

Washington, D.C.: The Ultimate Core Knowledge Field Trip

Grade Level or Special Area: Connections (Grades Six, Seven and Eight)

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Length of Unit: Nine Lessons

I. ABSTRACT

This unit covers the preparation and execution of a middle school field trip to Washington, D.C. that blends Core Knowledge concepts from a variety of academic disciplines. The dynamic nine-day trip to our nation's capitol allows students to have a hands-on experience with the art, history, geography and science/technology of our country. Through research, lecture, public speaking, internet exploration, cooperative group work, journal writing, photography, and budget management the students will have an opportunity to be genuinely touched by their personal contact with the living history of the monuments, the museums, and the architectural treasures of this historic city.

II. OVERVIEW

A. Concept Objectives

1. Students will understand and experience the US government in action
2. Students will understand and experience US history, geography, science, and art in the context of a metropolitan setting
3. Students will understand personal finances through fundraising, budgeting and financial record keeping
4. Students will experience Core Knowledge content in a "real world" setting
5. Students will use research and writing skills in order to prepare for and give two oral presentations in Washington, D.C.

B. Content from the *Core Knowledge Sequence*

1. History and Geography
 - a. The Enlightenment p.139 (Sixth Grade *Core Knowledge Sequence*)
 - b. America Becomes a World Power p.162 (Seventh Grade *Core Knowledge Sequence*)
 - c. World War I: "The Great War," 1914-1918 – History p.162 (Seventh Grade *Core Knowledge Sequence*)
 - d. America from the Twenties to the New Deal – America in the Twenties & Roosevelt and the New Deal pp. 164-165 (Seventh Grade *Core Knowledge Sequence*)
 - e. World War II in Europe and at Home, 1939-1945 p.166 (Seventh Grade *Core Knowledge Sequence*)
 - f. Geography of the United States p. 167 (Seventh Grade *Core Knowledge Sequence*)
 - g. The Cold War – The Korean War & America in the Cold War p. 187 (Eighth Grade *Core Knowledge Sequence*)
 - h. The Civil Rights Movement p.187 (Eighth Grade *Core Knowledge Sequence*)
 - i. The Vietnam War p.188 (Eighth Grade *Core Knowledge Sequence*)
2. Visual Arts
 - a. Classical Art: The Art of Ancient Greece and Rome p. 144 (Sixth Grade *Core Knowledge Sequence*)
 - b. Gothic Art p. 144 (Sixth Grade *Core Knowledge Sequence*)

- c. Baroque p. 144 (Sixth Grade *Core Knowledge Sequence*)
 - d. Rococo p. 145 (Sixth Grade *Core Knowledge Sequence*)
 - e. Neoclassical Realism p. 145 (Sixth Grade *Core Knowledge Sequence*)
 - f. Romantic p. 145 (Sixth Grade *Core Knowledge Sequence*)
 - g. Realism p. 145 (Sixth Grade *Core Knowledge Sequence*)
 - h. Impressionism p. 168 (Seventh Grade *Core Knowledge Sequence*)
 - i. Post-Impressionism p.168 (Seventh Grade *Core Knowledge Sequence*)
 - j. Expressionism and Abstraction p. 169 (Seventh Grade *Core Knowledge Sequence*)
 - k. Modern American Painting p. 169 (Seventh Grade *Core Knowledge Sequence*)
 - l. Painting Since World War II p. 192 (Eighth Grade *Core Knowledge Sequence*)
 - m. Photography p. 193 (Eighth Grade *Core Knowledge Sequence*)
 - n. 20th Century Sculpture p. 193 (Eighth Grade *Core Knowledge Sequence*)
 - o. Architecture Since the Industrial Revolution p. 193 (Eighth Grade *Core Knowledge Sequence*)
3. Language Arts
- a. Writing, Grammar and Usage – Writing and Research & Speaking and Listening pp. 133, 157, & 181 (Sixth, Seventh and Eighth Grade *Core Knowledge Sequence*)
 - b. Fiction, Nonfiction and Drama – autobiography p. 161 (Seventh Grade *Core Knowledge Sequence*)
5. Mathematics
- a. Computation – Addition and Solving Problems and Equations p. 149 (Sixth Grade *Core Knowledge Sequence*)
- C. Skill Objectives
- 1. Research, note taking, and writing an “accordion essay” about Washington, D.C. monuments, memorials, and US Presidents
 - 2. Internet exploration of websites pertaining to above research topics
 - 3. Applying financial knowledge – fundraising, budgeting and record keeping
 - 4. Utilizing map and building diagram reading skills
 - 5. Orally presenting information using student created outlines and note cards
 - 6. Creating a meaningful journal and scrapbook of trip memories
 - 7. Writing brief summaries of travel experiences in a journal format
 - 8. Informal sketching of Washington, D.C. scenes
 - 9. Practicing etiquette for museum visits
 - 10. Learning to work as a cooperative community

III. BACKGROUND KNOWLEDGE

- A. For Teachers
- 1. Hirsch, Jr. E.D. *What Your 1st - 6th Grader Need To Know*. New York: Dell Publishing, 1993. (This series provides much of the background knowledge for all curriculum areas covered in this unit.)
 - 2. Burke, Susan and Alice L. Powers. *Washington, DC*. London: Dorling Kindersley Publishing, Inc., 2000.
 - 3. Thompson, John. *Traveler Washington D.C.* Washington, D.C.: National Geographic Society, 2002.

- B. For Students
 1. History and Geography: knowledge of American History topics covered in the *Core Knowledge Sequence* Grades 1-6
 2. Visual Arts: knowledge of Periods, Schools and Artists covered in the *Core Knowledge Sequence* Grades 4-6
 3. Science: knowledge of Magnetism, Simple Machines, Astronomy, Electricity, Geology, Meteorology, Plate Tectonics, and Oceans covered in the *Core Knowledge Sequence* Grades 2-6
 4. Language Arts/English: knowledge of researching, note taking, outlining and research report writing

IV. RESOURCES

- A. Burke, Susan and Alice L. Powers. *Washington, DC*. London: Dorling Kindersley Publishing, Inc., 2000.
- B. Burt, Sandra and Linda Perlis. *Washington, D.C., with Kids 2002-2003*. Roseville, California: Prima Publishing, 2001.
- C. Smith, Bruce R. *Art and History of Washington D.C*. Florence, Italy: Bonechi, 1998.
- D. Thompson, John. *Traveler Washington D.C*. Washington, D.C.: National Geographic Society, 2002.
- E. Auman, Maureen. *Step Up to Writing* second edition. Longmont, CO: Sopris West, 2003.
- F. Auman, Maureen. *Handy Pages: Step Up to Writing*. Longmont, CO: Sopris West, 1999.
- G. Videos: *Washington, D.C.*, Questar, 1998, ASIN: 1563456427 (2 box set)
Washington Monuments, Acorn Video, 1992, ASIN: B000006PN2
- H. U.S. Senator and Representative from your state and district
- I. Internet web-sites
National Gallery of Art - <http://www.nga.gov/>
National Park Service (Washington Monument) <http://www.nps.gov/wash/index.htm>
Online Resources from the Smithsonian Institution - <http://www.si.edu/>
Official White House web site - <http://www.whitehouse.gov/>
White House and Kids web site - <http://www.whitehouse.gov/kids/>
Washington DC Chamber of Commerce web site for visitors - <http://www.dccchamber.org/page.jsp?page=Visiting+Washington%2C+DC>

V. LESSONS

Lesson One: What do you know about the Mall (the National Mall, that is)? Pre-assessment Activity (30 minutes)

