

HERITAGE EDUCATION FOR SCHOOL-AGED CHILDREN:  
AN ANALYSIS OF PROGRAMS IN SALEM, MASSACHUSETTS

A Thesis

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by

Emily Joyce Giacomarra

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## ABSTRACT

Heritage education uses local resources and the built environment to teach students concepts and skills in the arts, humanities, sciences, and math. This can be manifest in interdisciplinary programs that would seem ideal for teaching students about historic preservation and instilling children with a preservation ethic. Additionally, place-based educational programs have demonstrated proven success in academic achievement, student engagement, and creating a sense of stewardship and understanding of the environment. Examining heritage education methods and experiences in Salem, Massachusetts provides a lens to investigate how public schools and historic sites are using these potential opportunities.

Both the Salem Maritime National Historic Site, owned by the National Park Service, and the Peabody Essex Museum are located in Salem and provide free curriculum-based heritage educational programming for Salem Public Schools. These programs provide strong institutional support and are widely appreciated by public school teachers. Historic New England, based in Boston, offers education programs throughout the region at its many locations, some of which are used by Salem schools. All three organizations have made offering well-researched programs based on their historic resources a priority because of the widespread benefits apparent to students and their organizational missions. Although teachers espouse the benefits of these programs, the initiative and leadership needed to increase, improve, and strengthen these programs from inside the public schools is not currently present.

## BIOGRAPHICAL SKETCH

Emily Giacomarra first became interested in historic preservation her senior year at Carnegie Mellon University after having taken a class entitled, *History and Preservation*; although she had always been fascinated with historic buildings. After graduating with a Bachelor of Humanities and Arts Degree in History and Architecture from Carnegie Mellon in 2009, she returned to her native Massachusetts to work in the museum school at Danforth Art before returning to academia in 2012 in order to pursue a Master's Degree in Historic Preservation Planning at Cornell University.

## ACKNOWLEDGEMENTS

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## INTRODUCTION

This thesis set out to answer the question of how children in the United States are learning about historic preservation by examining heritage education opportunities and practices in Salem, Massachusetts. How can we teach future generations about the value of place and heritage? Through an analysis of types and methods of heritage education in Salem, this thesis will emphasize its importance, provide an example of one community's efforts to use its historic resources in public elementary schools, and identify future directions.

With the passage of the 1966 National Historic Preservation Act, the United States pledged its support of historic preservation as a national imperative. As the introduction to the Act reads, "the preservation of this irreplaceable heritage is in the public interest so that its vital legacy of cultural, educational, aesthetic, inspirational, economic, and energy benefits will be maintained and enriched for future generations of Americans."<sup>1</sup> In order for the country to preserve its heritage successfully and accomplish the goals of the 1966 act, preservation needs to be introduced to Americans at an early age. The best way to improve understanding and receptiveness to preservation among adults is to have the topics introduced to the greatest number of children and be thoroughly incorporated into public school classrooms.

Heritage education is closely connected to and presents a logical framework for introducing historic preservation concepts into the classroom. With a focus on local place-based history in an interdisciplinary setting, preservation fits easily into most heritage education curricula. Salem's elementary schools currently participate in several community-based heritage education programs with different organizations in multiple grades. These programs fit

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<sup>1</sup> "The National Historic Preservation Act of 1966, As Amended."



curriculum requirements in primarily history and social studies, but also math, English, language arts, and economics while engaging students outside of the classroom.

The National Council for Preservation Education's 1990 report on heritage uses the following definition, "Heritage education programs introduce the built environment directly into the education process at the elementary and secondary level in arts, humanities, science and vocational courses. They focus primarily on older and historic manmade structures and environments, promoting their use in curriculum as visual resources for teaching knowledge and skills, as artifacts for the study of a continuum of cultures, and as real and actual places that students of all ages can experience, study and evaluate first hand."<sup>2</sup> It offers a rich, multidisciplinary learning framework in which to promote preservation values and ideas. Preservation organizations have been espousing the necessity of student education to increase awareness and stewardship for decades. Kathleen Hunter, former director of Educational Initiatives at the National Trust for Historic Preservation, writes, "Stewardship activities can also engender a preservation ethic that informs the community's thinking about its future... All community-school heritage education programs should expand awareness of the preservation needs of the historic sites used in the program and the community as a whole."<sup>3</sup>

On a national level, the National Park Service offers its Teaching with Historic Places (TwHP) program, which uses properties listed on the National Register of Historic Places to create lesson plans. The program was developed in 1991 during education reforms and increased awareness of the National Register. Carol Shull, head of the program, wrote, "If we want

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<sup>2</sup> National Council for Preservation Education Ad Hoc Committee on Elementary-Secondary Education, *A Heritage at Risk*.

<sup>3</sup> Hunter, *Heritage Education : Community-School Partnership*.

Americans to truly care about preserving historic places, we must explain why they are important.”<sup>4</sup> However, there are currently no lesson plans available for locations in Salem. Additionally, the National Trust, the national non-profit preservation organization in the United States, was originally a collaborator of TwHP, but no longer has an education division or offers educational programming.<sup>5</sup> Most heritage education programs are produced by local or state organizations. A brief survey of some recent programs around the United States demonstrates varied efforts in different locations, but these programs’ continuance over the years suggests long-lasting positive results.

In the United Kingdom, Alan Peacock, a researcher at the University of Oxford, conducted a study looking at long-term impacts of the National Trust’s Guardianship scheme, a program supporting collaborative field trips between the UK’s National Trust and local schools. The program focused on out-of-classroom learning using the physical resources of different National Trust sites. Peacock interviewed older students in secondary schools (ages 11-17) who had previously participated in the program during primary school (ages 5-11). Results yielded that the program had a positive impact on the students even years later; they were more likely to have positive attitudes towards the environment, develop social skills, have a community spirit, and find the program work fun and engaging. While much of the specific education was environmental-based and looked at the natural resources of the parks, these lessons can be applied to similar programs based on physical and cultural resources.<sup>6</sup>

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<sup>4</sup> Schull, “Creating a Partnership”. See also Schull and Boland, “History in the Hands of Tomorrow’s Citizens.” And the Teaching With Historic Places website: [nps.gov/nr/twhp/](http://nps.gov/nr/twhp/) and Cultural Resource Management thematic issues Volume 16 No. 2 and Volume 23 No 8.

<sup>5</sup> Lambert, “Heritage Education in the Postmodern Curriculum.”

<sup>6</sup> Peacock, *Changing Minds: The Lasting Impact of Field Trips*.

For example, in the United States educators at the Northwestern State University of Louisiana conducted a study in 2001-2002 looking at whether heritage education affected students' attitudes towards cultural resources. Researchers administered a pre- and post-program test to 226 students receiving specific heritage education lessons and 147 students receiving traditional lessons. Results showed that a statistically significant number of those in the heritage education lessons had more positive attitudes.<sup>7</sup> While encouraging, this was unfortunately only a small sample of students in a single school and was limited to testing immediately after the lessons. Additionally, results may have been skewed since students were administered the post-test twice due to a recording error.<sup>8</sup>

Massachusetts was also the location for a three-year pilot educational study from 1979-1981 entitled The Architectural Heritage Education Program (AHE). Kathlyn Hatch, editor of A Heritage at Risk, led the project, which was funded through the National Endowment for the Humanities and the State Secretary's office in conjunction with the Massachusetts Historical Commission. The program accepted eight Massachusetts high school teachers per year, yielding a total of 24 teachers from 12 high schools, and by extension their 2,000 students.

The teachers attended a two-week intensive training session taught by program staff, during which teachers and staff collaborated creating lesson plans based on architectural heritage

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<sup>7</sup> Curtis and Seymour, "Louisiana Heritage Education Program and Heritage in the Classroom."

<sup>8</sup> For more statistical analysis on place-based education, see The Place-based Education Evaluation Cooperative (PEEC). It is non-profit organization that has evaluated the successes of place-based education in programs such as CO-SEED and A Forest for Every Classroom (FFEC) in the New England area. Their basic premise is that creating community-school partnerships where students utilize local resources differ from heritage education in that the resources are primarily natural versus or cultural. Their findings show that these programs increase student achievement, invite students to be active citizens, and promote stewardship. For more information, Duffin and PEER Associates, *An Evaluation of Project CO-SEED Community-Based School Environmental Education 2006 Cross-Sit Report*; Place Based Education Evaluation Collaborative, "The Benefits of Place Based Education: A Report from the Place Based Education Evaluation Collaborative."

that could easily be integrated into existing classes. During the school year, teachers had weekly meetings with program field coordinators who assisted with lesson planning, slide preparation, and subject research. Post-program interviews and questionnaires showed that teachers benefitted from a renewed excitement for teaching and interest in the subject matter. Teachers and students both reported increased involvement, greater connection between school and non-school life, appreciation for community and history, and academic gains as some of the positive benefits of the program.

In 1988, *The Journal of Museum Education* ran an issue devoted to heritage education with numerous cases of similar programs. Many of the programs relied on funding that is no longer available from the National Endowment for the Humanities (NEH), whose budget has decreased by 70% since 1979 after accounting for inflation.<sup>9</sup> One program that continues to exist today is the Massie Heritage Interpretation Center in Savannah, Georgia. Founded in 1977 in collaboration with the Savannah Public School District, the center includes permanent exhibits as well as extensive programming tied to Savannah's elementary school curriculum.<sup>10</sup> Additionally, the Mid-South Humanities Project, funded by an NEH grant in the early 1980's, led to the creation of the Center for Historic Preservation at Middle Tennessee State University (MTSU). The center oversees many educational programs and provides educational assistance and resources to public schools in the area.<sup>11</sup>

Unfortunately these types of comprehensive programs appear to be the exception in most states, including Massachusetts. Other articles reported similar efforts in Utah, Staunton,

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<sup>9</sup> National Endowment for the Humanities, "NEH Matters."

<sup>10</sup> Adler, "Savannah's Schools Interpret Local Heritage."

<sup>11</sup> Huhta and Hankins, "Discovering Southern Resources"; MTSU Center for Historic Preservation, "History."

Virginia, and Chicago; however none of these programs exist today.<sup>12</sup> A 1997 report by the Center for Historic Preservation at MTSU reported that the Massachusetts Historical Commission does not provide heritage education resources. Alternate organizations providing educational services in Massachusetts included Old Sturbridge Village, Historic Boston, Inc., Preservation Worcester, Historic New England, and Chesterwood, which is owned by the National Trust for Historic Preservation.<sup>13</sup> Although Massachusetts lacks a state-based heritage education initiative, there are many local resources and programs, which were influential in choosing a location for this thesis.

In selecting a location to use as a case study, I looked specifically at communities in Massachusetts because of personal knowledge and interest in the state, having lived and worked there. Choosing a town within Massachusetts was more challenging, and the first step was making a list of five to ten communities in the state to investigate further. The short list included Salem, Plymouth, Ipswich, Lowell, and Deerfield. Places were selected based on knowledge of the likelihood of preservation activity in the community and the availability of historic resources in the vicinity. The first cities considered were Salem and Plymouth, both well-known tourist destinations for heritage tourism: the former being notorious for the witch trials and the latter home to the living history museum, Plimoth Plantation. In addition, Lowell was considered because of its mill history, National Park, and as an example of a larger industrial city. Ipswich was chosen for the opposite reason; it is a small coastal town with a large number of extant seventeenth century buildings. Lastly, looking to a different part of the state, Deerfield is located

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<sup>12</sup> Weiler and Edeiken, "Meaningful History in Utah"; Brown, "Historic Staunton Rediscovered"; Danzer, "Exploring Chicago's Heritage."

<sup>13</sup> Hankins et al., *Focus on 2000*.

in western Massachusetts and home to another living history museum, Historic Deerfield. Of the five cities, Deerfield had the smallest population.<sup>14</sup>

Each location featured at least one site with educational programs relevant to historic preservation. The goal was for the final location to feature a school district that was likely to utilize its local historic resources in a variety of ways to teach heritage education concepts. Thus, the ideal community had a number of diverse resources in order to investigate the different ways that a school might interact with a variety of historic sites. For that reason, Ipswich, Plymouth, and Deerfield were eliminated due to the singular nature of the resources; each of the above has either one defining type of resource or one defining organization.

That left Salem and Lowell from which to choose; both are home to universities and national parks, have several historic houses and museums, and possess a rich local history. Both were major industrial sites – Salem in the seventeenth century for maritime pursuits and Lowell in the nineteenth century for the textile industry. Despite their similarities, the two cities have very different characters and demographics. Salem was chosen for its smaller size and for the diverse number of historic sites open to the public. It is home to numerous museums with varying levels of authenticity and historical basis, several historic houses, a National Park based on its maritime history, and Historic Salem, Inc., an active local non-profit organization, all feeding a significant level of heritage tourism. Salem's tourism as part of its identity is explored briefly in Chapter 2, and its effects on heritage programs is considered in the conclusion.

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<sup>14</sup> I also briefly considered Boston, which as the most populous city in New England with a population over 600,000 residents, 145 public schools enrolling 57,000 students and 281 properties on the National Register, is certainly a hub of historic preservation in the region. However, it would take more than a thesis to explore all the ways the Boston Public Schools incorporate preservation into their curriculum.

