

EXPLORING CIVICS THROUGH HISTORIC SPACES:

A MODEL FOR CIVIC LEARNING AT MUSEUMS,
HISTORIC SITES, AND CULTURAL INSTITUTIONS

SECOND GRADE

90 minutes

ROLES IN A COMMUNITY



OVERVIEW

This activity is geared toward students in second grade and is intended to take place in a museum setting.

How do individuals create a home within a community?

Students will learn how a sense of community was built at the site/museum and discuss similarities between the site's community and their own.

They will learn about different jobs at the historic site/museum and how different community members contributed to life at the site.

Finally, students will interpret clothing that identifies different roles in the community and design their own badges based on a job of their choice.

OBJECTIVE: Students will be able to define community and describe themselves as part of their larger community.

EAD DRIVING QUESTIONS

Civic Participation

CDQ.1

- What does it mean to be a part of a group?
- When/how do we speak up about something?

HDQ1.1

- How do people describe who they are?
- How do I describe who I am?
- How have people made our community better?

MATERIALS

■ PRIMARY SOURCE FOCUS

Spaces and objects related to:

- Food (Dining areas, cooking areas, recipes, cooking or eating utensils)
- A shared space for community (parlor, dining area, musical instrument, card table)
- Various jobs or roles for community members connected to the site/museum (Clothing, tools of the trade)

- Badge outlines (Ideally printed on cardstock and pre-cut for students to use)
- Hole Punch
- Yarn
- Coloring Materials

PROCEDURE

1. INTRODUCTION (5 MIN)

Ask students to define “community.”

- A community is a group of people living or working together

What communities are you a part of?

- Communities may include families, schools, neighborhoods, religious institutions, towns etc.
- Encourage students to think about how they contribute to different communities/groups at home, school and in other spaces.

2. INVESTIGATION (50 MIN)

Introduce students to the space using an object in your collection. Let students know how the historic site/museum came to be, how many people lived or contributed there and why people started to come together in that area. Community members at the historic site/museum had many needs, just like the people who live in our community have many needs.

- What things might you need in a community of X number of people?
- What would you want with you if you lived here?
- Who might make food? Who might help if you get sick?
- What forms of entertainment are important to you?

EAD DRIVING QUESTIONS CONT.

Our Changing Landscape

HDQ2.1

- What is a community?

CDQ2.1

- How do communities change?
- How and why do people live together?
- How am I part of a community?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators told students that we will call a ship because of its size. They then let students know that another word for planes is aircraft and shared that the ship they are inside carried aircraft from one place to another, which is why it is called an aircraft carrier.

Educators shared that *Intrepid* was nicknamed a “city at sea” because it carried 3,000 men for 6-9 months at a time.

Educators asked:

- What things might you need in a community of 3,000 people?
- What would you want with you if you were gone for that long?
- Who might make food?
- Who might help if you get sick?
- What forms of entertainment are important to you?

Bring students to a space or object connected to food (dining areas, cooking areas, recipes, cooking or eating utensils). Share context about the space or object, asking students:

- What do you see? What does this make you think?
- What does that make you wonder?

Discuss the type of food that was eaten at the historic site/museum.

- What food traditions came from other communities or cultures where community members originated from?

Ask the following:

- What recipes are important to your family?
- If you lived here, what food could be cooked here to reflect your community?

Bring students to a space or object connected to a shared space for community (parlor, dining area, musical instrument, card table etc.).

Ask the following:

- How might this area have helped those who lived here become closer members of a community?
- What activities do you like to do outside of school that make you feel like part of a community?
- Who in your community do you enjoy spending time with outside of school?

Bring students to a space or object connected to various jobs or roles for community members connected to the historic site/museum. Identify the tools and clothing connected to one or two of these jobs. Have them explore the aspects of one of these jobs.

Ask the following:

- What uniforms do people wear in your community?
- What are their jobs?

3. ACTIVITY (10 MIN)

Move students to a classroom space. Ask students what jobs are important to making sure a community runs smoothly. Write down student answers on board/big post it and prompt them to think about each role.

**EXAMPLE FROM THE
INTREPID MUSEUM**

Museum Educators brought students down to the galley, or kitchens, of the aircraft carrier *Intrepid* and shared that 3,000 sailors lived and worked on *Intrepid* at one time. Feeding that many men was a huge undertaking.

But food played a major role in making sailors feel at home while at sea. Navy cooks chose recipes from around the country to cater to the wants and needs of sailors from every state and other nations. The enlisted mess (dining room) was often decorated to reflect an area of the country or significant cultures.

Educators asked:

- What recipes are important to your family?
- How would you decorate the mess to reflect your community?