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will understand and experience the US government in action
 - b. Students will understand and experience US history, geography, science, and art in the context of a metropolitan setting
 - c. Students will experience Core Knowledge content in a “real world” setting
 2. Lesson Content
 - a. Tying the sections of Core Knowledge history, geography, science and visual arts curriculum to locations around the Washington Mall
 3. Skill Objectives
 - a. Research Washington, D.C. monuments, memorials, and US Presidents

- b. Utilizing map reading skills
- B. *Materials*
 - 1. National Mall Survey: What do you know about the Mall? (Appendix A)
- C. *Key Vocabulary*
 - 1. mall – a shady public walk or promenade
 - 2. monument – a structure erected as a memorial
 - 3. memorial – something serving as a remembrance of a person or an event
- D. *Procedures/Activities*
 - 1. Teacher will introduce the Washington, D.C. unit by handing out a pre-assessment activity to determine students’ prior knowledge about prominent, historically important locations in our nation’s capitol.
 - 2. Students are given 15 minutes to complete an assessment activity matching location names with a simplified, numbered map of the Washington, D.C. National Mall and vicinity.
- E. *Assessment/Evaluation*
 - 1. Worksheets are collected, tallied and evaluated to determine the level of student’s prior knowledge about Washington, D.C.
 - 2. A modified version of this pre-assessment will be given after the class goes to Washington, D.C. as a tool for reviewing the trip and as a culminating assessment.

Lesson Two: Financing Your Trip – fundraising and budgeting (30-40 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will understand personal finances through fundraising, budgeting and financial record keeping
 - 2. Lesson Content
 - a. Mathematics – addition/subtraction, problem solving and equations
 - 3. Skill Objective
 - a. Applying financial knowledge – fundraising, budgeting and record keeping
- B. *Materials*
 - 1. Fundraising/Budget Planning Record Sheet (Appendix B)
 - 2. Trip Treasurer - Periodic Record Sheets for each student
- C. *Key Vocabulary*
 - 1. budget - a systematic plan for the expenditure
 - 2. deposit – to put money in a financial account
 - 3. balance – the amount of available funds
 - 4. deficit – the amount by which a sum of money falls short of the requirement
- D. *Procedures/Activities*
 - 1. Teacher will introduce account recording procedures with the aid of an overhead of the individual students accounting sheet. (See Appendix B)
 - 2. Open class with a discussion of the key vocabulary words: fundraising opportunities, budget, deposit, balance, deficit and source.
 - 3. Students are given accounting sheets and a copy of the Washington, D.C. Trip Treasurer’s periodic record sheet with their individual account information, which includes deposits from parents and money earned from fundraising activities.
 - 4. Walk students through recording their first entry and answer any questions about the process.

E. *Assessment/Evaluation*

1. Periodically hold individual conferences with students to evaluate accuracy and use of the accounting sheet.

Lesson Three: Informed Choices – choosing a President and a Monument/Memorial (2 days depending on length of class)

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand and experience the US government in action
 - a. Students will understand and experience US history, geography, science, and art in the context of a metropolitan setting
2. Lesson Content
 - a. The Enlightenment
 - b. America Becomes a World Power
 - c. World War I: “The Great War,” 1914-1918 – History
 - d. America from the Twenties to the New Deal – America in the Twenties & Roosevelt and the New Deal
 - e. World War II in Europe and at Home, 1939-1945
 - f. Geography of the United States
 - g. The Cold War – The Korean War & America in the Cold War
 - h. The Civil Rights Movement
 - i. The Vietnam War
 - j. Writing, Grammar and Usage – Writing and Research & Speaking and Listening
3. Skill Objectives
 - a. Research, note taking, and writing an “accordion essay” about Washington, D.C. monuments, memorials and US Presidents
 - b. Internet exploration of websites pertaining to research topics

B. *Materials*

1. List of United States Presidents in chronological order
2. List of Washington, D.C. monuments/memorials on the trip itinerary (See Appendix H)
3. Two 3x5 note cards for each student
4. Computer Lab – Internet Access
5. Library Research Resources

C. *Key Vocabulary*

1. research essay – an expository written document intended to explain information
2. chronological – in sequential order
3. search engine – internet site allowing focused searches for information about a specific topic
4. website – an internet location of interconnected web pages
5. index/glossary – something that serves to guide, point out, or facilitate reference

D. *Procedure/Activities*

1. As the first step of the major research project as we prepare for the Washington, D.C. trip, the teacher will use the lists of presidents and monument/memorials as a resource to lead the class in a brainstorming activity where the students contribute to a list of all the US Presidents and places in Washington, D.C. they think they might visit.

2. Teacher will supplement the class discussion and fill in gaps in the student brainstorm activity in order to ensure that all Presidents and itinerary locations are listed.
 3. Have the students focus on the Presidents and challenge them to make a list of the US Presidents in chronological order. Students may access any available resource in the computer lab or the school library in order to accurately complete this task.
 4. Distribute one note card to each student. Ask students to record their name and their top five choices for their presidential research project.
 5. The teacher will collect the cards and based on interests and ability will assign an appropriate presidential choice to individual students.
 6. On the second day of this lesson the students will focus on the monuments and memorials in Washington, D.C. Teacher will ask students to use a search engine in order to gather website information about the monuments and memorials on the class list.
 7. Once students have an opportunity to learn something about each of the monuments and memorials distribute another set of note cards to each student.
 8. Ask students to record their name and their top three choices for their monument/memorial research project.
 9. Again based on interest and ability assign an appropriate monument/memorial to individual students.
- E. *Assessment/Evaluation*
1. Cards are collected and Presidents and monuments/memorials are assigned.

Lesson Four: Researching and Note-Taking (2 or 4 days depending on length of class)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will use research and writing skills in order to prepare for and give two oral presentations in Washington, D.C.
 2. Lesson Content
 - a. The Enlightenment
 - b. America Becomes a World Power
 - c. World War I: “The Great War,” 1914-1918 – History
 - d. America from the Twenties to the New Deal – America in the Twenties and Roosevelt and the New Deal
 - e. World War II in Europe and at Home, 1939-1945
 - f. Geography of the United States
 - g. The Cold War – The Korean War & America in the Cold War
 - h. The Civil Rights Movement
 - i. The Vietnam War
 - j. Writing, Grammar and Usage – Writing and Research
 3. Skill Objectives
 - a. Internet exploration of websites pertaining to research projects
 - b. Research, note taking, and writing an “accordion essay” about Washington, D.C. monuments, memorials, and US Presidents
- B. *Materials*
1. Computer Lab
 2. School Library
 3. *Handy Pages* from Maureen Auman’s *Step Up to Writing* program
 4. *Blank overhead*
- C. *Key Vocabulary*

1. plagiarism – the using of someone else’s ideas or writings and claiming them as one’s own
2. paraphrasing – restating in other words
3. working thesis – draft premise of an essay
4. bibliography – list of the sources used in preparing a research essay

