

3 Application for Teacher Grant

2022-'23 Application due by October 10, 2022

SEF seeks to fund exceptional ideas. We value projects in which curriculum is presented in a unique setting or in which unconventional methods are used to reveal content. Be clear about what you expect students to do and how you will measure what effect the project has over time. Describe the activities and their educational value.

Enrichment Grants fund projects for a single school. Maximum: \$1000

Collaborative Grants fund projects for two or more schools. Maximum: \$3000

Follow directions! Applicants are scored on their ability to present ideas coherently and provide information on evaluation and feasibility of replicating their project. **Aside from the box in which you need to select the appropriate school, please do not mention your school's name elsewhere in the application as it destroys our ability to conduct a blind review.**

Applications may be submitted on-line. If the on-line portal is not available, hard copies or copies sent by email attachment are accepted.

Principals must confirm their approval.

Applicant Information

Please fill out the primary applicant's contact information below. [See our on-line tutorial for more information on filling out this section.](#)

Primary Applicant:	Emily Flaherty (Science Coach), Nichole Hagstrom (Grants Manager)
Work Phone:	978-825-3407 (Nicole Office)
Cell Phone (important):	207-756-5674 (Emily Cell)
E-mail Address:	eflaherty@salemk12.org , nhagstrom@salemk12.org
Grant Proposal Title:	Fish Weir Building with the Massachusetts Tribe in Salem: Weaving Indigenous History and Practice
School:	District-Wide

Principal Signature:	<input checked="" type="checkbox"/> By checking this box, you agree the Primary Applicant's School Principal has approved this grant request.
----------------------	---

This next area must be completed if you have selected a collaborative grant that benefits two or more schools.

Additional Applicant Names and Signatures (required for Collaborative Grants / optional for Enrichment Grants)

Collaborative Grants must include at least one name from each participating school.

Name 1:	Erica Panacopo...	School 1:	Witchcraft Heights Elementary	Principal 1:	Sue Carmona
Name 2:	Erica Panacopo...	School 2:	Bentley Academy	Principal 2:	Elizabeth Rogers
Name 3:	Emily Flaherty	School 3:	Bates Elementary	Principal 3:	Susan Smith
Name 4:	Erica Panacopo...	School 4:	Horace Mann Lab School	Principal 4:	Jill Tully
Name 5:	Emily Flaherty	School 5:	Saltonstall Elementary	Principal 5:	Bethann Jellison
Approval :				Approval:	
<input checked="" type="checkbox"/> I agree that all teachers have agreed to this project.				<input checked="" type="checkbox"/> I agree that all principals have approved this grant request.	

Grant Project Information

Provide a brief summary of your project. (2-3 sentences) [View the tutorial and sample](#)

✓**YES** - The Foundation has my permission to share the summary of this project on the SEF website.

We propose a series of field trips to enable 4th graders in Salem to collaborate with members of the Massachusetts Tribe in revitalizing an ancient tradition and rebuilding connections between people and the natural environment. The project is connected to work across our community, focused on relearning and retelling history, centering the voices of Indigenous people.

Students will visit Cat Cove Marine Lab in Salem to participate in building a fish weir with members of the local Massachusetts Tribe. While at the site, students will learn about this Native American practice, have the opportunity to taste smoked fish, and learn about Indigenous culture that still exists today.

While at Cat Cove students will also participate in erosion activities hosted by Salem Sound Coastwatch. Students will look back in history to understand the use of the land and how we may adapt to changes in the future, such as sea level rise and increased storm surge.

1) Project description for all grant applicants. Describe your project in greater detail. (40 points) [View the tutorial and sample](#)

a) Who is your target audience for this project?

The target audience is 4th Graders from 5 of the 6 Schools in the Salem Public School System.

b) How many students will participate in this project and how will they be selected? What educational needs does this project address? Identify the major goals and objectives you hope to meet.

All 4th graders across the district will participate in this project.

- Witchcraft Heights Elementary (80 Students)
- Bates Elementary (67 Students)
- Bentley Elementary (55 Students)
- Horace Mann Lab School (48 Students)
- Saltonstall Elementary (50 Students)

The project will address the need for students' to learn the Indigenous history and current presence of tribes in our area, as part of their social studies curriculum. The project will also address the need for earth system processes education. All of the activities are directly aligned with the

Massachusetts Social Studies and Science, Technology and Engineering state standards.

Goals: Students participate in an immersive experience combining history, sustainability, earth system processes, physical activity, and teamwork.