Museum Educators brought students to an enlisted berthing, or sleeping area, for general sailors. They shared that sailors also need to sleep! Many enlisted men would share one room on bunk beds. Only the most high ranking officers had their own rooms.

Educators asked:

- How do you think sailors formed a community in their berthing areas?

- If you lived here, what places/jobs would you want to have around you?
- Why would this be an important job to have here? (Why do you think this job would not be here?)

Leave the list of jobs where students can see them. Let students know that they will be creating badges for a job that existed at the historic site/museum.

Share images of clothing, signs or tools connected to jobs at the historic site/museum. Students can use symbols connected to these jobs on their badge. Once students create their badges, they can share with their peers about the job they chose and what symbols they used on their badge to identify that job.

4.ASSESSMENT QUESTIONS (5 MIN)

After students present their badges, ask:

- What is a community?
- What roles are important to a community running smoothly? How do the jobs on these badges help the community run smoothly?
- How do you contribute to your community?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared that everyone on *Intrepid* had a job. Sailors who worked on the flight deck wore special colored shirts which correspond to their specific job.

Educators also asked the following and discussed answers with students:

- Who steers the ship?
- Who flies aircraft?

Museum Educators told students that when sailors are serving in the Navy, they often wear a patch on their clothing to show off the job they do onboard.

Educators then passed around “crew patch” examples.

- What job do you think the owner of these crew patches performed?
- What symbols, colors and words do you see on the patches?

Educators then shared materials to have students either fill out a crew patch worksheet or create a badge they could wear using cardstock or yarn.

Using the list they created, Educators had students choose a job that was performed on board *Intrepid*. They then designed a crew patch representing that job and shared their patches with the group.



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APPENDIX:

MAKE YOUR OWN WORK BADGE

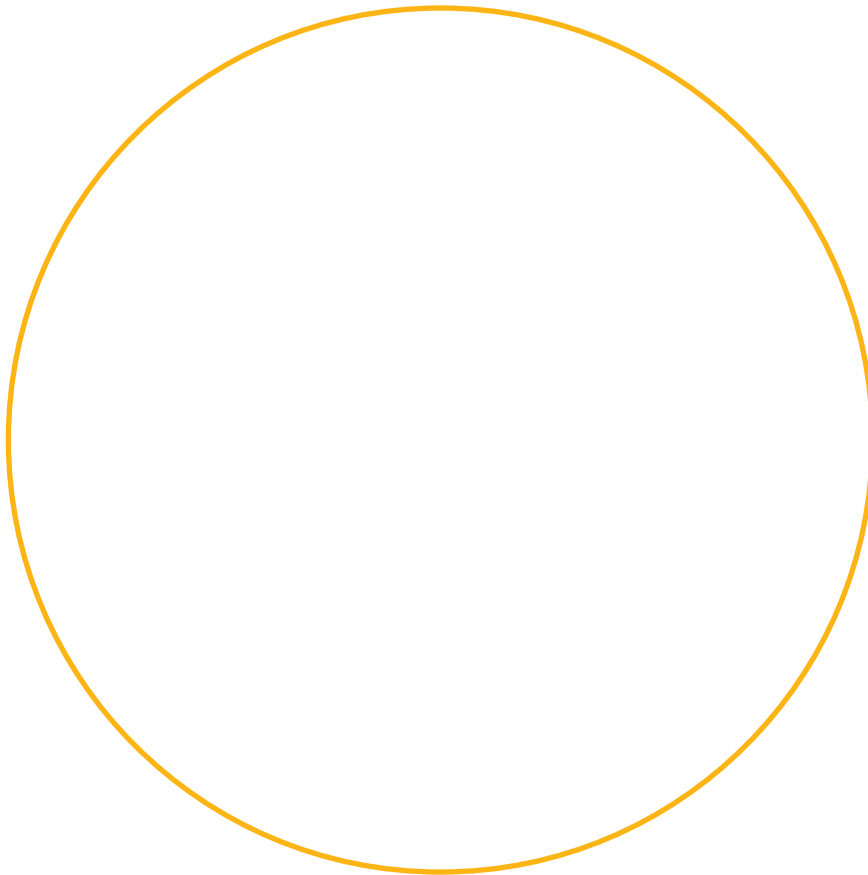
ACTIVITY: MAKE YOUR OWN WORK BADGE

Think of what job you would like to have if you worked at _____.

- What would a badge look like for that job?
- What symbols could you use to show the kind of work you do?

My job at _____ is: _____

This is the crew patch I designed for my job:



APPENDIX:

WHAT'S YOUR ROLE?