Salem is a unique place within the United States, and even within Massachusetts, due to the national importance of its history, which has led to a thriving heritage tourism industry. Despite this, or because of it, the wide range of heritage programs in Salem can provide examples of different educational programs and methods at different sites. Based on individual attributes, other cities and towns can find elements of Salem that are similar to theirs and use that to inform their own programs. The strengths and weaknesses of each program can make heritage education in Salem relevant on a wider scale.

While Salem is full of readily available history, it is likely that there are other school districts in the state that are more thoroughly integrating heritage education into their curriculum. Any number of factors could contribute to this including parents interested in the subject, increased school funding, and a supportive district administration. Preliminary research indicated that there were several organizations working with the Salem Public School District, and thus choosing Salem would yield opportunities to research their programs and how the organizations worked together with the schools.<sup>15</sup>

To determine how heritage education was being taught in Salem Public Schools, the first step was contacting the Superintendent's office, principals, and vice principals for information about curriculum and teacher contacts. With few responses, the tactic changed to examine how historic sites were interacting with schools instead. Sites in Salem were selected based on whether they offered educational programs for schools and their likelihood of interaction with

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<sup>15</sup> Another major reason was the SALEM (Science and Art of Learning from Evidence and Materials in History) program I found listed on the district's website. It was not until I began interviewing that I realized the program had ended over six years ago. It was a professional education opportunity for K-12 American History teachers in the Salem Public Schools. It focused on training teachers to utilize the abundance of primary source materials in teaching local history and was a collaboration between Salem Public Schools, the Peabody Essex Museum and the Salem Maritime National Historic Site.

Salem schools.<sup>16</sup> After interviewing five educational staff members at Historic New England, Salem Maritime National Historic Site, and the Peabody Essex Museum it was clear a considerable amount of information was available, but more was needed about how exactly students responded and what was happening in public schools. Using the three aforementioned locations, it was possible to shadow nine field trips: three at Historic New England, five at Peabody Essex, and one at Salem Maritime. Several of these were field trips with Salem students, which provided an extra opportunity to speak with teachers.

Interviewing teachers in order to discover how they taught history and heritage education and what decisions went into creating their lesson plans was a priority for this project. Based on staff referrals from historic sites, I was eventually able to speak with a few teachers, which proved very informative.

These interviews were recorded and subsequently transcribed. Handwritten notes were taken on all field trips, which were typed and compared. Historic New England, Salem Maritime, and the Peabody Essex all provided detailed outlines of their educational programs. To supplement these primary sources, research was conducted into other reports on heritage education, community-based education, and place-based education, three types of programming that share many similarities and are often components of each other. Particularly helpful were several articles and bulletins produced by the National Trust for Historic Places, the National Park Service, and the National Council for Preservation Education about the state of heritage education and methods for teaching it.<sup>17</sup>

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<sup>16</sup> I contacted education staff from the Peabody Essex Museum, Salem Maritime National Historic Site, The Witch House, Historic Salem, Inc., The House of Seven Gables, and Historic New England.

<sup>17</sup> Durgin, *Partners in Preservation : Institutions of Higher Education*; Kotz, "Preservation Education: Kindergarten through Twelfth Grade"; Hankins et al., *Focus on 2000*; Hunter, *Heritage Education : Community-School*



The following sequence of chapters provides general information before focusing on the specifics of heritage education in the public schools of Salem. Chapter 1 examines the City of Salem and its historic resources in order to provide a context for its schools and students. There is discussion of the city's long history and how that is manifest in its physical and built environment. In particular the major historic sites and resources that are open to the public are considered because they offer several opportunities for interpretation to schools and local students.

Chapter 2 provides a look at place-based educational programs available and utilized by students in Salem at different historic sites. The two most-utilized programs are through the Peabody Essex Museum and Salem Maritime National Historic Site. Both organizations offer regular, thorough educational programs for students in Salem elementary schools, primarily grades 3-5. Next, Historic New England's educational programs are investigated. They do not explicitly target Salem, but own several properties in Salem and the surrounding Essex County, some of which are visited by Salem schools. The chapter ends with a brief discussion of other historic sites in Salem that are used less frequently by Salem schools, but still offer educational programs for other audiences.

Chapter 3 is an examination of how the heritage education programs in the previous chapter are viewed from the school's perspective. Here is a discussion of findings from interviews with teachers about their curriculum, teaching history, field trips, and general discussion about heritage education in the classroom.

Chapter 4 is dedicated to three major themes: making forward-thinking connections, stewardship, and teacher education. These themes are analyzed in light of the observations of the different programs and interviews with teachers and historic site staff members.

The conclusion ties the chapters together and considers the field research in light of prior studies and projects discussed in the introduction. It also mentions ways that Salem schools and historic sites can continue to bring heritage education into the classroom.

## CHAPTER 1: SALEM, MASSACHUSETTS AND ITS EDUCATIONAL SYSTEM

### *A Brief History of Salem*

Salem was first settled in 1626 by men and women from the second colonization effort of Cape Ann. In 1628, settlers from the Massachusetts Bay Colony arrived and were peacefully granted control of the land by Roger Conant, leader of the first group of settlers. The city was a busy and profitable seaport throughout the seventeenth and eighteenth centuries. It is most famously known, however, for a series of witchcraft trials in 1692, during which nineteen women were hanged and one man was pressed to death.

Salem played a particularly important role in the Revolutionary War and the War of 1812 as a shipbuilding hub, busy seaport, and center for privateering. It was also a center for trade between China and the East Indies for most of the eighteenth century, becoming the sixth largest city in the United States from 1790-1800. Vessels from Salem frequently travelled to Sumatra for black pepper, China for silks and teas, and the West Indies for sugar and molasses.<sup>18</sup>

The global maritime trade declined in the nineteenth century as Boston and New York became more important ports to the United States. Salem opened several manufacturing facilities around the turn of the century including shoe factories, tanneries, and the Naumkeag Steam Cotton Company. Like much industry in the Northeast, these factories in Salem closed by mid to late twentieth century resulting in a loss of population.

To replace lost income and jobs as well as take advantage of growing interest in witchcraft in popular culture, Salem began more actively promoting itself as a tourist destination in the twentieth century. A first surge of witch trial related tourism occurred from 1892-1920 due

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<sup>18</sup> Saunders, *A Short Story of Three Centuries of Salem, 1626-1926*; Osgood and Batchelder, *Historical Sketch of Salem, 1626-1879*; Turino and Schier, *Salem, Massachusetts*; Winwar, *Puritan City; the Story of Salem*.

to the bicentennial of the trials, with jeweler Daniel Low selling decorative spoons engraved with an image of a witch. A second wave occurred around the 1930's as several city organizations adopted logos with a witch on a broomstick, the high school sports teams became known as the witches, and the first witch-related museums opened. However, the largest surge occurred from 1970 through the tercentennial of the trials in 1992. The television show *Bewitched* aired several Salem-themed episodes, which led to increased public interest in the city. In 1982 the Witch Museum introduced Haunted Happenings, which promoted Salem as the "Halloween Capitol" and marketed Salem as a destination for witch-related tourism. Businesses began marketing anything related to witchcraft and the occult in general, regardless of relation to the actual trials.<sup>19</sup>

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<sup>19</sup> Gencarella, "Touring History: Guidebooks and the Commodification of the Salem Witch Trials"; McAllister, *Salem*.



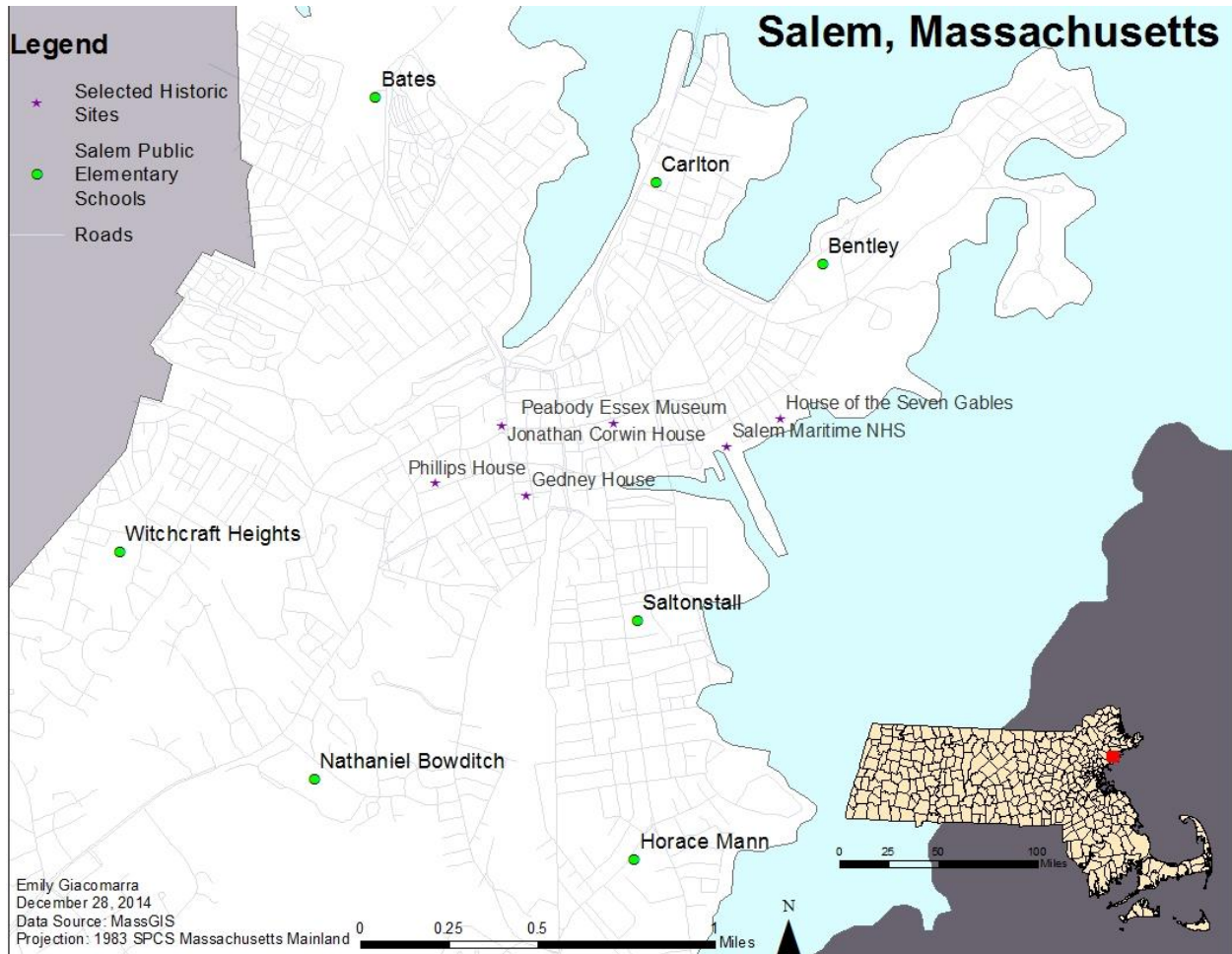
**Figure 1: Witch-themed tourist shops: Essex Street, Salem, MA**

Today, Salem continues to attract tourists interested in the occult, witchcraft, and 1692 trials, especially at Halloween. However, many organizations in the city, including the Chamber of Commerce, the Salem Maritime National Historic Site, and the Peabody Essex Museum are also focused on marketing other tourism friendly aspects of Salem's history. Regardless, heritage tourism is an important industry in the city today, since the city retains impressive physical evidence of its past, particularly buildings and landscapes connected with its profitable maritime industry.<sup>20</sup>

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<sup>20</sup> Gencarella, "Touring History: Guidebooks and the Commodification of the Salem Witch Trials."

## *Historic Resources in Salem*



**Figure 2: Map of Salem, Massachusetts**

Salem has retained a high number of historic resources dating back to its founding over 300 years ago. Ranging from examples of early settlements to maritime commerce to distinctive architecture, the city today reflects strongly on its past. Besides a National Park and world-renowned museum, there are an impressive number of historic structures from the seventeenth through twentieth centuries that highlight the changing history of Salem and the region. Salem has forty-five properties and districts listed on the National Register of Historic Places, many of

which relate directly and indirectly to its maritime history. Of these, eight are also National Historic Landmarks.<sup>21</sup>

On the National Register is the Salem Maritime National Historic Site, established in 1938 with the cooperation of the federal government and local agencies as the first national historic site under the Historic Sites Act of 1935. Operated by the National Park Service, it interprets Salem and its role in the maritime history of New England. The Park's collection of wharves and buildings, located along the historic waterfront, showcases the development of Salem and the importance of the international trade. Today, the National Park owns nine acres around the waterfront, a replica 1797 cargo ship, and twelve historic structures, including the Derby House, Custom House, and Narbonne House.<sup>22</sup>

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<sup>21</sup> National Park Service, "National Register of Historic Places."

<sup>22</sup> National Park Service, "History & Culture."





**Figure 3: The Custom House, Salem Maritime National Historic Site**

In order to comply with the National Historic Preservation Act of 1966 and its subsequent amendments, Section 110 states “The heads of all Federal agencies shall assume responsibility for the preservation of historic properties which are owned or controlled by such agency. Prior to acquiring, constructing, or leasing buildings for purposes of carrying out agency responsibilities, each Federal agency shall use, to the maximum extent feasible, historic properties available to the agency.”<sup>23</sup> As part of this federal mandate, Salem Maritime National Historic Site not only preserves its historic buildings but also utilizes them as educational resources through tours and

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<sup>23</sup> “The National Historic Preservation Act of 1966, As Amended.”



programs with visitors. Of its historic properties, tours are currently offered of the Custom House and replica cargo ship, the *Friendship*, five days a week, and tours of the Narbonne and Derby House are offered twice a week.