Objectives:

- Students are exposed to the history of Indigenous people in Salem, and the current presence of Indigenous people in our region (ie, countering the myth that all native people have disappeared)
- Students learn about sustainable local harvest and storage of food and traditional practices of the Massachusetts people.
- Students learn about the coastal processes of erosion and are exposed to the living marine organisms in the touch tanks at the Division of Marine Fisheries Cat Cove Marine Lab in Salem.

c) Describe the activities you will implement to meet the goals and objectives.

Project Description

This project will enable 4th graders in Salem to collaborate with members of the Massachusetts Tribe in revitalizing an ancient tradition and rebuilding connections between people and the natural environment. The project is connected to work across our community, focused on relearning and retelling history, centering the voices of Indigenous people.

We propose 3 days of field trips (September 19-21, 2023), to enable 4th graders in Salem to learn directly from members of the Massachusetts Tribe and participate in the construction of a fishing weir. Students will learn about the traditions of fishing and storing food by smoking, as well as the rich history of the Massachusetts people in our region. In a second segment, students will engage in earth sciences with Salem Sound Coastwatch, learning about coastal processes and visiting Cat Cove Marine Lab.

The proposed field trips are an authentic service-learning opportunity, as well as hands-on and multi-sensory. In April, 2023, we piloted this field trip with Bentley 5th graders, and it was highly successful. Participating tribal members enjoyed connecting with students and seeing a fishing weir in the water for the first time in recent history. Teachers and students loved the experience. We heard from students that "this is the best field trip we've ever had" and "why don't we do this every day?". It was such a success that the school district asked our team to repeat the experience to include all of Salem's 4th graders. 4th Grade was selected as the social studies curriculum in 4th grade addresses pre-colonial history and the science curriculum covers structure and function of living things as well as Earth's changing surface. All of the standards and concepts in these content areas weave together in this participatory, hands-on project in a way that could never be replicated in the classroom. We believe, and have witnessed,

that bringing community partners and authentic experiences together in this way is a valuable way for our students to learn.

Enduring Understandings in Social Studies:

- The history of North America includes theories of geology, geography and the history of many different indigenous people.
- Interaction between different civilizations results in cultural, economic, social and political change.
- Exploration occurs for many reasons, often resulting in consequences, both intended and unintended.
- Historical events are represented from different points of view in texts.

State Social Studies Standards:

- **Human Population: Spatial Patterns and Movements**
D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.
- **Perspectives**
D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
- **Causation and Argumentation**
D2.His.14.3-5. Explain probable causes and effects of events and developments.

Science Standards:

4-LS1-1. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction.

4-ESS1-1. Use evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the formation of the landscape over long periods of time.

4-ESS3-2. Evaluate different solutions to reduce the impacts of a natural event such as an earthquake, blizzard, or flood on humans.*

This will build on and enhance erosion programming delivered by Salem Sound Coastwatch for the past 6 years with 2nd and 4th graders.

Background on Fishing Weirs

Fishing weirs have been constructed by the Massachusetts people since time immemorial. Beginning in the early spring, the Massachusetts would begin to migrate to the shores. The women would rebuild their wetu (summer home), prepare the planting fields to be sown, and erect fish weirs along the shore to corral fish. Once harvested, the fish would be eaten, salted and / or smoked to preserve for later. Fish heads were interred into the planting fields to feed the soil, which in turn fed the people. Today members of the Massachusetts Tribe continue the tradition of building fishing weirs to honor the efforts their ancestors made just to survive. This tradition is shared with the

communities in which the Massachusetts ancestors built these weirs, to remind those communities of the history and current presence of the first peoples who originally inhabited those places.

Special considerations

We will provide samples of smoked salmon on saltines for students to taste, if they choose to try it. This will be a sensory experience to enrich the discussion of the tradition of smoking fish to preserve their food resources. Project team members will coordinate with the school nurse at each school to be aware of any potential allergies.

At the Cat Cove Marine Lab touch tanks, we will be conscious of any potential shellfish allergies and have appropriate alternative options such as models.

We will also ensure that we do not photograph or videotape students without media releases.

Additional project description for collaborative grants applicants

only: Describe how this project meets the goals of innovation and collaboration across schools. If applicable, describe how this project brings the broader Salem community in as active participants in the schools.

Salem Public Schools are committed to providing meaningful experiences to all students. Through this effort all of Salem’s elementary schools will work together in the construction of fishing weirs; the effort is a collaborative service-learning opportunity. While the broader Salem community won’t participate in the field trips, they are part of coordinated events throughout the week; (re)learning the history and connecting with Tribal members at the same time as the students.