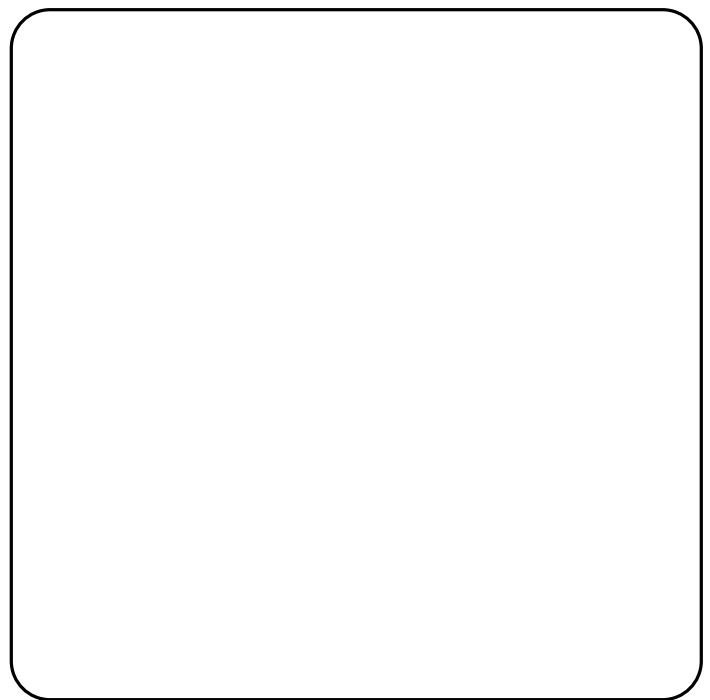
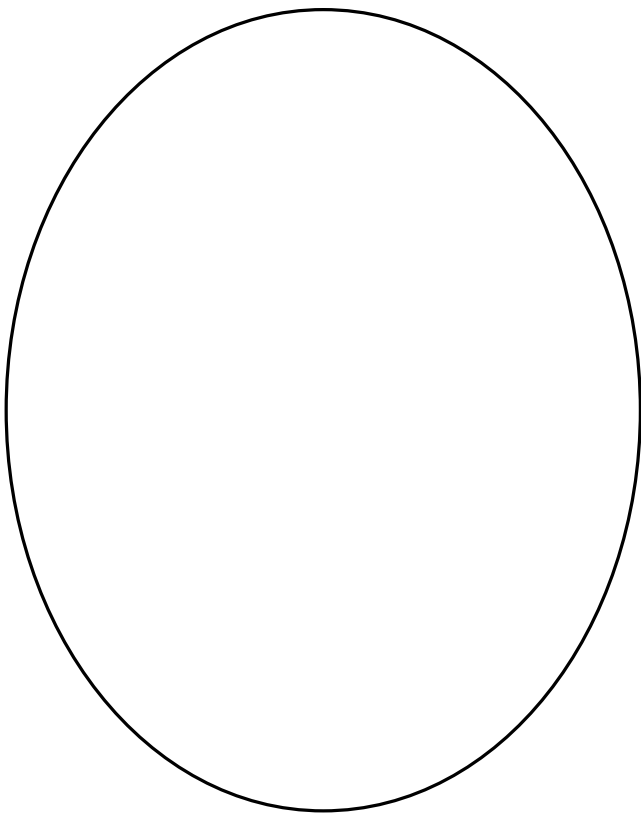
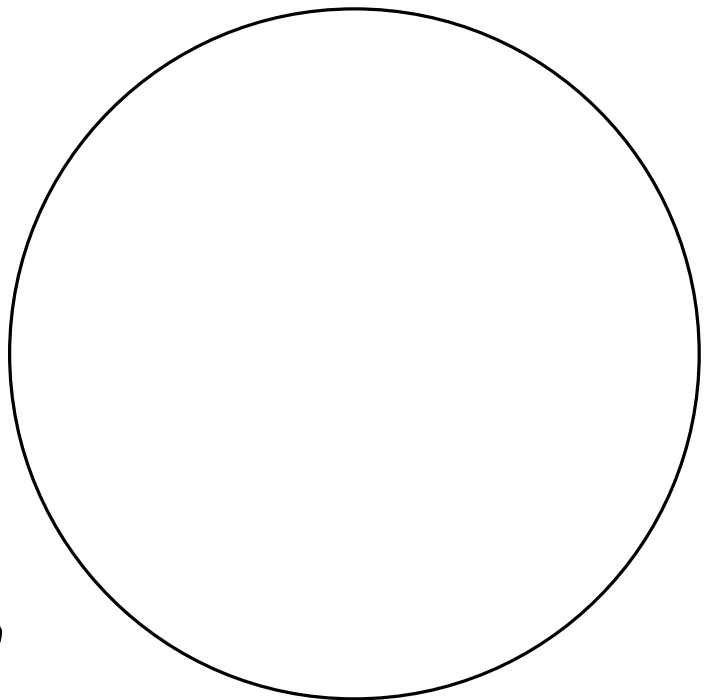
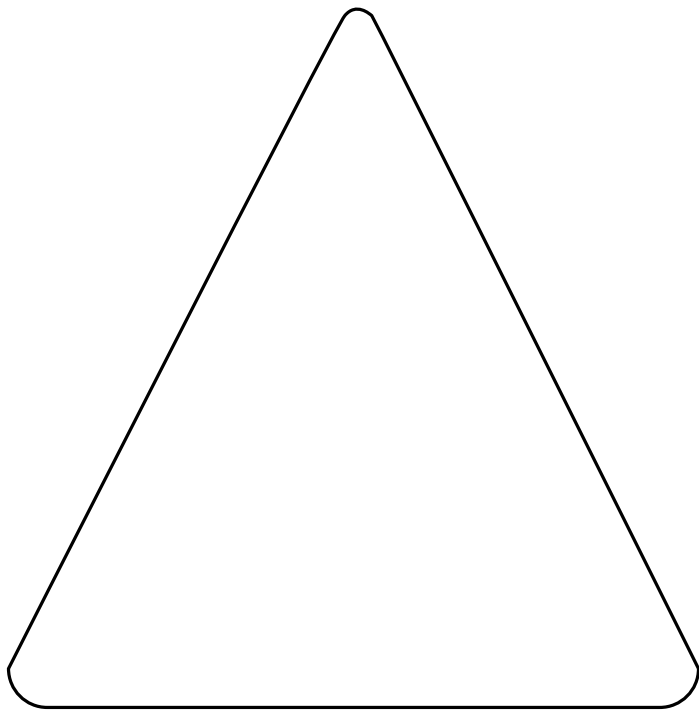
ACTIVITY: WHAT'S YOUR ROLE?

