North Andover High School
History Learning Lab: Our Mission and Our Digital Responsibility

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North Andover High School
Background
What is the History Lab?

The North Andover High School History Learning Lab is a one-of-a-kind hybrid museum/classroom which allows teachers at North Andover High School the opportunity to expose their students to object based learning and historical artifacts such as: photos, diaries, letters, newspapers, postcards, appliances, vintage computers, cigarette and trading cards, uniforms, clothing, and other resources so their students can gain a deeper understanding and appreciation of historical artifacts and the time periods from which they come. The items in the lab are meant to enrich the curricula within our courses throughout our school.
So What Is the Goal?

1. Make history fun, engaging, and enjoyable
2. Enhance and enrich teachers classrooms, lessons, and curriculum
3. Develop historical thinking skills
4. Provide students multiple ways to learn, experience, and see the work historians do everyday
The Idea

Stephen Scully  Westford Academy
Story of the Lab
Putting it Together
With A Little Help

North Andover High School
History Learning Lab

The history department at North Andover High School is happy to announce the creation of the North Andover High School History Learning Lab and Archive. The objective of the North Andover High School History Learning Lab and Archive are twofold; first we would like to create a History Learning Lab where students can through hands on experience; live, touch, and see history in action. The History Learning Lab will allow teachers at North Andover High the opportunity to expose their students to historical artifacts and resources so their students can gain a deeper understanding and appreciation of historical artifacts. Instead of reading about history in a textbook they can touch and experience history for themselves. Our second objective will be to create an archive that will house primary sources and artifacts relating to North Andover, Johnson High schools. We hope to collect, document, and use sources and artifacts related to local history. We are looking for donations of pictures, artifacts, and other materials from the time period 1860-1980. If you are interested in donating please contact Brian Sheehy at sheehyb@northandoverpublicschools.com or call 978-790-5707.
Funding

Massachusetts
SHRAB
State Historical Records Advisory Board
Photos of Lab
History Aides: Becoming Historians….

Cataloging

Digitizing (WWI) (German Cards)

Transcribing (O’Connell Diary)

Creating and Managing Exhibits

Research…..
From Left to Right:
1. Chris Christian
2. George Esterhazy
3. Robert Gradon
4. Perry D. Lovejoy
5. Albert Loderin
6. Carl Holt
7. Henry Steinbruger
8. James Coxbill
Form 1
REGISTRATION CARD
No. 8

1. Name in full
Trudy Otto Holz
(Elma)

2. Home address
201 best
(Town)

3. Date of birth
Oct 80
1873

4. Are you: (1) a natural-born citizen, (2) a naturalized citizen, (3) an alien, (4) a veteran.
Naturalized citizen

5. Where were you born?
San Diego, CA
(Nation)

6. If not a citizen, of what country are you a citizen or subject?
San Diego, CA

7. What is your present trade, occupation, or office?
San Diego, CA

8. By whom employed?
San Diego, CA

9. Have you a father, mother, wife, children, or dependents under 13, who support you?
No

10. Married or single? (which)?
Married

11. What military service have you had? Rank
Private

12. Do you claim exemption from draft (specify grounds)?
No

I affirm that I have verified above answers and that they are true.

(Signature or mark)

Form 2
REGISTRANT'S REPORT

1. Tall, medium, or short (specify which?): Tall

2. Color of eyes:
Blue

3. Hair color:
Blond

I certify that my answers are true, that the person registered has read his own answers, that I have witnessed his signature, and that all of his answers of which I have knowledge are true, except as follows:

W. M. Bailey
State of registration
How Have Teachers Utilized The Lab?

Take them in there....
Another Option…. Take Items Out
Seeking Life in the Face of Death

Hunger knows no pride, no fear. The peasants who had filtered into Shanghai from the outlying farms were in dire want by the winter of 1937. Their clothing was in shreds and their need for food was acute. Many of them had left unharvested crops at home, and now, by contrast, sought a few morsels of food in the city dumps! A piece of orange peel or a crust of bread would stave off death for another day. So what if there was decaying matter all around them! What if there loomed the added danger of unexploded shells, abandoned by Chinese troops fleeing from Shanghai, that could blow the foragers to pieces? "We are so hungry!" wailed the little children, and the poor war mothers did their best to appease them. Note the entanglements in the background. They are serving a new purpose as clotheslines for the family wash.

To know the HORRORS OF WAR is to want PEACE.

This is one of 240 True Stories of Modern Warfare. Save to get them all and compete for 1000 Cash Prizes. Ask your dealer. Copyright 1938, GUM, INC., Phila., Pa. Printed in U. S. A.
Cochichewick Chronicles

Link
Numbers in the Lab

September 2018- 130 students

October 2018- 81

November 2018- 38 students x 6 days

December 2018- 90 students

January 2019- 115 students

Courses- AP Euro, Global Thought, American Thought, US History, 9th grade English, French 3, Choir, WCII
Numbers Utilizing Resources

245 students utilized materials in lab in their classroom first trimester.