The Peabody Essex Museum (PEM) also has its roots in the maritime history of Salem, dating to the founding of the East India Marine Society in 1799. The Society had a provision for the collection of rare artifacts from around the world which formed the beginning of PEM's collections. After generous donations from George Peabody, it expanded and changed names first to the Peabody Academy of Science and then to the Peabody Museum of Salem. In 1992, due to overlapping boards, missions, and collections it merged with the Essex Institute to form the current Peabody Essex Museum. The Essex Institute had been formed by two early nineteenth century organizations, the Essex Historical Society and the Essex County Natural History Society. As the Essex Institute, it focused on regional art and architecture and acquired several historic buildings in the twentieth century, which became part of PEM's collections.<sup>24</sup>

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<sup>24</sup> Peabody Essex Museum, "Museum History: A Museum of Art and Culture"; Whitehill, *The East India Marine Society and the Peabody Museum of Salem; a Sesquicentennial History*.



**Figure 4: East India Marine Hall, Peabody Essex Museum, built in 1824 by the East India Marine Society**

Today, the PEM owns 1.8 million works of art, including 24 historic structures and gardens and their furnishings. The museum's collections specialize in African, American, Asian, maritime, Native American, and Oceanic art, and on creating connections between the art and visitors. Its historic properties include the Ropes Mansion, the Gardner-Pingree House, the Crowninshield-Bentley House, the John Ward House and the Pickman House, all located in Salem. Ranging from the seventeenth to nineteenth centuries, many of these were homes of wealthy and influential Salem families during Salem's maritime heyday while others were homes of more middle-class families. The Peabody Essex uses the buildings, their furnishings, and

family papers to help audiences interpret life in Salem during the past. All historic houses are accessible only by guided tour; the museum frequently offers tours of the Crowninshield-Bentley, John Ward, and Gardner-Pingree houses, which are set up for interpretation. Tours usually cover multiple houses so as to allow the visitor to contrast differing lifestyles, architecture, and time periods.<sup>25</sup>



**Figure 5: Gardner-Pingree House, Peabody Essex Museum**

Historic New England was founded in 1910 as the Society for the Preservation of New England Antiquities (SPNEA) by William Sumner Appleton. After involvement in several high-

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<sup>25</sup> Peabody Essex Museum, “Historic Houses”; Peabody Essex Museum, “Museum History: A Museum of Art and Culture.”



profile preservation controversies in the Boston region, Appleton formed SPNEA in order to protect and preserve New England's architectural and aesthetic heritage. The organization began collecting historic houses and objects, and at the time of Appleton's death in 1947 it owned fifty-one historic properties.<sup>26</sup> Historic New England is a major non-profit preservation organization in the region today and owns thirty-six properties, two of which are located in Salem.

The Gedney House was acquired in 1967 and is one of several first-period houses in the North Shore. It is currently unfurnished and open to the public once a month during the summer. Built centuries later in 1821, the Phillips House was only recently added to Historic New England's collection in 2006. It was built by a local captain, and the architecture features the work of locally renowned carpenter and architect Samuel McIntire. The Phillips house had previously been a house museum, run by the Steven Phillips Memorial Charitable Trust for Historic Preservation, and showcased objects and furnishings from the Phillips family who had owned the house since 1911. It is open on weekends in the winter and daily in the summer for public tours.<sup>27</sup>

The City of Salem also has a strong and direct stake in historic preservation in Salem. There is the Salem Historical Commission which oversees properties in its four local historic districts. The city also owns and operates two historic sites and tourist attractions: The Witch House and Pioneer Village (formerly Salem 1630). The Witch House, also known as the Jonathan Corwin House, has been promoted as the only building in Salem with direct ties to the witchcraft trials since the mid-nineteenth century. Jonathan Corwin served as a judge during the 1692 trials, and resided in the house in the late seventeenth century. In 1944, newly formed

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<sup>26</sup> Lindgren, *Preserving Historic New England*.

<sup>27</sup> Historic New England, "Historic Homes"; Lindgren, *Preserving Historic New England*.

Historic Salem, Inc., gathered community support and preserved the building by moving it 35 feet west and restoring its appearance to that of a seventeenth century house. Today the house features interpretation about life in Salem in the seventeenth century, the Judge and his family, and the witchcraft trials. Pioneer Village was built in 1930 to celebrate the tercentennial anniversary of colonists settling Massachusetts. The village is a recreation of a 1630 village and contains dugouts, wigwams, thatched-roof houses, the Governor's house, a blacksmith, and various gardens. The village has enjoyed varied success over the decades, often closing for several years at a time. It is currently open for guided tours on weekends in the summer.<sup>28</sup>

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<sup>28</sup> McAllister, *Salem*.



**Figure 6: The Witch House (Jonathan Corwin House)**

Another main Salem attraction for tourists is its literary history as the birthplace of author Nathaniel Hawthorne and a location where he wrote several of his books. Salem Maritime has a connection to Hawthorne, as he worked at the Custom House. Also, The House of the Seven Gables, formerly the home of the Turner family, is credited with inspiring Hawthorne's 1851 book, *The House of Seven Gables*. It was purchased in 1908 by philanthropist and preservationist Caroline Emmerton to provide educational opportunities for visitors and fund her settlement house. The organization acquired and moved five additional historic buildings to the site, including Hawthorne's birthplace. The House of Seven Gables is open daily for public

tours; however, there is still a strong focus on community service and serving underserved populations in Salem through its settlement mission.<sup>29</sup>

Salem is also home to several historic landscapes and natural areas. Misery Islands is owned by the Trustees of Reservations, a non-profit organization that preserves properties of historic and ecological value in Massachusetts. The islands are located off the shore of Beverly and were the site of a club and golf course in the early twentieth century. Open to the public today, interpretive trails lead visitors around the island and past the ruins of the old club and cottages.

Winter Island is another historic landscape that is owned by the City of Salem; it is accessible by car and located in the northeast part of the city. It was first used as the location for a fort in the seventeenth century, the remains of which are available for visitation today. The island also has the remains of a hangar and the former harbor master's house. These sites are interpreted to the public through a series of interpretive signs throughout the island. However, the island's main use today is recreational, and it is most often used as a campground and picnic site.

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<sup>29</sup> The House of the Seven Gables, "Tour the Property: History of the Property"; McAllister, *Salem*.



**Figure 7: Harbor Master House Remains, Winter Island**

Aside from physical resources, Salem is also home to Historic Salem Inc. (HSI), a non-profit preservation organization. As mentioned previously, it was founded in 1944 by concerned Salem citizens in an effort to save properties threatened by a street widening project. As a small non-profit advocacy organization, HSI does not offer educational programs, but does interact with the community to advance preservation. Its mission is “to ensure that the historic resources of Salem, Massachusetts, which are the key to its identity, its quality of life, and its economic vitality, are preserved for future generations and that new development complements the historic character of the city.”<sup>30</sup>

As a small organization, HSI is strongly influenced by its board’s direction and composition. Today, the organization is rebuilding after a divisive preservation controversy

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<sup>30</sup> Historic Salem, Inc., “Mission.”



surrounding St. Joseph's Church on Lafayette Street. According to Preservation Manager Emily Udy, the board is currently focused on influencing regulatory change in Salem rather than education. The organization has acted as an advocate for threatened buildings in the past, although in the future it hopes to be more proactive instead of reactive. Another large part of its current work is sponsoring new construction in Salem that is sympathetic and non-harmful to the city's existing historic fabric. HSI often sits in on state level Section 254 reviews and federal level Section 106 reviews as an interested party assisting with drafting Memorandums of Agreement.<sup>31</sup>

HSI is located in the Nathaniel Bowditch House, formerly home to Bowditch, his wife, and their children in the early nineteenth century. Situated around the corner from the Witch House, it was also preserved in the 1944 widening of North Street. After being owned by the City of Salem for the latter part of the twentieth century, the Bowditch House was redeeded to HSI in 2000 for use as its headquarters. In 2001, spurred by the acquisition of the property, HSI decided use its new property and created a lesson plan targeted to students in grades five through nine based on the life of Nathaniel Bowditch. The curriculum had wide support from the community, evidenced by its collaboration with the Essex National Heritage Area, instructors at Salem State University, the House of Seven Gables, and staff at Salem Maritime. The program focused on integrating lessons about the house and family with state math, science, and social studies curriculum standards. As the focus at HSI has shifted towards advocating and advising

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<sup>31</sup> Emily Udy, Preservation Manager, Historic Salem, Inc., interview.

during new development issues, Udy reports there have very few inquiries about the Bowditch program in her seven years at HSI.<sup>32</sup>



**Figure 8: Nathaniel Bowditch House, Historic Salem Inc.**

### ***Salem Demographics***

The City of Salem appears to be experiencing an influx of Hispanic residents with a possibly concomitant decrease in the percentage of white residents. Out of 316 towns and cities in Massachusetts, Salem is ranked 30<sup>th</sup> for highest foreign-born population (16.8%), 15<sup>th</sup> for

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<sup>32</sup> Historic Salem, Inc., “The Nathaniel Bowditch House”; Emily Udy, Preservation Manager, Historic Salem, Inc., interview.

highest Hispanic population (15.6%), and 33<sup>rd</sup> for the most residents below the poverty level (13.6%).<sup>33</sup>

Currently, the Salem School District's demographics reflect these trends, and indicate a high proportion of Hispanic enrollment (36%) in the district relative to Hispanic school enrollment in the state (17%). Meanwhile the percentage of low-income students in Salem (55.9%) is higher than that of the state average (37%). The percentage of populations of English language learner students, students with disabilities, and students whose first language is not English in Salem are all higher than the percentage for the state. Total enrollment in the district for 2013-2014 is 4,336. Students in Salem underperform state averages in almost all subjects in all grades on the Massachusetts Comprehensive Assessment System (MCAS).<sup>34</sup>

	State	Salem School District
Percentage of ELL Students	7.9%	13%
Percentage of Low-Income Students	38.3%	59.7%

**Figure 9: Comparison of Massachusetts and Salem Low-Income and ELL Student Populations**

### ***Massachusetts Curriculum***

Salem has compulsory education from ages six through sixteen, and operates under the governance of the Massachusetts Department of Elementary and Secondary Education. The Department and its Board have existed since the mid-nineteenth century and set requirements for schools that include curriculum frameworks for seven primary topics: Arts, English Language Arts, Foreign Languages, Comprehensive Health, Mathematics, History and Social Science,

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<sup>33</sup> U.S. Census Bureau, "Salem (city), Massachusetts"; biggestuscities.com, "Biggestuscities.com."

<sup>34</sup> Massachusetts Department of Elementary and Secondary Education, "Salem Enrollment Data."

Science, and Technology/Engineering. There are also frameworks for Vocational Technical Education and English Language Development Standards.<sup>35</sup>

The city has one preschool, seven elementary schools, one middle school, one high school, and one alternative education high school. All eleven Salem Public Schools must follow the state frameworks as well as the Common Core State Standards for English Language Arts and Mathematics. The History and Social Studies Curriculum Framework was examined in order to see how these topics are taught in the classrooms. Additionally, it was helpful in locating goals and topics that relate to or can provide a good place to insert heritage education. By doing this, it is possible to see what emphasis the state places on heritage education and where schools can implement such programs.

The current Massachusetts History and Social Studies Curriculum Framework was developed in 2003. According to the framework, students primarily cover topics related to heritage education in Grades 3 and 5. Prior to Grade 3 the curriculum focuses on learning the student's identity as a citizen of the United States, national holidays, and stories of people from the past with national significance. Much of the emphasis is placed on the individual as an American and understanding that the United States is comprised of people of all races, religions, and ethnicities. To supplement that, students learn about the past through significant people from around the world. Most of the discussion about heritage is on a nationwide scale.

By third grade, children are maturing and are learning to understand abstract concepts such as space and time. Students are then presented with more concrete ideas of history and the past. In this grade the curriculum focuses on historical topics, along with an emphasis on local

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<sup>35</sup> Massachusetts Department of Elementary and Secondary Education, "Massachusetts Curriculum Frameworks."

and state heritage. Criteria 3.9 of the Grade 3 Learning Standards states that students should be able to, “Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.”

In Grade 4, while the focus is on national geography, there is still mention of historic resources, albeit national ones. The third history and geography objective for Grade 4 is for students to be able to “observe and describe national historic sites and describe their function and significance.” Specifically learning objective 4.13 deals with identifying monuments in Washington, D.C., further solidifying that the topic of national history and identity begun in Grade 1 is a clear priority for Massachusetts students.

Grade 5 is the first time students cover history topics in a chronological order. They are sequentially introduced to United States History from pre-Columbian civilizations through the Civil War. Salem is specifically included in the curriculum in the context of Massachusetts’ maritime commerce during the colonial period, along with New Bedford, Newburyport, Gloucester, and Boston. There is also a slight reference to the availability and importance of using outside sources as Standard 5.11 instructs teachers to use historical societies and museums as needed.

