

Conclusion

This project is significant to teaching about Framingham as required in the Massachusetts Social Studies Curriculum Frameworks. Our team members gained a great deal of insight into the breadth and depth of immigrant contributions throughout Framingham's over 300-year history. It allowed us to make connections across time and different cultures. We were able to trace a common thread among four very different individuals. All four – Eames, Knight, Fuller, and Perini – met with great success by overcoming obstacles. They relied on their talents and employed hard work and persistence in achieving goals. They sought to achieve the American Dream before it was even called that, in some cases.

We used two new strategies in our lesson plans. (1.) SIGHT is Dr. Ed O'Donnell's strategy for interpreting and understanding historical images. We had used VTS in the past, but SIGHT is a newly developed technique so we will now be able to use it to our students' benefit in analysis. (2.) RAFT is from ASCD. It is a technique that facilitates differentiation by product in the format of a student being able to step into the role of a person or object in order to produce a specific product for a designated audience. While this was not presented during our course, the coursework inspired us to seek out innovative ways to differentiate by the Multiple Intelligences. We also incorporated the use of Higher Order Thinking Skills in order to engage students in critical and creative thinking.

The lessons are designed to be readily exportable to others. Beyond being directly exportable to Framingham teachers, they represent touchstone figures that are valuable for study by anyone investigating the significance of Immigration in America

across time and country of origin. However, the strategies are universal and may also be easily transferred to figures and topics from any community. In that way, it will serve as a useful resource both to Framingham and other districts.