. I do not believe that my research is complete; in fact, I will be continuing my research throughout the school year. A course I am teaching at the high school is based on research about the community and how to improve the community. Through the research I will be continuing and through the research my students will be doing, my understanding of Salem will grow as will my ability to adapt my teaching to my students that live in this unique community.

In order to develop a broader understanding in my students, I have co-developed a curriculum for the high school for a literacy course grounded in research. In order to

create literacy in all four forms (reading, writing, speaking, and listening) the students will use local resources to create their idea of Salem as a community and develop some ideas as to how to improve the city. Through my own research of local resources and an interview with a few students from Salem High, I have created a portion of the whole picture. This project will continue through the coming school year.

Literacy Course Overview:

I have included the work that I have helped co-develop. Everything included is still a work in progress; however, it is the most up-to-date. I have eliminated some of the less relevant information, including some of the weekly agendas, but not all.

Ten-Week Literacy Overview

A Standards Based Curriculum

This course will reinforce all four components of literacy: reading, writing, speaking, and listening. Students will research, analyze, and present information based on an underlying theme. They will evaluate and gather information from a variety of sources and apply this information to their culminating presentation. Throughout the course, students will be exposed to information gathering resources in the community, and they will learn how to properly cite such sources. Research will be augmented by literature, student centered discussions, and a series of writing assignments.

Culminating Task:

- Research based presentation with a variety of visuals- poster boards, Power Point, bulletin boards

- Binder- including articles, writing assignments, MLA citation information, and notes

Driving Questions:

- What is a community?

- What makes Salem a unique community?

- How can the city improve to be a better community?

Massachusetts English Language Arts Standards Addressed:

- **3**, 8, **9**, 11, 13, **19**, 21, 22, 23, **24**, **26**

Each week we will incorporate a literature selection from the textbook. Students will analyze the work in terms of the theme of community. In addition, students will have writing assignments based on the readings from the text, articles provided by teachers, and information they are gathering from their research. An integral component of these writing assignments will be in text citations and works cited pages.

Segment 1: Introduction (two weeks)

Week 1: Address the question "What is literacy?"

Week 2: Address the question "What is community?"

Segment 2: Information Gathering (2 weeks)

Week 3: Analyzing media

Week 4: Salem High School IMC

Segment 3: Community Based Information Gathering (2 weeks)

Week 5: Salem State College library

Week 6: Dividing into groups for presentation; back to SHS IMC

Segment 4: Presentation Component (3 weeks)

Week 7: Components of a presentation

Week 8: Obtaining final information

Week 9: Synthesizing final information

Segment 5: Presentation (1 week)

Week 10: Presentation

Course Objectives:

By the end of the course, students will:

- understand the importance and meaning of literacy in all of its forms

- be able to analyze and evaluate the validity of various types of sources and media

- become familiar with the Salem High IMC

- be exposed to resources in the community to aid is information gathering

- learn the components of an effective presentation and demonstrate the knowledge gained

- become familiar with and be able to execute MLA format, both in-text citations and works cited pages

- gather research from a variety of sources and synthesize it for the final presentation

- develop a deep understanding and appreciation for the importance of community

Week 1: "What is Literacy?"
Objectives: 1. Introduction of course 2. hand out text 3. developing classroom definition of literacy

Day	Class Work	Homework
Monday	• Introductory activity • Pass out texts • Discuss binder (3 sections: notes, literature, homework)	Try to define literacy (in any way, shape, or form). Must have written explanation
Tuesday	• In groups, using hw, create a group definition • Groups will present definition to class • As a class, create a class definition	Read story and answer questions
Wednesday	• Discuss story • Discuss how literacy leads to independence and being a part of society	Find an article relating (in any way) to literacy. (show sample article) Back up the connection with a written paragraph
Thursday	• MLA format lesson 1. paper set up 2.quotes 3.works cited • start hw	Identify mistakes and correct them in a sample paper provided
Friday	• Discuss sample paper • Follow up on MLA lesson • Talk about articles from Wed hw (have sample articles on hand)	Read story and answer questions

Week 2: "What is Community?"
Objectives: use literature to begin to develop a definition of community