Use these materials to design your crew patch:

- Yarn
- Cardstock shape
- Rhinestones
- Foam stickers
- Scissors
- Markers
- Colored pencils
- Crayons
- Hole puncher

1. Think about what job you want to do in the future.
What picture or symbol would represent this job?
2. Use colored pencils to draw the image or symbol you have chosen on a cardstock shape.
3. Add more detail with markers and crayons.
4. Decorate your crew patch with foam stickers or rhinestones.
5. Use a hole punch to punch a hole at the top of your crew patch.
6. Cut a piece of string to the length of your arm and string one end through the hole in your crew patch.
7. Tie the two ends together and wear the crew patch around your neck.

APPENDIX:
WHAT'S YOUR ROLE?



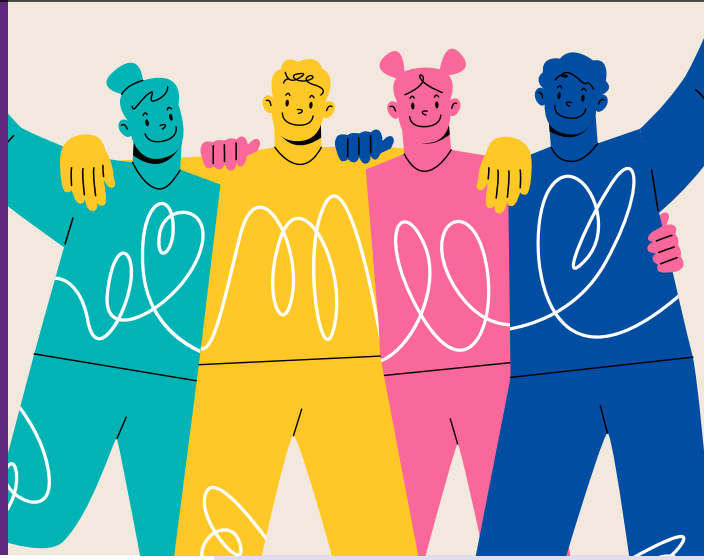
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SECOND GRADE

50 minutes

HOW DO OUR COMMUNITIES SHAPE US?



OVERVIEW

This activity is geared toward students in second grade and is intended to take place in a school setting.

Communities impact the individuals that are a part of them. In this activity, participants will interpret images and objects to learn how living at the historic site/museum impacted members of its community.

Students will then participate in an art activity to share how their communities impact them.

OBJECTIVE: Students will be able to understand two ways they impact their community and two ways their community impacts them.