D. *Procedure/Activities*

1. Begin with a class discussion about all the things the students know about writing reports. Guide the discussion to include: finding resources, note taking, running bibliography, staying organized, plagiarism, and what it means to paraphrase.
2. Give students basic instruction covering finding resources in the library, online, using electronic resources and primary sources. (At Franklin we pair 8th graders who have already gone to D.C. with 7th graders who are going to Washington, D.C. in order to have the older students share their expertise about research and where to find information about presidents and monuments/memorials.)
3. Instruct students to obtain a biography of their assigned President to read as they gather information about this man and his presidency. (This could become part of a language arts/ literature class. The students could be asked to complete a book review about their biography. See Appendix C)
4. Guide students in the development of a working thesis for each of their research topics. Using Maureen Auman’s “Methods for Writing a Topic Sentence” (page 4 *Handy Pages* Level 2) ask the students to develop a working thesis by writing several Occasion/Position Statements about their President and monument/memorial. From these practice sentences have the students choose the best sentence that can become the focus for their research.
5. Once again use Maureen Auman’s *Handy Pages* Level 2 (pages 14 and 15) or some other writing reference guide to teach students how to make bibliography cards for all of the different types of resources they will use as they take notes.
6. Using Maureen Auman’s note taking technique, “Easy Two-Column Notes”(page 12 in *Handy Pages* Level 2), teacher models on an overhead the 2 column note taking process. Choose a topic that is similar but not one being researched by students.
7. Instruct students to take 2 column notes about their President and monument/memorial.
8. Possible topics and questions for students to consider while taking notes about their President: When in history did this President live and serve? What was going on in the US and the world? Early life – Where was he born? What was his family like? What education did he receive? How did he become involved in politics? What motivated this man to run for president? What impact did this man have on US history? What were the significant political/social issues that confronted his administration?
9. Possible topics and questions for students to consider while taking notes about their monument/memorial: When was this monument/memorial built? What period of history does it represent? Why was it built? Who was the architect/designer? How was he/she chosen? What is the basic design? Where is it located in Washington, D.C.? Why was it built there?
10. Students are given the “2 Column Notes/Bibliography Checklist” before they begin to take notes, so that they are aware of teacher’s expectations for this part of the project. (See Appendix D)

E. *Assessment/Evaluation*

1. Individual conferences are held with students to evaluate their two column notes and running bibliographies using a note taking/bibliography rubric. (See Appendix D)

Lesson Five: “May I Introduce the President of the United States?” and “On your left you will see...” (approximately 2 weeks)

A. Daily Objectives

1. Concept Objectives
 - a. Students will use research and writing skills in order to prepare for and give two oral presentations in Washington, D.C.
2. Lesson Content
 - a. The Enlightenment
 - b. America Becomes a World Power
 - c. World War I: “The Great War,” 1914-1918 – History
 - d. America from the Twenties to the New Deal – America in the Twenties & Roosevelt and the New Deal
 - e. World War II in Europe and at Home, 1939-1945
 - f. Geography of the United States
 - g. The Cold War – The Korean War & America in the Cold War
 - h. The Civil Rights Movement
 - i. The Vietnam War
 - j. Writing, Grammar and Usage – Writing and Research
3. Skill Objectives
 - a. Research, note taking, and writing an “accordion essay” about Washington, D.C. monuments, memorials, and US Presidents

B. Materials

1. *Handy Pages* from Maureen Auman’s *Step Up to Writing* program
2. Students’ “2 column notes” and bibliography cards
3. Teacher created overhead of 2 column notes (from Lesson 4)
4. Overhead of “Practice Outline for an Accordion Essay” (*Handy Pages* page 3)

C. Key Vocabulary

1. accordion essay – an organized structure of a paragraph with topic sentence, details and a conclusion
5. “the blues” facts – interesting details used to engage reader
6. transition words - words used to reader to follow writer’s logic in written work
7. project thesis – the main idea and proposed position or argument to be supported by details in a research paper

D. Procedures/Activities

1. Teacher uses overhead of 2 column notes from lesson 4 to model the selection of an appropriate title that would describe the main topic of the paper.
3. In discussion as a group decide, what kind of essay this teacher modeled paper should be – explanation, persuasion, comparison, informative document, description, etc.
4. Together develop a thesis statement that will provide the reason for writing and indicate the direction the paper will take.
5. Using the structure provided by Maureen Auman’s “Practice Outline for an Accordion Essay” (*Handy Pages* page 3) create an outline for the teacher-modeled essay.
6. Help the students see the advantage of planning ahead by choosing transition words to place in paragraphs within an essay. (Page 7 in *Handy Pages* provides a

great list for novice writers.) Elicit student input for selection of a transition word set for this teacher-modeled essay. For example: “First of all, In addition, Finally”.

7. Now focus on the plan for the first paragraph of the teacher-modeled essay. With student help choose a few interesting facts to add spice and interest, be the attention grabber or be the “blues”(See *Handy Pages* page 6) for the introductory paragraph.
 8. In order to get students to think about ending their essay discuss ideas that might be included in the teacher-modeled final paragraph. A good conclusion should state again the essay’s main topic and summarize the direction the paper took when presenting this information.
 9. With the beginning and ending for the essay planned, guide the students through the process of filling in the outline for the middle or body paragraphs. Each paragraph needs to have a main idea with supporting details and facts.
 10. Optional step: If students need practice moving from an outline or planner to writing a draft, ask them to help translate the teacher-modeled outline into an essay using an overhead to record their suggested sentences and paragraphs.
 11. Students are now ready to create their own “Practice Outline for an Accordion Essay” using this lesson’s steps 1-7 and the notes they have taken for their assigned President and monument/memorial. Provide students with a copy of the Practice Outline Checklist (See Appendix E).
 12. When the practice outlines are complete and include “the blues” and a projected conclusion, the students should submit their outlines for evaluation before they begin to write their first drafts of the President and of the monument/memorial essays.
 13. Have students follow the usual writing process of rough drafting, editing, revising, making a final copy and proofreading.
- E. Assessment/Evaluation
1. To evaluate the students’ outlines use a rubric customized for the “Practice Outline for an Accordion Essay”. (See Appendix E)
 2. The final essays are evaluated using the Oregon State Writing Scoring Guide for middle school – Benchmark 3. See Oregon Department of Education website: <http://www.ode.state.or.us/asmt/scoring/guides/2003-04/writingscoringguide0304.pdf>

Lesson Six: The Speaker’s Notes (1 day)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand and experience the US government in action
 - b. Students will understand and experience US history, geography, science, and art in the context of a metropolitan setting.
 - c. Students will use research, note taking and writing skills in order to prepare for and give two oral presentations in Washington, D.C.
 2. Lesson Content
 - a. The Enlightenment
 - b. America Becomes a World Power
 - c. World War I: “The Great War,” 1914-1918 – History
 - d. America from the Twenties to the New Deal – America in the Twenties & Roosevelt and the New Deal
 - e. World War II in Europe and at Home, 1939-1945

- f. Geography of the United States
 - g. The Cold War – The Korean War & America in the Cold War
 - h. The Civil Rights Movement
 - i. The Vietnam War
 - j. Writing, Grammar and Usage – Writing and Research & Speaking and Listening
3. Skill Objectives
- a. Research, note taking and writing on Washington, D.C. monuments, memorials and US Presidents
 - b. Orally presenting information using student created outlines and note cards
- B. *Materials*
- 1. Students’ Practice Outlines for both the President and monument/memorial essays
 - 2. Cardstock
 - 3. Laminating machine
 - 4. Computer Lab
- C. *Key Vocabulary*
- 1. laminating –applying thin sheets of protective plastic to paper
 - 2. card stock – heavy weight paper
- D. *Procedure/Activities*
- 1. Match the students who have researched and written essays about the same President and the same monument/memorial. (We have more students than Presidents and monuments/memorials, so students do duplicate researching.)
 - 2. In these pairs have students quietly practice giving a brief talk about their President and monument/memorial.
 - 3. After this practice “run” have students look back over their practice outlines and their completed essays to add additional information to their outline that would enable them to give a complete and understandable oral presentation in Washington, D.C.
 - 4. Students are now ready to keyboard their practice outlines to serve as their speaking notes in Washington, D.C.
 - 5. Have students print a draft version of their notes. When the drafts have been carefully edited, students are ready to print two copies on cardstock and then be laminated. (One copy is given to students to include in their workbook/journal trip packet that will be kept in their traveling backpack. The second copy is transported by the teacher to Washington, D.C. as a back-up.)
- E. *Assessment/Evaluation*
- 1. The assessment of the speaking notes is rather straightforward. Handing in two laminated copies of speaker notes is the successful completion of this lesson.