2 Timeline. (10 points) *View the tutorial and sample*

Please provide a general timeline for completion. For collaborative grants, please articulate the role of each participating school.

Our team, including representatives from the schools, Salem Sound Coastwatch, Division of Marine Fisheries, Volunteer Bittersweet Brigade, Essex Natural Heritage Commission, the City of Salem, and the Massachusetts Tribe will meet in August and early September to finalize plans and gather materials for the events.

On Monday September 18th, Massachusetts Tribal Member Thomas Green will give a public presentation as part of Trails and Sails to a public audience of 150. (See page 35 of the [Trails & Sails PDF Guide](#)). Families will be invited to this event via school newsletters.

School Schedule

September 19th to the 21st:

- Tues Sept 19th (low tide is 8:24)
 - Slot 1: 8:30 Bentley (total 55)
 - Slot 2: 9:30 Saltonstall (total 50)
 - Slot 3: 10:30 Horace Mann (total 48)
- Weds Sept 20th (low tide is 9:06)
 - Slot 1: 9:00 Bates (total 67)
- Thurs Sept 21st (low tide is 9:53)
 - Slot 1: 9:15 Witchcraft (total 82)
 - Slot 2: 10:15 Witchcraft
 - Slot 3: 11:15 Witchcraft

Note that each evening as part of Trails and Sails, volunteer participants will check the weir for any harvested fish and dismantle the weir so that a new group of students can build it the next morning. These volunteer participants will have the opportunity to hear from and interact with Massachusetts Tribal members.

The September timing of this event is based on the weather being warm enough to be outside, a greater abundance of fishes in Salem harbor at this time of year, and not at the very beginning of the school year. The overlap with Trails & Sails provides greater access to the fishing weir project by more people, makes best use of the tribe's time since they do not live locally, and provides labor for dismantling the weir each evening.

3. Project success. (30 points) *View the tutorial and sample*

Project success is measured through evaluation. How will you evaluate this project and report its success? For Collaborative grants, please include how you plan to share your findings with your colleagues, parents, SEF, and the broader community.

We will evaluate our project based on input from teachers, students, and collaborators, during a debriefing meeting following the events. We will share photos and results from the debriefing with all of the schools via newsletter, and on the Pioneer Village website.

Students will be asked to recall the event throughout the year in both social studies and science classes. Teachers will be asked to weave this experience into their teaching with the help of the science coaches. Student responses and engagement will be gauged to understand the impact of the event and to inform the following year of programming.

This project also emphasizes that successful sharing of knowledge happens equitably. The organizations involved serve as role models for students and the community in equity and justice practices by funding and paying the people of the Massachusett for sharing their indigenous knowledge.

4. Lifelong learning. (20 points) [View the tutorial and sample](#)

Keeping in mind the mission of the Salem Education Foundation and our goal to foster creativity, tell us how your project will help to promote the concept of lifelong learning and citizenship for participants.

The Massachusetts Tribe Fish Weir building project will give 375 students exposure to activities outside of the classroom with people they have not interacted with before. Students will learn in multiple ways and places. By being combined with the free Trails and Sails events, families will have the opportunity in the early evening to visit the weir and learn about their children’s experience. With the permission slips, information about the free Trails and Sails events will be distributed which is another way to help Salem families access free, unique ways to learn.

Check all that apply. See our [tutorial](#) for more information on filling out this section.

We believe that this project:	Please explain below.
represents a new idea for the city	This event represents the first time that all 4th grade students in Salem Public schools will learn from members of the

	Massachusetts Tribe and engage in revitalizing an ancient fishing practice.
is a proven idea being shared across schools from	The Bentley pilot (April 2023) was an incredible success proving that it is an invaluable experience all students should have and should be made an equitable practice.
is a proven idea based upon research by	

Proposed Grant Budget Information

Please **itemize** all costs associated with the grant request. **Please note - transportation and non-programmatic food costs are not covered.** [View the tutorial and sample](#)

Materials and Supplies	Cost
Smoked Salmon and Saltines for tasting	\$250
Total Material Cost	\$250

Contractual Services	Cost
Massachusetts Tribal Member consulting hours (Sept 19-21)	\$1750
Massachusetts Tribal Member Apprentice participation	\$900
Total Contractual Services Cost	\$2650

Equipment	Cost
None	
Total Equipment Cost	