In Grades 6 and 7, the focus of history and social studies changes to locations other than the United States and North America. Students look at physical and political geography and concentrate on themes such as human interaction with the environment and place, which encompasses the built environment. In Grade 7, students are expected to be able to distinguish between primary and secondary sources as well as explain how they are used to interpret history. In discussions about other civilizations, students are expected to describe ways to interpret

prehistoric archaeological artifacts, and archaeological evidence is analyzed when studying the ancient civilizations.

From Grades 8 through 11, schools must offer two years of United States History and two years of World History, although they may offer them in any sequence. In Grade 12, schools may either offer a third year of World History, special history electives, courses in US Government, or economics. By the end of high school, as one of the Concepts and Skills for Grades 8-12, students should be able to interpret the past in its historic context rather than with contemporary values, also often a goal of heritage education programs.<sup>36</sup>

How school teachers accomplish these standards varies from school to school. As discussed in the introduction, many schools that use heritage education programs do so because of initiatives from non-profit and community organizations. This can also be seen in Salem, where most of the heritage education is driven by local historic sites rather than public schools. The city's demographics and state curriculum necessarily influence these choices. The following chapter further explores how Salem's public schools react to these factors when incorporating heritage education into their curriculum.

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<sup>36</sup> Massachusetts Department of Education, *Massachusetts History and Social Science Curriculum Framework*.

## CHAPTER 2: SALEM PUBLIC SCHOOLS

This chapter will discuss findings from interviews with teachers in the Salem Public Schools as well as relevant comments from other interviewees about the school district. This was the most difficult part of the thesis in which to conduct research. Teachers in Salem, as with teachers around the country, are under increasing pressures to meet school standards and fit more into their day. They often cannot take time away from their teaching day to meet with researchers, and have little free and planning time during the day.

I was fortunate to speak with Elizabeth Crowley, a student at Salem State University who was also a student teacher in Grade 5/6 at Saltonstall Elementary for four months. Also interviewed were Kathleen Hegarty and Anne LeBlanc, both Grade 5/6 teachers at Saltonstall during their lunch break. From Horace Mann Laboratory Elementary School, there was an email correspondence with Kellye Sheehy, a Grade 3 teacher. Lastly I was able to talk briefly with several other teachers from Salem and beyond during field trips.

Salem has seven elementary schools serving 2,522 students, and they range from populations of 205 to 569: Bates Elementary, Bentley Elementary, Carlton Elementary, Horace Mann Laboratory, Nathaniel Bowditch Elementary, Saltonstall Elementary, and Witchcraft Heights Elementary (See Figure 2: Map of Salem, Massachusetts). Historically, these schools have been relatively different, had distinct themes, and fostered different types of communities and cultures. For example, Saltonstall serves Grades K-8, features dual grade classrooms, focuses on Gardner's multiple intelligences, and alternative assessment strategies. Carlton is branded the "Innovation School," and focuses on integrating sustainability and green issues into the classroom. Horace Mann is a laboratory school and is attached to Salem State University, which has a large teaching program that utilizes the school for observation and student teaching.

In recent years the district has been moving to standardize the schools, which may be due to Bentley's Level 4 assessment in 2011 due to poor performance on the Massachusetts Comprehensive Assessment System (MCAS).<sup>37</sup> This was evidenced at Saltonstall, where last summer the School Committee voted to end Saltonstall's extended school year, which had given them an extra ten days per year since opening in 1995.<sup>38</sup>

### ***Horace Mann***

Horace Mann Laboratory School is located on the campus of Salem State University. It has 297 students in Grades K – 5. As a laboratory school, they have close interaction with the Education Department at Salem State. Education students at Salem State frequently work with Horace Mann students and act as assistants and student teachers in classrooms.<sup>39</sup>

I corresponded via email with Kellye Sheehy, in her fourth year as a 3<sup>rd</sup> grade teacher at Horace Mann, to learn more about her experience teaching social studies and with related field trips. In the classroom, Horace Mann third-graders cover social studies topics in alternating units with science. During the year students first learn about Massachusetts as a state and its symbols, then they do a science unit, Colonial America, science, Revolutionary War, science, important people in Massachusetts, and finish with science. As part of the curriculum, students do visit multiple historic sites in Salem and neighboring areas to support subjects in the text.

In particular, Horace Mann has made a priority of taking third graders on a yearly field trip to Historic New England's 1678 Coffin House, located in Newbury, Massachusetts. Staff from Historic New England visit the school in Colonial costume prior to the trip to prepare

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<sup>37</sup> Dalton, "Salem School among State's Worst."

<sup>38</sup> Ogan, "Parents Upset after Salem School Committee Votes to End Extended-Year Program at Saltonstall School"; Dalton, "Saltonstall Year Cut."

<sup>39</sup> Horace Mann Laboratory School, "About Us."



students for their visit. While at the site, students experience what life was like in Colonial New England by discussing objects with the educators and doing hands-on activities, such as yarn-spinning and butter churning. Sheehy praised the Historic New England Staff for responding to suggestions, aligning the field trip closely with the Common Core, and adding a writing component to the program at their request. The biggest obstacle to this trip and others like it remains the cost. However, teachers and administrators have made it a priority because of the rich experience students receive. Sheehy's positive words have been echoed by every teacher spoken to:

When my students are brought to a historic site and have been given sufficient pre-exposure with the vocabulary and premise of trip, it is the richest experience they could ever have. Teaching students about history when you are literally surrounded by it is such a powerful thing. Going on a field trip to a historic location will create memories and a level of understanding that no text book or classroom teaching could ever fulfill.

### ***Bates***

Bates Elementary School is fairly similar to Horace Mann in size and demographics. Bates offers Grades K – 5 and has 304 students. The school theme is enhancement of the arts, and the mission and goals involve adding the arts into all classrooms. Students participate in choral groups from second grade onwards, every grade has some type of performance, and students receive an extra art class every third week among several other arts-related measures.<sup>40</sup>

Third-graders cover the same social studies topics mentioned above at Horace Mann and they devote about the same amount of time to social studies. While there was not the opportunity to formally interview any teachers at Bates, there was the chance to chat briefly with a third-

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<sup>40</sup> Bates Elementary School, "Bates School Improvement Plan."

grade teacher while observing a Bates field trip to the historic houses at the Peabody Essex Museum.

Bates participates in the Creative Collaborations program with the Peabody Essex Museum in Grades 3, 4, and 5, which involves at least three field trips per year to the museum. The visit had three groups of students rotating through the Gardner-Pingree House, the Crowninshield Bentley-House, and the work of Michael Lin in the museum's galleries. The students' teacher, who also served as the liaison between the PEM and Bates, explained to me that in the past few years, since implementation of the Common Core, she has had increasingly less time to devote to pre-learning activities to prepare students for field trips. This has led to a deterioration in students' understanding and what they are able to get out of the trip. Although she clearly indicated that more preparation is better, she affirmed that the students are learning from their visits. She also added that she felt this type of field trip was definitely worthwhile because the experience the children have is unique and not replicable in a classroom.

### ***Saltonstall***

When Saltonstall was founded in 1995, it was partly created based on teacher needs and suggestions for what they wanted in their ideal school. It is centered on a community-learning model and features several nontraditional features. Classrooms have tables instead of typical desks, teachers follow Gardner's Multiple Intelligences approach to learning, the school day is longer, there are varied assessments including portfolio assessment, strong community involvement, and the school year used to be longer. Additionally, except for kindergarten, classrooms are multi-age and composed of two grade levels, 1/2, 3/4, 5/6, and 7/8. Effectively, most students have a single teacher for those two grades before moving onto the next one. Students split into individual grades for math every day, but otherwise stay combined for the

remainder of subjects. In Grade 5/6 classrooms, this results in the teacher alternating teaching the fifth and sixth grade social studies curriculum every other year, and appears typical for other grades. Therefore students get both years of the curriculum, but some students end up switching which year they learn them. For social studies, the Massachusetts Curriculum Frameworks designates fifth grade as American history through the Revolutionary War and sixth grade as global and ancient civilizations. Therefore, half of Saltonstall students learn these topics in reverse order: ancient civilizations in fifth grade and American history in sixth grade.

Anne LeBlanc is a Grade 5/6 teacher and has been teaching at Saltonstall since its founding in 1995; previously she had been a librarian as well as taught in most grades from two through eight. She was contacted specifically based on recommendations from staff at Salem Maritime due to her enthusiastic and active participation in its Salem Sets Sail program.

Kathleen Hegarty has been teaching at Saltonstall for approximately three years, and previously taught in Gloucester. Elizabeth Crowley was completing her final four-month student teaching rotation in middle school in Anne LeBlanc's classroom, is a history student and enthusiast, and plans on operating a history-based walking tour of Salem.

Typically social studies is taught in hour-long class periods twice a week in Grades 5/6 at Saltonstall. As a comparison, students also spend two class periods per week in science and two in physical education. This amount of class time for social studies appears to be typical of elementary schools in Salem and Massachusetts based on my interviews. Also worth noting, the Massachusetts Social Studies Framework covers a broad range of subjects from geography to economics to history.

At Saltonstall, the 2013-2014 Grade 5/6 classrooms were in an ancient civilizations year. At the beginning of the year, they studied geography, and ancient Egypt, and then covered

ancient China in the spring. During the 2014-2015 school year, the social studies curriculum will be American History. Classrooms take an average of six field trips per year, with the majority of time, energy and money going to a three day trip to New York City at the end of the year. Because of this major trip, there is a strong preference to choose additional field trips that are free and require less preparation. Saltonstall's other major field trips include participation in the Creative Collaborations program with the Peabody Essex Museum and the Salem Sets Sail program with the Salem Maritime National Historic Site.

Students visit the Peabody Essex three times per year as part of Creative Collaborations, described in detail in Chapter 3. Depending on the year, they visit a mix of permanent exhibitions, temporary exhibitions, and historic houses. This year they visited the California Design special exhibition, the Yin Yu Tang House, and the sonic installation *From Here to Ear*. Saltonstall teachers are impressed with the wide range of things to do and pleased with the accommodating staff. Additionally, the fact that the program is free and the museum provides free bussing is a strong incentive for the school. Museum staff are willing to accommodate almost anything the teachers want to do and are “only limited by how many times we can go and our time.”<sup>41</sup> Teachers also commended the docents on drawing out students' participation and letting students think and relate their own impressions.

Saltonstall's Grades 5/6 have been enthusiastic participants in the National Park's Salem Sets Sail program as well; they have gone every year since its inception in 2011. Teachers agree with Park staff that getting students onto the water is a key objective of the program since many students have not been on a boat or visited Salem's waterfront prior to the field trip. Participating

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<sup>41</sup> Anne LeBlanc, 5th Grade Teacher, Saltonstall Elementary School, interview.

in that aspect of the city is also important because of how strongly it relates to its maritime past. Additional field trips often include Forest River Park, located behind the school, as a location for science experiments and the Salem Public Library. Students have also visited the train station in town in order to meet archaeologists who were excavating the site in preparation for new construction.

Social studies, and thereby history, do often enter the classroom in a multidisciplinary fashion. This occurs the most often in English and Language Arts lessons where students do non-fiction reading and analysis. One positive of the new Common Core standards has been increased non-fiction reading material, which allows a lot of room for historic texts relating to place. Depending on the unit theme, there may be quite a bit of history involved in other subjects like math or science, and sometimes local heritage-based history.

Teachers feel that getting out the classroom is important for students and given more time and money would want to take more frequent trips to places like Boston, Lexington, and Concord. While discussing places in Salem students used to visit, the teachers became enthused about the idea of looking into and taking students to Pioneer Village next year when it would correlate with early Massachusetts history and the first settlers. After these interviews, it predictably appears that the biggest deterrent to field trips is money, followed by increasing pressure to adhere to the increasing English Language Arts and Math standards based on the Common Core and needed for MCAS testing.

### CHAPTER 3: HISTORIC SITE FIELD RESEARCH AND INTERVIEWS

The following chapter delves into the place-based educational programming at three organizations that routinely work with Salem Public Schools: the Peabody Essex Museum, Salem Maritime National Historic Site, and Historic New England. The first two are physically located in Salem and own multiple historic buildings in the city, while Historic New England is headquartered in Boston with properties throughout New England. I will discuss the programs available to schools at each organization, in particular any special programs utilized by or for Salem schools.

In order to collect this information, I conducted five interviews in person in Salem and Boston at the aforementioned locations and shadowed nine field trips at the various sites. Interviewees were primarily education staff responsible for creating and managing tours for school-aged children. Where applicable questions focused on Salem, the Salem public schools, and the programming available to students. The goal was to explore how these organizations interacted with Salem schools and how they were teaching with historic places. Also helpful was reviewing the written curriculum used by tour leaders for the various programs.

Two sites that were contacted but not explored in detail due to timing and logistic issues were the Corwin House (Witch House) and the House of Seven Gables. The director of the former, Elizabeth Peterson, was interviewed via telephone. According to the conversation, the Witch House does offer tours of the house to school groups. However, most of these visitors are from farther away, many from out of state, and primarily interested in learning about the 1692 witchcraft trials. Unlike the aforementioned organizations, the Witch House's largest audience for school groups are middle school students. There are also a significant number of high school groups who visit after reading *The Crucible*. Peterson had previously reached out to local public

schools in order to see where the Witch House could fit into their curriculum, but she did not receive any response.