Lesson Seven: And We’re Off – Workbook/Journal and Trip Packet (each night of the trip)

- A. *Daily Objectives*
- 1. Concept Objectives
 - a. Students will understand and experience the US Government in action
 - b. Students will understand and experience US history, geography, science, and art in the context of a metropolitan setting
 - c. Students will understand personal finances through fundraising, budgeting and financial record keeping

- d. Students will experience Core Knowledge content in a “real world” setting
- 2. Lesson Content
 - a. Enlightenment
 - b. America Becomes a World Power
 - c. World War I: “The Great War,” 1914-1918 – History
 - d. America from the Twenties to the New Deal – America in the Twenties & Roosevelt and the New Deal
 - e. World War II in Europe and at Home, 1939-1945
 - f. Geography of the United States
 - g. The Cold War – The Korean War & America in the Cold War
 - h. The Civil Rights Movement
 - i. The Vietnam War
 - j. Plate Tectonics
 - k. Oceans
 - l. Astronomy: Gravity, Stars, and Galaxies
 - m. History of the Earth and Life Forms – Paleontology & Geologic Time
 - n. Physics – Motion & Forces
 - o. Science Biographies
 - p. Classical Art: The Art of Ancient Greece and Rome
 - q. Gothic Art
 - r. Baroque
 - s. Rococo
 - t. Neoclassical Realism
 - u. Romantic
 - v. Realism
 - w. Impressionism
 - x. Post-Impressionism
 - y. Expressionism and Abstraction
 - z. Modern American Painting
 - aa. Painting Since World War II
 - bb. Photography
 - cc. 20th Century Sculpture
 - dd. Architecture Since the Industrial Revolution
 - ee. Writing, Grammar and Usage – Writing and Research & Speaking and Listening
 - ff. Fiction, Nonfiction and Drama – autobiography
 - gg. Computation – Addition, Subtraction and Solving Problems and Equations
- 3. Skill Objectives
 - a. Applying financial knowledge – fundraising, budgeting and record keeping
 - b. Creating a meaningful journal and scrapbook of trip memories
 - c. Writing brief summaries of travel experiences in a journal format
 - d. Informal sketching of Washington, D.C. scenes
- B. *Materials*
 - 1. Washington, D.C. workbook/journal for each student (See Appendix L)
 - 2. Two of plastic zip lock bags for each student (1 ½ gallon size)

3. Camera and film
 4. Colored pencils
 5. Drawing paper
- C. *Key Vocabulary*
1. journal – daily recording of experiences, thoughts and feelings
 2. brochures – pamphlets produced to provide pictures and information
 3. memorabilia – items collected as a reminder for an experience or trip
 4. cost –funds required for a particular need
- D. *Procedures/Activities*
1. Before departing for Washington, D.C. hand out the individual workbook/journal packet and allow students to decorate and examine them. Students are responsible for packing this workbook/journal in their backpack for use on the airplane.
 2. Remind students during the flight to fill out the third page of their workbook/journal about travel experiences.
 3. During the first evening group meeting after arriving in Washington, D.C. hold a group discussion about documenting travels. Remind students that they are responsible for keeping their workbook/journal packet with them at all times and for recording travel experiences which might include: collecting brochures, taking pictures , making sketches, buying postcards, etc.
 4. Students are also responsible for keeping a complete financial record of all expenses on the trip. Instruct them to update their budget sheet each night tracking expenditures and adding any money allocated to them during the day. (See Appendix F)
 5. During each evening group meeting the first order of business will be giving students time to update the individual day’s worksheet/s. On these sheets students will make notes and answer questions filling in details about the days activities. On the back of the day’s sheet students should be encouraged to make quick sketches of scenes that were of special significance to them that day. They may also use the back of the day’s workbook sheet as a diary for recording personal experiences and impressions.
- E. *Assessment/Evaluation*
1. Assessment of the workbook/journal trip packet will be completed after the students return from Washington, D.C. and put together their memory books. (See Lesson 11) The memory book assessment will be the culminating activity and evaluation of the Washington, D.C. field trip unit.

Lesson Eight: On the Spot – oral presentations in Washington, D.C.

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand and experience the US government in action
 - b. Students will understand and experience US history, geography, science, and art in the context of a metropolitan setting
 - c. Students will experience Core Knowledge content in a “real world” setting
 2. Lesson Content
 - a. The Enlightenment
 - b. America Becomes a World Power
 - c. World War I: “The Great War,” 1914-1918 – History
 - d. America from the Twenties to the New Deal – America in the Twenties & Roosevelt and the New Deal

- e. World War II in Europe and at Home
 - f. Geography of the United States
 - g. The cold War – The Korean War & America in the Cold War
 - h. The Civil Rights Movement
 - i. The Vietnam War
 - j. Writing, Grammar and Usage – Writing and Research & Speaking and Listening
3. Skill Objectives
- a. Orally presenting information using student created outlines and note cards
- B. *Materials*
- 1. Laminated President and monument/memorial speaking notes
 - 2. Oregon State Assessment Speaking Scoring Guide
<http://www.ode.state.or.us/asmt/scoring/guides/2003-04/speakingscoringguide0304.pdf>
- C. *Key Vocabulary*
- 1. delivery – the act or manner of speaking
 - 2. enunciation – the way one pronounces or articulates words
 - 3. clarity – clearness of thought or style
 - 4. rate – speed of speech
 - 5. volume – level of loudness
 - 6. tone - inflection used in speech
 - 7. fluency – smoothness of spoken words
- D. *Procedures/Activities*
- 1. During the first evening group meeting after arriving in Washington, D.C. hold a group discussion about what makes a good oral presentation. Be sure the discussion includes each of the key vocabulary words and what that looks like when someone is delivering an effective speech.
 - 2. Appoint students to role-play an example of a poor speech. Then ask another group of students to role-play an effective speech. Encourage audience participation and helpful critiquing. Perhaps students could practice their speeches in front of their roommates before retiring for the evening.
 - 3. At various and appropriate locations around Washington, D.C. students are asked to present their speeches before the group. The teacher will evaluate the students' oral presentations using the Oregon State Assessment Speaking Scoring Guide. (See Appendix G) Appendix H has the names of Washington, D.C. locations that are visited by Franklin School students each year.
- E. *Assessment/Evaluation*
- 1. The four categories of public speaking to be evaluated with the Speaking Scoring Guide are: ideas and content, organization, language and delivery. See Appendix F for a handy rubric and the Oregon Department of Education web page for the actual Scoring Guide.