MATERIALS

■ PRIMARY SOURCE FOCUS

Photos of community members taking part in activities that bring them together

■ *Optional: statement from community members sharing how life in the community is beneficial to them*

■ Community Impact Worksheet

■ Coloring materials

LEAD DRIVING QUESTIONS

Civic Participation

CDQ.1

- What does it mean to be a part of a group?
- When/how do we speak up about something?

HDQ1.1

- How do people describe who they are?
- How do I describe who I am?
- How have people made our community better?

Our Changing Landscape

HDQ2.1

- What is a community?

PROCEDURE

1. INTRODUCTION (5 MIN)

Review the definition of “community.”

- Which people are in your communities?
- How do the people in your community help you do a good job at home and in school?

2. INVESTIGATION (15 MIN)

Show students historic photos of community members at the historic site/museum taking part in leisurely activities (sharing a meal, helping each other, having fun etc.).

Ask them to turn and talk with a partner about what they notice in each photo.

- What are these people doing in this photo?
- What is surprising or interesting in this photo?
- How are the people in this photo creating a community together?

Ask students how their communities have helped them grow.

- What sport or musical communities are you part of?
- What is the best part of being part of your school community?
- How do your classmates help you succeed?
- How does your family help you succeed?

3. ACTIVITY (25 MIN)

Students will use the worksheet to draw people or events that have impacted them in their community. In the center circle, they will draw a self-portrait. In the surrounding circles, students will write or draw people, places or activities in their community that have had the biggest impact on them.

Ask students to draw three people and three places or activities in their communities. Allow students to brainstorm first.

Ask:

- Who in your family has taught you important lessons or skills?
- Who are you excited to see every day at school?
- What place in your neighborhood is special to you?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared photos of sailors playing sports, performing in a band, eating meals together and taking a class photo.

They then asked them to turn and talk about what they noticed about each photo.

Educators asked:

- What are the sailors doing in this photo?
- Are you surprised by this photo?
- How are the sailors in this photo creating a community on board?

4. ASSESSMENT QUESTIONS (5 MIN)

Allow time to share. As students share who or what has impacted them, ask other students to put out a pinky finger if that thing has also impacted them.

Point out that many students had people or things in common (family members, school, community locations etc.).

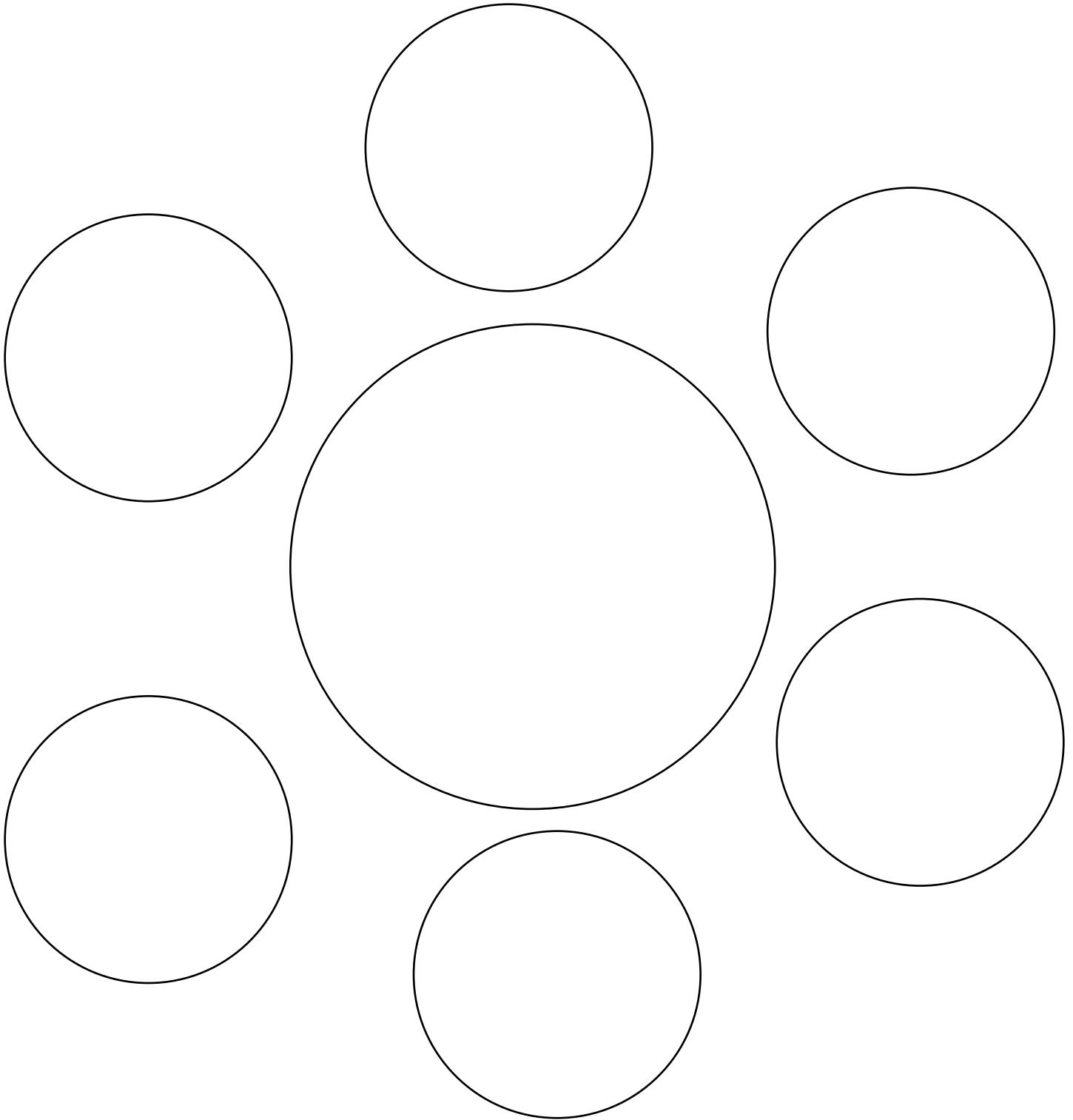
Ask students:

- What is one way you have impacted your community?



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MY COMMUNITY & ME



COMMUNITY RULES



OVERVIEW

This activity is geared toward students in second grade and is intended to take place in a school setting.

Every community has a set of rules or guidelines for its members to follow. Rules can change over time, as the beliefs and needs of community members change.

Students will investigate “fair” or “just” rules and invent their own simple game, creating rules for each other and modifying those rules as they go.

OBJECTIVE: Students will be able to define “fair” and “unfair,” and describe how those terms relate to their communities.

MATERIALS

■ PRIMARY SOURCE FOCUS

Images showing:

- Evidence of individuals not benefiting from a rule or practice in the community or showing a space that certain individuals were excluded from
- Evidence of individuals in the community connected to the historic site benefiting from a rule or practice

■ Paper cups

■ Assorted coins

■ Strips of green or red construction paper

LEAD DRIVING QUESTIONS

We the People

HDQ3.1

- What kinds of stories (including non-European perspectives) tell us who we are and where we are from?
- How have these stories helped individuals and families create, influence or change institutions (e.g., political, media, faith communities etc.)?

CDQ3.1

- Why do we have rules?
- How does a community decide on its rules?
- Who gets to make rules?
- What makes a “good” rule?

PROCEDURE

1. INTRODUCTION (10 MIN)

Review what people and places are part of students' communities. Ask students what "fair" and "unfair" mean to them.

- What makes a "fair" rule? What makes something "unfair?"

Hand out slips of green and red paper to students. When they hear or see something *fair*, students will raise their **green** paper. When they hear or see something *unfair*, they will raise their **red** paper. Students can practice by sharing examples of rules or situations they would view as fair or unfair.

2. INVESTIGATION (15 MIN)

Show an image that depicts a rule or practice that harmed members of the community or shows a space that excluded certain individuals.

- Who do you see in this photo?
- What are the people in this photo doing?
- Where are the people in this photo located?
- Look around your classroom/group. Is there anyone you do not see in this photo?

Provide context on the laws or policies connected to the image.

- Who did not benefit from this law?
- Why do you think some people had restrictions on what they could do in the community?
- Were these rules fair? What could make these rules more fair (or unfair)?

If possible, share another image showing evidence of individuals in the community connected to the historic site/museum benefiting from a rule or practice.

- What do you notice in this photo?
- Were these rules fair?
- What could make these rules more fair (or unfair)?

3. ACTIVITY (20 MIN)

Introduce materials to students, including paper cups and coins.

Ask the students to brainstorm what actions can be performed using these materials. These may include: bouncing, throwing or rolling coins into cups, arranging cups in different formations etc.

EAD DRIVING QUESTIONS CONT.

A People with Contemporary Debates & Possibilities

HDQ7.1

- Why do people talk about the past?
- Why do we need to know about the past?
- Why do we tell stories about the past?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared photos of *Intrepid* sailors during World War II. During World War II, only men could serve in the regular Navy, on ships and overseas. Initially, women could not serve in the Navy at all.

Eventually, they were allowed to do some jobs as part of the Navy reserve. Women could serve in a variety of roles on land but could not serve on combat ships until 1993.

Educators asked:

- Why do you think some people had restrictions on what they could do in the Navy?
- Were these rules fair?

- What actions are not safe or appropriate to do with these materials?

