

Voices Rising Summer Institute 2007



Teaching American History Grant

August 20-24 2007

<http://www.tritec-inc.org/voices>

Immigration and Industrialization Theme for Year Two

Indentured Scottish prisoners running the Saugus Iron Works. Farm girls venturing to the “Spindle City” seeking income and independence. Irish immigrants building the world’s most advanced water-powered textile factory system.



The Lowell National Historical Park tours were very informative and the hands-on activities provided great understanding of the topics presented.

I really enjoyed the opportunity to live the history. It was fascinating to learn how the Irish immigrants built the Lowell canals and then travel through them by boat. It was also interesting to hear how the community has rallied to preserve Lowell's industrial past.

I loved being at the parks and museums. Touring the sites and experiencing how to answer the essential questions was a great way to get our minds working. Experiencing the parks and museums as our students will put a new spin on making history come alive.

After the informative oral history presented by Dr. Larkin participants toured Old Sturbridge Village, in independent, small groups, on a quest for further knowledge. Perhaps it was Dr. Larkin's lecture, or the Schoolkeepers' introduction, or the obvious enthusiasm of the tiner to teach me about his craft that I was then magically transported to the 19th century world of rural New England. I envisioned myself living the life as I attempted to see as much as I could and talk to as many villagers as I could find. In just a few hours I had gained valuable knowledge and genuine historical perspective.

Stay Connected with the Voices Blog Site

Blogs are one of the most popular forms of Internet



communication.

Blogs feature information and commentaries organized by date. You can find posts for each day of the Voices Rising

Summer Institute, view pictures, and follow the project’s evolution over the next year.

<http://www.tritec-inc.org/voices/blog/>

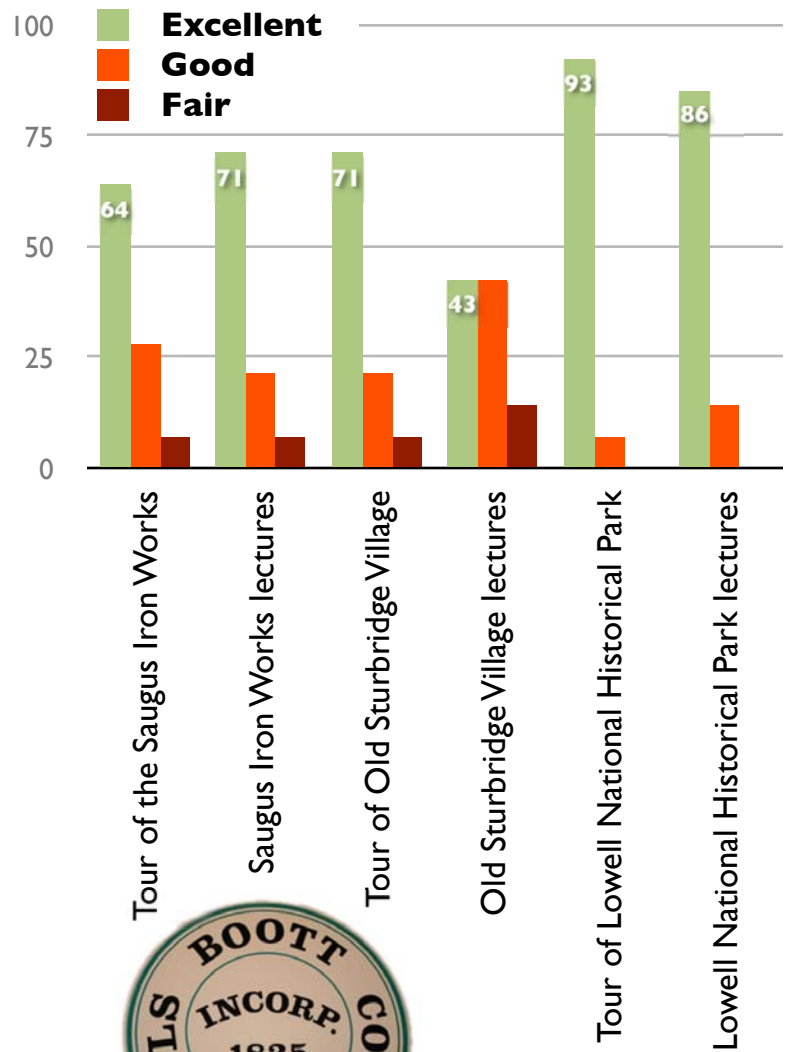


Teachers Give Institute High Marks

A post survey of teachers revealed that a majority rated the institute experience excellent to good due to the combination of historic site tours, hands-on activities and integrated historian lectures.

After last year's institute we felt that there was too much lecturing and sitting. This year, they combined an hour or two of lecture followed by a tour or activity. It was 100% better. Thanks for listening. It made me reflective of my own teaching. You can only hold your students attention for a short period then you need to do an activity or something hands-on and have lots of movement throughout the day.

- teacher comparing years 1 & 2



Institute Outcomes



- begin to understand the theme of “underrepresented voices” in American history by attending the summer institute and completing selected readings.
- become familiar with the targeted American history learning standard from the state curriculum frameworks that should be reflected in their American history lesson.
- begin to see the connections among the varied primary source materials at the participating national parks/historic sites, their grade-level essential question, and targeted learning standards.
- begin narrowing the choices of national parks/historic sites upon which their lesson will focus.

Grade 3

What roles did immigrants play in industrialization in Massachusetts?

Grade 5

How did industrialization foster and impede immigrant opportunities?

Grade 8-10

What was the impact of industrialization on the development of the United States, and what role did immigrants play?