Lesson Nine: Artist Scavenger Hunt – National Gallery of Art

- A. *Daily Objectives*
- 1. Concept Objectives
 - a. Students will understand and experience US history, geography, science, and art in the context of a metropolitan setting
 - 2. Lesson Content
 - a. Classical Art: The Art of Ancient Greece and Rome
 - b. Gothic Art

- c. Baroque
 - d. Rococo
 - e. Neoclassical Realism
 - f. Romantic
 - g. Realism
 - h. Impressionism
 - i. Post-Impressionism
 - j. Expressionism and Abstraction
 - k. Modern American Painting
 - l. Painting Since World War II
 - m. Photography
 - n. 20th Century Sculpture
 - o. Architecture Since the Industrial Revolution
3. Skill Objectives
- a. Practicing etiquette for museum visits
 - b. Creating a meaningful journal and scrapbook of trip memories
 - c. Utilizing map and building diagram reading skills
 - d. Learning to work as a cooperative community
- B. *Materials*
- 1. National Gallery of Art “mini-map” and project card (map and questionnaire glued to a 4-6 index card)
 - 2. pencil
 - 3. National Gallery of Art brochure
- C. *Key Vocabulary*
- 1. art period – time frame in which an artist produced work
 - 2. school of artists – name for a genre of painting
 - 3. style – name for a specific type of painting
 - 4. gallery – location of a collection of art works
 - 5. exhibition – display of art work; often for a specific period of time
 - 6. rotunda – a circular building with a dome
- D. *Procedures/Activities*
- 1. At the group meeting the night before the visit to the National Gallery of Art, introduce the students through discussion to the concepts covered by the key vocabulary.
 - 2. Also during the evening meeting have a group discussion that centers around proper museum etiquette. Then have groups of students role-play good and improper behavior for a museum visit. Make sure that the students are very clear about behavioral expectations.
 - 3. Explain the use of the individual student’s “mini-map” and project card. The small map shows the location of a particular Core Knowledge artist’s work. On their visit to the gallery the students are to locate the work marked on their cards and fill in the necessary information requested on the card. See Appendix H for a prototype of the “mini-map” and project card.
 - 4. At the evening meeting following the National Gallery of Art visit guide students in a time of sharing information that they learned about their artist and his/her work. Collect the project cards at this meeting for evaluation using the rubric in Appendix I.
 - 5. A similar activity could be adapted for visits to the Air and Space Museum, the Natural History Museum and the American History Museum located on the Smithsonian Mall. Core Knowledge science and history topics could similarly be explored by students at these locations.

- E. *Assessment/Evaluation*
1. To evaluate the students' National Gallery of Art project cards use a rubric customized for the "mini-map" and project card. (See Appendix I)

VI. CULMINATING ACTIVITIES

A. Culmination Project – The Washington, D.C. Memory Book

An expectation worksheet for the memory book is included in the students' Washington, D.C. workbook/journal trip packet. (For the Washington, D.C. workbook/journal with expectations see Appendix L.)

Expectations for the Memory Book are:

- Take personal pictures while on the field trip. (They need to bring along a camera and film.)
- Collect brochures and other memorabilia throughout the trip.
- During the trip purchase one Washington, D.C. newspaper in order to select an article that details legislation discussed in Congress that week.
- Purchase postcards of some of the trip's itinerary stops.
- Make some simple sketches and diary entries about places you visit during the trip.

When the students have returned from Washington, D.C. they are to compile a personal memory book of Washington, D.C. The memory books are to meet the following requirements:

- Front and Back Cover
- Title Page
- List all the members of the class and chaperones. Be sure to use first and last names
- Minimum of twelve pages, with at least one front and back page for each day of our trip, exclusive of title page and covers. You may have extra pages.
- In a journal format include the following elements: expanded text; bulleted journaling; who, what, when, where, or quick caption comments.
- Photographs, sketches, postcards chosen for your memory book should include a variety of Washington, D.C. scenes and reflect the breadth of your D.C. experience.
- In one 100-word journal entry relate the significance of a monument and its place in US history.
- In a second 100-word journal entry describe the feelings you experienced at one of the more moving sites of your D.C. visit.
- In the style of a photojournalist (for example a photographic essay in *National Geographic*) compare some of the distinct "slices of life" that you encountered on your walks through Washington, D.C. You should devote one to two pages for this photo collage.
- Summarize a Congressional legislation article from your Washington, D.C. newspaper.

See Appendix J for an evaluative rubric for this culminating activity.

B. What do you know about the Mall? Post-test

See Appendix K for the companion survey to the pre-test used in Lesson One. This questionnaire survey is given to students after they return from Washington, D.C. as a way to assess their knowledge of the geography of the National Mall and surrounding area of D.C.

VII. HANDOUTS/WORKSHEETS

- A. All Appendices are indicated throughout the unit.
- B. Appendices range from A-L.

VIII. BIBLIOGRAPHY

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National Park Service (Washington Monument) <http://www.nps.gov/wash/index.htm>
Online Resources from the Smithsonian Institution - <http://www.si.edu/>
Official White House web site - <http://www.whitehouse.gov/>
White House and Kids web site - <http://www.whitehouse.gov/kids/>
- M. Washington DC Chamber of Commerce web site for visitors -
<http://www.dccchamber.org/page.jsp?page=Visiting+Washington%2C+DC>

Appendix A

What do you know about the Mall (the National Mall, that is)?

Can you identify the numbered locations on this map of the National Mall? Match the following names with the correct location number.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

- A. The White House
- B. The Capitol
- C. Air and Space Museum
- D. Arlington Cemetery
- E. The Smithsonian Castle
- F. Union Station
- G. The Lincoln Memorial
- H. Vietnam Veterans Memorial
- I. The Reflecting Pool
- J. Library of Congress
- K. General Sherman Statue
- L. The Washington Monument
- M. Jefferson Memorial
- N. American History Museum
- O. The Supreme Court
- P. The National Gallery of Art
- Q. Natural History Museum

Appendix C

In Language Arts class in preparation for their trip to Washington, D.C. students are asked to read a presidential biography. The following directions are given to the class as part of their biography project detailing the book review they must write for this language arts assignment. Students are given a copy of the checklist to be used as a guide as they write their review, and then the teacher used the checklist as a scoring rubric for evaluating the student's work.

Presidential Biography Who was this guy anyway?

You will be writing a 150-200 word review of your president's life. (This should translate in to 1 ½ to 2 pages.) Please follow the plan described below.

Paragraph 1 – Beginnings – birth, family, growing up. Include significant locations and use descriptive language. (Is there an interesting story about their adolescence?)

Paragraph 2 – Education – where and how much?

Paragraph 3 – Career Path – first job, how did he enter politics?

Paragraph 4 – Marks of his presidency – positives and negatives

Paragraph 5 – Three to five interesting details, facts, events or other trivia about your president

This review will be great material to include in your oral presentation in Washington, D.C.

Presidential Biography Scoring Rubric:

| Presidential Biography Checklist | |
|---|--|
| | Correct paragraph topics |
| | 150-200 words or 1 ½ to 2 pages/five paragraphs |
| | Organization/Sentence fluency |
| | Ideas/Content/Details |
| | Conventions |
| | Topic Sentence in each paragraph and conclusion at end of 5 th paragraph. |
| COMMENTS: | |

The individual items on the scoring rubrics are scored on a six point scale (like the Oregon State Assessment scoring guides) - 1 point indicating a rudimentary performance and 6 points an exemplary performance. The points from the six indicators are totaled and assigned a percentage grade based on a predetermined and individualized scale for each grade level in the middle school.

Appendix D

Two-Column Notes/Bibliography Rubric

| 2 Column Notes/Bibliography Checklist | |
|--|---|
| | Topics for President notes include: his historical context, early life, issues and impact on US |
| | Topics for monument/memorial notes include: historical context, designer, location |
| | Major Topics – left column |
| | Subtopics, Details and Facts – right column |
| | Bibliography Card for each resource |
| | Bibliography Cards includes all necessary information |
| | Notes and Bibliography cards neatly written |

Scoring:

Points are given on a one to four point scale.

- 1 – component omitted or minimally present
- 2 – most of requirements are present; some omissions
- 3 – all requirements met
- 4 – exemplary performance – extras added

The range of scores will be between 7 and 28 points. The teacher translates point scores into grades based on individual class ability and experience.

Example scale:

| | |
|-----------|----|
| 7 points | D |
| 14 points | C |
| 21 points | B |
| 24 points | A |
| 28 points | A+ |

Appendix E

Practice Outline Rubric

| Practice Outline Checklist | |
|-----------------------------------|---|
| | Appropriate Title |
| | Thesis and Projected Plan Indicated |
| | Transition Set Selected |
| | Blues Facts Selected |
| | Appropriate Details and Facts for Body Paragraphs |
| | Concluding Paragraph Plan |
| COMMENTS: | |
| | |

Scoring:

Points are given on a one to four point scale.