Inform students that they will be designing a quick game with the materials at hand. They will have a variety of decisions to make regarding the game. Students will arrange into groups of 3 to 4. Each student will receive a paper cup and a few pennies. Students will use the Game Design Cards to plan.

They will be answering the following questions by choosing a response:

- Will your game involve tossing or rolling the pennies?
- How does scoring work? Can you lose points or only earn them?
- Is there one winner or does everyone win?
- Who goes first?
- How does the game end?

Remind students that if something is happening in their group or game that is unfair, they can raise their red slip of paper. This will allow educators to discuss the problem with them.

When students have designed and practiced their game, **ask the group to share:**

- What felt fair about designing your game?
- What felt unfair about designing your game?

4.ASSESSMENT QUESTIONS (5 MIN)

Sometimes things feel fair to one person and unfair to another. Feeling frustrated about the rules was how people who didn't benefit from a rule or were excluded from an opportunity might have felt.

Ask students:

- What is an example of a "fair" rule in your community?
- What might be an example of an "unfair" rule in your community?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators showed a photo of Navy WAVES, the women's branch of the United States Naval Reserve that was formed during World War II.

Educators asked students what they noticed in the photo and made it clear to students: men could often choose whether they worked on land or on a ship.

Women could not choose where they worked in this way; they were only allowed to work on land in certain jobs.

Educators asked:

- Was the creation of the WAVES fair? Why or why not?
- What would happen if a woman wanted to work on a ship?
- Have you ever felt like a rule you or someone else was faced with was unfair?
- What did you do in response to that rule?



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CREATING RULES: COIN TOSS

Students will be designing a quick game using paper cups and coins. They will have a variety of decisions to make regarding the game.

Students will arrange into groups of 3-4. Each student will receive one paper cup and a few pennies.

Students will use the Game Design cards to plan. They will be answering the following questions by choosing a response:

- Will your game involve tossing or rolling the pennies?
- How does scoring work?
- Can you lose points or only earn them?
- Is there one winner or does everyone win?
- Who goes first?
- How does the game end?

TOSSING COINS INTO A CUP	ROLLING COINS INTO A CUP
ONE PERSON WINS	EVERYONE WINS

APPENDIX: CREATING RULES

ONLY GAINS POINTS

WHEN A COIN GOES INTO A CUP

GAIN & LOSE POINTS

LOSE POINTS WHEN YOU MISS

**PLAYER CLOSEST TO
THE FRONT OF THE
CLASS GOES FIRST**

**YOUNGEST PLAYER
GOES FIRST**

HOW DOES THE GAME END?

HOW MANY POINTS ARE NEEDED TO WIN?

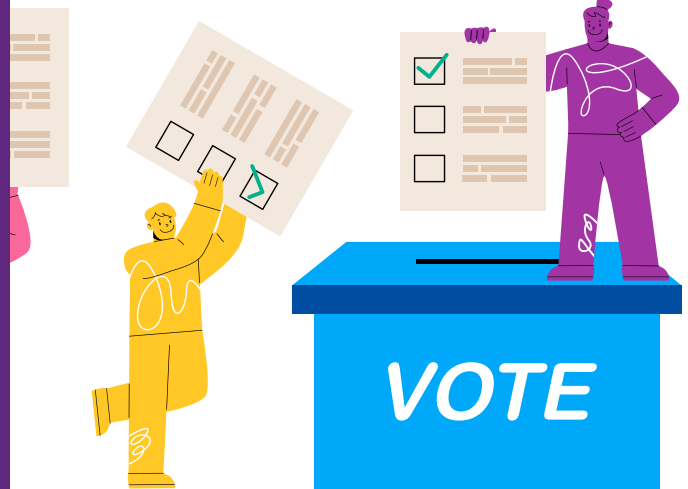
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SECOND GRADE

50 minutes

MAKING CHANGE



OVERVIEW

This activity is geared toward students in second grade and is intended to take place in a school setting.

Who was considered part of the community at a historic site/ museum reflects the attitudes and beliefs of the broader United States at that specific time.

As those attitudes about race, gender and sexuality shift, so do the policies and practices seen in that historic community. In this activity, students will explore how people can have their voices heard through democracy which can lead to change over time in a community. They will participate in a voting activity and make a poster to convince their community to change a policy.

OBJECTIVE: Students will be able to describe two distinct ways individuals can make change in their communities.

MATERIALS

- 2-3 Classroom sets of assorted stickers
- Campaign Poster template
- Paper
- Coloring materials
- *Optional: Photos of representatives in government (senator, mayor, governor or president)*

LEAD DRIVING QUESTIONS

Institutional & Social Transformation- A series of Refoundings?