The House of Seven Gables offers three primary programs for school groups: From Naumkeag Settlers to Salem Shippers, Navigating with Bowditch, and The Worldwide Trading Game. The first two are designed for students in elementary school, while the latter is for students in middle school. In 2013-2014, approximately two-thirds of students participating in these programs were from Salem due to staff intentionally targeting programs for the local schools. Seven Gables also partners with Salem High School to provide afterschool enrichment to 35 students per year. The afterschool program was developed by teachers and focuses on the life and work of Nathaniel Hawthorne.<sup>42</sup>

Although Historic New England owns two properties in Salem, they do not conduct youth programs at either location. However, Historic New England is one of the largest organizations offering educational programs for children using historic places in the region. As such, it was still valuable to investigate their programming, looking for common themes, methods, and practices. Many of their properties offering educational programs are within thirty miles of Salem, and one Salem school visits its Coffin House annually. For a complete list of interviewees, see the Bibliography.

### ***Peabody Essex Museum***

With the Peabody Essex Museum's long history in the City of Salem, its large collection of historic properties, and its influential presence, it is an ideal organization to offer heritage education programs. In addition, their mission:

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<sup>42</sup> Ana Nuncio, email with author, 8/2014.

is to celebrate outstanding artistic and cultural creativity by collecting, stewarding, and interpreting objects of art and culture in ways that increase knowledge, enrich the spirit, engage the mind, and stimulate the senses. Through its exhibitions, programs, publications, media, and related activities, PEM strives to create experiences that transform people's lives by broadening their perspectives, attitudes, and knowledge of themselves and the wider world.

The PEM's interpretive methods and philosophy further elaborate its mission by emphasizing its efforts to collect exceptional art from modern and historic periods. The museum has a very broad view of art, often referring to art and culture together in order to represent a collection that includes architecture and objects of significance that are sometimes not traditionally considered to be fine art. It also aims to interpret these works in a way that connects past and present through meaningful interpretation and a collection of contemporary and historic pieces. PEM highlights that it is people-centered and committed to diverse audiences.<sup>43</sup>

With these philosophies in mind, the Peabody Essex Museum offers large number of programs for school groups. Due to the nature of the museum and a large number of changing special exhibitions, the number and scope of educational programs changes frequently. School groups visiting the PEM are grouped into one of two categories: single visit or multiple visit. The multiple visit groups are from Salem and two neighboring towns of Lynn and Beverly. Single-visit groups tend to come from Essex County or the greater Boston area, and over half of them visit specifically to see the Yin Yu Tang Chinese House.

Yin Yu Tang is a unique element of the Peabody Essex Museum, as one of the only examples of a fully reconstructed and preserved Chinese building in the United States. Built in the rural Huizui region of China in the early nineteenth century by a typical merchant family, it was lived in by generations of the Huang family until the second half of the twentieth century.

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<sup>43</sup> Peabody Essex Museum, "Mission & Vision Statement."



The family put the house up for sale in 1996, and the Peabody Essex, in collaboration with the Huizui region, began arranging to have it moved to the museum as a cultural exchange. As a completely unique experience, it is a highly popular attraction, and draws many school groups. It was successfully moved to the museum in time for its 2003 expansion after almost seven years of planning by the museum and local authorities from Massachusetts and China. The Peabody Essex has chosen to preserve the house as is, so it reflects the nearly 200 years of occupancy by the Huang family from around 1800 - 1982.<sup>44</sup>

Tours of Yin Yu Tang for school groups vary based on the group, but they usually spend thirty minutes in the house and another thirty minutes looking at related art and artifacts in the galleries. Groups spend about five minutes in each area of the house observing the architecture and surroundings while discussing how the family lived, changes through time, and making connections to students' lives. About fifteen minutes of the tour takes place in spaces where the discussion is specifically focused on architecture, including the forecourt, skywell, and reception hall.

Museum docents start the tour with an introduction where they make explicit connections to students' lives by asking questions such as, "What does where you live say about you?" and "What rooms should we look at if we wanted to learn the most about you?" They also discuss the restoration process of Yin Yu Tang and how its interpretation is to preserve material from multiple generations and through multiple time periods. While looking at the architecture, educators focus the discussion on why and how Yin Yu Tang was built and how this reflects the people who built it, the climate, and the community's values at that time.

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<sup>44</sup> Peabody Essex Museum, "Yin Yu Tang."

While the Yin Yu Tang House was not built in or even near Salem, it has been part of the Peabody Essex for over ten years at this point. As an integral part of the museum's collection and identity, it is still a valuable historic resource in Salem and particularly useful for students learning about China. It is also important as an example of how places can be used for learning. However, because the house is not visited as frequently or consistently by Salem schools, it is not covered in as much detail as other PEM school programs.

The Peabody Essex Museum has been offering programs for students for many decades. Their Multiple Visit Partnership Program (MVPP) was rebranded into the Creative Collaborations program in 2008. The MVPP was a more broadly designed program, worked with schools from a larger geographic area, and covered more topics. Today, Creative Collaborations is more narrowly focused and was designed to target the needs of schools in Salem. The program was formerly open to all grades but has narrowed its age range to specifically Grades 3 – 5. Its mission is to “create meaningful partnerships with low-resources schools and Grades 3 – 5 teachers through sequenced museum visits and object-based lesson plans.” The program is designed to be a collaboration between schools and the museum, and PEM works closely with all schools, including those in Salem, in order to create programs tailored to the needs of the individual schools. PEM's Student and Teacher Programs Coordinator, Martine Malengret-Bardosh, meets with teachers at the schools to design tours and educational activities that fit the curriculum each grade is using. These range from visiting the historic houses to related art-making activities to touring special exhibits to connecting the special exhibits or houses with art in the gallery.

One of the core principles of Creative Collaborations is that it is a multi-visit experience. Schools typically visit the museum one to three times during the year, although three visits is

recommended. For schools that visit fewer times, the educational staff may visit the classroom, ensuring that schools continue to have at least three sessions. Schools used to visit the museum more frequently, averaging three to five visits, however over the past several years this has declined, and museum staff are now making more visits to schools. This is due to increasing requests by schools for programs at the schools, which is partly due to Salem's status as a Level 4 school.<sup>45</sup> Many of the schools have placed an added emphasis on increasing time spent in the school and in the classroom, thus leading to more visits from PEM instead of to PEM.

The Peabody Essex Museum offers several specific tours for school groups in their American historic houses in addition to incorporating them as needed with the Creative



**Figure 10: Crowninshield-Bentley House, Peabody Essex Museum**

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<sup>45</sup> Dalton, "Salem School among State's Worst."

Collaborations program. While they own over twenty historic properties, three are open for regular public tours and school programs: the John Ward House circa 1684, the Crowninshield-Bentley House circa 1727 and the Gardner-Pingree House circa 1804.

The *Life in the Seventeenth Century* school program visits the Ward House and furniture in the American galleries and focuses on exploring what life was like in Salem in the seventeenth century. Similar to Yin Yu Tang, the program spends thirty minutes in the house and begins with open-ended questions about what students think life was like and how they might compare that to life today. Students spend ten minutes looking at the exterior of the house and discussing architecture and what that reveals about the people and culture. The program outline specifies, “ask open-ended questions to inspire observation and group discussion.” Inside the house, the program continues with leaders asking students to observe furnishings and decorations and then asking students how and why questions about what their observations may imply. The outline also emphasizes that educators should only give a brief introduction of one or two sentences about the Ward family, highlighting the PEM’s approach as discussion-based and not lecture-based. Concluding questions again focus on comparing the house to the present day by asking questions such as, “What’s missing from this house?” and “How is life in the late 1600s the same/different compared to your own?”

Very similar to the previous example, the *At Home in Salem: 1785-1830* program utilizes one of the PEM’s Salem historic houses and furniture and art in the galleries to show students what life was like in Salem in a specific time period. *At Home* utilizes the Gardner-Pingree house, which was built by famed Salem carpenter/builder/architect, Samuel McIntire, for a wealthy Salem merchant. The house is also listed on the National Landmark of Historic Places because of its architectural significance. Museum docents briefly mention this and information

about the family during the introduction to the house. However, based on my observations and the tour outline, docents may not mention McIntire by name depending on the group, instead focusing on asking students questions and observations. In the galleries students look at objects based on themes of gender roles, family, maritime industry and trade to answer the overarching question, “What was life like?”

The *Two Merchants’ Homes* program combines tours of both Yin Yu Tang and the Gardner-Pingree house in order to compare and contrast the cultural and architectural differences of merchants in different countries. As an hour-long program, students spend thirty minutes at each site, with a few minutes for an introduction, transition and conclusion. During these phases, educators are instructed to specifically mention and elicit discussion about the different preservation techniques for the two sites. The Gardner-Pingree has been restored to a point in time (1814) while Yin Yu Tang reflects centuries of change. The outline asks a compelling question as they transition between houses, “As we walk across the street, think about how a museum interpretation influences your understanding of a historic house and the people that lived there. How will your perception differ when looking at a house that has been restored to a specific moment in time?”

Observations at the Peabody Essex Museum were made of several school groups visiting for field trips. Included were classes from Salem elementary schools, Bates and from Carlton, who both visited the American houses as part of the Creative Collaborations program. The remaining groups were classes from nearby towns in the region that visited various galleries, exhibitions, and the Yin Yu Tang House. Most impressive was how the docents consistently presented the material in a question based format and engaged continuously with the students. This is also clearly reflected in the way the docent tour programs are written and in the goals of

the education department. It would have been helpful to see docents communicate more about preservation and why these buildings were owned by PEM during the house tours; however, there was a lot of material to cover about three locations in a short amount of time to a group of restless children.

Another major component of heritage education is the desire to imbue students with a sense of place, understanding of their environment, and knowledge of how they shape it and it shapes them. This more abstract concept was very rarely explicitly mentioned in any of the programs. It could be that since most of the students are at the oldest eleven years old, these abstract concepts are too complex for this age group to fully grasp. Alternatively, it is possible that simply by bringing students to local historic sites they are absorbing and expanding their understanding of place.

Salem Maritime deals with this concept the most closely as evidenced by their learning objective for students to appreciate and understand the reasoning for preserving the site as a National Park. Also they hint at it with their focus on giving the students an experience with the water. They are expanding student's understanding of their community and its connection to the past through Salem's harbor. A vitally important aspect to Salem in the past, students may not fully understand how close they are to the ocean or Salem's reliance on it if they have never been on an actual boat. By taking the students sailing, Salem Maritime is making possible a connection to that dimension, which may not have previously existed.

### ***Salem Maritime National Historic Site***

Interpretation and education are at the heart of the National Park Service's mission, stated simply as "The National Park Service preserves unimpaired the natural and cultural resources and values of the national park system for the enjoyment, education, and inspiration of this and

future generations. The Park Service cooperates with partners to extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.” On its website Heritage Education is listed underneath the mission as one of their ten guiding principles.<sup>46</sup>

With this strong foundation of organizational support, the Salem Maritime National Historic Site is primed to offer educational programs to the public. As highlighted by their Chief of Interpretation and Education Jonathan Parker, the NPS is “the only federal agency who, in the codified mission of the agency, is to provide for the enjoyment of the American people.” This federal mandate for interpretation of the parks, many of which are historic sites and places, creates a unique set of challenges. Parks are established individually by either an act of Congress or Presidential mandate, and in this legislation is the purpose and mission of the park that informs their interpretation. Parks are also fairly autonomous and depending on their funding, creation, legislation, public, and direction of leadership vary widely in how they interpret a site and educate the public.

Salem Maritime is a relatively small park, located on approximately nine acres. For a small park they have made education and interpretation a priority. This can be partially seen by the staffing within the park, which includes full-time Education Specialist, Maryann Zujewski, to help oversee and develop school programs and public tours. Many parks of their size are not able to support this position and it is a sign of Salem Maritime’s commitment to education that they have kept the position.

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<sup>46</sup> National Park Service, “Mission.”

As a smaller park, Salem Maritime sees about 700,000 visitors go through every year, and of those about one percent participate in a formal tour. The site also offers group tours and tours for schools. Many schools visit from farther away and are trying to see as much of Salem as possible in one visit. For this reason, the schools usually visit multiple sites and are only looking for a short tour of Salem Maritime. Typically they visit the *Friendship* and the Custom House in addition to other nearby cultural sites, such as the Peabody Essex Museum and the House of Seven Gables.

In 2011, Salem Maritime National Historic Site underwent several changes in leadership, and decided to reinvigorate its educational and interpretive programs. One focus of the Education and Interpretation Department was to connect more thoroughly and consistently with Salem Public Schools, and provide the opportunity for all Salem students to visit the National Park in their hometown. Thus, Salem Maritime education staff undertook a concerted effort to reach out to all seven public elementary schools in the city in order to develop a program for fifth graders. After collaborating with the teachers and administrators at the school, they created the Salem Sets Sail program, designed to educate students about the maritime history of Salem and its global and local implications today and in the past. They aim to answer the question, “How did Salem’s maritime trade allow for the exchange of goods and ideas, create paths for social mobility, and provide economic security in the United States’ early years?”<sup>47</sup> Objectives of the program include utilizing material culture and primary sources, connecting the globalization of Salem in the 1800’s to trade today, and understanding the value of Salem Maritime National Historic Site as a preserved park.

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<sup>47</sup> Friendship outline, unpublished.