- 1 – component omitted or minimally present
- 2 – most of requirements are present; some omissions
- 3 – all requirements met
- 4 – exemplary performance – extras added

The range of scores will be between 6 and 24 points. The teacher translates point scores into grades based on individual class ability and experience.

Example scale:

| | |
|-----------|----|
| 6 points | D |
| 12 points | C |
| 18 points | B |
| 22 points | A |
| 24 points | A+ |

Appendix G

Speaking Scoring Guide

| Speaking Scoring Guide | |
|-------------------------------|-------------------|
| | Ideas and Content |
| | Organization |
| | Language |
| | Delivery |
| COMMENTS: | |
| | |

Scoring:

The Oregon State Assessment model for evaluation of oral presentations uses a scale from one to six. Each number has specific attributes as described in the official state scoring guide. Please refer to the Oregon State Department of Education web page for specific details.

The speaking scoring guide may be found at this link:

<http://www.ode.state.or.us/asmt/scoring/guides/2003-04/speakingscoringguide0304.pdf>

Appendix H

Itinerary for Washington, D.C.

Memorials

War Memorials - Vietnam Wall, Korean, Nurses, WWII
Lincoln Memorial
Roosevelt Memorial
Jefferson Memorial
Iwo Jima Memorial
Arlington Cemetery - Lee's House and Tomb of the Unknown

Walking Tours

Lafayette Square - city layout
Pershing Park - statue, horse
Freedom Walk
Site of Washington Riots
Old Post Office Pavilion

Architectural Treasures

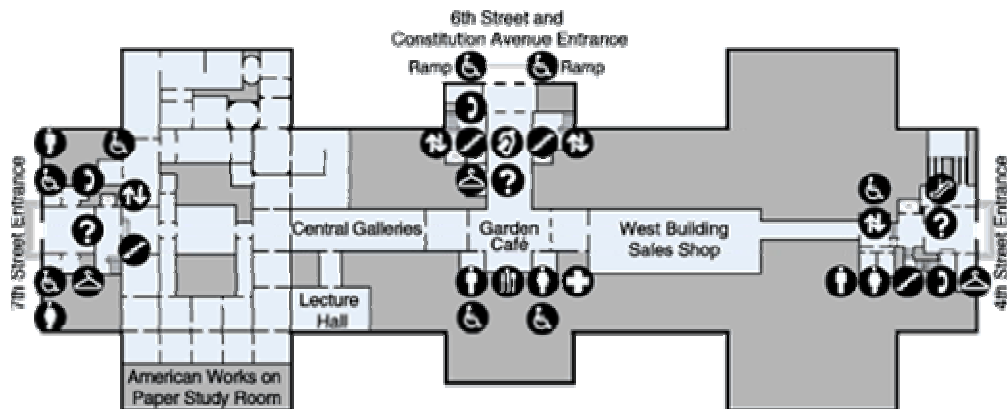
Washington Monument
White House - visitor's center
Library of Congress
Supreme Court
National Cathedral - underground tour
National Archives
The Kennedy Center

Museums and Tours

Smithsonian American History Museum
Capitol building tour
National Gallery of Art
Smithsonian Air and Space
Smithsonian Natural History Museum
Holocaust Museum
National Zoo
Ford's Theater
Postal Museum

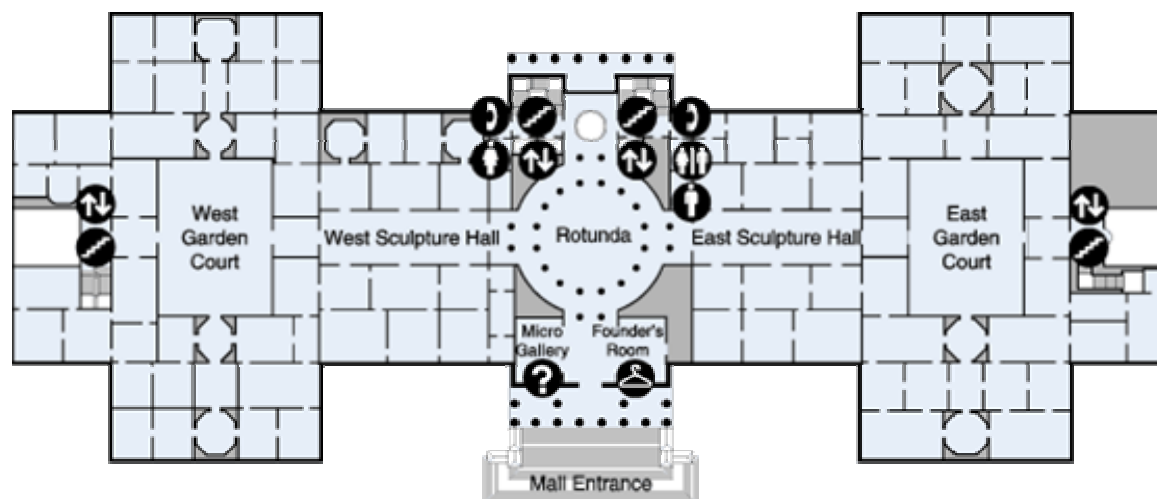
Appendix I

National Gallery of Art “mini-map” and project card



Ground Floor

On the Ground Floor are galleries of prints, drawings, paintings, sculpture, decorative arts, and temporary exhibitions; the Garden Café; the West Building sales shop; and the West Building Lecture Hall.



Main Floor

European paintings and sculpture, from the thirteenth through the sixteenth centuries, American art, and temporary exhibitions are on the Main Floor.

These maps are copied from the National Gallery of Art's web site.

<http://www.nga.gov/ginfo/wbmaps.htm> We used this web site to locate specific Core Knowledge artists' works in the gallery. These locations were then marked on the map portion of the project card for each individual student.

Appendix I

On the reverse side of the 4-6 index cards the following questionnaire was printed and attached.

Locate a map of the National Gallery of Art. Find your artist and one of his/her works.

What country does this artist represent? _____

When did this artist live? _____

What is the name of the painting? _____

When was it painted? _____

Briefly describe the painting. _____

To what art period/school does this artist belong? _____

Find a second work by this artist. Title of painting. _____

Date: _____ Description: _____

“Mini-map” and Project Card Rubric

| Mini-map and Project Card Checklist | |
|--|--|
| | Accurate artist's nationality and vital statistics recorded |
| | Accurate information about and meaningful description of assigned painting |
| | Correct identification of artist's period/school |
| | Second work located and described. |
| COMMENTS: | |

Scoring:

See Appendix C for point/grade scale example.

Appendix J

Washington, D.C. Memory Book Rubric

| Washington, D.C. Memory Book Checklist | |
|---|---|
| | Appropriate Layout Design (covers, title page, class lists, newspaper article, journal reflections, etc.) |
| | A Quality Reflection of each day of the trip |
| | Picture Variety reflects breadth of trip |
| | 100 word Monument Journal Entry – relates significance and place in history |
| | 100 word journal entry – adequately portrays emotions of experience |
| | Quality Product – Creativity and Neatness |
| COMMENTS: | |

Scoring:

Points are given on a one to four point scale.

- 1 – component omitted or minimally present
- 2 – most of requirements are present; some omissions
- 3 – all requirements met
- 4 – exemplary performance – extras added

The range of scores will be between 6 and 24 points. The teacher translates point scores into grades based on individual class ability and experience.