CDQ5.1

- How do we react to changes to our community?
- Why do people sometimes want to change the rules?

A People with Contemporary Debates & Possibilities

CDQ7.1

- How do we know what our leaders believe and if/how they would improve our community or country?
- How does learning about the past prepare me to act in the present?
- Why is it important that people are able to say what they think, even if others might not like what is said?

PROCEDURE

1. INTRODUCTION (10 MIN)

Review the rules that students listed in their communities.

■ What is a fair rule?

Give examples (can connect to rules in the classroom): being respectful to one another, keeping hands to yourself etc.

■ What is an unfair rule?

Give a silly example: only people wearing red can go to recess today.

■ What can we do when we feel like a rule is unfair?

2. INVESTIGATION (25 MIN)

Provide context about how rules have changed over time at the historic site/museum.

Throughout the country, **advocates**, or people who publicly support changing a policy, try many different strategies to achieve their goal.

Define advocates.

Write this word down or show the attached card so it is visible for students. Connect the idea of being an advocate to the responses students give when asked "What can we do when we feel like a rule is unfair?"

■ How can we act as advocates?

Tell students they are going to do an activity to practice making their voices heard. One way people are able to make change in their communities is by **voting**. Display this word.

■ What is voting?

Let them know that they are going to be choosing one sticker out of two sticker options for the class to receive. Make sure students understand that the entire class will receive the same sticker.

In the first round, the majority vote will win. Distribute stickers after the vote.

Students will vote via raised hands or, for a movement break, students may vote by moving their bodies from one side of the room to the other.

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared that in the Navy, and by extension on *Intrepid*, rules have changed a lot in the last 100 years.

Many of these changing rules have had to do with who is allowed to serve and in what jobs.

Women, for example, could not serve in all Navy jobs until 2011 or serve on ships like *Intrepid* until 1993. When discussing women's roles in the Navy, one student asked a woman educator "how do you work on *Intrepid*?"

The educator elaborated that rules change over time, and the student shared, "I would be sad if you had to work on land."

Students will vote again to receive a new sticker (winner of the last vs. new option), but this time they must vote for a **representative** to choose the sticker for them. Display this word.

Discuss the definition of representative: a person we elect who makes decisions on our behalf. Share photos of government representatives that students may be familiar with (Mayor, President and Senator).

Two educators will serve as the representatives. The two educators will try to convince students to vote for them. Educators will choose a platform to pitch to students.

Examples:

- My name is _____ and I believe in stickers with sharp edges and bold colors!
- My name is _____ and I will pick whatever I feel like picking!
- My name is _____ and I like stickers that are blue.

Once students vote, students will have a chance to tell the winning educator what they want before the educator picks a sticker for the group.

Ask students:

- What was the difference between the two votes?
- What might be one good thing about voting for a representative? One bad thing?
- What might be one good thing about voting directly? One bad thing?

In the United States, we elect representatives to enact laws on our behalf. This way, regular people with busy lives do not have to vote on every law and policy passed in their city, state, or country. In some places, like Switzerland, citizens can vote directly on every issue. This gives them more control over the rules in their lives.

- How can voting make things more fair?

Once you elect a representative, how can you advocate for your opinion and show them what you want?

- Calling
- Sending letters/emails
- Using social media
- Voting
- Protesting

3. ACTIVITY (15 MIN)

Elected representatives can do a whole lot more than just choosing sticker shapes. They have the ability to make both big and small changes in our communities. They can make things better for the people around them. Ask students the following and record responses so they are visible throughout activity:

- If you were elected to be a school representative, what changes would you make?
- What is something you wish you had in your community?
- What would make school better?

Students will create a campaign poster to run for classroom representative. They will use the campaign poster organizer and should include on the poster their name and three things they would change in their school or neighborhood if elected. Students may draw or write.

4. ASSESSMENT QUESTIONS (5 MIN)

Students will share their posters.

Ask students:

- What is one thing you would change about your school community?
- What is one way, other than running for office, that you can make change in your community?



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APPENDIX: EXTENSION ACTIVITIES

READ ALOUD

Books about making change and being a leader in your community:

The Girl with a Mind for Math: The Story of Raye Montague by Julia Finley Mosca

Counting on Katherine: How Katherine Johnson Saved Apollo 13 by Helaine Becker

Aaron Slater, Illustrator by Andrea Beaty

Spanish Language:

Tejedora del Arcoiris (Rainbow Weaver) by Linda Elovitz Marshall

Viva la Tortuga! (Long Live the Turtle!) by Georgina Lazaro Leon

VOTE FOR _____!

IF ELECTED, I WILL...



ADVOCATE

VOTE

REPRESENTATIVE