North Andover High has 1,400 students
3) I enjoyed the history lab more than I thought I would. History usually isn’t the most interesting to me but seeing pictures and artifacts from what we are learning about was cool and helped me to understand it better.

4) Yes, I found our visit worthwhile because it helped to piece together some information on the war and made it easier to visualize what that time was like. I think it’s good to get out of the classroom and learn outside the textbook so I think you should continue to take your classes there.
3. I really enjoyed our visit to the History Lab. It helped reiterate the facts about the war. However, it also opened my eyes to the lives of the people during that time. I loved learning through pictures, emotions, and objects. The History Lab taught me about the influence the war had on soldiers and ordinary people.

4. I definitely found our visit worthwhile. This unit is rather large and it helped me to put together everything from the beginning of the war to the end. I would continue to include the History Lab because it offers a different way of learning. I also learned different views about the war other than just the facts.
I really liked it, I was not expecting the room to be as filled as it is. Since I didn't know about that room until Monday, I did not know what to expect and I was pleasantly surprised by the experience.

Our visit was totally worthwhile; I learned a lot about what happened in the US while troops were away. I never knew how involved families of the troops were with providing food and other supplies. This visit should definitely be included in this lesson because being in there made me want to learn more about WWI and it may do the same for other students.
3) I thought our visit to the history lab was really fun. It was cool to see all of the artifacts from the time and be able to touch them. The photographs were very interesting as they helped to put a face to the often faceless "war torn soldier."

4) I found the visit to be incredibly worthwhile as it was a fun addition to class that is typically not associated with fun activities. You should definitely include the visit in your future lessons as it enriches students with a hands on experience of the things we're doing in class.

Overall, it was very cool to see all those old artifacts and pictures. I enjoyed learning about WWI in a way that we had not in class.

I do believe our visit was worthwhile because of 2 reasons. 1. it was a nice break from lectures and notes in class. And 2, it was cool seeing the old artifacts. You should continue to include this visit.
Historical Thinking Skills Assessed In the Visits

1. Analyzing and Interpretation of Sources (Source Analysis Sheets)
2. Change Over Time (Time Hop Activity) Assignment
3. Synthesis (Museum Walk Activity)
4. Cause and Effect (Museum Walk Activity)
Change Over Time
Future

Veterans Grant

Digitizing and Properly Cataloging the Material

Expanding the Collection

Creating more lessons and activities

Providing Teachers With Lessons and Activities that Utilize the Lab
Our Favorite Pieces
<table>
<thead>
<tr>
<th>DEAR</th>
<th>WILL BE HERE FOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom</td>
<td>The Duration</td>
</tr>
<tr>
<td>Pop</td>
<td>Can't Say</td>
</tr>
<tr>
<td>Snookie</td>
<td>I SPEND MY TIME</td>
</tr>
<tr>
<td>Friend</td>
<td>Working</td>
</tr>
<tr>
<td>Boss</td>
<td>Studying</td>
</tr>
<tr>
<td>Gang</td>
<td>Sleeping</td>
</tr>
<tr>
<td></td>
<td>Eating</td>
</tr>
<tr>
<td></td>
<td>Dreaming of You</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I JUST ARRIVED BY</th>
<th>GIVE MY REGARDS TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rail</td>
<td>The Family</td>
</tr>
<tr>
<td>Bus</td>
<td>My Old Gal</td>
</tr>
<tr>
<td>Dogs</td>
<td>The Gang</td>
</tr>
<tr>
<td>Thumb</td>
<td></td>
</tr>
<tr>
<td>Bicycle</td>
<td></td>
</tr>
<tr>
<td>Roller Skates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I'VE BEEN</th>
<th>I NEED</th>
<th>I HAVE MY MEALS</th>
<th>Good Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drilling</td>
<td>Money</td>
<td>In Bed</td>
<td>Plenty to Eat</td>
</tr>
<tr>
<td>On K.P.</td>
<td></td>
<td>Regularly</td>
<td></td>
</tr>
<tr>
<td>On Guard Duty</td>
<td>Lovin'</td>
<td></td>
<td>I HATE</td>
</tr>
<tr>
<td>In the Jug</td>
<td>You</td>
<td></td>
<td>Getting Up</td>
</tr>
<tr>
<td>Soloing</td>
<td>Rest</td>
<td>WE GET</td>
<td>K.P. Duty</td>
</tr>
<tr>
<td>Flirting with the</td>
<td>Sleep</td>
<td>Chicken</td>
<td>Guard Duty</td>
</tr>
<tr>
<td>Colonel's Daughter</td>
<td>A Red Head</td>
<td>Steak</td>
<td>Taps</td>
</tr>
<tr>
<td></td>
<td>A Vacation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

YOURS
For the Duration
Lovingly
Forever

NAME

DATE
PLACE
The Uster TOPMATIC Knotting Machine
Contact Information

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