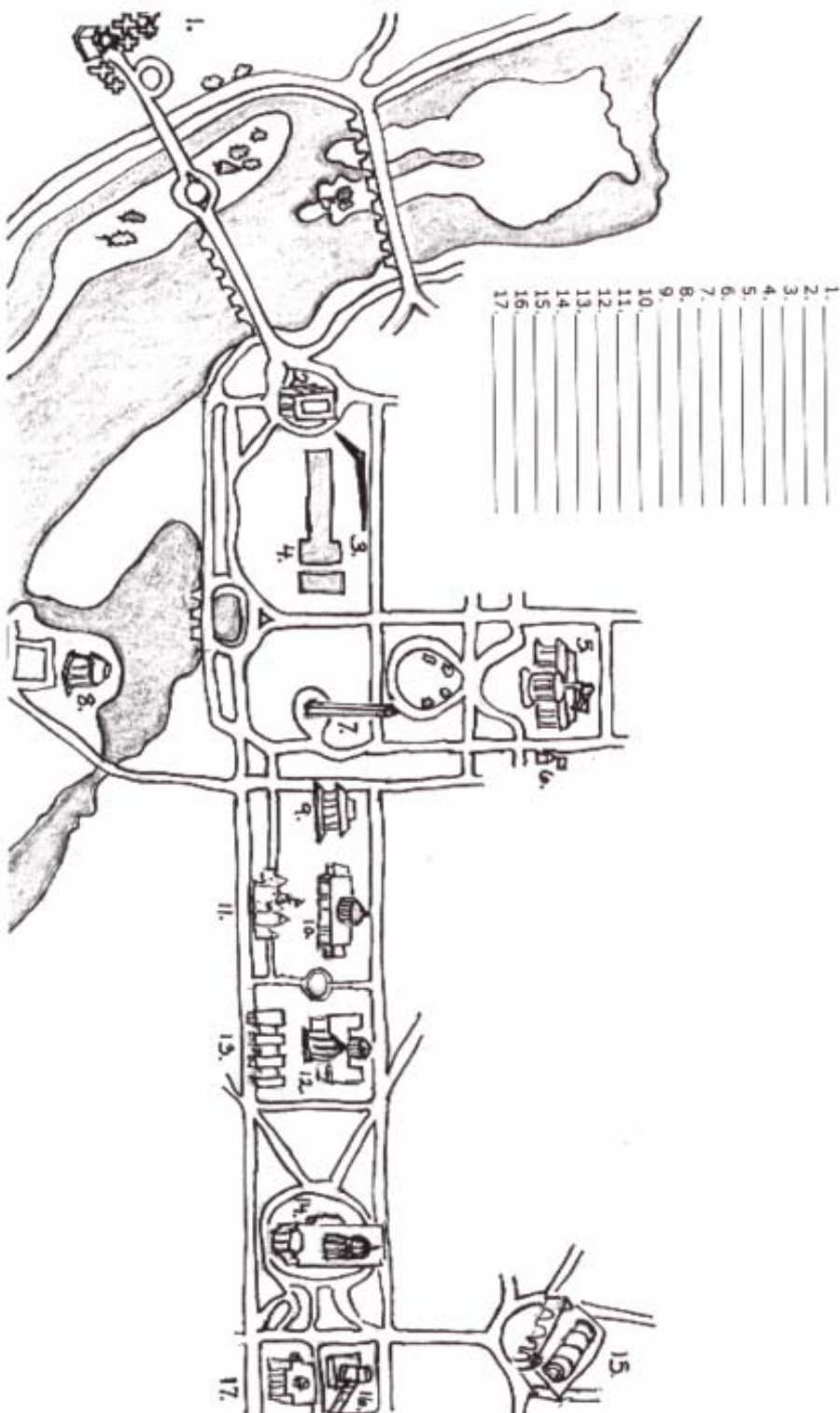
Example scale:

| | |
|-----------|----|
| 6 points | D |
| 12 points | C |
| 18 points | B |
| 22 points | A |
| 24 points | A+ |

Appendix K

What do you know about the Mall (the National Mall, that is)?

Identify the numbered locations on this map of the National Mall.



Appendix L



Name _____

Franklin Middle School

Appendix L

Preparations for Your Washington, D.C. Memory Book

Camera: If you have access to a camera, bring it with you on our trip. Purchase film prior to leaving. (It will be much cheaper at home than in D.C.) Expect to use 6 to 8 rolls of film. Use the camera to take meaningful pictures while you are on the trip.

Brochures: Pick up meaningful brochures and memorabilia about the places you visit. (They are usually free.)

Newspaper: Purchase a newspaper in Washington, D.C. one day on the trip. Be sure the newspaper includes an article about legislation presently being considered in Congress.

PostCards: Purchase a few postcards along the way to add to your personal photos and the pictures in the brochures.

Notebook and Drawing Paper: Be sure to bring along a small notebook, drawing paper and colored pencils to make some sketches of D.C. scenes. You will be able to add the sketches to your memory book when you get back home.

Zip Lock Bags: Bring one or two large (gallon size) zip-lock type bags to keep collected materials neat and tidy and well organized while traveling.

Memory Book Expectations:

- Front and Back Cover
- Title Page
- List all the members of the class and chaperones. Be sure to use first and last names
- Minimum of twelve pages, with at least one front and back page for each day of our trip, exclusive of title page and covers. You may have extra pages.
- In a journal format include the following elements: expanded text; bulleted journaling; who, what, when, where, or quick caption comments.
- Photographs, sketches, postcards chosen for your memory book should include a variety of Washington, D.C. scenes and reflect the breadth of your D.C. experience.
- In one 100-word journal entry relate the significance of a monument and its place in US history.
- In a second 100-word journal entry describe the feelings you experienced at one of the more moving sites of your D.C. visit.
- In the style of a photojournalist (for example a photographic essay in *National Geographic* compare some of the distinct “slices of life” that you encountered on your walks through Washington, D.C. You should devote one to two pages for this photo collage.
- Summarize a Congressional legislation article from your Washington, D.C. newspaper

Appendix L

How Did You Get Here?

Write your answers as complete paragraphs!

What were your major fundraisers?

Which one did you enjoy the most? Why?

What are you looking forward to seeing or doing in D.C.?

What part of the trip will create the biggest challenge for you?

Appendix L

Flight to Washington, D.C.

Record our flight times. Departed Portland _____

Arrived Chicago _____

How long were we in the air? _____ How long is the flight in miles? _____

How fast did we travel in miles per hour? _____

Depart Chicago _____

Arrive Baltimore _____

How long were we in the air? _____ How long is the flight in miles? _____

How fast did we travel in miles per hour? _____

Check out the map in the back of your Flight Magazine. If we flew in a straight line from Portland to Chicago, over how many states would we fly? _____
Name them.

Over what states will we fly between Chicago and Baltimore, Maryland?

Most airlines place catalogs of new and innovative products in their seat pockets. Locate a catalog. Which product would you like to own?
How much does it cost?
How do you think this product would change your life?

What did you do on the flight to DC?

Appendix L

Friday, April 16th

What did you discover about Lafayette, Sherman and Pershing?

What was your favorite war memorial and why?

What was most moving about today's experiences?

Describe your "metro" experience today.

What was interesting about one of the panels of history at the White House Visitor Center?

Would you like to live in the White House? Why?
Which room would you pick for your room?

What was the best experience you had today?

What brochures, memorabilia or post cards did you pick up today?

Appendix L

Vietnam Memorial

“...in honor of the men and women of the armed forces of the United States who served in the Vietnam War. The names of those who gave their lives and those who remain missing are inscribed in the order taken from us.”