Salem Sets Sail was specifically targeted to fifth-graders and purposefully lines up with several Massachusetts curriculum frameworks under Grade 5 Economics, Social Studies, and Science and Technology. All fifth-graders in Massachusetts must learn about the maritime trade during the eighteenth and nineteenth centuries, much of which took place in Salem. Prior to going on the Salem Sets Sail program with Salem Maritime in the spring, students have been learning about the role of ships and commerce in Salem and the newly created United States. At Salem Maritime students then experience being onboard the replica *Friendship*, sailing on the *Fame*, and participating in activities interacting with trade goods. One teacher mentioned that her

class undertook a post-visit activity in which students drew and labelled three things they learned from each part of the ship.

Based on teacher suggestions, the program has shortened the time spent lecturing



**Figure 11: The Friendship, Salem Maritime National Historic Site**

students and increased the amount of hands-on activities. This coincides with the goal of the National Park Service to be more of a “guide on the side” and less of a “sage on the stage.” Its objectives also closely align with large-scale goals of the Chief of Interpretation and Education,

Jonathan Parker, “to incorporate the latest scholarship and provide a program that is a two-way conversation....to facilitate a dialogue with students.”<sup>48</sup>

The program begins with a short introduction by Salem Maritime education staff after which the students are split into two groups; they either stay onsite or go to the Schooner *Fame* in the nearby harbor. Students return to the site for lunch and then switch locations in order to allow Salem Maritime to accommodate more students. Each segment lasts seventy-five minutes, and at the end of the second session, both groups gather together for a short concluding discussion. Fifteen minutes is allotted to each the introduction and the conclusion and that time is split between arrival and departure logistics and actual discussion. In the program outline, only five minutes is recommended for the introduction, a result of the organization’s emphasis on interactive activities in lieu of lectures.

Onsite at the park students divide their time, spending forty-five minutes on the park’s replica 1797 East Indiaman ship *Friendship*,<sup>49</sup> and thirty minutes in the Public Stores. Aboard the *Friendship*, students participate in a sailor chest activity designed to learn about the life and work of a sailor at different stages of his career. Students examine replica objects in three large chests in small groups of 4-8 people, handling objects such as tools and clothing in order to figure out their use and purpose. Only ten minutes are spent listening to a short ranger-led ship introduction, and the rest of the time is spent doing the hands-on activity and exploring the ship.

The Public Stores is located in a warehouse attached to the historic Custom House. It is set up to resemble a warehouse that would have been used to store cargo and goods brought into Salem from around the world until they were ready to be sold. Items are arranged according to

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<sup>48</sup> Jonathan Parker, Chief of Interpretation and Education, Salem Maritime National Historic Site, interview.

<sup>49</sup> National Park Service, “Salem Maritime: Friendship of Salem.”

origin and include locations such as China (Canton), Indonesia (Sumatra), and Barbados (West Indies). Students use a trade clues sheet to determine where each grouping of merchandise originated from. Indonesia includes nutmeg, mace, pepper, sugar; China has tea, nankeen cloth, cassia, porcelain, and Barbados has allspice, molasses, fruit, sugar. While observing the program, students matched the items they recognized between the paper and the displays and were able to identify any new trade goods by process of elimination. At the end of this segment, students are led in a conversation about supply and demand using examples from Salem's trading history. As part of the conclusion, rangers explicitly help students make connections between trading in the past and trading today using questions that highlight the differences and similarities.

Students do not go into the Custom House or other Salem Maritime properties unless poor weather precludes visiting the *Friendship*. However, the building is briefly interpreted from the exterior, where rangers have a short discussion about the building's purpose, the park, and its preservation imperatives.

The other segment of the program takes place on the schooner *Fame*, where students sail around Salem's harbor on the 1812 replica of a Salem privateer ship. Mike Rutstein built the *Fame* in 2003 for both educational and entertainment purposes. Aboard the *Fame*, students learn about sailing as an activity and profession and help sail the schooner. The students get a very hands-on experience assisting with the rigging, sails, and navigation. Many students have never been on the water despite its close proximity, and Salem Maritime feels getting students to interact and experience Salem's natural water resource today is an important connection to the strong ties Salem had with the ocean in the past. Jonathan Parker states, "historically people on

the North Shore had a strong relation with water, but currently in the twenty-first century, there is a large disconnect with water, between it and their lives.”<sup>50</sup>

Through grants and donations, Salem Maritime is able to present the entire Salem Sets Sail program for free to Salem public schools. While the admission and programs at Salem Maritime are free to all visitors regardless, the funding covers the *Fame* portion for students as well as bussing and staff time.

### ***Historic New England***

Today, Historic New England owns thirty-six properties in New England, and its focus has shifted from collecting antiquities to helping people understand the history and heritage of the region. Its mission statement clearly reflects this, “Historic New England is a museum of cultural history that collects and preserves buildings, landscapes, and objects dating from the seventeenth century to the present and uses them to keep history alive and to help people develop a deeper understanding and enjoyment of New England life and appreciation for its preservation.” There is a strong emphasis on the fact that the preservation work and collections of History New England are used to serve the public. Education is one of their five core programming areas, and they emphasize a hands-on, interdisciplinary approach to learning.<sup>51</sup>

Neither the Gedney nor Phillips House, the two properties in Salem owned by Historic New England, offer programs for school groups. Practically speaking, there are group size limitations due to the space; both houses limit groups to eight people, easily a deterrent for schools with classes upwards of twenty students. Another compelling reason is the already existing educational programming at historic houses in Salem. As discussed above and in

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<sup>50</sup> Jonathan Parker, Chief of Interpretation and Education, Salem Maritime National Historic Site, interview.

<sup>51</sup> Historic New England, “Our Mission.”

Chapter 1, the Peabody Essex Museum, Salem Maritime National Historic Site, and House of the Seven Gables all own multiple historic properties and welcome school groups for such programs. A third more nuanced reason is simply that Historic New England has different goals as a regional organization headquartered in Boston. They currently focus significant time on programs for students in Boston and in doing outreach at suburban schools. Historic New England, similar to the Peabody Essex Museum and Salem Maritime, offers free programs and bussing to Boston Public Schools at the Otis House and Pierce Houses, located in downtown Boston and Dorchester respectively.

Historic New England began offering educational programs for school children in 1985, and according to Education Program Manager Carolin Collins, has enjoyed uninterrupted growth since then. They are one of the largest organizations offering programs for students at historic properties, and they boast an impressive range of programs at a variety of sites. Their website lists over sixty different programs, and in 2013 they had over 45,000 students attend educational programs. Currently, school programs are offered at thirteen of their thirty-six properties and cover subjects such as architecture, archaeology, colonial life, farming, the Revolutionary Period, and Slavery and the Civil War.

Their first educational program, *Unknown Hands: Everyday Life of Bostonians in 1800*, is still one of their most popular today. *Unknown Hands* is a four-hour program designed for students in grades three through five that takes place at the Otis House. Located in the Beacon Hill neighborhood of Boston, the Otis House was one of Historic New England's first acquisitions; it was built in 1796 for the wealthy Boston politician, Harrison Gray Otis. The program seeks to teach children about what life was like living in the Beacon Hill neighborhood in 1800 by using the house and its objects.

I shadowed two separate groups of fifth-graders at the Otis House participating in *Unknown Hands*. The program began with an interactive group discussion, slideshow, and activities in a multipurpose room adjacent to the historic house. It then moved into a tour of the house, a plaster-making activity, and finally a walking tour of the neighborhood. Before the field trip, students are each assigned to a character of an actual resident of Beacon Hill in 1800 and given a character sheet describing their character in preparation for the field trip. Information about the residents was collected from primary source material, including maps, diaries, probate inventories, etc.

During the introductory activities, students are given name tags with their characters' names and are asked questions in character. These first activities served to familiarize the students with their characters, what Beacon Hill was like in the year 1800, and how its residents lived. Museum educators asked frequent questions about the slides to the students who were able to answer with only little prompting when they didn't understand the question. This method of asking questions to the entire group of 40-60 students made it easy for students to avoid participation by not raising their hands, and it was clear the same students were initially volunteering to answer questions. However, the museum teachers countered this issue by encouraging students and calling on all students to give everyone an opportunity.

The introduction hour and activities are designed to get students interacting with each other, and thinking about their character's life in the past. Due to size and space limitations of the multipurpose room, students sat in close rows facing an open area at the front of the room where the educators stood and led the discussion and activities, similar to a typical classroom setting. In order to change this up and keep students engaged, after the introductory slides the activities all involved calling groups of students to the front of the room to be participants.

While questions meant to facilitate discussion sometimes had one correct answer and could have been more open-ended, most of them did encourage students to think critically about what objects and houses could tell them about their residents. The first questions in the introduction were about the slides, which included portraits of the Otis', photographs of the house and neighborhood, and maps of Boston. Educators asked what students observed, and students named things such as, 'wearing a wig, sitting next to an ink pot, dressed very nicely, the house is made of brick, and has many windows.' Students were then prompted to decipher what this meant; they thought the Otis' were very wealthy, Mr. Otis liked to write, he was a politician, brick was used because it would not burn, chimneys were needed for heat, and more windows let in more light. Students were the most animated when learning about what they perceived were shocking differences from 1800 to their lives; one class emitted a very audible "Whoa!" in unison upon learning that people only bathed once a month in 1800. In later parts of the program, where students were split up into groups and moving through the house or creating plaster ornaments, they were more likely to ask questions and more comfortable engaging in discussion.

*Unknown Hands* presents a strong dichotomy of Beacon Hill and its people through the slideshow and introductory activities. During the slideshow two photographs of streetscapes were presented, one of North Beacon Hill and one of South Beacon Hill. Prompting the students to compare them, educators quickly established that the wealthy residents lived on the sunny north side, in large brick mansions while the working people lived on the steeper south side in smaller more crowded wood houses. The last activity also painted a strong contrast between types of residents in Beacon Hill. The instructor had four people-sized cutouts of residents, two male and two female. Calling students up, the group compared the two men to each other and then the two women. In each comparison, one of the cut-out people was wealthy and lived on



the North side of the slope, and the other was a working-class person from the South slope. Their clothing provided clues as to their socioeconomic status, but also their occupation in many cases. For example, stucco worker Daniel Raynerd was identified due to a long white coat used when mixing and making plaster.

When the program was developed in 1985, great care was taken to choose a representative sample of residents of Beacon Hill that showed a range of socioeconomic backgrounds. *Unknown Hands* succeeds on that count – the cast of characters is diverse in terms of background, lifestyle, profession, race, and income. While many of the characters are African-American, Historic New England does not spend much time discussing this or delving into the subject of what life was like specifically for black residents. Beacon Hill was home to one of the largest African-American populations in the nineteenth century, and today is the location of the Boston African American National Historic Site. Neither of these facts were emphasized during the program, although there was the beginning of a discussion during the walking tour. Students walk past the African-American Meeting House and several other sites on the Black Heritage Trail that are part of the National Historic Site. Educators point out the African-American Meeting House during the tour and briefly talk about the contributions and lives of African-Americans. This was unfortunately at the end of the field trip, and many students appeared to be disconnected from their characters and not fully paying attention.

While there are many benefits to immersing students in the lives of Bostonians in 1800, one concern is the ability of students to connect the past with the present if they are too immersed in their character. Connections such as this are part of Historic New England's mission to "help people develop a deeper understanding" and one way to help the public deeply understand the past is to help them forge connections with the present. The educators address the

students as their characters, students put on nametags at the door, and the tour outline does not explicitly contain language about the subject. Notwithstanding this, or perhaps because of it, most students did appear to be internally making observations and connections about similarities, and particularly differences of life in 1800. The students giggled and gasped when presented with unexpected differences, because they compared it to their own experiences. However, there were few attempts from the museum teachers to give the students perspective on why learning about the past through places and artifacts is still relevant.

Despite numerous program offerings and owning thirty-six properties in New England, including over one-third within thirty miles of Salem, only one Salem school regularly utilizes programs at Historic New England. Horace Mann Laboratory School, located at Salem State University, visits Historic New England's Coffin House in Newbury, Massachusetts every year in order for its third-graders to participate in the *First Settlers, Early Colonists* program. Teacher Kellye Sheehy described their trips as valuable for students and something the school and PTA advocate and fundraise for in the face of monetary concerns. It is likely that more Salem schools do not take advantage of these programs because of time and budgetary constraints. Also likely is the fact that Historic New England's sites are farther away, and most schools are already visiting similar sites through the Peabody Essex Museum.

## CHAPTER 4: COMMON THEMES IN SALEM’S HERITAGE PROGRAMS

This chapter contains a discussion and analysis of common themes found while observing educational programs at Historic New England, Salem Maritime National Historic Site, and the Peabody Essex Museum. These are topics or questions that reoccurred during multiple interviews and field trips, and which provide a useful framework in which to interpret heritage education. The themes comprise of teaching children about stewardship, students making connections with the past, and teacher education and training.

