

C.E.S. FOUNDATION

2010-2011 Mini-grants for C.E.S. Programs

Check which goal applies:

Curriculum Special Education Services

Project Title: A Trip Through Connecticut History

Please respond with brief, typed paragraphs. Limit your responses to no more than three pages.

1. Describe the project.

This project would be a combination of social studies based field trips connected to our curriculum and state framework standards as well as follow up projects using technology such as PowerPoint and Microsoft Publisher Poster Maker.

The first trip would be based around our study of Colonial Times in Connecticut. We would travel to the Webb-Deane-Stevens Museum in Wethersfield.

Our final trip would be to the State Capital and Legislative Offices, Supreme Court, and Historical Museum. Tours are given at the Capital Building and students would learn about how our government works as well as look at the Supreme Court and be guided by an attorney. The Historical Museum across the street will allow students to view artifacts that pertain to Connecticut's history and roles in major events that impacted American history.

The cost of the actual trips are relatively inexpensive, if not free. It is the unfortunate high cost of bussing that keeps students from being able to attend such wonderful educational field trip opportunities.

2. Describe the need for the project in your program.

I have been teaching fifth grade for four years at Six to Six and it is always a challenge to try to plan a field trip due to the need for fundraising and/or asking families to pay out of pocket. There are so many wonderful trips in the state that would enrich student learning and experiences in the area of social studies, and we just aren't able to take full advantage. Too many times students will say, "Social Studies is boring, I hate it!" I used to be one of those students, until I started visiting and living history. Being able to actually see artifacts, historical buildings, and government buildings, in real life, makes a much greater impact on student learning than simply reading about it from a book. Each trip students would take would let students experience firsthand the concepts that are taught in the classroom. It will open their eyes to the opportunities to learn about history by literally walking through it. It is an opportunity many students would not experience, in many cases, on their own.

3. Describe the nature of the student population to be served by the project.

The project would be for the fifth grade class which has a total of 35 students this year. All 35 students participate in the social studies curriculum. Students come from Bridgeport and suburban towns such as Trumbull, Fairfield, Stratford, and Monroe.

4. List the major student learning objectives of the project.

While visiting the Webb-Deane-Stevens Museum students will participate in 3 separate history lessons at the Museum School. The lessons are given in 18th century houses and historic Wethersfield. In one activity students will act as detectives as they learn that gravestones are artifacts that teach about the past. They will learn about burial practices, gravestone artistry and how the stones become damaged. In another activity students will learn about the life of children in the early 19th century. The dress, schooling, work, lifestyle and toys and games children used 200 years ago will be discussed and observed and then students have the opportunity to play with toys and games that are replicas of what they had back then. Finally students will either learn about Samuel Webb who was a Revolutionary War soldier and the son of the builder of the Webb House and learn about a soldier's life, or they will learn about George Washington's three visits to Wethersfield and write with quill pens.

On tour at the State Capital, Legislative Offices, Supreme Court, and Historical Museum students will learn how our government operates at the different levels and the different branches. Students will tour the different offices and buildings and be able to answer questions about the branches of government. Following the tours of the state buildings and offices students will have the opportunity to tour the Historical Museum and look at the many different artifacts from Connecticut's history. Some such artifacts that they will look at and will have learned about are Connecticut's original manuscripts of the Declaration of Independence and the Constitution. They will also see an exhibit about the legend of the Charter Oak among many other documents and artifacts from Connecticut's history.

I would like to add a third field trip using alternative funding to also take students to Putnam Park where they learn about General Putnam's camp during the Revolutionary War and different aspects of life during the war and the times. The other possibility is to use alternative funding to take students to the Mashantucket Pequot museum as there are many tours and activities that would reinforce and enrich our study of Connecticut's first people and the Pequot Indians. If I was able to do one of these trips as well, all major topics in 5th grade social studies would be followed up by an enriching field trip allowing students first hand experiences.

5. Describe the instructional strategies to be used and the related student activities.

In class students will get a preview of topics to be covered on tours through their textbook (The Connecticut Adventure) and through leveled books on the topics that are teacher chosen and student chosen. Some of the titles of books previously used in the classroom to supplement the text are My Brother Sam is Dead, The Magic Tree House series book Revolutionary War on Wednesday and the American Revolution, as well as titles on the topic of George Washington. We also used supplemental reading books during our Pequot Indian study about Indian Legends before students wrote their own.

6. Outline the timeline for the project. (The project must be completed within one year. Projects completed in the spring will be presented to the Board of Directors in the fall. Projects completed in the fall will be presented to the board of Directors in the spring.)

November students finish learning about the Pequot Indians in class. A trip to the museum in December or early January to follow if I get alternative funding other than mini grant.

December- students learn about Colonial Connecticut and the Revolutionary War will be covered not only in social studies, but in reading during our non-fiction unit as well. A trip to the Webb-Deane-Stevens house in late March to follow. Students will do a PowerPoint presentation or Poster on Microsoft Office on a Revolutionary War topic such as battle or hero in class.

April/May- Study Government and the three branches with trip in late May or early June to Capitol Building/Legislative Offices/Supreme Court and Historical Museum. Students will participate in a mock debate and present a PowerPoint presentation on the Branches of Government following unit and field trip. Test on topics covered as well.

7. Describe what you believe the long-term benefits of this project will be for your students.

Students will greatly benefit from visiting historical sites and seeing artifacts and participating in activities relevant to each topic as it will reinforce what they have read in textbooks and other books chosen from the library. They will get the hands on approach outside the classroom that we all know makes a significant impact in addition to just reading about topics.

8. Describe the method of evaluation will you use to determine the success of the project. Evaluation will be based on projects presented via the use of technology (PowerPoint and Microsoft Office), grading will be based on rubrics created by myself, the teacher. Students will also be evaluated based on tests/quizzes that cover topics discussed in class and on trips. Communication and book talks with students and discussion based on trips will also be used to assess student learning.

9. Budget Amount requested \$ 750.00

Please detail your budget request. The budget may not exceed the maximum amount available for each grant award.

List all known or estimated expenditures for materials/equipment/services.

Nature of expenditure	Amount Requested
Bus Cost to Webb-Deane-Stevens Museum:	\$398.75
Student cost for Webb-Deane-Stevens Museum:	\$315.00
Bus Cost to State Capitol Building exceeds max. grant limit So I would like to request funds to offset student cost. Cost of bus= \$398.75.	\$36.25
Cost of tours at state capitol and Historical Museum are free	\$0.00
Student cost if given full funding through the grant would be A minimal \$10.50.	

Total \$750.00

10. Has this proposal previously received funding? Yes _____ No x_____

If yes, please explain how this proposal expands the project previously submitted.