Using the sheltered “*BOOK OF NAMES*” find the name of a person who died from Corvallis or someone your family knows who died in the Vietnam War. Use the directory to find their name and write down the following information.

| | |
|--------------------|---------------------|
| Name: | Casualty Date: |
| Rank: | Hometown and State: |
| Branch of Service: | Panel: |
| Date of Birth: | Line: |

What are some of the things people have left at the Wall?

Why do you think people leave things at the wall?

A young architectural student from Yale designed the wall. What was her name?

Some people felt the Vietnam Veterans Memorial should include more than a Wall. Fredrick Hart designed a statue that put faces on the names on the wall. He hoped to show something about the age of the soldiers who fought in Vietnam.

When you look at the statue, what do you think Hart tried to show about the age of these soldiers?

The latest addition to the Vietnam Veterans Memorial is the Vietnam Women’s Memorial. Created by Glenna Goodacre, this sculpture honors the work of the women who served in Vietnam.

What do you think the women are doing?

What is the significance of the 8 trees planted around the Memorial?

Appendix L

Korean War Veterans Memorial

“Freedom is not free.” These four words on the wall of the Korean War Veterans Memorial reflected the sentiments of men and women who served during the Korean War – as well as those who fought and sacrificed to preserve democracy throughout our history.

When was the Korean War fought?

What do the statues represent?

How many statues are there?

What is represented by the numbers of statues in the memorial?

Look at the pictures on the granite wall and choose one scene to sketch

Appendix L

Lincoln Memorial

Dedicated May 30, 1922

One of President Lincoln's most famous speeches is the Gettysburg Address. He delivered it on November 19, 1863, at the dedication of the Soldiers' National Cemetery in Gettysburg, Pennsylvania. In three days of fighting in 1863, approximately 53,000 Americans were killed, wounded, captured, or missing. In his 2-½ minute address, Lincoln clearly explained why the fighting of a civil war was necessary. You will find this address in the Lincoln Memorial's south chamber.

| | | | | | |
|---------|----------|---------|------------|-----------|---------|
| we | all | war | nation | struggled | nobly |
| equal | battle | liberty | unfinished | fathers | honored |
| freedom | brave | living | lives | world | four |
| people | devotion | | | | |

_____ score and seven years ago our _____ brought forth on this continent, a new nation, conceived in _____, and dedicated to the proposition that _____ men are created _____.

Now we are engaged in a great civil _____, testing whether that nation, or any nation so conceived and so dedicated, can long endure. _____ are met on a great _____-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their _____ that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate – we cannot consecrate – we cannot hallow – this ground. The _____ man, living and dead, who _____ here, have consecrated it, far above our power to add or detract. The _____ will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the _____, rather, to be dedicated here to the _____ work which they fought here have thus far so _____ advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these _____ dead we take increased devotion to that cause for which they gave the last full measure of _____ - that we here highly resolve that these dead shall not have died in vain – that this _____, under God, shall have a new birth of _____ - and government of the _____ by the people, for the people, shall not perish from this earth.

There are 36 _____ in the Memorial that represent the 36 _____ in the Union at the time Lincoln was president.

What other symbols of the Union are present in the Lincoln Memorial?

Appendix L

Saturday, April 17th

Library of Congress

How did it feel to stand in the Rotunda of the Library of Congress surrounded by all of those books?

To what page was the Guttenberg Bible open?

Supreme Court

Describe the feeling that comes over you when you enter the Supreme court building.

What is the meaning of the majestic colors used behind the judges' benches?

Detail one Supreme court case that you have heard about. What are some decisions that have been made by the Supreme court?

Did you get lost at Union Station? How did you find your way out? How noisy was it? Did you get run over by pedestrians trying to make the train?

National Gallery of Art

Name three art periods represented in the National Gallery of Art and name two distinguishing characteristics of each period.

What brochures, memorabilia or post cards did you pick up today?

Appendix L

Sunday, April 18th

Worship

Did you attend an area church? Which church?
Describe the sanctuary.

Did you spend any time with a family today? What did you do?

National Zoo

What is the purpose of the National Zoo?

What was your favorite animal exhibit at the National Zoo? Briefly describe the setting.

What are some new things you learned about animals today?

What brochures, memorabilia or post cards did you pick up today?

Appendix L

Monday, April 19th

What were the risks that both the Wright Brothers and the Shuttle Crews took to advance exploration?

Describe any demonstrations you took part in at the Air and Space Museum.

List three to five things you learned from this museum?

YMCA

What was your favorite activity at the YMCA?

What did you like the most about the night walk? What did you see tonight in the dark that looked different than the sight during the daytime?

What brochures, memorabilia or post cards did you pick up today?

Appendix L

Tuesday, April 20th

What exhibit was most meaningful out of the entire Smithsonian Natural History Museum?

Describe the Hope Diamond.

What is the mammal that draws everyone to the center of the Rotunda at the Natural History Museum? Why do you suppose it is there?

Franklin Delano Roosevelt Memorial

“Freedom of Speech, Freedom of Worship, Freedom from Want, Freedom from Fear.”

Franklin Delano Roosevelt

Annual Message to Congress 1/6/1941

First Term: “I pledge you, I pledge myself, to a New Deal for the American People.”
What is the New Deal that Roosevelt was describing?

Second Term:

Read the quotation between the two statues. Why are the men waiting in line?

Why are the men sitting by the radio?

Third Term:

What is written on the pile of granite blocks in the walkway?

Which war took place during Roosevelt’s presidency?

Fourth Term:

Eleanor Roosevelt was described as “First Lady of the World.” In this memorial, for what is she remembered?

Appendix L

Jefferson Memorial

"We hold these truths to be self evident: that all men are created equal, that they are endowed by their Creator with certain inalienable rights, among these are life, liberty, and the pursuit of happiness."

Thomas Jefferson

Can you unscramble two documents Jefferson authored?

NOITDECARLA FO PENCEINDEEND

VINIARGI SUTTEAT RFO REUSLIGIO FMREDOE

Can you find 2 things on the statue that represent his love of farming?

Can you find 2 things in the memorial that demonstrate his interest in architecture?

Choose and copy a quotation at the Jefferson Memorial and explain it in your own words.

Holocaust Museum

What image was most memorable from your visit to the Holocaust Museum?

What brochures, memorabilia or post cards did you pick up today?

Appendix L

Wednesday, April 21st

Smithsonian American History Museum

In what position do the repairers of the American Flag need to be in to sew at the Smithsonian American History Museum? Why are they doing this?

Describe your favorite historical setting exhibited in this museum.

Describe your favorite inaugural gown? Who wore this dress? Were you surprised by the height of these first ladies?

Arlington National Cemetery

What did you see and feel at Arlington Cemetery?

Describe the wreath laying ceremony at Arlington.

Lee's House

Why was Lee's Estate chosen for the burial of the Civil War dead?

What brochures, memorabilia or post cards did you pick today?

Appendix L

Thursday, April 22nd

What was the significance of the Freedom Plaza and Freedom Square?

What happened during the Washington, D.C. riots?

Ford's Theater

What did you learn from the curator of Ford's Theater?

Describe the house where Lincoln was taken after he was shot.

Postal Museum

What was your favorite stamp at the Postal Museum?

What was your favorite display at the Postal Museum? Why?

What was Ben Franklin's contribution to the Postal Service? Why would there be a statue of him there?

What brochures, memorabilia or post cards did you pick up today?

Appendix L

Friday, April 23

Time to go home

What was the best part of the trip?

What was the hardest part of the trip for you?

Where should we spend more time next year?

What should we leave out next year?

What are you most looking forward to doing when you get home?

Don't forget to take your pictures in for processing when you get home. Your memory books will be due three weeks after we return.