### ***Theme 1: Teaching Children Stewardship***

One of the most pressing reasons to advocate for heritage education is the future stewardship of historic resources. Simply knowing about and having a connection to these historic sites can give people a sense of ownership and pride that leads to stewardship. Unprompted, both Jonathan Parker and Maryann Zujewski at Salem Maritime National Historic Site explicitly mentioned the concept of stewardship as a goal of their organization and educational programs. Emily Udy from Historic Salem, Inc. also commented on this topic, and how one of the major challenges to historic preservation is convincing people to take ownership of the resources around them. Jonathan Parker explains, “We know that people who are informed about places and who have a good experience .... it doesn't matter if they remember the historical facts, but if they remember that they have a positive experience, they are more likely to become stewards of the place.”<sup>52</sup>

On paper, Salem Maritime is also the most direct about introducing preservation topics to students. The program outline used by Park Rangers for Salem Sets Sail lists, “appreciate the

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<sup>52</sup> Jonathan Parker, Chief of Interpretation and Education, Salem Maritime National Historic Site, interview.

importance and significance of preserving Salem's unique history as a national park,"<sup>53</sup> as one of four student objectives. During an observed tour, the rangers did talk about the creation of the park and explicitly mentioned that as a citizen, students owned the park and were responsible for its care. This was unfortunately presented at the end of the program almost as an afterthought, on a very hot day, to a group of languid fifth-graders. While an important step, it was clear that at best one-third of group was paying attention and would have had more impact if discussed throughout the program.

The Peabody Essex Museum's program outlines for standard tours do not specifically mention either preservation or stewardship concepts. Docents will occasionally talk about the building and its history during introductions, but it is not an explicit goal of the Museum. The subject does often come up organically at the PEM and Salem Maritime, especially when there is construction happening on nearby historic properties. While walking to the Gardner-Pingree House with a Salem field trip, one student asked, "Why are they doing construction?" while walking past an historic building covered in scaffolding. The docent replied that it was also owned by the PEM and hinted at the need for people to care for buildings.

Groups of Salem third-graders in the historic houses at PEM did however demonstrate meeting the museum's goal of students feeling ownership of the museum. Students were very talkative, asked numerous questions about the house and its objects, and clearly felt comfortable with the docent and visiting the houses. They were perhaps almost too comfortable as they sometimes had a difficult time keeping hands to themselves, paying attention, and were not

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<sup>53</sup> Salem Maritime National Historic Site, "Friendship Program Outline." unpublished.

always fully respectful of the environment.<sup>54</sup> While the students were not introduced to the concept of stewardship of their particular heritage, their clear connection to the Museum is a stepping stone in that direction. The serial nature of PEM's programs have been found to have the best effect in positively influencing student attitudes as repeated visits give way to feelings of ownership that can translate to stewardship. Peacock explains, "Where programmes such as the Guardianship scheme are concerned, which have recurrent or serial involvement built in, the impact is likely to be much greater than with one-off visits, however exciting or valuable these are in themselves."<sup>55</sup>

Historic New England's central goal is for students to understand what life was like in the past. The program outline for *Unknown Hands*, like the Peabody Essex Museum's outlines, does not specifically mention concepts such as stewardship and caring for historic buildings. Museum educators at Historic New England do however touch upon the subject during the program's introduction and the walking tour of Beacon Hill. The first slide of the introduction shows the Historic New England logo, and the leader begins the program by asking what 'historic' and 'New England' mean. The organization is described as one that collects houses and antiques in order to learn about the past. While the educators did not expand upon this further and consider Historic New England's role as a steward of its properties, they did discuss in detail how objects from the past can be used in order to learn about the past. Although museum teachers did not explicitly convey that buildings and places are also useful tools to learn about the past, it would

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<sup>54</sup> After the program the docents and staff informally discussed this issue considering the option of diverting misbehaving students to a gallery instead of a house. Although an option for especially difficult groups, I suggested at the very least taking students to see the exterior of the building.

<sup>55</sup> Peacock, *Changing Minds: The Lasting Impact of Field Trips*.

be easy to make that point. Later in the introduction, students analyze historic building and neighborhood photographs and discuss what they can infer and learn from the images.

The concept of who cares for historic buildings and how was also introduced spontaneously by a student during a tour of the Otis House. The student noticed a crack in the wall and asked, “What happened here?” The educator explained that the house was very old and had been moved 42 feet many years ago. The student continued, “Why it was pushed back?” The guide replied that if it wasn’t pushed back it would have been torn down due to the street being widened. They then followed up by stating that we want the house to last another 200 years and therefore must care for it. These types of questions and answers may not be listed as primary objectives in the teaching material for Historic New England, however, they are encouraged by the museum teachers. Additionally, it was clear that the student felt more connected to the building after asking, and it was a valuable lesson that someone is actively caring for historic buildings and making choices to preserve them.

As part of the broader topic of historic preservation, stewardship is an important topic because people will often assume that their heritage will exist forever. When there are historic resources that have been in a community for long periods of time, local residents often presume that someone else will protect and care for them – they don’t realize that these places need continued care and maintenance. If the case is that simple exposure yields feelings of ownership, then is the answer to continue increasing exposure of historic sites to the public and schools? Or should these historic sites be talking more explicitly about preservation and why people need to be responsible for their heritage?

## ***Theme 2: Making Connections***

An important distinction between heritage education and history is that the latter often focuses on interpretation of past events and people while the former utilizes the built environment and local history to teach knowledge and skills in a variety of subjects. Heritage education looks to not only teach students about the built environment but also to apply it to contemporary issues and problems, forging a connection between people and places. As discussed above, a common sentiment echoed by Parker and several school teachers is that by simply exposing students to new and different places, they are learning and becoming more empathetic to the place.

All three organizations made specific comments about making strong connections between students, historic resources, and the present; however, each accomplishes this in different ways. The Peabody Essex Museum in particular has made the goal of forging connections between students' lives and their collection clear through both their mission statement and their query-based programs. School Program Manager Emily Scheinberg has said that another goal is to "have students feel very comfortable at a museum like it's their museum, and we do feel like we meet that goal based on how students act by the end of program."<sup>56</sup> Based on tour observations, most educational programs consist of primarily open-ended inquiries that attempt to elicit students' opinions and their relationship to the art. Of the various organizations, the PEM tours showed the most engagement from students. Its historic house program outlines all list critical thinking skills through observation, open-ended questions, and group discussions as a learning objective.

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<sup>56</sup> Emily Scheinberg, School and Program Manager, Peabody Essex Museum, interview.

The Peabody Essex is clearly accomplishing its goal of student ownership based on tour observations and staff interviews. While visiting the Crowninshield-Bentley House with third-graders from Salem, the docents repeatedly asked students to, “Tell me all the things you see,” and “tell me using describing words.” Students responded well answering with descriptions such as, “golden circle,” “funny looking chair”, “woven, shaped like triangles.” The docents did need to continue prompting students to use descriptive words to get full descriptions, but students were definitely looking closely at the house and objects. There was also an emphasis on getting students to be more aware and observant of their environment in general, and learn to understand what objects may tell us, utilizing critical thinking skills. Although most student observations were fairly obvious, several students made particularly sharp observations indicating strong comprehension and critical-thinking skills. Students were able to identify characteristics of the room that were evidence for the owner wanting to appear wealthy as having, “wallpaper, silk curtains, [and his] portrait.”

When interviewed, staff from the Salem Maritime National Historic Site specifically stated that helping students understand and relate to the past was a priority. Based on interviews and the Salem Sets Sail program outline, the focus of Salem Maritime’s educational programs is on the connection between its historic resources and contemporary issues. Salem Maritime places significant emphasis on Salem’s maritime history, how they became a trade port, and how people today continue to be part of global patterns of trade and history. In its program outline, the third overall learning objective is, “Describe the destinations and impact of global trade based out of Salem in the 19th century and compare this with the impact of international trade in



today's world.”<sup>57</sup> After students examine trade goods in the Public Stores building, the concluding discussion is specifically targeted to connect Salem's historic trading practices with international trade today. Park rangers asked questions about with who and what the United States trades today. Contemporary globalization is a strong theme at the park, and the rangers use that to help visitors and students interpret the wide global maritime trade Salem engaged in during the eighteenth and nineteenth centuries.

Historic New England, on the other hand, did not make as many explicit references to connecting history to the present, but rather it was strongly implied throughout the program. During *Unknown Hands*, museum teachers focused on students understanding life in 1800 as a resident of Beacon Hill. There were a few questions about how objects or customs were different than today, but most of the questions and activities were focused on observation skills and having students experience the past. Even without targeted questions, the students did appear to be making constant connections from the life in eighteenth century to their lives today. When unfamiliar facts or objects were presented, there were frequently comments about how unusual or different it was. A recent survey sent to teachers who participated in the program showed that 100% of the fourteen responses strongly agreed with the statement “The museum staff provided all students the opportunity to actively participate in the program.”<sup>58</sup>

The museum educators at Historic New England, like the Peabody Essex, also made a point of teaching students that they could learn about the past and the people in it by examining objects. Students were asked what kinds of things could they look at in their houses to learn about them, and they answered with radio, television, pictures, size of house, stuff in kitchen,

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<sup>57</sup> Salem Maritime National Historic Site, “Friendship Program Outline.” unpublished.

<sup>58</sup> Collins, Carolin, email with author.

outside of house and how it was built, art in house, and clothes. The educators showed slides of portraits of the Otis' and asked what students could learn from their clothing and the painting. Students responded well, "He's pretty rich because of his clothes" and "I see a quill so I think he's a writer." Here, again the questions succeed at engaging the students and helping them make connections to their own experiences and knowledge.

Something none of the educational programs discussed in depth is the changing nature of history, and how populations can shape their own history. Each organization touched on this theme when they mentioned the preservation of the structure the students are visiting. Depending on the program and the group of students, leaders may explicitly ask students to consider why people preserved the buildings, or why they are preserved differently, and what that can mean. This type of discussion is valuable because students are learning the immense impact we have on how we view and understand the past.

### ***Theme 3: Teacher Education***

There are several programs for teachers to learn about historic sites and heritage education through curriculum development and professional development. For example, some National Parks offer the Teacher-Ranger-Teacher program, where teachers teach in the parks as rangers over the summer and are able to bring back their increased knowledge to the classroom. Salem Maritime has participated in this in the past and is considering it for this summer. Additionally, Salem Maritime does offer traditional week-long professional development classes for teachers, which are primarily attended by teachers throughout Essex County. During the summer of 2014 they offered a class entitled A Park for Every Classroom, which filled up several months beforehand. A Park for Every Classroom utilizes a Place Based Service Learning approach to teaching, which has many of the same goals as heritage education, specifically

emphasis on using nearby locations as resources. Salem Maritime, working with other local organizations, has teachers learn to integrate local resources in their classrooms during the class. The program is modeled after the United States Forest Service professional development program, A Forest for Every Classroom, which has had documented success with improving teacher's use of local resources, student involvement, and teacher's perceptions of increased student performance.<sup>59</sup>

The Salem Public School District also used to offer a program called SALEM in History: The Science and Art of Learning from Evidence and Materials in History. This was a joint effort between Salem State University, the school district, the PEM, and Salem Maritime NHS. Its goals were to “increase the depth, breadth and quality of teachers' knowledge and understanding of United States history, and provide teachers with the training, materials and support necessary to apply this ... in their classrooms. All project activities make central use of the rich primary source material available in partner collections and local archives.” This type of interdisciplinary training designed to help teachers incorporate local resources and heritage education into the classroom has been successful in the past, such as with the Architectural Heritage Education Program, mentioned in the introduction. Unfortunately no further information was available about SALEM, which has been defunct for over six years.

Regardless, it is clear that good teacher training and professional development can have positive impacts on students' performance. Through interviews and observations, teachers were overwhelmingly positive about the field trips they took and the benefits to students. The survey

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<sup>59</sup> Marsh-Billings-Rockefeller National Historic Park, “A Forest for Every Classroom”; PEER Associates, *An Evaluation of A Forest for Every Classroom: Learning to Make Choices for the Future of Vermont's Forests 2003-2004*.

results from *Unknown Hands* were also very positive with only minor recommendations. While everyone interviewed was immensely positive, it is important to note that I only spoke with teachers who responded to my inquiries. Naturally, this sample of teachers included some of the more involved and proactive teachers and may be positively biased towards heritage-themed field trips.

During field trips to these historic sites, students were primarily taught by museum educators while their normal school teachers observed, only interjecting infrequently and disciplining as necessary. There was a wide variety in the type and training of people leading programs and tours at the different historic sites. At the Peabody Essex Museum, there are over 100 volunteer museum docents who lead all the tours and educational programs. Many of the docents are former teachers, and most are retired women with an interest in arts and the community. Because of the nature of the Creative Collaboration program, there is a smaller pool of docents that typically lead those tours, although there is no formal distinction between docents who lead general tours and who lead multi-visit school tours.

However, the Peabody Essex recognizes the importance of well-trained docents and is making a large effort to restructure its docent program according to Martine Malengret-Bardosh. One of the goals in the restructuring is to provide more consistent training throughout their volunteers. As part of this, Malengret-Bardosh aims to specifically train a subset of docents to work with school groups, so that they have similar skills and techniques.<sup>60</sup>

Teachers from the Salem schools commented that in general the docents at the Peabody Essex were wonderful and were able to engage students successfully. However, they also noted

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<sup>60</sup> Malengret-Bardosh, Martine, discussion with author.

that in rare cases that they had a docent that spent more time lecturing and was not interacting with the students leading to a more negative experience. Malengret-Bardosh also hinted at this as a reason for the desire for improved docent training explaining that some long-time docents were used to lecture-based tours, and still learning how to lead more question-based tours.