Day	Class Work	Homework
Monday	• Discuss story/ questions • Introduce community • Time capsule activity: what would represent earth? America?	Study for MLA quiz
Tuesday	• MLA quiz • Community comparison using proverbs (individual vs. collective)	Read story and answer questions
Wednesday	• Discuss story • Discuss concept of community	Find an artifacts relating (in any way) to Salem.
Thursday	• Discuss and categorize artifacts • Categories create community	Writing Assignment 1: "What is the role of community in the story?" (choose your own story)- due Monday
Friday	• Worksheet to help shape the writing assignment	Read story and answer questions

Week 5: "Community Based Info Gathering"

Objectives: 1. familiarize students with Salem State College library 2. expose students to this resource

Day	Class Work	Homework
Monday	• Discuss story/ questions • Discuss what would improve a community on a national level	5 things that would improve our state community and why.
Tuesday	• Discuss hw • In groups, what elements improve a town?	Read story and answer questions
Wednesday	• Discuss story • Continue discussion from day before in groups • As a class discuss	
Thursday	• SSC Scavenger hunt: (provide websites) find 3-5 articles addressing actual cases of improved community	Works cited page of all websites used
Friday	• Alternative lesson: group articles • If possible, documentary created by SHS students "What's the Point?"	Read story and answer questions

Week 6: "IMC Research- Group Based"
Objectives: synthesize community discussion to begin group presentation

Day	Class Work	Homework
Day	Class Work	Homework
Monday	• Discuss story/ questions • Evaluate in groups what information is still needed • Hand out the final presentation assignment and go over rubric	
	• IMC- final info gathering	
Tuesday	• In groups, students need to evaluate what info they need to find	Read story and answer questions
	• Synthesizing information to design paper and visuals	
Wednesday	• Discuss story • Discuss writing assignment 3 • Students will have time to start hw	Writing Assignment 3: How does the character relate to his or her community?- due Friday
	• IMC- typing and creating visuals	
Thursday	• IMC- individual research	
	• IMC- typing and creating visuals	
Friday	• Evaluate research • Plan layout of presentation	Read story and answer questions

Week 9: "Preparation for Presentation"

Objectives:

Final Project:

Task: Each group will be responsible for a presentation and a written paper

addressing one of the following topics:

- o What is community?

- o What makes Salem a unique community?

- o What would make Salem a better community?

Each project must include a written paper, 2 visuals, and a presentation.

Criteria:

Paper must include:

1. three components:

    a. a definition

    b. research based examples and evidence

    c. an analytical conclusion that applies the research to the question

2. a title page

3. works cited page

The paper must be typed in Times New Roman, 12 point font

Presentation must be:

1. 15 minutes in length

2. each group member must speak

3. use of a quote or direct example to demonstrate research

Visuals must:

1. have 2

2. be neat

3. be relevant

A breakdown of assignments for the presentation will be due approximately one week prior and will count as 10 percent of the project grade. This breakdown will identify how the group has divided the work and who is responsible for what parts.

Interview:

I believe that the students of Salem make up a large percentage of Salem's population. Their input on the city creates a larger picture of the city.

I interviewed four students from Salem High. We were in the library of Salem State College on a very hot afternoon. The tape did not come out really clear, but I have made a transcript of the conversation to the best of my ability. There is very little editing. M is me, and I have identified the students as 1, 2, 3, 4. I wanted to get some students opinions of Salem and what life is like. I need to get a broader picture, as I spoke to four Hispanic girls that truly cared about education and were all looking ahead to college.

M: All four of you live in Salem?

S: yeah

M: Were you born here?

S: yeah

M: How long has you family lived here?

1: 18 years.

M: Why did they come here? Do you know why? Or at least, why they chose Salem?

1: Our family. My grandmother came to Salem first. Or they may have started out in Lynn. Hold on; okay. This is what happened. My parents moved to the Point and then moved out of the Point to Lynn. Then they moved back to Salem and they got a little house off of North St. They came mostly because family was in this area.

M: Do you know why they left Lynn?

1: Well, they were all sharing an apartment with my aunt.

M: Do you have a lot of family that live in Salem?

1: yeah

M: Carmen, how long have you lived here?

2: In Salem?