Unlike the Peabody Essex Museum, the Salem Maritime National Historic Site uses paid seasonal park rangers to lead their Salem Sets Sail programs. In 2013, there were two seasonal rangers who led tours in addition to Education Specialist Maryann Zujewski. The seasonal rangers are trained by Zujewski using National Park Service training modules for curriculum based programs, professional development from the Northeast Regional Readiness Center at Salem State, and other staff at partner organizations.

At Historic New England, education programs are also led by paid part-time staff. There are approximately 45 museum teachers on staff at any one time. These museum teachers are trained by a Museum Education Coordinator for the site or region and the Education Program Manager, Carolin Collins, who oversees all the regions. They first observe and shadow current educators before gradually leading parts of the program on their own. There are also large binders available with detailed information about each tour and the site that educators read to supplement their knowledge and training.

Based on observations, the museum teachers, docents, and park rangers leading these educational programs all face similar challenges with holding students' attention and covering material in a short period of time. The most successful interactions were when the group was smaller, the educator asked questions a majority of the time, and the group was in an informal grouping or setting. These are often unchangeable elements of each program and it is important to consider that the dynamic of the children also plays a large part in learning outcomes.

However the best educators were able to teach key information while simultaneously keeping the students engaged.

## CONCLUSION

While educators find immense value in the aforementioned field trips and use of local historic resources, as a whole the Salem Public School District does not value these on-site learning experiences to the same degree. Because of this, the driving force behind these programs are the historic sites themselves. At both Salem Maritime National Historic Site and the Peabody Essex Museum, museum staff initiated programs designed for Salem students and reached out to the schools. While schools continue to visit the sites and teachers find them valuable, interviews have shown that the schools' priorities are elsewhere, and sometimes these participatory field trips fall by the wayside. Teachers talked about taking fewer field trips, spending less time preparing for them, and were unlikely to visit or use historic sites other than Salem Maritime or PEM. The focus of the Salem schools lies in improving literacy and math skills as part of the Common Core and improving MCAS scores. Recent requirements mandate that classrooms keep the Common Core objectives posted at all times. Additionally, this emphasis often appears to be at the expense of history and social studies, which receive less class time than English and Math, both Common Core subjects.

At each of the three previously discussed organizations: Salem Maritime, PEM, and Historic New England, there is a strong organizational imperative to use their physical resources in an educational capacity as specified in their missions. Providing these education experiences, especially to students in their community was seen as a clear priority. Many discussed how they found alternate funding methods to continue the programs after initial grants expired. All three offer free programs and bussing to the programs for public schools in their community.

These educators seek to teach students what life was like in the past through careful examination of objects and the built environment. They each go about this differently due to

differing institutional missions and physical resources, but there is the underlying belief that exposing children to material culture gives them a more in-depth experience than learning in a classroom. Students are more likely to connect with the subject, pay greater attention, and enjoy themselves. According to Jonathan Parker, when using heritage education “you see things like students are more engaged, more focused, higher energy level, and their comprehension and retention are higher for lessons that are conducted ... outside of the classroom.”<sup>61</sup>

In comparison, public school teachers in Salem are under increasing pressure from the school district, their school’s administration, parents, and testing requirements to teach more and focus on improving English and Math MCAS results. Regardless, it is clear from their interviews that they continue to value field trips and opportunities to engage students with local culture. With both the Peabody Essex Museum and the Salem Maritime National Historic Site offering free curriculum-specific programs and bussing for students in Salem schools, it appears as if Salem would have no trouble integrating local resources into schools.

However, as mentioned in Chapter 1, Salem has a high population of low-income and English Language Learner students when compared to state averages. This contributes to a city that has additional challenges for bringing history into the classroom and students out of the classroom to history. Salem remains an example of a city with various types of community-school partnerships and examples of heritage education. It may have a unique heritage, but many of its characteristics and challenges, such as incorporating the Common Core, MCAS testing, and changing populations are relevant across the state and country.

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<sup>61</sup> Jonathan Parker, Chief of Interpretation and Education, Salem Maritime National Historic Site, interview.



Anecdotal evidence from all of the interviews suggest that these field trips to historic sites are both beneficial and enjoyable to students. Teachers and museum staff both mentioned the importance of physically being in a place and the added experience students receive. From observing students on tours of multiple historic sites, there were always students who were amazed and awed by their surroundings. Besides excited exclamations about the novel and exciting surroundings, several students would make astute observations. In the John Ward house, one student made spatial connections after comparing the shape of the fireback in the hearth to a gravestone. Another confirmed the importance of pre-visit activities after he identified a specific chest of drawers that they had looked at in a photograph in the classroom. A third observed, “I think he was British, he has British curtains,” making clear connections with prior history lessons, after noticing red militia-themed curtains in the Crowninshield-Bentley House.

Besides the benefits to students, organizations continue offering programs because education is viewed as a central part of their mission and as a response to demand. Historic New England served 45,119 students in 2013, and has increased this number every year since they began to offer educational programs in the 1980s.<sup>62</sup> Despite difficulties with funding, curriculum, and even the economic downturn in 2008, schools across the state found their programs important. Salem Maritime and the Peabody Essex commented that much of their original grant funding was no longer available, yet continuing free programs was a priority, and they found other grants or money to keep them going.

In addition to these positive anecdotes from historic sites, surveys of students and teachers are also used in different ways as a valuable assessment tool. While unfortunately none

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<sup>62</sup> Carolin Collins (Education Program Manager, Historic New England), email with author, June 2014.

of the three sites survey students directly, several have reports from teachers and staff. Salem Maritime is generally unable to conduct surveys with ease due to a National Park mandate that all surveys administered to more than nine people must be approved and organized on the national level. Historic New England surveys the school teachers, but not the students, online via SurveyMonkey, and Carolin Collins reported that they have a “pretty good response rate.” Comments in their surveys led to shortening their introduction slides, and content additions to match the state curriculum more closely. While they don’t directly survey students, the surveys ask for teacher’s perceptions of student learning outcomes, which are generally positive.

The Peabody Essex Museum does not currently survey either the teachers or students, but works closely with teachers to tailor programs to individual needs when asked. Schools participating in the Creative Collaborations program meet with School Program Manager Martine Malengret-Bardosh at the beginning of the year, and there is a dialogue between them about the school’s needs, the curriculum, and what the museum can offer. Working with the school, Malengret-Bardosh creates a lesson plan for a series of sequenced visits based on teacher needs, current exhibitions at the museum, and curriculum. Schools not utilizing the Creative Collaborations can also choose to work with the education staff to create a field trip based on their requests. According to interviewed teachers and museum staff, the PEM is receptive to almost all teacher requests to use the museum.

Unfortunately due to timing and the difficulty of working with the public schools, I was not able to conduct any such surveys to test the value and efficacy of heritage education, but the next step for studying its effects and results would be to conduct a survey of students before and after attending these programs. In order to more conclusively prove the value of heritage education and these field trips to historic sites, there needs to be evidence of positive outcomes

and that students are retaining the information. Pre- and post-visit questionnaires would ask students baseline questions about the place they are visiting, why they might save buildings, how one learns about the past, and the value of historic places. In order to procure evidence for the hypothesis that these programs improve preservation ethos later in life, students would need to be tracked and surveyed at five, ten or even fifteen year intervals. While such a long-range study would be difficult, it would be invaluable to know if these concerted efforts at teaching heritage education or schools that prioritize field trips and heritage education initiatives have students that are more connected to their community or were more inclined to support preservation.

Peacock's long-range study on the benefits of a community-school partnership with National Trust sites attempted to answer a similar question about the long-term effects of the program. The study encountered several obstacles such as those mentioned above; however, results strongly suggested that the program had a positive impact on student's attitudes towards the environment, and students self-reported that 68% continued to visit the site. There is strong evidence to suggest that there were positive impacts among the students years later: however, the study was primarily qualitative and was not able to conclusively prove a correlation between the field trips and positive outcomes.<sup>63</sup>

Success in programs that use place-based learning has also been written about by the Place-Based Education Evaluation Collaborative (PEEC). Their evaluations have shown that place-based learning "helps students learn to take care of the world by understanding where they live and taking action in their own backyards and communities."<sup>64</sup> In their definition of place-

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<sup>63</sup> Peacock, *Changing Minds: The Lasting Impact of Field Trips*.

<sup>64</sup> Place Based Education Evaluation Collaborative, "The Benefits of Place Based Education: A Report from the Place Based Education Evaluation Collaborative."

based, learning students and teachers used local resources and places for education purposes. Heritage education often falls under the umbrella of place-based education because of its focus on local historic sites; however place-based learning does not specifically focus on the built environment or historic resources. Most of these studies and examples of place-based education are based on environmental education programs, take place in parks, forests, and wildlife areas, and focus on the sciences. These studies have proven that students who interact with the community and its resources are more likely to identify with the resources, care for them, and be willing stewards of them.<sup>65</sup> Heritage education is similar in its emphasis on using local resources to teach students, and many of the general lessons learned from the PEEC are applicable to support efforts to introduce more heritage education in the classroom.

Salem Maritime NHS, the Peabody Essex Museum, and Historic New England are all doing valuable work engaging with Salem Public schools to offer heritage education programs to students. Through these observations and interviews, it is clear that students in Salem are using their local resources, particularly in Grades 3-5, where outside support is strongest. In evaluations of A Forest for Every Classroom, researchers mention a Harvard study espousing the benefits of schools collaborating with their community, “[schools] have been transformed by grounding students’ education in the local community and intentionally moving away from didactic approaches to standardized schooling... as schools and communities work together to design curricular goals and strategies, students’ academic achievement improves, their interest in their community increases, teachers are more satisfied with their profession, and community

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<sup>65</sup> PEER Associates, *An Evaluation of A Forest for Every Classroom: Learning to Make Choices for the Future of Vermont’s Forests 2003-2004*; Duffin and PEER Associates, *An Evaluation of Project CO-SEED Community-Based School Environmental Education 2006 Cross-Sit Report*; Place Based Education Evaluation Collaborative, “The Benefits of Place Based Education: A Report from the Place Based Education Evaluation Collaborative.”

members are more connected to the schools and to students.”<sup>66</sup> While Salem’s level of heritage education is not as thorough or as widespread as that in the study, these are all things that are beginning to happen in Salem – the schools have multiple partnerships with local organizations, and there is a strong sense of the school and organizations working together to create the educational programs and field trips.

However this still does not constitute a comprehensive heritage education program, and the widespread positive outcomes mentioned in the study are not yet apparent. Currently, the programs that contain heritage education are fairly disparate, and there is no sense of cohesion between these fragments of heritage education at different and diverse sites. There is nothing to link these field trips that all contain pieces of preservation and heritage education, such as a singular program or person in the school district advocating for heritage education as a valuable teaching method to be incorporated into all grades. With decreased time for pre- and post-visit lessons, these field trips are becoming one-off experiences rather than a continued theme of including the built environment into learning.

Despite several instances of educators visiting schools for pre-visit sessions, there is not a strong emphasis on before or after activities in the classroom. Historic New England surveys indicate that in recent months while 11 out of 14 teachers completed required pre-visit activities, only 4 out of 14 completed optional post-visit activities. In several environmental place-based education examples, such as Peacock’s study and the schools participating in A Forest for Every Classroom, all grades in the elementary school participated in the program. These programs echoed the importance of multiple site visits in order to familiarize students with the location and

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<sup>66</sup> PEER Associates, *An Evaluation of A Forest for Every Classroom: Learning to Make Choices for the Future of Vermont’s Forests 2003-2004*.

achieve optimal student and community engagement. Currently in Salem, only the Peabody Essex Museum offers this type of multi-visit experience.

The evidence is clear that heritage education promotes positive improvements, specifically student engagement which is often linked to student achievement, Peacock writes:

Even though it is difficult to quantify impact, it is nevertheless very apparent from this study and a range of others already referred to, that working outside the classroom on curriculum-related topics with expert adults has many tangible benefits for pupils across a wide range of age and attainment. Those benefits encompass attitudes to learning and related skills in particular, as well as to behaviour and the learning of new facts and concepts. It is the change in attitudes in particular that helps sustain children's interest and thus makes an impact beyond the programmes themselves.

Teachers in Salem schools and educators at historic sites agree that utilizing local historic properties and getting students outside of the classroom are important goals. Budget and curriculum concerns currently limit the heritage education programs schools participate in, although teachers would like to do more. In order to do this, schools, school districts, and national trends need to recognize the positive outcomes and make a priority of using local historic resources in the classroom.

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- Anne LeBlanc, 5th Grade Teacher, Saltonstall Elementary School, April 2014.
- Carolyn Collins, Education Program Manager, Historic New England, March 4, 2014.
- Elizabeth Peterson, Director, Witch House and Pioneer Village: 1630, City of Salem. Telephone, June 2014.
- Emily Scheinberg, School and Program Manager, Peabody Essex Museum, February 2014.
- Emily Udy, Preservation Manager, Historic Salem, Inc., February 25, 2014.
- Jonathan Parker, Chief of Interpretation and Education, Salem Maritime National Historic Site, March 3, 2014.
- Kathleen Hegarty, 5th Grade Teacher, Saltonstall Elementary School, April 2014.
- Kellye Sheehy, 3rd Grade Teacher, Horace Mann Laboratory School. E-mail, April 2014.
- Maryann Zujewski, Education Specialist, Salem Maritime National Historic Site, February 26, 2014.