M: yeah

2: 7 years. I used to live in New York. First Brooklyn. We left New York because my mother wanted use to have a better education. The high school that my brothers went to had a lot of gang problems. So first we went to Lynn and the area that we lived in at that point had a lot of people selling drugs. So my mom moved us to Pequot Highlands here is Salem. I like it better.

3: I came from the Dominican Republic. We moved to New York and then Salem.

M: I have found that a lot. A lot of my Hispanic students first lived in New York, Queens, where ever and then they move to Lynn and a couple of years later move to Salem. What do you guys think of Salem? You have lived here for awhile. I mean, what's Salem like as a kid?

4: it's all right. I mean, sometimes you find it kind of boring. I don't know. It could be just living here for so long. There's not a lot here that I like to do. I like Boston better. I feel more independent. I take the train in. I like taking the train. I can just go in and do whatever. Shop. Anything. Salem is just so small.

M: Okay, growing up in Salem. What did you learn about? Did you learn about the origins of Salem, or was it mostly stuff like the witch trials, the fire of 1914, that stuff?

3: It was all the witch trials, fires, mills. Stuff like that.

2: It's just boring. Salem is. When you live in a place for a while, you see the same people over and over again. When we go into Boston we get to meet new people. It's like at Salem High. You see the same people in the middle school and then again for 4 years at the high school.

4: There's just nothing to do. I mean, the mall isn't even in Salem.

M: But people come here all the time! I mean, they travel from distances just to see Salem. All the historical stuff.

1: Yeah, but that's because Salem is a city for tourism. All the historical stuff is for tourists.

2: During the Upward Bound program, sometimes we'd have free time during the day and we'd walk around with the Lawrence students and they'd be so amazed. They were in awe from all the historical stuff. They see the stuff about witches and couldn't believe it. They wanted to go to the Witch House and everything. They thought it was so cool, but to us, it's just like, yeah, it's a house. And we don't think about it. I mean, when we first moved here we probably enjoyed it, but now it's just pointless.

M: Have you done all the touristy stuff? The Witch House, the Witch Museum, the Witch History museum.

2: I went to the Witch House once. Like, when I was young. But I haven't done it recently.

M: Any interest in doing that stuff again?

4: I'd like to go back to some of them and see how they have changed.

M: What about the rest of you? Any real desire to go?

1: No

2: No

3: No

M: What about the Peabody Essex Museum? Ever been there?

1: We were interns there. So we spent some time there.

4: When we were younger, we used to go.

3: We were there like every day.

4: Since they changed it, we've only been there a few times.

M: How come? Since you can still get in for free, how come you don't go?

3: We do? Still?

M: Salem residents get in for free. You would need some proof of residence, but the Salem High ID should probably work.

4: I didn't know that.

M: Know that you know now, would you be interested in going back?

3: I would

4: Absolutely, I really like that stuff.

Analysis:

The students that I talked to had similar ideas of Salem. They had some knowledge of the history of the city. They knew what they had learned in school. However, they knew very little of the history of the city. They did not know who the original settlers were, they did not know about the mills and the economic complications that are involved in the city. They did not know the history of the maritime aspect and the influence Salem had.

Two of the students I interviewed had worked as interns at the Peabody Essex Museum. They had participated in the making of the documentary "What's the Point?" and yet, their knowledge of the city was very limited.

Through the research project my students will be working on, I hope to augment their understanding of the city and create ideas that will benefit the city. If they can own part of the city, they will be more valuable members of society.

Changes:

The city is trying to change. The following two pages are articles taken from the Salem Evening News. The first article is a letter to the editor responding to some people's cries to change the tourist destinations in Salem. Some people have begun to feel that the idea of Witch City is one that is detrimental to Salem. The author of the included letter merely wants to have a piece of the tourist trade, believing that all tourist ideas are good ones for Salem. As long as Salem can continue to grow, the city will prosper.

The second article I have included relates to the gold program that is now being run for the children of Salem. Even something as simple as the municipal golf course can be a resource for students, children, families, and individuals. The view of Salem is changing, though slowly. It is leaving behind the gritty feeling of a blue-collar town and is becoming a more opinion community. With the help of the freshmen students at Salem High, I hope to help the community and its members improve on the unique experience that is Salem.